

ST ANN'S CE PRIMARY SCHOOL - BEHAVIOUR POLICY

At St Ann's School we aim to provide a calm, stable and caring Christian environment which encourages children to develop as responsible citizens. We want every child to feel secure and able to take advantage of the all available learning opportunities.

Our behaviour policy is aimed at promoting self-control and co-operation and is weighted towards positive reinforcement of good behaviour.

1. School Rules Affecting Discipline and Behaviour

The school rules on behaviour are made well known to the children and are constantly reinforced. They are as follows:

- Do as the teacher or other member of staff asks on the first time of asking
- Do not talk when the teacher is talking to the class
- Keep hands, feet and other objects to yourself
- Walk quietly, without running, inside the building. Do not jump down the stairs.
- Do not leave the classroom or building without a teachers permission
- All forms of fighting, violence, name calling and rough play are forbidden. Children must not retaliate but must seek help from a peer mediator, teacher or other member of school staff to sort out disputes
- Children must not bring sweets, toys or other valuables into school
- All children and adults must be treated with courtesy and respect
- Discriminatory remarks are unacceptable and parents will be notified if their children use them (the school is also required to report such incidents to the local authority).
- All bullying, in whatever form, is unacceptable regardless of how it is delivered or what excuses are given to justify it (the school policy statement on bullying can found in appendix 1 of this policy).

2. Rewards

Children who work and behave well or who try hard to improve receive a variety of rewards. All key stage 1 and 2 classes use the 'Stay on Green' system, with a similar system operating in Nursery and Reception (see appendix 2). In addition, all classes give out raffle tickets that are entered into a weekly 'draw' at our Friday *Celebration Assembly*. A variety of other systems are used by staff to encourage individual and whole class positive behaviour. These include:

- **Stickers** – given to individuals to reward good behaviour, hard work or exceptional effort
- **Merit Points** – gained by groups or individuals, with a target number set for receiving a certificate or small prize
- **Table Points** – rewarded to groups for collective effort (particularly for staying on task, cooperating, taking responsibility, working as a team etc)
- **Marble Jar** - the class as a whole can earn marbles for co-operative effort. When the *Marble Jar* is filled the whole class get a treat.
- **Tick Sheets** – these may be given to individuals who need additional encouragement. A target is set for the number of 'ticks' needed over a set period of time to receive a small prize.

3. Sanctions

Our sanctions are designed to teach the children the consequences of bad behaviour and we aim to ensure that they are clear and fair. These sanctions operate throughout the school.

1. Children are reprimanded verbally by the teacher.
2. Children are given another reprimand and reminded of the possible sanctions (yellow).
3. Continuing misbehaviour results in the child being isolated from the group, i.e. being given 'time out' in their own or another classroom, where they must work alone (red).
4. The fourth step is to send children to the Headteacher who will discuss their behaviour with them. The incident will then be entered in the Behaviour Book (blue). A child whose misbehaviour is entered three times in the Headteacher's Behaviour Book (in one term) has a letter sent to his/her parents requesting an interview.

Following discussions with the parents a home/school book is may be implemented to monitor the child's work or behaviour and to encourage regular dialogue with the child's teacher. In some cases behavioural or other support may be sought from the Education Psychology Service.

In cases of extreme bad behaviour - e.g. intentionally causing injury to others, damaging property, bullying, or discriminatory actions - parents will be informed immediately.

In case of extreme or persistent bad behaviour a fixed term exclusion from school and a letter to the Governors may result.

4. Use of Force to Control and Restrain Pupils

In November 2007 the Government updated it's guidance on the use of force to control and restrain pupils. The school has adopted these guidelines, the key aspects of which can be found below (the full guidance can be viewed at www.teachernet.gov.uk or by request, via the school office).

The Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to any person (including the pupil themselves)
- causing damage to the property of any person (including the pupil themselves)
- prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise.

The act defines to whom the power applies as follows:

- any teacher who works at the school
- any other person whom the headteacher has authorised to have control or charge of pupils.

At St Ann's the following school workers have been authorised by the Headteacher and the Governors to use force to control and restrain pupils:

- Teachers
- Teaching Assistants
- Lunchtime Supervisors
- Special Needs Assistants
- Nursery Officers
- Site Manager

Force will not be applied (except in emergency situations) without verbal warnings and instructions first being given. Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Leading a pupil by the arm or hand
- Shepherding a pupil away or in extreme circumstances using more restrictive holds

Staff have been given instructions as to what is not acceptable, e.g. slapping, punching or kicking a pupil.

All incidents (except very minor ones) will be reported to the Headteacher and recorded in the incident book. Parents will then be informed.

ST ANN'S CE PRIMARY SCHOOL - COMBATING BULLYING

Statement of Intent

The aims and objectives of St Ann's School in formulating this statement are

- To reduce and eradicate, wherever possible, instances in which pupils are subjected to bullying in any form;
- To establish appropriate means of providing after-care should an incident of bullying occur;
- To ensure that all pupils and staff are aware of this Policy and fulfil their obligations to it;
- To meet any legal obligations which rest with the school.

