



Behaviour and Anti Bullying Policy

Organisation	The Saints' Federation All Saints' C/W Primary School St. David's CiW Primary
Title	Behaviour and Anti Bullying Policy
Author	School
Owner	Headteacher and Governing body
Protective marking	NOT PROTECTIVELY MARKED
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Revision history

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March 2024		N/A	Policy created
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Signed by Chair of Governors on behalf of the Governing Body:

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Signed by the Headteacher:

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Date approved:(by full Governing Body)

Date of review:

The Saints' Federation
Behaviour, Discipline and Anti-Bullying Policy

General Aims and Principles.

The aims of The Saint's Behaviour policy are to:

- Promote good behaviour and respect.
- Prevent bullying.
- Ensure that pupils complete assigned work.
- Regulate the conduct of pupils.
- Ensure that the whole school community; governors, parents, staff and pupils, understand the importance of high standards of behaviour.
- To clearly communicate the critical role that parents, and the community have in supporting the school as it works to achieve or support high standards of behaviour.
- To support the school community in aiming to allow everyone to work together in an effective and considerate way.

The outcomes achieved by pupils are significantly influenced by the standards of behaviour expected of them. In classes where there are excellent standards of behaviour, clear aims, high expectations and good relationships, there are high standards of learning and achievement.

Conversely, in classes where there are disruptive levels of behaviour, constant challenge to the authority of the teacher, low expectations and poor relationships, there are lower standards of learning and achievement.

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 mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and is able to achieve their full potential.

Statutory Authority.

Section 91 of the **Education and Inspections Act 2006** introduces, for the first time, a statutory power for teachers and certain other school staff to discipline pupils. The Act gives school staff a clear statutory authority for disciplining pupils:

- Whose behaviour is unacceptable.
- Who break school rules.
- Who fail to follow a reasonable instruction.

Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.

1 Expectations

The federation has a number of consistent school rules across both sites, which are designed to be a positive means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects:

- Every member of the school community to behave in a considerate way towards others.
- Everyone to treat all children fairly and apply this behaviour policy in a consistent way.
- Children to listen carefully to instructions in lessons.
- Children to try their best in all activities.
- Children to be considerate and co-operative with every member of the class.
- Parents to support the school in the implementation of its behaviour policy.

This policy aims to help children 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, respect, truthfulness and co-operation, in line with our school core values. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.

Bullying is not tolerated in any form and it is dealt with immediately. If a child threatens, hurts or bullies another pupil, the class teacher will record the incident and sanctions applied. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2. Strategies

Assertive Discipline

This is a system whereby we try to modify children's behaviour by giving them a clear set of guidelines to follow.

If children follow the rules they will be rewarded. By doing this it is hoped that children will enjoy the rewards and hope to repeat the experience. Children will be shown that rewards will always follow good behaviour.

Alternatively, there will be sanctions for poor, anti-social or disruptive behaviour. Children will know what these sanctions are from the outset and so will always be aware of what will happen if they misbehave.

When a child breaks a rule, they are informed that they have chosen to break the rule, therefore, they are choosing for a sanction to be applied. Thus, it is continually being reinforced that the

answer to a child's poor behaviour lies in his/her own hands - they need to choose not to break rules.

Children are either taught the rules or work with their peers to devise appropriate and agreed rules.

Taught rules will relate to expected social behaviour; general school rules applied for everyone's welfare; rules applying to their work; and rules relating to the way they interact with others including their fellow pupils and adults.

The rules they devise will be a general set of class-based rules which will help guide them to appropriate strategies to deal with class-based issues. These may deal with interaction with the teacher / support staff or with fellow pupils e.g. Be polite; only one person speaks at a time; saying please and thank you. Class based rules will be age relevant.

Teachers will be consistent in applying the rules of assertive discipline. Teachers will ensure that they are consistent in applying the rules.

What will assertive discipline mean to children?

Children know the expectations we hold and the consequences of their actions. Most children like this as they like rules, routine and 'being fair'. This is the usual run of things for many children but for some of our children different from what happens at home.

There are many children who are used to bending rules with at least one parent; nagging to get their own way; and wearing adults down by crying or fussing in other ways. These children are the ones who will attempt to change rules in school, which is why consistency is important.

There are a very small minority of children who do not have any rules at home and these are the children who will not follow rules because they are not used to them. These children are the ones who have to be told that they have chosen to disobey and need to be trained and helped to understand why rules are needed at all.

3 Rewards and Sanctions

Through shared high expectations we encourage children to demonstrate positive behaviour within our classrooms. We will utilise a 'Good to be Green' system where positive efforts will be praised, and undesirable behaviour will be sanctioned.

