



Behaviour & Anti-Bullying Policy

Adopted / Updated : 28th September 2015

Principles

Good behaviour and discipline are key foundations of education. Without an orderly atmosphere, effective teaching and learning cannot take place. St. Peter's C.E. Primary School acknowledges its responsibility to promote the spiritual, cultural, social, moral, mental and physical development of its pupils. The ethos of the school includes a clear vision of the values which matter within the school and the supporting community.

The values which we strive to engender include:

- Respect for others, for property and the environment.
- Honesty.
- Trust and fairness.
- Tolerance and compassion.
- Self-respect.
- Self-discipline.

It is an aim of our school to assist children to grow up with a clear view of what is right and wrong, appreciating the needs of others.

We attempt to achieve this through a positive approach to discipline, making it clear to children how we expect them to behave and by acknowledging and praising success in achieving, or striving to achieve the required standards.

Role of the Governing Body.

The governing body plays a key role in influencing the ethos of the school- its general atmosphere and philosophy- promoting its standing within our parish and the local community. The governing body has a general responsibility for directing the conduct of the school. This influence carries with it a responsibility to support the

Head Teacher and staff in maintaining high standards of behaviour.

The Head Teacher is responsible for maintaining discipline on a day-to-day basis subject to any principles laid down by the governors. Any guidance from the governing body is taken into account by the Head Teacher when formulating school rules. The Head Teacher will also have regard to any guidance which they may offer related to specific issues.

The governors have agreed a written statement of the general principles for the school's behaviour policy. The governors of St. Peter's school have adopted the principles laid down by Wirral LA

It is a responsibility of the governing body to consider the school's policy on exclusions in the wider context of the policy on pupil behaviour and discipline and to monitor the number of exclusions which take place within the school.

Code of Conduct

Management of pupil behaviour at St. Peter's school is based on its positive code of Conduct, which is as follows:-

Take Care

We will move quietly around school, showing respect to people and property.

Look Smart

We will wear our uniform showing pride in ourselves and in our school.

Be Polite

We will be courteous and respectful at all times, both in what we say and in what we do.

Be Friendly

We will support and encourage one another to do our best.

Listen Carefully

We will show respect for others by listening carefully and doing what we are told.

Be Kind

We will treat others as we would like to be treated ourselves.

Formulating the Code of Conduct

The Code of Conduct was adopted in 2008 as a result of a whole school process of collaboration, and was updated in 2012 by the school council. All governors, parents, staff and pupils were invited to contribute to the list of positive statements, which provides the framework of acceptable behaviours within the school for all its members.

The list was kept as clear and concise as possible. Language was kept simple and the number of standards kept to a minimum, to ensure that all children understand and identify the expectations that were placed upon them.

Implementation of the Code of Conduct

The Head and Assistant Head teachers make regular reference to the Code of Conduct through whole school Collective Worship. Class teachers reinforce the Code with their pupils in the classroom situation with copies being prominently displayed in all classrooms and major areas in the school. When pupils deviate from the behaviours expected of them, their attention is drawn to the appropriate part of the Code.

House System/ Code of Conduct Awards

The House system operates successfully throughout the school. All children are allocated to one of the four houses when they start or join the school. House points are awarded for a determined effort in improving their work and learning. This has proved to be an effective motivator within the school. Team spirit is encouraged as children are urged to gain house points to benefit all members of their house. Weekly totals of House points are shared in Friday's Collective Worship and the 'Work Cup' is presented to the winning house.

One child per class is chosen each week to receive the Smiley badge/ certificate in KS1 and one child each week in KS2 to receive the Sash/ certificate for outstanding efforts in personal, social, behavioural or academic achievement.

Pupils are awarded 'merits' for demonstrating one of the standards in the Code of Conduct. Pupils acquire these working towards three levels in both Key Stages. Each level is rewarded with a certificate awarded in a whole school assembly. A pupil is also awarded a special enamel badge for achieving the top level in each Key Stage.

Management of pupil behaviour

Responsibility for the conduct and manners of pupils is shared amongst all staff members. All staff hold a duty of care for all pupils, and this includes ensuring that all pupils behave in such a way as to reflect the ethos which we are trying to build and maintain in St. Peter's C.E. Primary.

Teaching assistants play a vital role in supporting teaching staff in the management of pupil behaviour. High quality interaction with pupils, suitable collaboration with teachers, and appropriate use of rewards and consequences impact on the overall standard of behaviour within the school. Teaching assistants often employ the wide range of low-level "re-directive" responses, appropriate before the use of any sanctions. Any more serious behavioural incidents are referred to the pupil's class teacher.

