

St Mary Federation: A Policy for Promoting Positive Behaviour

Introduction

The St Mary Federation is committed to creating an environment where good behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise the importance of close supportive relationships with parents and carers and work hard to achieve this.

Children are taught about similarities and differences with a focus on developing a positive understanding of racial, cultural and religious differences as well as those of sexual orientation.

The Education and Inspections Act (2006) requires every school to establish measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Equality Act (2010) requires schools to eliminate unlawful discrimination, harassment and victimisation in relation to pupils who share a protected characteristic and therefore may be vulnerable to prejudice driven bullying. All pupils are warmly welcomed at our schools. To ensure that pupils feel safe and happy in school, the pupils are encouraged to report, and staff to take seriously any incidents related to any areas of the Act. Isolated and repetitive incidents related to racism, disability, homophobia, bi or transphobia are reported, recorded and reviewed by the Head Teacher and shared with the governing body on a termly basis.

The policy is available on the federation website for all stakeholders to view. It will also be available as required in other appropriate formats. The policy will be brought to the attention of stakeholders at least annually.

The St Mary Federation policy has two distinct and separate sections: Behaviour and Anti-bullying. This policy should be viewed in association with the Whistle Blowing and Single Equality policies.

Aims:

To develop positive behaviour and prevent bullying by:

- Creating a culture of good behaviour
- Ensuring that all learners are treated fairly and shown respect
- Having learners take control of their behaviour and be responsible for the consequences of it.
- Building a community which values kindness, care, good humour, good temper and empathy for others.

Positive Behaviour:

School rules:

Pupils are involved in establishing school and class rules. School rules are expressed in a positive style.

Responsibility:

Children's responsibility:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow instructions given by school staff
- To follow school and class rules

Staff responsibilities:

- To model positive behaviour
- To treat all children fairly and with respect
- To provide a challenging, relevant and interesting curriculum
- To create a safe and pleasant environment.
- To promote equal opportunities

Parent/carer responsibilities:

- To encourage independence and self-discipline
- To ensure children arrive at school on time and ready to learn
- To make children aware of what appropriate behaviour looks like in different situations
- To support the school in the implementation of this policy

Governor's responsibilities:

- To support the partnership between home and school
- To monitor and evaluate the implementation of this policy.

Recognition and reward for effort

We recognise and reward learners who go over and above our standards. Staff understand that a quiet word of praise can be effective. Staff congratulate children in a variety of ways for example by giving house points, stickers and where appropriate extra play.

Praise postcards can be used by all staff including teachers, MSAs, TAs and SLT.

Class teachers decide on what rewards are most appropriate for their class to take account of individual needs and the age of children that they teach.

Each class gives certificates for literacy, numeracy and values each week and these are awarded in an assembly. A lunch time award will be given selected by MSAs each week. A head teacher or deputy head award may also be given.

Sanctions

In class and inside school behaviour:

All staff recognise that a simple and immediate verbal reminder from an adult is often sufficient to stop inappropriate behaviour.

For low level behaviour incidents, a second verbal reminder, clearly making the child aware of their behaviour and of what expectation it contravenes may be needed. The adult will clearly outline the consequences if they continue and remind learners of previous good conduct to show they can make good choices.

Each class has a Good to be Green chart with children's names and this can be used to visually show the warning given, alternatively class teachers may make a similar visual chart in a style of their choosing. Class teachers will make regular cover staff aware of the system in use in their classes. TAs will make supply teachers aware of how the system works in their class. This will ensure that it is used consistently.

Consequences can be educational or protective. An educational consequence should naturally follow and relate to a behaviour and should enable the child to learn from it. For low level behaviours the class

teacher should decide on an appropriate consequence such as catching up on work later, talking to teacher or TA about the behaviour and how they could have behaved more appropriately, these may involve missing some playtime.

