



## Good Behaviour & Anti-Bullying Policy

### Rationale

At All Saints we are working to provide all our children with the fertile soil in which they can grow to be the best that they can be in all areas of their lives. We wholeheartedly adhere to the belief expressed in the Church of England's Vision for Education (2016) that *"We aim to deliver excellence in education and want the very best outcomes for children and young people so that they can achieve their fullest potential.... With many schools reporting that they feel under increasing pressure to make artificial choices between academic rigour and the wellbeing of their pupils, we are unequivocal in our message that there is no such distinction – a good education must promote life in all its fullness"*

We therefore embrace Christian values alongside our Learning Values and our school vision sets out how we will nurture the whole school community to 'grow' in every sense of the word.

### School Vision, values and mission

At All Saints we are building our vision around the *Parable of the Sower*.

We are committed to ensuring that we provide the fertile soil in which everyone can grow to be the best that they can be. We use the statement *'Learning and Growing together to be the best that we can be'* to summarise our Vision.

Our full Vision and information about its underpinning values and mission can be found on our school website, and is displayed prominently around the school environment.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on Christian values with mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school is managed in such a way that there is a shared responsibility held by all staff for the physical and emotional wellbeing of our pupils.

The primary aim of the behaviour policy is not to have a system to enforce rules, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

### As a general rule, the children are encouraged to:

- Be polite and kind to others, both in school, outside of school and on-line
- Show care and consideration to other children, staff, pets and property
- Carry through instructions
- Always listen and allow others to do so

- Play and work co-operatively with others

The school expects every member of the school community, adults and pupils, to behave in a considerate way towards others.

We treat all children and adults fairly and apply this behaviour policy in a consistent way.

This policy aims to help all children and adults to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than deter negative behaviours.

### **Learning Values**

We have 6 'Learning Values' which are reinforced in all areas of school life

- 1) High Expectations
- 2) Resilience
- 3) Stay Focussed
- 4) Independence
- 5) Challenge Yourself
- 6) Team Work

These values are designed to support children's attitude to learning, but we aim that they will impact upon their attitude to behaviour outside the classroom and will promote positive behaviour choices.

### **Reward Systems**

We have a whole school reward system based on pupils demonstrating that they are achieving our agreed Learning Values. Pupils receive ticks / stamps in an individual Learning Values Reward Booklet. There are 10 ticks/stamps to be earned for each Learning Value, and once pupils have got all 60 ticks/stamps they will receive a certificate and badge and will have their success shared with parents/carers. Pupils then get a new Learning Values Reward Booklet to fill again. There are 6 certificates to collect, one for each Learning Value.

All staff use positive praise based on pupils demonstrating Learning Values and adhering to the agreed School Rules. Staff may also give small rewards such as stickers, raffle tickets or develop other systems to meet the needs of their class.

**Lunchtime rewards:** Midday supervisors reward positive behaviours with Lunchtime Award certificates. These certificates are handed in once they have been discussed with the pupil concerned. A number of certificates are chosen at random each fortnight, and the winning pupils get the opportunity to have 'tea' with the Head Teacher.

### **School Rules**

As well as the agreed Learning Values, we have developed key school rules that apply to all pupils and that are used as a framework for managing positive behaviours.

Our school rules are:

Ready  
Respect  
Safe

## Sanctions

Staff should ensure that every effort is made to ensure that every child receives their full entitlement to the curriculum by positively encouraging good behaviour so that every child is able to remain in the classroom.

Good behaviour is measured through pupils demonstrating the Learning Values and adhering to the school rules.

When pupils break one or more of the school rules, pupils will move through the following stages:

- 1) 1st warning: Chance to change behaviour
- 2) Final warning: final chance to change behaviour
- 3) Reflection Time in another class: Sent with class work for 15 mins  
10 mins missed playtime: complete Behaviour Reflection sheet with year group staff  
Staff will inform my parent / carer: Discussion with parent / carer to explain reasons for reflection time
- 4) Reflection time with Senior Leader: Sent with work for the rest of that lesson  
Whole playtime lost  
SLT discussion with parent.
- 5) SLT decision about further, more formal, consequence

Physical or aggressive behaviours, including swearing, will move a pupil straight to stage 3. At Stage 3, pupils will be asked to complete a Behaviour Reflection sheet with a member of staff which supports them in understanding the reasons and consequence of their actions, and the impact it may have had on others. This will then be shared with parents by the member of staff who implemented this sanction.

At stage 5, a member of SLT will give a more formal consequence based on the severity of the behaviour. This could include an exclusion from class for a fixed period of time, a fixed term exclusion from school for a set number of days or, for repeated high level negative behaviours or behaviours that seriously endanger themselves or others, a permanent exclusion from the school.

Each lesson will be considered as a fresh start for the pupil. Sanctions will not be carried over to the next session unless deemed appropriate by the member of staff.

## Restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in *The Use of Force to Control or Restrain Pupils*. 2<sup>n</sup> November 2007. The actions that we take are in line with government guidelines on the restraint of children.

## Supporting pupils with high levels of emotional and behaviour needs

Where children have been identified as having a high level of need, the school's reward and sanctions systems may need to be adapted for their individual needs. Staff will determine how to adapt the systems to provide the pupil with the best opportunity to access the curriculum within our mainstream setting. Staff will also:

- Seek advice from the school SENDCo
- Seek and act on advice from relevant professionals – e.g. STS, Educational Psychologist, CAMHS
- Identify interventions that will suit their needs
- Create handling plans where appropriate
- Provide extra adult support where necessary

## Anti-Bullying Strategy

To clarify the school approach to bullying, we use the following definition

*“A conscious action, that intentionally hurts another individual or group, which is sustained over a period of time”*

Examples of actions may include: name calling, physical assault, isolation from a group, cyber-bullying or picking on perceived differences and targeting a weakness intentionally. The school does not tolerate bullying of any kind, on-site or on-line. If we discover that any persistent acts of bullying or intimidation have taken place, we act immediately to stop any further occurrences of such behaviour.

When bullying does happen, staff, parents and pupils should feel confident to know how to report the behaviour. Investigations will be carried out by staff and where bullying is identified actions will be put in place to prevent further occurrences. Where appropriate, emotional support will be put in place for both the victim and the perpetrator.

### **The role of the class teacher**

It is the responsibility of the class teacher, with the support of their T.A.'s, to ensure that the Behaviour Policy is implemented in their class, and that their class behaves in a responsible manner during lesson time.

All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children behave in an appropriate manner.

In keeping with our Christian ethos, children should be treated fairly, with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. They may also contact a parent if there are concerns about the behaviour or welfare of a child. The Home/School agreement supports this process.

### **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain our approach in the prospectus, and we expect parents to read sign and support this through our Home School Agreement (see appendix 2). Both the prospectus and behaviour Policy are published on the school website

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to correct a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Executive Headteacher or the Head of School and if it still remains then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher and Head of School in carrying out these guidelines.

The Executive Headteacher and the Head of School has the day-to-day authority to implement the school Policy, but governors may give advice to the Headteacher about particular disciplinary issues.

### **Fixed-term and permanent exclusions**

The governors are normally kept informed of any particularly challenging children, so that they are in full knowledge of the situation should an exclusion situation arise. Only the Executive Headteacher or the Head of School has the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. They may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher or the Head of School excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, they make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher / Head of School must comply with this ruling.

## **Monitoring**

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis. They monitor all records kept in class and in pupil individual files (including SEND files). They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Signed**

**Date:** September 2019