The Senior Management Team play a significant role in supporting class teachers in their management of pupil behaviour, and will assist class teachers in the planning and implementation of strategies for dealing with specific incidents. All serious incidents will be recorded on an "incident report sheet" by the teacher involved in the incident as soon as possible after the incident has occurred and a copy will be given to the Head teacher. All severe or persistently inappropriate behaviours must be reported to the Assistant Headteacher or the Headteacher who will decide on appropriate sanctions.

Strategies used to promote positive behaviour

The primary responsibility for ensuring acceptable behaviour within the classroom rests with individual class teachers. Teachers strive to create an environment in which pupils are likely to conform to the expected standards. This is achieved by maintenance of an orderly learning environment through:

- Provision of an effective curriculum appropriately differentiated to stimulate and motivate the children.
- Holding high, but realistic and attainable expectations of all their pupils, in terms both of achievement and behaviour.
- Adopting a positive and constructive attitude and being explicit about what behaviour is expected of a pupil and what is unacceptable.
- Encouraging pupils to feel a sense of responsibility for their own learning and engendering in pupils a capacity for experiencing success.
- Assisting pupils in setting personal goals and reflecting on their progress.

- Encouraging children to understand classroom management procedures.
- Providing clear explanations.

Dealing with inappropriate behaviour

Despite all these conditions being in place, individual cases of inappropriate behaviour may occur. On these occasions, teachers will employ a range of strategies to stop the unwanted behaviour and minimise classroom disruption. The strategies chosen will depend on the nature, severity and persistence of the inappropriate behaviour.

These strategies may range from merely making eye contact with the child (to alert the child to the fact that their behaviour is being noted) to a sanction such as completion of a task during break time. When an individual child's inappropriate behaviour is affecting the learning, social or emotional development of themselves or others, the class teacher completes an SEN Record of Concern and liaises with the SENCO, noting strategies employed within normal classroom differentiation and the outcomes of the intervention.

Management of pupil behaviour at break and lunch-times

Behaviour at break time is initially the responsibility of the duty teacher, and at lunch time of the Senior Mid-day Supervisor and her staff. As at any other time of day, any staff member witnessing inappropriate behaviour is expected to take suitable action. If considered necessary, inappropriate behaviours will be reported to class teachers, senior leaders, Assistant or Head Teacher (depending on the nature, severity or persistency).

Sanctions

A sanction is a formal response from within the behaviour policy which may include:-

- Warnings
- Time away from peers
- Losing free time (variation in KS1 and KS2)
- Losing other privileges
- Intervention from senior staff member
- Pupil's initials put on the board to act as a warning, pupil's initials are circled if the behaviour persists and this is formally recorded.
- 3 formal records in a week, or 6 in a half term results in the pupil being spoken to by the Headteacher and will result in a sanction from the list above.

Partnership with Parents

The Secretary of State takes the view that the responsibility of parents extends beyond their legal obligation to receive an efficient education. Parents should also ensure that their children arrive at school on time, have suitable clothing and that they have with them, books and equipment needed for their work at school.

At St. Peter's, parental partnership is seen as an integral part of school life. St. Peter's school community believes that parents and carers have a vital role, working in partnership with school, to foster good behaviour. The parents of any child who has been spoken to formally by the Headteacher on 3 occasions, will automatically be invited into school to discuss the situation. However, parents may have been invited well before the situation has reached this point. Children need parental encouragement and support to participate fully and positively in their day to day school work, as well as in the wider life of the school and in society. For the school behavioural policy to work effectively, we are dependent on parents:

- Clarity of understanding of the values held by the school.
- Understanding and promoting the behavioural expectations placed on their children while at school.
- Encouraging their children to value education and strive to achieve success to their personal ability level.
- Working in partnership with school to help children overcome behavioural difficulties.
- Co-operating in ensuring that their children to complete homework to a satisfactory standard and return it on time.

Informing parents

A variety of methods are employed at St. Peter's to encourage home school partnership regarding behaviour, inform parents of behavioural issues and to convey and reinforce the nature of parental responsibility for encouraging appropriate behaviour. General information is conveyed:

- Through the policy documentation which is available on the school website
- By inclusion in the regular newsletters
- Ad hoc informal meetings, between parents and staff, celebrating good behaviour and improvements in behaviour.

