

# ST MARGARET'S CE PRIMARY SCHOOL

## BEHAVIOUR POLICY

**DEFINITION:** Staff means all teaching and support staff.

### 1. SCHOOL AIMS

School staff encourage the children to achieve a high standard of behaviour based on their respect for others, for themselves and on their own self discipline.

The Christian ethos of the school, reflected in our Mission Statement, is sensitive and caring, with staff working positively to encourage good behaviour on the part of all children throughout the school.

The Deputy Headteacher and parents of children experiencing behavioural difficulties are involved at an early stage.

### 2. GENERAL STATEMENTS

2.1 Staff are quick to praise good behaviour, good work and extra effort made by children, irrespective of academic ability.

2.2 Staff use opportunities as they occur during both class (PSCHE sessions, focus on SEAL material) and assembly times to talk about issues of behaviour and reinforce the codes of good behaviour, community and mutual respect.

2.3 Where a child needs to be disciplined, this occurs promptly, with any punishment being administered firmly and fairly. The reasons for the member of staff's concerns are explained to the child and other children who may be involved in any misdemeanour.

2.4 Children are encouraged to know the school rules, as displayed in and around the school, and the reasons for them.

2.5 Children are given the correct level of supervision in and around the school in lesson time and break time activities.

2.6 Staff and children are encouraged to take a pride in the presentation of the school and its grounds and responsibility for the correct use of the school's resources.

2.7 The Headteacher, in consultation with staff and children formulates the rules of the school and publishes them to all interested parties.

2.8 Physical violence by any child to another is totally unacceptable and should be stopped, with reference to guidelines in the Policy on the use of force to control and restrain pupil. Senior teaching staff should be consulted immediately when this form of

behaviour occurs. The underlying cause of the violence should be ascertained and acted upon.

2.9 Staff are alerted to the vulnerability of children with an A.S.C. (Autism Spectrum Condition) and appropriate strategies are discussed.

2.10 School staff have a legal right to be involved in behavioural difficulties concerning children at school and to be concerned for difficulties during the children's journeys to and from school.

2.11 Staff are aware that verbal abuse between children is unacceptable and should not be tolerated as it is very upsetting to the recipient, this includes cyber incidents involving the electronic transfer of messages.

2.12 Staff should ensure that children learn from experience to expect fair and consistently applied punishments for bad behaviour which make the distinction between serious and minor offences apparent. However, there should be flexibility in the use of punishments to take account of individual circumstances.

2.13 Forgiveness should be a key element as part of the conversation with children experiencing behavioural issues.

2.14 Humiliating punishments must be avoided.

2.15 Children should be made aware that the school is a community of people, not just a physical space, and that consistent standards of behaviour are expected in all school activities, both on and off site.

2.16 Children will often be aware of serious bullying and racial harassment which are unknown to staff. This behaviour policy makes it clear that children have a responsibility to share this knowledge in confidence with staff.

2.17 Staff must encourage the children to know that they have this responsibility of sharing the knowledge about their peers and that bullies are the ones with personal problems, and not the recipient of the bullying.

2.18 Staff need to be aware of the role of our Learning Mentor who can support the children with their emotional needs.

2.19 Year 6 children are trained as peer mediators to provide them with the skills to moderate in minor disputes on the playground.

### 3. DISCIPLINARY PROCEDURES

3.1 Where a child or a group of children have misbehaved, it will be up to the professional judgement of the teacher in charge to determine whether the imposition of any sanction is necessary. In most circumstances the teacher will give the child a verbal warning and explain why the child has been spoken to.

3.2 For more serious or repetitive acts of behaviour, support staff should refer the problem to the class teacher, or senior staff. The special needs co-ordinator will also be kept informed and advice sought, within the SEN Code of Practice.

3.3 Under no circumstances should a child be struck by any member of the school staff. Physical contact should be minimal and within the bounds of the Policy contained under: "Policy on the Use of Force to Control or Restrain Pupils".

3.4 If a repetitive pattern of behaviour is being demonstrated by a child, the Headteacher or senior staff should be informed. A log of the child's behaviour should be established also, describing the ways in which the school has tried to work with the child to avoid further trouble.

3.5 If poor behaviour by the children continues, the parents should be informed by the Deputy Headteacher, or alternatively by senior staff or class teacher with the Deputy Headteacher's knowledge.