Definition

Bullying may be defined as behaviour by one or more people which produces damaging or hurtful effects, physically or emotionally, to any individual'

Setting Standards

The values and beliefs underlying this Policy may be considered in the context of the following statements:

- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it;
- The school recognises the detrimental effect on pupils who may be subjected to bullying and will work actively to minimise the risks;
- Victims of bullying will be treated in a supportive manner, rather than being regarded as a burden to staff and peer groups;
- The harmful effect on pupil performance which can be occasioned by bullying is recognised and the school is committed to combating all bullying behaviour.

Persons covered by this Policy

All pupils, whether permanently or temporarily on the school roll, will be covered by this Policy.

Action to Combat Bullying

Among the activities which the school will establish and maintain in an effort to combat bullying behaviour are

- Sanctions against perpetrators
- Allocation of specific roles and responsibilities, both at staff and pupil level, in order that incidents may be detected, behaviour monitored, and appropriate after-care delivered.
- The establishment of a database through which all incidents are collated and periodically reviewed and reported in appropriate quarters
- Communication of the Policy and periodic update, in order to ensure that staff and pupils are continuously aware of the Policy and also of their individual responsibilities
- Examination of preventative measures such as alteration to the school environment, procedures and practices, in an effort to reduce the risks of bullying behaviour occurring
- Staff training to ensure that all responsibilities in respect of this Policy can be delivered in a competent, caring and efficient manner.
- Facilitating a School Council in order that issues with regard to bullying can be discussed on a regular basis.

Individual Responsibilities

It is important that pupils recognise the difficulties that staff may encounter in ensuring that the purpose and intent of the Bullying Policy can be effectively introduced and enforced. In this regard, pupils are expected to

- Report all incidents of bullying using the procedures in place
- Act in a respectful and supportive manner to their fellow pupils, reporting any suspected incidents which the victim may be afraid to report
- Adhere to and promote the aims and objectives of this statement
- Refrain at all times from any behaviour which would constitute bullying of fellow pupils

Parents too can play a vital role by

- Stressing to pupils the importance of sociable behaviour
- Reporting any misgivings they have concerning either victims or perpetrators of bullying
- Actively endorsing and supporting the Combating Bullying Policy

Evaluation Procedures

In order to assess the effectiveness of this Policy, the following standards will be used as a means of measuring performance

- Variations in number of reported incidents over a given period
- Individual incident returns, including nil returns within given periods for different age groups
- Variations in the number of pupil days lost which are suspected to arise as a consequence of bullying
- Any marked improvement in academic performance which may be confidently regarded to have arisen due to the eradication of bullying behaviour.

Policy Ownership and Responsibilities

This Policy will be considered to be a living document. As such it will be periodically updated and reviewed. Ultimate responsibility for its introduction and implementation will rest with the Governors/Head Teacher. However, it is important to remember that all staff, pupils and parents have an active part to play both in the evolution, development and maintenance of this Policy.

‘Stay On Green’ - A Whole School Behaviour Management System

Aims

- To provide a calm, stable and secure environment that encourages children to learn.
- To help children develop as responsible caring citizens and allow them to take advantage of the opportunities available to them.

Key Elements of ‘Stay On Green’

- A behavioural system that promotes self control and co-operation
- Heavily weighted towards positive reinforcement of good behaviour
- Encourages children to take responsibility of their own behaviour
- A clear and transparent system of praise and sanctions
- Linked to the school’s ethos and agreed rules.
- Used by all staff members

How it Works

- Each class displays a ‘Stay On Green’ chart
- Each day every child starts with a green card in their pocket on the chart
- They move up or down colours dependent on their behaviour (see next section)
- Children can move up and down quite quickly thus positive behaviour is reinforced and undesirable behaviour is acted upon instantly.
- So that the children’s responsibility for their own behaviour is reinforced they generally work the chart themselves (so they are aware of their progression up and down)
- All the children are made aware of the steps up and down the chart
- The system is carried out consistently within each class and across the whole school
- Each day all pupils start on Green so there is a fresh start and an opportunity to do well

Positive Behaviour and Learning Reinforcement Steps

- **Green** – where all children begin and the minimum expectation for the end of the day
- **Silver** – the first step to reward exceptional behaviour, effort or work
- **Gold** – the second step to reward exceptional behaviour, effort or work. Children who end the day ‘on gold’ go to the Headteacher the following day for a sticker and small prize. The child’s name is also entered into the ‘Gold Book’. If a child’s name is entered in the ‘Gold Book’ three times in a term they are presented with a certificate and a letter goes home to their family.

Sanction Steps

- **Green** - where all children begin and the minimum expectation for the end of the day
- **Yellow** – First warning
- **Red** – Second warning. Child sent for time out in designated area in class or partner class
- **Blue** – Final warning. Child sent to Headteacher and name entered into the ‘Behaviour Book’. If a child’s name is entered into the book three times in a term parents are notified and asked to attend a meeting at school.

NB In the foundation stage (Nursery & Reception Classes), a similar system using a ‘Rainbow Chart’ is used. All children start on the ‘Happy Side’ and are rewarded for positive behaviour by going on the rainbow. In the case of negative behaviour children go on the ‘Sad Side’ for a short period of time.