Specific information related to individual children takes place through twice yearly whole school Parents' Evenings to discuss the individual progress of all pupils. Individual meetings are organised on a "needs led" basis, for staff to liaise with parents on specific issues. Any significant concerns over behaviour are always shared with parents, in the context of a mutual problem solving situation aimed at meeting the child's social, emotional needs. Teachers are aware of the difficulties and pressures which may exist in families and may affect a child's behaviour in school. Every effort is made to be sensitive and supportive of children who are in this situation.

In some cases a child's behaviour may indicate that the child might be "in need"

(Children Act 1989 Section 17 – those children whose vulnerability is at a stage where their satisfactory level of health or development will not be achieved without the provision of extra services) In those instances staff are instructed to inform the Head Teacher, who will follow the procedures indicated in the Safeguarding policy document.

Partnership with Outside Agencies.

St. Peter's takes full advantage of the range of expertise available to us to support us in management of pupil behaviour.

- Special Education Support Service members including: Educational Psychology Service, School Nurse, Advisory Teacher for Autism & Social Communication (ASC)
- Child and Family Support Service
- Child Health
- Social Services
- Behaviour Support team
- Area Support Team
- Looked After Children Education Service.

The SENCO at St.Peter's works closely with a range of agencies who advise and support the school in our management of pupil behaviour. Outside agencies may intervene by:

- Carrying out observations
- Meeting with the child for discussion or assessment
- Short term direct intervention within the school setting
- Providing general in-service training on management of pupil behaviour.

- Offering advice on issues concerning individual pupils.
- Suggesting targets and strategies.
- Taking part in multi – disciplinary meetings to share information and ideas to assist school and parents in meeting a child’s individual needs.

Anti-Bullying Policy

Principles

St. Peter’s school adopts a unified, whole school approach to bullying. Bullying is not tolerated at St. Peter’s and any suspicion or allegation of bullying is investigated and is treated seriously. All pupils are encouraged to report any bullying suffered personally, or witnessed by a member of staff.

Every staff member is informed of the procedures to follow when bullying occurs. All cases of bullying must be reported to the head teacher. At St. Peter’s we acknowledge that unless checked, “low level” bullying such as shoving or name calling can escalate, especially if the bullied pupil responds in an unassertive manner.

Reasons for challenging bullying behaviour

- To maintain the ethos of our school as a Christian caring community
- To protect the safety and happiness of our pupils
- To foster educational achievement – unhappiness may effect a child’s ability to learn
- To prevent escalation of this type of behaviour

Aims

- To promote anti – bullying values
- To raise awareness of the shared responsibility to protect children from bullying
- To ensure all staff are aware of the procedures to follow when an allegation of bullying is made to them, or when they suspect bullying may be taking place.
- To employ behaviour modification strategies to prevent children who have bullied from repeating this type of behaviour
- To encourage pupils who are being bullied, or are aware that others are being bullied to seek help

Definition

The definition of bullying described by Wirral L.A. is as follows:

"Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked and is often repeated and can continue for a long time. It usually reflects an imbalance and abuse of power. Bullying behaviours are aggressive although they may not seem so"

Criteria for success

- General atmosphere of caring for others within the school.
- High level of parental satisfaction with management of bullying.
- Clear procedures for management of bullying.
- Consistent, fair application of rewards and sanctions.
- Regular review of policies and procedures.
- Staff awareness of implementation of bullying policy.
- Low level of bullying incidents within school.
- Clearly defined staff roles regarding bullying.

Victims of Bullying

Any child can be bullied but certain factors make some children more vulnerable:-

1. Lack of close school friendship.
2. Shyness.
3. Over protective family.
4. Members of an ethnic minority.
5. Displaying an obvious difference to the majority.
6. Having Special Educational Needs

Staff at St. Peter's aim to provide a safe, supportive environment for all its pupils. All children are encouraged to feel empowered to handle potentially confrontational situations by knowing the procedures to follow:-

- Report and discuss with staff any situation which causes them to feel unhappy.
- Stand up for their rights without violating the rights of others.
- Give clear, direct and honest messages.
- Report situations objectively and concisely, "he wouldn't let me play" not "he was mean to me"
- Make assertive statements
- Walk away from conflict.
- Remain calm and register disinterest rather than anger or fear.
- Report to staff if unable to solve situation personally.
- Resist manipulation and threats.

- Enlist support from bystanders.

Working with bystanders

Bullying is an activity that almost always takes place within a social context.

Bystanders may react to bullying in the following ways:

1. *Actively encourage* the bullying behaviour.
2. *Passively support* the bullying behaviour.
3. *Passively reject* the bullying behaviour
4. *Actively challenge* the bullying behaviour.