3.6 Punishment of whole classes is not appropriate.

#### 3.7 Positive Encouragement

Whilst there is no attempt to make a comprehensive list of positive rewards to children, these might include:-

- Verbal praise to the child, either alone or in front of a group of children.
- Written comments on work in line with the school's marking policy.
- Stickers
- Class "trophies" given at the end of the day to celebrate behaviour or academic achievement.
- Child sent to other teachers or Deputy Headteacher or Headteacher for additional praise.
- Opportunities to show work or display skills in showing assemblies.
- House points.
- Messages home to parents.
- Headteacher's awards.

- Behavioural charts where children and staff can self-evaluate behaviour in consultation with parents.
- Class of the week cup
- Gold stickers

### 3.8 Sanctions

Sanctions will be applied by staff in a consistent manner according to professional judgement. These may include:

- Verbal warning informing the child as to the reasons why behaviour is unacceptable.
- Child being removed from the situation. Standing at the side of the group or playground or isolated in the classroom.
- 'Time out' might be used with the child going to another classroom or sent elsewhere whilst being supervised.
- Completing work. Writing out letters of 'apology'.
- Involvement of Deputy Headteacher or senior teaching staff.
- Involvement of parents.

3.9 Pastoral Support Programmes (PSPs) will be set up for children experiencing behavioural difficulties likely to lead to exclusions. Other professionals (e.g. Inclusion Team) might be involved in these fortnightly meetings with parents.

4.0 Exclusion of children would only occur after other sanctions had been applied, or as an extreme punishment. Exclusion of a child would be in line with current DFE guidelines.

# ANTI-BULLYING POLICY

## Statement of Intent

At St Margaret's we are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

## What Is Bullying?

### Bullying:

- goes on for a while, or happens regularly
- is deliberate - the bully wants to hurt, humiliate or harm the child being bullied
- involves someone (or several children) who are stronger in some way than the child being bullied - the bully has more power, they're older, stronger, there are more of them or they have some 'hold' over the child being bullied

These three things have to happen together for something to be called 'bullying'.

### Bullying is not:

- a one-off fight or argument
- a friend sometimes being nasty
- an argument with a friend

### Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as:- email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology, i.e. camera & video facilities

## Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

## **Objectives of this Policy**

- All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Children and parents should be assured that they will be supported if bullying is reported.
- Bullying will not be tolerated.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

## **Procedures**

1. Report bullying incidents to teachers or other members of staff
2. In cases of serious bullying, the incidents will be recorded by teachers or other members of staff
3. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem

4. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour

### Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, internal or external exclusion may be considered
- 3) If possible, the children will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### Prevention

We will use every opportunity to promote in school harmonious living within our school community and beyond.

## SCHOOL RULES

Created by the school and the school council

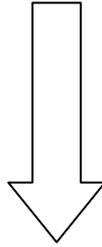
Try your best	Dress smartly in the right school uniform
Play nicely - don't fight	Always show polite manners
Always walk away from trouble	Always listen when someone is talking
Leave expensive things at home	Think of others before yourself
Always treat people how you would like to be treated	When you're allowed - talk quietly
Use equipment properly	Always walk on the left side of the corridor
Only eat your food	

## APPENDIX 1

Procedures for dealing with unruly children in lesson time.

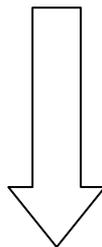
### INFANTS AND JUNIORS

Children given at least 3 verbal warnings



Sent to parallel class or other class. Classroom exclusion form should be completed. Parents informed by class teacher.

### **If bad behaviour persists**



Deputy Headteacher/Headteacher involvement

## **School Behaviour Plan 'Catch them being good'**

Try your best.  
Dress smartly in the right school uniform.  
Play nicely-don't fight.  
Always show polite manners.  
Always walk away from trouble.  
Always listen when someone is talking.  
Leave expensive things at home.  
Think of others before yourself.  
Always treat people how you would like to be treated.  
When you're allowed- talk quietly.  
Use equipment properly.  
Always walk on the left side of the corridor.  
Only eat your food.

If you choose to break our rules you will:  
Be given a formal warning and explanation.  
Sit next to TA or move.  
Sit away from the group in class.  
Be sent out to another class - parents informed.

If you choose to follow our rules you will be given:  
Praise.  
Merits.  
Positive contact with home.  
Team points.  
Class certificates.  
Cuddlies.  
Stickers.  
Gold award sticker.

APPENDIX 3

Procedures for dealing with a bullying incident:-