Each classroom has a 'Good to be Green' wall chart with a space for each child. Every pupil has three cards behind their name: Green, Yellow (think), and Red (Consequence).

The child's name is moved from the Green 'Ready to Learn' stage, to the yellow, 'Think' stage. At this stage they will be referred to the Phase leader and a loss of privileges may be deemed appropriate. Such privileges include reduced free time; loss of responsibilities; reduced access to optional out of hours activities; or loss of position in school teams. This allows the child to be given an opportunity to improve and make changes to his/her behaviour. Should the child change their behaviour positively following an age appropriate amount of time he or she can return to the 'Ready to Learn' stage.

Should the child continue to make undesirable decisions about his or her behaviour they can be moved to the red 'Consequence' section. Consequentially, contact with the Executive Headteacher or Head of School will be made and home will be contacted.

The 'Good to be Green' rules are also displayed in each classroom. The aim is to enable pupils to stay on the green card by supporting them in following the school rules. Each day all pupils will start again with their green card displayed in the wall chart.

Where there is a serious or very serious act of misbehaviour, or anti-social behaviour, a child can move straight to a fixed term exclusion or permanent exclusion (see section 8).

As a school we also praise and reward children for good behaviour by:

- teachers congratulating children;
- children being given stickers or house points;
- we distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- giving a VIP Headteacher award in recognition of a particular achievement.

The class teacher regularly discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules/ class charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

Praise is often provided and heard far more than other negative comments. Where a child has been chastised for not working, the teacher will be quick to give genuine praise when that child is seen on task.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Physical Intervention and Restraints

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 041/2010, Safe and effective intervention – use of reasonable force and searching for weapons. This relates to section 93 of the Education and Inspections Act 2006, which enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The actions that our teachers take at The Saints' Federation are in line with government and authority guidelines on the 'physical intervention and restraint of children'. Nearly all staff across the two schools are trained in 'Team Teach'.

Younger Children

If a child is disruptive in the Early Years appropriate sanctions to their age will be implemented:

- A quiet reminder and explanation of what they have done and how they should behave.
- Return to the activity.
- If they continue to be disruptive removal from an activity for a *short* period of time near member of staff.
- Positive reinforcement when they conform.
- There should be constant communication between, additional practitioners in the Foundation Phase and the class teacher.
- If behaviour continues to be disruptive then the parents need to be notified (if they haven't already been involved, this will obviously depend on the nature of the disruption).
- Referral to a member of the SLT
- Referral to the Head of School/ Executive Headteacher

As there is frequent communication between teachers and parents at the beginning and end of the school day, the parents can be informed of any concerns immediately. This must be done discretely and not in front of other parents. The teacher will normally be the adult who speaks to the parent/carer, no additional practitioner should speak to a parent/carer without speaking to the class teacher beforehand.

Where there is a serious or very serious act of misbehaviour or anti-social behaviour a child can move straight to a fixed term suspension or permanent exclusion.

4. The role of the class teacher

All teachers and other staff employed by The Saints' Federation (both schools) to be in charge of pupils have the power to discipline. It is the responsibility of the class teacher to:

- Ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- Have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.
- To treat each child fairly and enforce the classroom code consistently.
- To treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher records all such incidents in a pupil log. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a member of the SLT, Head of School and then the Executive Headteacher.

The school will liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA Emotional Health and Well-being Team.

The school regularly reports to parents about the progress of each child in their class. Feedback is provided through parent meetings, and in mid-term and end of year written reports. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the Head of School

It is the responsibility of the Head of School, under the School Standards and Framework Act 1998 and the **Education and Inspections Act 2006** to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusion to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School/ Executive Head of School may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

6 The role of parents

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

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 if we have concerns about their child's welfare or behaviour.

We expect that parents will:

- Be confident that the behaviour policy will be enforced fairly at all times.
- Wish to support the school's behaviour policy as high standards of behaviour support high standards of achievement.
- Not undermine the authority of the teacher in front of pupils.
- Take any concerns to the Heads of Schools. If the school has to use reasonable sanctions to punish 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 Head of School or executive Headteacher.

If the concern remains, they should contact the Chair of Governors.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 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 Heads of Schools in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

Exclusions may take place:

- In response to serious breaches of a school's discipline policy.
- Once the range of alternative strategies have been tried and failed.
- If allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or of others in the school.
- In all cases the school will follow the LEA guidelines for exclusions with reference to Circular 1/2004.

Only the Head of School/ Executive Headteacher 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. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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

The Head of School/ Executive Headteacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head of School/ Executive Headteacher.

The Governing Body has a Pupil 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 an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

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

9 Monitoring

The Head of School monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour; minor incidents are recorded by the class teacher, whilst the Head of School records incidents where a child is sent to him/her on account of bad behaviour.

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

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.