



Rationale:

Good behaviour is a key characteristic that promotes an effective teaching and learning environment. The staff at St Luke's Church of England Primary School are committed to maintaining high expectations of behaviour which makes an essential contribution to the educational experience of the children and to their happiness and emotional health and well being. In this way it is fundamentally linked to the school's mission statement and pastoral policy. We embed our core Christian values into our behaviour policy: forgiveness, love, trust, patience, friendship and respect.

This policy has been written in line with the DCSF guidance "School Discipline and Pupil Behaviour Policies" taking account of the school discipline chapter in the Education and inspections act 2006, **Rochdale LA's "Anti-Bullying Policy" guidance, Feb 2012 and Ofsted Inspection guidelines 2012.**

Purposes:

1. To promote an ethos of positive reinforcement.
2. To provide children with the ability to reflect upon their own behaviour and its impact on others.
3. To ensure that agreed expectations are established and acted upon fairly and consistently.
4. To encourage and reward good behaviour and effort.
5. To ensure that negative attitudes and behaviour are dealt with promptly and to nurture a culture that celebrates difference and diversity.
6. To involve parents in the processes of promoting high standards of behaviour.
- 7. To involve pupils in making a contribution to a safe, positive learning environment.**
- 8. To embed the schools core Christian values of forgiveness, love, trust, patience, friendship and respect.**

Guidelines:

1. All adults are responsible for the behaviour of all children and should act as good role models.
2. School and classroom rules need to be displayed and referred to.
3. Children need to be encouraged to become self disciplined and to be responsible for their own actions, in order to develop their confidence and independence.
4. Children need to know the consequences of negative behaviour. They also need to understand that they can improve their behaviour, make a new start and be forgiven.
5. Parents need to be informed of school expectations and should be informed at an early stage when problems occur.
6. Poor behaviour needs to be monitored.

How is this achieved?:

- Class rules are determined by the children at the beginning of each year and displayed prominently in the classroom. Golden rules that are used throughout the school are reinforced through assemblies with all of the children. ***Planned pastoral weeks at the beginning of the Autumn term set expectations and teach children how to behave, how this should look and how they can make a positive difference to the school.***

- The children are involved in setting appropriate standards of behaviour and develop their own class behaviour targets. Once met, the children determine their own rewards. This is managed by the class teacher, one such example being where children receive a marble for good behaviour to place in a class jar. Once the jar is full they receive a reward. This should be achievable on a half termly basis.

- Behaviour will be monitored ***on a periodic basis through sample weeks*** by recording incidents stating who was involved, the nature of the incident, the severity, where the incident took place and the appropriate punishment (where applicable). Where necessary, a child who displays persistently poor behaviour will have an individual record with a view to monitoring and promoting positive behaviour and rewarding this. This record may be shared with the child's parents in order to promote good home-school links.

- Throughout the school a structure of levelled behaviour provides the means of consistency when dealing with instances of poor behaviour. This is shared with the children who are aware of the levels of behaviour and this acts as a means of self-regulation for each pupil.

An individual behaviour record may be kept for children who persistently display inappropriate behaviour.

Rewards and sanctions

We aim to provide good behaviour in school by giving children who behave well a high profile. Good behaviour and effort are encouraged and rewarded, publicised and used as a model for others to follow. Class reward systems and whole school certificate assemblies help to highlight the behavioural and academic achievement of children.

Where inappropriate behaviour is apparent it is important that all staff are seen to act fairly. The focus of applying sanctions is purely on the behaviour displayed, not on the child themselves. At times it may be appropriate to address the individual behaviour of a child to the whole class in order to ensure that other children are aware of appropriate boundaries for their behaviour and that they see that action has been taken to address behaviour that they themselves may have been subjected to. Where an incident of bad behaviour is addressed in front of other children it will be done in a sensitive, supportive manner.

Rewards:

The structure of our rewards is progressive and is structured to provide immediate feedback and longer term rewards for consistently good behaviour. Rewards may vary from class to class but will generally follow the structure detailed below. The following list is not exhaustive but gives an indication about how we celebrate good behaviour.

Immediate praise:

Initially informal feedback will be given to children for immediate praise this is usually in a verbal form.

Stickers, table points, stars etc. are used as an incentive and to further build upon the verbal praise they receive.

Teachers will endeavour to supplement these rewards by informing parents either verbally or by use of cards to promote positive behaviour and keep parents informed of when their child is doing particularly well in school.

Praise beyond the classroom:

Children will be able to take examples of outstanding work to show other teachers or the head teacher and other privileges may be given dependent upon the classroom organisation.

Certificates are awarded on a weekly basis in a special assembly and each class has the facility to provide additional awards where necessary either individually or as a whole class. Strategies such as 'Star of the Week', prize boxes or ending the school day with a quiz for the whole class are all examples of how this could be administered.

There is a caught being good book held centrally in the office where staff can record pupils for an instance of good behaviour for a mention in assembly. The focus of this book changes according to the school's focus (e.g. manners).

For children's whose work or behaviour is exceptional they may be referred to the head teacher to receive a special certificate, lunch or other incentive. This reinforces to the children that all levels of staff are involved in praising and promoting good behaviour.