For more serious incidents a record sheet must be filled in. These are kept in a folder in the HT office in Docking and Brancaster and in the central office in Sedgeford. These sheets detail the nature of the incident, who was involved and the action taken. These are dated and a record of the date kept next to the child's name at the front of the folder. SMT will be informed if a sheet has been completed.

Consequences for these incidents will be decided by both class teacher and a member of SLT.

Parents will be informed of these incidents by the class teacher or, where exclusion is needed, by the head teacher.

Serious incidents include incidents of swearing, name calling, physical harm, intentional vandalism, stealing, persistent refusal to follow adult requests.

Outdoor behaviour:

Children may be supervised outside by teachers, TAs or MSAs. All adults will give children a clear verbal warning describing what the expected behaviour is. If children have to be spoken to for a second time, then they will be required to stand with the adult a minimum of 5 mins. If the child refuses to comply with the adult, then they will miss the next playtime and parents will be informed.

If behaviour is serious for example physical assault or swearing, then the child will need to go straight inside. Adults may take the child inside and leave with a senior leader or, if there is no SLT present then with an available teacher. If there will be insufficient adults left outside by this method, as will occur at Brancaster and Sedgeford, then the school will use a *help* card system. Adult will have a red triangle which a year 6 child will be asked to take into an adult. An adult in school will come out to fetch the child and bring them inside for the remainder of that playtime.

When children are sent inside, or if they have to miss the following break time they will be asked to complete a reflection form while inside. There will be several types to choose from to take child's age and level of ability into account. Copies are kept in team folder on Drive and paper copies in the school behaviour folder and in school classrooms. Once completed an adult will talk through the sheet with the child.

For more serious behaviours which include swearing or physical aggression then parents will be contacted and informed and children will miss a portion of the week's playtimes. SLT will be involved to decide on appropriate consequences.

Persistent behaviour difficulties:

Where a child has continuing behaviour difficulties then a behaviour plan or Risk Reduction Plan will be produced by SENDCo with parent, child and teacher involvement. All adults in school will be made aware of this plan and will follow it when working with the named child.

Exclusions:

In extreme cases staff may decide that it is appropriate to remove a child from his peers. In this case parents will be notified. The child will then work under the supervision of an adult away from other children. This is called an internal exclusion and a record will be kept in the Head teachers office.

If it is felt appropriate, then a child may be externally excluded. This is called a fixed term exclusion. In this case parents are required to take the child home. A fixed term exclusion is usually for a time scale of between half a day and 5 days. If a child is excluded, then the school will explain the processes of appeal to the parents/carers and the chair of governors will be informed.

Behaviour during residential trips

This policy also applies to residential trips. If, during a trip, a child persistently behaves in a manner that causes disruption to other children, then parents will be contacted and asked to collect their child and keep them at home for the remainder of the trip. In this case no refund of trip money will be given.

Anti-Bullying Policy

The St Mary Federation is committed to providing a warm, caring and safe environment for all the children. All students and staff must be given opportunity to feel that they can be honest about what is working well, and how we can improve our school community.

Aim:

The principle aim of an Anti-Bullying Policy is to prevent all forms of bullying and prejudice -based bullying. Bullying of any kind is unacceptable and will not be tolerated. We take all incidents of bullying seriously. Everyone has the right to be treated with respect. We recognise that bullying happens from time to time, it would be unrealistic to claim that it does not. When bullying does occur everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with this policy. Although children are encouraged to tell any adult within school, they may request to tell a preferred trusted adult.

Schools within the federation must:

- Ensure the curriculum contributes to prevent all types of bullying
- Celebrate difference in all its forms
- Challenge all forms of bullying
- Consider what changes are required
- Involve all stakeholders
- Create forums for discussion

Definition of bullying:

The Anti-Bullying Alliance defines bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”.

It is important for children, parents and carers to recognise that the following behaviours need not always be examples of bullying:

- Occasional loss of temper
- Hurting by accident
- Falling in and out with friends
- Minor disagreements
- Not being friends with someone

However, bullying can involve a pattern of these behaviours.