Staff at St. Peter's encourage pupils to actively challenge bullying behaviour by:

1. Not allowing someone to be left out of the group.
2. Not smiling or laughing if someone is being bullied.
3. Telling a member of staff
4. Telling the bullying pupil to stop.
5. Showing the bullying pupil their disapproval.

Staff at St. Peter's makes it clear to pupils that being passive about bullying can not only collude with it, but often encourages it.

Effects and consequences of bullying

Bullying is an aggressive and abusive activity which is potentially very harmful and dangerous. There is often a need to impress on members of the school community the serious consequences of letting bullying continue without taking any action.

These effects may be seen at any or all of the following levels:-

There is no fool-proof way of knowing whether a child or young person is being bullied. Bullying is a covert and even secretive activity. Reducing bullying therefore involves effective communication between members of staff and parents as part of a school culture where talking about bullying and asserting one's right to feel safe are viewed as particularly important.

The following are some useful indicators which can lead to a more detailed discussion of what is happening to a young person:-

- Unexplained bruises
- Belongings repeatedly going missing
- Refuses to say why s/he is unhappy
- Distressed at the thought of going to school

- Refuses to go to school
- Reports aches and pains
- Frightened of walking to school alone.
- Changes route to school
- Has started taking longer to get home from school
- Seems withdrawn/ unhappy or in a world of his/her own
- Cries at bedtime
- Returns home with torn clothes or damaged schoolwork
- Returns home hungry (lunch/ snack money stolen)
- Asks for more money than usual
- Loses interest in schoolwork or finds it harder to concentrate
- Refuses to go out to play or stops going to clubs/ brownies in the evenings or at weekends

Action to be taken when bullying is alleged or suspected

- Never ignore suspected or alleged bullying from any source e.g. parents, pupils, teaching, support or supervisory staff.
- All such incidents must be investigated by the teacher as soon as possible
- Do not make premature assumptions.
- Listen carefully to all accounts, alleged bully, victim and any bystanders.
- Several pupils saying the same does not necessarily mean that they are telling the truth.
- Adopt a problem solving approach that moves pupils on from justifying themselves.
- When initial investigation suggests bullying may have taken place, the Head teacher must be informed and the incident recorded on the school's behaviour records by the person dealing with the situation.
- Parents are informed of bullying behaviour.
- When bullying behaviour occurs, consideration will be given to determining whether any of the parties involved have an emotional or behavioural Special Need and if so, an Individual Behaviour Plan is completed.
- Where possible, parents are involved in the formulation, delivery, monitoring and review of the Individual Behaviour Plan.

Prevention of bullying

At St. Peter's school teachers use teaching styles which are aimed at preventing bullying:

1. Treating pupils with respect
2. Encouraging pupils to treat each other with respect
3. Presenting good role models – using power and authority appropriately
4. Explicitly stating that bullying is NOT acceptable.
5. Active process aimed at changing pupil attitudes

Curriculum areas which can explicitly promote anti-bullying include;-

- Religious Education
- Personal Social Health and Citizenship Education
- Science – Health Education programme
- English e.g. – discussion of fictional account
 - discussion of factual account, news report
 - drama (role play situations)
 - creative writing
- History – making direct reference to the behaviour of a group with reference to an incident in history

Methodologies employed to prevent bullying

1. Anti – bullying policy to be actively promoted in a multi – curricular approach
Active promotion of an ethos which celebrates the varying strengths and achievements of ALL pupils not focussing solely on academic achievements.
2. Active promotion of an ethos which values effort and relative achievement.
3. Close liaison between all staff with pastoral responsibilities for individual children.
4. Prompt transfer of information to appropriate others.
5. Sanctions used consistently and fairly.
6. Allowance of sufficient time for management of pastoral and behavioural issues.
7. Adequate level of supervision at all times.
8. Play leader scheme in operation to provide organised games at lunch time.
9. Circle Time and “SEAL” activities in place across key stages.

Attendance Policy

St. Peter's school makes every effort to ensure pupils attend school unless they are too ill to be present. Promoting regular attendance is an integral part of our management of pupil behaviour. Children who do not attend school regularly or are persistently late are deemed educationally disadvantaged.

Great importance is placed on notification of pupil absence. Parents are requested to notify school personally or by telephone on the first day of absence. If this does not occur, children are requested to provide a written note from their parents explaining their absence. If a parent fails to inform the school of their child's absence, the school admin team will contact the parent to request further information.

Holidays

Parents are discouraged from taking holidays during term time. It is understood that in some circumstances this may be impossible. Parents are then asked to complete "Leave of Absence" request forms. Absence will only be authorised in exceptional circumstances.