Special half termly certificates are awarded to pupils for exceptional behaviour. Each half term has a specific focus in accordance with the school's priorities.

Promoting collective responsibility for good behaviour:

Each half term, the children will set targets for their own behaviour as a class with their teacher. This may be based on a chart or other method of measurement. If they achieve their target the class will receive a reward at the end of the half term. This is in place to promote collective responsibility for good behaviour and to provide a greater reward for consistently good behaviour.

Available sanctions:

Whilst we seek to promote positive behaviour wherever possible, it is recognised that there must be sanctions in place to address poor behaviour to reinforce the fact that such behaviour is inappropriate and also for the children who are subject to poor behaviour realise that something is being done to address this.

Any lawful use of sanctions must be reasonable and proportionate to the circumstances of the case. In particular, the Act requires that account be taken of the pupil's age, any

special educational needs, any disability and any religious requirements affecting the pupil.

Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

The following list is not exhaustive but shows an indication of the progressional system of sanctions for behaviour management that we have in place at St Luke's:

Level 1:

A child may have their name on the board. Where this is most effective it provides the children with a warning about their behaviour before it progresses into more disruptive behaviour

A child may be asked to sit with the teacher or other staff member to deter continuing low level disruption

Level 2:

Time out is a short period of calming down time within the class where children are removed from a situation to calm down before rejoining the lesson. This should enable children to think about their own behaviour and is used as a warning to prevent further sanctions from taking place.

Where necessary following these steps (or in incidents of more seriously disruptive behaviour) a child may be isolated from other children in order to focus upon their work by being sat away from other children whilst still remaining in the classroom.

For moderate to high level incidents of behaviour:

Level 3/4:

Where children need to see more appropriate behaviour modelled, they may be sent to another classroom

A child may miss their playtime by standing against the wall during playtime. This ensures that each child has time to reflect upon their behaviour and that they are fully supervised during this time.

Level 4:

Loss of privileges. This may be exclusion from trips or voluntary activities. These should only be used after consultation with the head teacher and if this is a result of persistently poor behaviour both the child and their parent will be informed that this is a possibility well in advance of the event so that the child has an incentive to adapt their behaviour and has a reward to work towards.

For very high levels of persistently poor behaviour, or in extreme incidents, the governors will exercise their right to exclude a child.

In case of severe incidents the situation should immediately be brought to the attention of Senior Staff.

Other sanctions may be considered if appropriate to the behaviour displayed.

All staff are aware that the 'punishment should fit the crime' with the prime intention of any sanction to be to assist the child improve their own behaviour.

Parental involvement:

It is expected that parents will support the school in the administration of this behaviour policy.

In return parents can expect to be informed about any incident of moderate or high level behaviour that affects their child. Where persistently poor behaviour is evident parents will also be informed of this. Usually contact with parents will be face to face or by phone so that an open discussion can take place.

Where behaviour needs to be monitored more closely, a behaviour book may be sent home so that parents are kept informed on a daily basis.

All staff should encourage open communication with parents and any problems should be addressed with the class teacher in the first instance. The school operates an open door policy and we would welcome the opportunity to work with parents on the implementation of this policy.

Any parent that feels they need support at home with their child's behaviour should approach the school as we may be able to arrange some form of parenting support for you and your child.

As a matter of policy, class teachers will also aim to speak to adults collecting their children from school to praise good behaviour. This is in line with our policy to praise positive behaviour and to focus upon the more positive aspects of behaviour management.

The following behaviours should be referred to a senior member of staff:

- Bullying - **which should be recorded in the school's bullying log**
- Racist/ homophobic name calling
- Repeated violence (any violent incident should be recorded)
- Children being involved in inappropriate play of a sexual nature
- Fighting
- Repeated bad language (incidents of children using bad language should be recorded)
- Damage to property
- Stealing
- Vindictive behaviour and name-calling

A single incident of the following should be referred:

- Bad language to an adult
- Threatening behaviour to an adult
- Insolent/ disrespectful behaviour to an adult
- Challenging any adults

Monitoring:

Behaviour will be monitored through **sample weeks by** logging incidents in order to identify where, when and why incidents of poor behaviour are taking place. This will

be consistent throughout the school and across the lunch hour when the mid day supervisors are on site.

Both the rewards and sanctions will be applied consistently and fairly for all children taking into account the relevant guidance on discipline, bullying and children with special needs.

Behaviour and SEN:

When a pattern of poor behaviour, disruption, anti-social behaviour around the school or in the playground is identified the following stages need to be followed:

1. Intervention Strategy

- SENCO made aware
- Parents made aware that the child is on the Record of Concern list for behaviour
- Staff awareness so that staff can catch them being good and positively reinforce good behaviour
- Behaviour modification used
- Individual behaviour book kept which records positive behaviour as well as problems. This will be monitored weekly by the SENCO

If the above does not significantly improve behaviour than the child will be placed on the Special Needs Register at School Action. Strategies that are working will be continued and additionally and IEP/ IBP drawn up and communicated to parents.

