

Behaviour and Anti-Bullying Policy

Aims & ethos

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

The School has a number of rules, but our behaviour policy is more concerned with promoting good relationships, so that people can work together with a common purpose of helping everyone to learn. The School promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is primarily designed to encourage good behaviour, rather than merely deter poor behaviour.

The School expects every member of the community to behave in a tolerant, considerate and respectful way towards others. We endeavour to treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent individuals.

Responsibility

Behaviour Management is the responsibility of all staff - from the Principal (Mr Kyles) to the Site manager (Mike Edge). However, the day to day management is delegated to the Principal. It is the responsibility of the Principal to ensure the health, safety and welfare of all children in the School. He therefore sets the standards of behaviour, and supports staff in the implementation of these standards.

Definitions:

Misbehaviour:

- Disruption in lessons, in between lessons and at break and lunchtimes
- non-completion of classwork or homework
- poor attitude

Serious misbehaviour:

- repeated breaches of the school rules
- any form of bullying
- vandalism
- theft
- fighting

Bullying: repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power. It is therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

The Principal and Lead teachers record serious incidents of misbehaviour, including bullying on the MIS (ScholarPack). This information may be used when giving fixed term exclusions for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. These actions are taken only after Chair of Governors' involvement.

The Role of Class Teachers/ Support Staff

It is the responsibility of class teachers to ensure that the School rules are enforced consistently in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our School have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher is a role model for the children and endeavours to treat each child fairly and enforce the classroom code consistently. They also treat all children in their classes with respect and understanding.

The class teacher will ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the Lead-teacher will keep a record of all such incidents. In the first instance, the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the Lead- teacher may seek help and advice from the Principal. A record will be made on ScholarPack.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the School (copy on website www.stmarysprimarydilwyn.co.uk). Parents are expected to adhere to the Home School Agreement and support the actions of the School but are also able to address any queries regarding sanctions, firstly to the Lead-teacher and then to the Principal if required. The School actively collaborates with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning by cooperating with the School.

The role of Governors

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

Class Rules

Lead-teachers discuss these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They focus on the positive rather than the negative. These rules may be displayed in a prominent place in the classroom.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points for good work and helpfulness.
 - 10 house points per term pupils receive a Bronze badge
 - 20 house points per term pupils receive a Silver badge
 - 30 house points per term pupils receive a Gold badge.The pupil in each class that receives the most house points per term receives a certificate. At the end of the year the child with the most house points is presented the Countess of Darnley Cup.
- Pupils may be sent to another member of staff to reinforce the praise.
- The Principal actively encourages staff members to send children to him for good work, positive attitudes to learning, and outstanding achievement.
- In assemblies, positive behaviour and achievement is celebrated. Stories almost always have a Christian moral.

Expectations and Sanctions

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. Sanctions will, of course, be age related.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.

- If behaviour is inappropriate, then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.

- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, the child will be isolated from the rest of the class until s/he calms down and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class/ Lead- teacher will stop the activity and prevent the child from taking part for the rest of that lesson. The teacher may at this point seek further support from the Principal.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from Principal. At this point the School will contact the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving behaviour.
- 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 difficult to eradicate all bullying, we do everything in our power to ensure that all children attend school free from fear.
- Any incident of intolerance according to individual characteristics (such as race or disability) will not be tolerated in any form.

If a child is sent out of the class on several occasions a parent/carer may be informed. The teacher might also decide to make the child stay in at playtime or give them lunch time detention as punishment.

If a child continues to misbehave s/he will be placed on internal report This may result in an internal exclusion being organised. A meeting will also take place with the parent/carer to explain this decision. All information will be logged on ScholarPack.

Detentions

- The pupil must be told immediately, and explanation given by class teacher
- If a child has not finished work / homework or low-level behaviour issues they should / could stay in with the class teacher at morning or lunchtime break.
- Teachers must check the ScholarPack system. If there are more than 3 detentions in 2 weeks parents must be notified and a meeting arranged.
- Detentions given for poor behaviour will be logged on the Scholarpack (MIS) incidents page.

Seclusion

Sometimes children may benefit from a period of seclusion, so they can reflect on inappropriate behaviour away from others. This is organised by the Lead-teacher and the Principal.