Types of Bullying:

Race and faith

In a report a part of the Stephen Lawrence Inquiry in 1999 by MacPherson, racism was defined as: any incident which is perceived to be racist by the victim or any other person.

Race or faith bullying is bullying that is perceived to be racist or targeting their faith by the victim or any other person.

Cyber bullying

Cyber bullying is any form of bullying that is carried out through the use of electronic media devices, such as laptops, smartphones or gaming consoles.

There is a strong link between cyber bullying and face to face bullying.

There are some things that make cyber bullying different to face to face bullying:

- 24/7 nature of cyber bullying as contact can be at any time.
- The potential for a wider audience
- The fact that incidents can remain on-line for ever eg a photo that cannot be removed
- Evidence: a victim can keep evidence eg screen shot to show school staff or police
- Hide identity: it is possible for the cyber bully to hide their identity while on-line
- Degree of separation: a cyber bully doesn't often see the reaction of those experiencing it and so do not fully see the impact of their actions.

Homophobia, Biphobia and Transphobia Bullying:

The curriculum should ensure pupils are aware of definitions and have an understanding of facts and misconceptions at an appropriate level.

Homophobia, transphobia and biphobia are terms that describe the fear, dislike or hatred of lesbians, gay, bisexual and transgender people. This can manifest in many ways including discrimination, language and bullying.

Words, including jokes, phrases or 'banter' can be bullying and such practices are used to make fun of LGBT people.

When behaviour is targeted towards a young person specifically because they identify as lesbian, gay, bisexual or transgender (or because they are perceived to be LGBT) this is most commonly called homophobic bullying. This type of bullying can also be directed towards people who seem not to conform to traditional male or female gender roles.

Sexual Harassment and Violence:

Staff may need to talk appropriately to children about what may or may not be happening inside and outside of school. This will require a high level of sensitivity and openness.

Why tackle bullying?

- We are effective and caring schools
- Bullying makes people unhappy and leads to low self-esteem
- Pupils who are bullied are unlikely to concentrate fully on their school work.
- Pupils may avoid attending school to avoid being bullied

Making sure the person being bullied is safe and feels safe.

When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child.

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident. The information will be recorded within 24 hours and contain the following information:

- Date and time of incident
- Date, time and location of incident
- Nature of incident from victim's perspective
- Date and time parents informed.

Procedures for dealing with bullying

- Respond calmly to all allegations of bullying
- Investigate promptly
- Record incident
- Discuss incident with child and discuss an appropriate course of action with them
- Discuss incident with all children who have been involved. Discuss an appropriate course of action with them.
- Request help from EPSS is appropriate
- If bullying continues a fixed term exclusion of the bully may need to be considered.

What children should do

All children have a right to feel safe wherever they are in school. Children should ask an adult for help whenever they feel unsafe or are bullied.

If someone is upsetting you:

- Tell the person that you don't like what they are doing or saying
- Be assertive
- Walk away
- Go to a safe place
- Stay with other people
- Go to an adult that you can trust and tell them what is happening
- Talk to your family or friends or the school council
- Take a friend with you when you tell someone, if you want to
- Keep telling someone until they listen
- Give as many facts and you can
- Don't blame yourself.

What you can do if you see someone being bullied

Saying silent shows the bully that what they are doing is OK with you. There are ways to help without putting yourself in danger.

- Don't laugh or smile at the situation
- Don't join in
- Get an adult to help
- Let the person being upset know that you are getting help
- Try and befriend the person being upset

- Tell them to stay with lots of people
- Encourage the person to get help and tell someone
- Don't be a bystander

Links to other policies:

This policy is to be used in conjunction with the DfE documents of advice ofr head teachers, staff and governing bodies: 'Use of Reasonable Force' and 'Screening, Searching and Confiscation'.

This policy should be read in conjunction with the school's exclusion policy, the personal, social and health policy, the safeguarding policy, the attendance policy, the intimate care and touching policy and the sex and relationship education policy.

Reviewed April 2019

Signed_____

John Ward. Chair of Governors.