If problems still persist then the SENCO will ask for help and advice from external agencies e.g. Educational psychologist, Behaviour Support Team, and the child moved to School Action Plus.

Staff should also consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties or other type of special educational need.

Anti-bullying Policy:

St Luke's anti-bullying policy is based upon the government's "Safe To Learn" anti-bullying guidance (2007), the principles set out in Every Child Matters and **Rochdale LA's "Anti-Bullying Policy" guidance, Feb 2012 and Ofsted Inspection guidelines 2012.**

Introduction:

Bullying is unacceptable and will not be tolerated. It is the responsibility of all staff to take responsibility to prevent, challenge and respond to bullying wherever it occurs. It is also accepted that no staff will exhibit bullying behaviour in their own working practice and that all staff will model behaviour that is supportive and encouraging.

Definition:

Definition: Bullying can be described as: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

The DCSF guidance "Safe To Learn" identifies different types of bullying:

"Bullying includes name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours".

There is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. All incidents and all forms of bullying will be subject to disciplinary sanctions.

Pupils must be encouraged to report bullying in schools and all staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

The way that St Luke's deals with incidents of bullying will have an impact on the confidence of pupils and parents to report bullying.

Those being bullied are not in a position to stop the process and it is up to those adults working with children and young people to recognise bullying and respond. Bullying is not usually noticeable or obvious to others and as such children should be encouraged to tell an adult either within school or at home.

Statutory duty of schools:

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

The governing body of St Luke's CE Primary School does not condone any form of bullying in the community of our school, and any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the head teacher to keep accurate records of any incidents of bullying, particularly those that are racially motivated, together with the action taken.

The role of parents

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Purpose of an anti- bullying policy:

All aspects of our behaviour policy aim to combat bullying in a proactive way and to identify bullying at an early stage. Any incidents of bullying will not be tolerated. The aim of this policy is to provide staff, children and parents with a shared understanding of what bullying is.

St Luke's acknowledges the need to be proactive in addressing bullying and understands that a culture of openness and honesty is of paramount importance to ensure that the school does not become complacent. The aim of this policy is to prevent bullying, reacting to incidents in a reasonable, proportionate and consistent way and to safeguard pupils who have experienced bullying.

Preventative strategies at St Luke's to address bullying and its effects include:

- An open and honest anti-bullying school ethos
- Curriculum opportunities to address bullying issues
- A fair, proportionate and consistent pattern of disciplinary sanctions
- a pastoral care and system where children are clear who to approach when accessing advice
- focused assemblies, PSHE, RE lessons that directly address bullying
- visiting speakers
- promotion of respect for others and understanding the effects of their own behaviour

Implementation:

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the head teacher
- The head teacher will interview all concerned and will record the incident
- Class teachers will be kept informed
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation will all parties concerned in line with this behaviour and anti bullying policy

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil
- behaviour will be monitored closely and positively reinforced

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Monitoring, evaluation and review:

The school will review recorded incidents of bullying to inform this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school community.

Process to be followed in the instance of bullying

- children, parents and staff to be aware of bullying definition and associated behaviours

In the case of an allegation of bullying

- ***establish the facts through a thorough investigation***
- ***determine it if fits the definition (e.g. that it is not two children calling each other names)***
- ***log in bullying log setting out future action to support both the child being bullied and the child who has been bullying.***
- ***Carry out the appropriate sanction (level 4) and inform parents.***
- ***Support both children at regular intervals (1 day, week, month and half term later). Inform parents when monitoring is over.***

Suspected cases of bullying will also be recorded in the log for review and monitoring purposes.

K. Farrall Headteacher
Reviewed April 2015

Appendix:

What is the effect of bullying

Extract taken from RMBC's Anti-bullying policy.

5. What is the effect of bullying?

Bullying can seriously damage children and young people's confidence and sense of self worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who bully or witness the bullying can also experience emotional harm, and the impact on parents and staff can be significant.

The most common effects of bullying are:

- Anxiety and depression that can lead to intermittent and longterm absence from school, physical illness, psychosomatic complaints or even suicide
- Poor self-esteem, which inhibits pupils from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations, standards of work and therefore their academic attainments
- Withdrawal, which may lead to low participation in school and other activities
- The effects of bullying can last well into adulthood.

Possible indicators of bullying are:

disturbed sleep, bed-wetting, head and stomach aches, problems with concentration, changes in behaviour and attitude, truanting, bullying other children, damaged or missing clothes/money/ property, asking for more money than usual or stealing money, eating disorders, nervous when receiving cyber messages and self-harm or risk of suicide. All adults need to be aware of these potential indicators and investigate any they notice.

6. How can we recognise bullying?

Identifying bullying is not easy and the following messages should be considered when determining whether a situation is a bullying one:

- perceptions of the victim – their feelings and interpretation
- those being bullied are not in a position to stop the process and it is up to those adults working with children & young people to recognise bullying and to respond
- it is not usually as noticeable or obvious to others
- it is the effect that is the key determining factor, not the action
- it is a persistent situation, not isolated incidents
- it has the intent to hurt or upset the victim
- it is not limited to physical hurt
- it can be social and/or psychological.