Playground Expectations

- Children are reminded about how to use each playground area. Adults tell children verbally if their behaviour is inappropriate.
- If the child receives more than one warning, then they are asked to shadow the member of staff on break time or lunchtime duty.
- If inappropriate behaviour continues the child will be sent into school to the Lead-teacher or Principal.
- Any more serious incidents, such as aggressive behaviour both physical or verbal, are dealt with by the Lead-teachers or Principal.
- Positive behaviour is rewarded with praise and house points.
- Staff will be made aware if any individual child is currently upset or having particular difficulties with their behaviour.
- Mike Edge (in charge of lunch time supervision) reports any incidents to the Principal who is on duty during the lunch break.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Physical restraint must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Each pupil has an individual behaviour log. A record of parental contact should be included within the log. This log is on the MIS which Lead-teachers can access.
- Children who are involved in incidents will have the incident recorded in the log detailing the incident, the child's response and action taken.
- The Principal must be informed if a letter is sent home or a meeting with a parent is called. Any phone calls must also be logged.
- Serious incidents are recorded on ScholarPack to produce a profile.
- The MIS 'detention by teachers' and 'incident reports' are used to monitor pupil behaviour.

ScholarPack MS

https://scholarpack6.co.uk/stmarysdilwyn/main/index_html/#box-config-modal-reporting

Home My Subjects Workspace Reporting Register Admin

Documentation Ask a Question St Mary's G of E... Search name, phone, form, DOB, postcode

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All Conduct Referral	Complex Incidents Report	Detentions By Student	Detentions By Teacher	Effort And Attainment	Exclusions	Extended Effort and Attainment	Homework Alerts	Housepoints
Incidents	Merits	Minuses	Positive Referral	Progress Reports	Referral	Special Tracking Graphical	Special Tracking Individual	Special Tracking Multiple
Standards Monitor	Standards Monitor Count	Subject Grades	Tracked Students					

Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school. **(See Exclusion policy for more detail).**

Exclusions will occur if:

- Children persistently violate school rules and are not being co-operative
- Repeated bullying
- Children seriously assault children or staff
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Types of Bullying

- **EMOTIONAL BULLYING:** Excluding, tormenting, hiding belongings, being unfriendly, using threatening behaviour, giving someone the 'silent treatment', pulling faces, ignoring, spreading nasty stories about someone, making someone the subject of malicious rumours, deliberate damage or taking of someone else's property without permission, for example sweets, pens, pencils or money.
- **VERBAL BULLYING:** Name calling, teasing, insulting, using nicknames, spreading rumours, mockery, sarcasm, offensive remarks, taunting or threatening; picking on someone who is different, perhaps overweight, small, tall, of a different religion, or doesn't wear trendy clothes, or is not allowed to do things after school.
- **PHYSICAL BULLYING:** Pushing, kicking, hitting, punching, pinching, tripping, spitting, or some other form of physical violence.
- **EXTORTION BULLYING:** Demanding money or goods with threats.
- **RACIST BULLYING:** Verbal abuse by name calling, racial taunts, racist jokes and offensive mimicry, racist gestures, physical threats and attitudes.
- **SEXUAL BULLYING:** Abusive name calling of a sexual nature, looks and comments about appearance or attractiveness.
- **HOMOPHOBIC BULLYING:** Fear, victimization or disruption as a result of sexual orientation; homophobic language should be totally unacceptable.
- **BULLYING OF CHILDREN WITH SEN AND/OR DISABILITIES:** Children with SEN and disabilities can experience bullying both directly and indirectly about their

specific difficulties or disability.

- **CYBERBULLYING:** All areas of internet, email and chat room misuse, mobile threats via text messaging and calls, misuse of associated technology e.g. camera and video facilities including those on mobile phones.

Creating an anti-bullying environment

- The whole school community will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination, and respect towards others.
- Work with staff, the wider community and outside agencies if required to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.

- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community this may include involvement or referrals to Early Help or other Specialist Children's Services.

Personal, Social and Health Education (PSHE)

PSHE is used as a vehicle within RSE to encourage and promote good behaviour, however good behaviour and being a good Christian permeates throughout the curriculum. Tolerance, prejudice, values, and dangers are all dealt with sensitively in Literacy, RE, PSHE, Assemblies, PE, History and Geography.

Date Implemented: January 2021

Review Date: January 2023

Approved by: Madeleine Spinks (Chair of Governors)

Person Responsible: Peter Kyles (Principal)

This policy has been written with reference to Schedule 1 of the Education (Independent school standards) regulations 2014.

It links with guidance and practice of the following policies: Exclusions, Safeguarding and Child Protections, SEND, Equalities.