



BEHAVIOUR AND DISCIPLINE POLICY

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Contents

Governing Body Statement of Behaviour Principles	p3
Mission Statement	p3
Aims	p3
Objectives	p3
Rules	p4
“Stay on Green” – Overview	p4
Rewards	p5
Consequences	p7
“Stay on Green” – Visual Guide	p13
Playtime/Lunchtime Behaviour	p14
SEN	p15
Bullying	p15
Racism / Sexism / Homophobia	p17
Exclusion	p18
Appendix a – Time Out/Alternative Lunch Protocol	p19
Appendix b – Red Behaviour Form	p20
Appendix c – Internal Exclusion Protocol	p21
Appendix d – Guidelines for preventing bullying	p22
Appendix e – Reported bullying monitoring form	p26
Appendix f – Governing Body Statement of Behaviour Principles	p27

Governing Body Statement of Behaviour Principles

St Peter's School is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community.

Mission Statement

In order to enable effective teaching and learning to take place, positive engagement and behaviour in all aspects of school life is necessary. Our school family works to create and maintain a welcoming, calm, supportive and safe learning environment in which every person is valued

We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour is expected, within a climate of trust. We see this as a three-way partnership with pupils, parents and staff all taking responsibility for their actions.

St Peter's is a community school with a strong moral ethos. School rules are for the safety and comfort of all members of the school community. Any form of bullying, discriminatory behaviour or fighting will not be tolerated.

At St Peter's School we have adopted the behaviour programme 'Stay on Green'.

This policy is intended to be **consistently** applied although, at times, staff will use their professional discretion.

Aims:

- To provide a safe environment free from disruption, violence, bullying and any form of harassment.
- To enable children to understand that acceptable behaviour is a result of mutual respect - respect for ourselves, respect for others, and respect for property.
- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To reinforce positive behaviour.
- To ensure fairness of treatment for all.
- To encourage consistency of response to both positive and negative behaviour.

Objectives:

All Adults:

- To provide a positive role model
- To have high expectations of themselves and the children
- To emphasise and reward positive behaviour
- To respond to, and deal with, unacceptable behaviour in a firm and consistent manner
- To involve and inform parents of all aspects of this policy

All Children:

- To understand that they are a valued part of the community
- To understand their role
- To discuss and share what constitutes acceptable behaviour e.g. at circle time
- To understand and know what is acceptable behavior

- To be responsible for behaving in an appropriate manner.

ST PETER'S SCHOOL RULES

At St Peter's school, to 'Stay on Green';

1. We walk silently on the left around our school
2. We take care of our own and school property
3. We use kind words and actions to everybody
4. We always remember to use our manners
5. We start and end the day in a happy and calm way

WHOLE SCHOOL BEHAVIOUR POLICY: STAY ON GREEN

Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are noticed and rewarded.

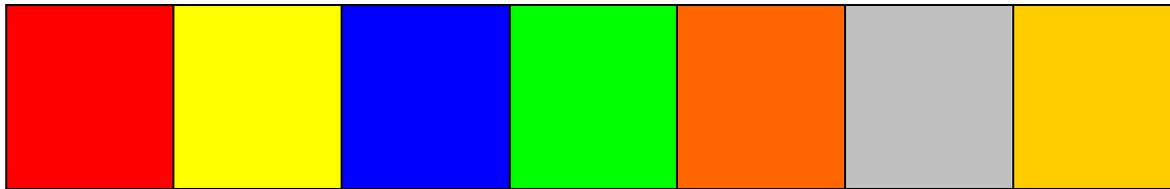
The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class/school and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

The system works in the following way:

- All classes should have our school rules clearly displayed and feedback about behaviour should be linked to these.
- All classes have a display with the children's names on. All pupils start each morning and afternoon session with their name on 'green' to enable each child to have a fresh start each morning and after lunch.
- If pupils make positive individual choices about their behaviour their name moves onto the appropriate colour (bronze, silver, gold).

- If pupils make negative individual choices their name moves onto the following colours (blue, yellow, red).
- Children's names may move up or down the system at any point during the day.
- If a child comes off Green and moves down the system it is the teacher's responsibility to try and get them back to green before the end of the day.



Negative choices

All pupils start on green

Positive choices

- Please refer to the laminated cards displayed in each class and around the school to link specific behaviours to colours.

- Classes are encouraged to develop stimulating displays to promote the Stay on Green policy

Rewards

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement is extremely important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour. Wherever possible we aim to have a positive interaction with a child rather than a negative. E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair. We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences.

We have a varied range of Positive Reinforcement techniques that we regularly draw upon. These include:

Individual Rewards:

- Praise – we verbally praise children regularly when we see them doing the right thing. We acknowledge that some children are more comfortable than others in receiving public praise and we consider this in how we offer praise. It may at times be non verbal e.g. a thumbs up or a smile. We also use proximity praise to shape the behaviour of a child who is not doing the right thing, whereby we praise a child who is making the right choice in the hope that other children not making the right choice will try to change their behaviour in order to receive the same praise.
- Stickers – these can be awarded for a variety of reasons, celebrating positive work and behaviour.
- Positive visits to SLT members – if children have completed a particularly special piece of work or behaved in a particularly positive way a teacher may send their child to visit a member of SLT.

- Positive phone calls home – all staff can phone home if they feel that they would like parents to know about something a child has done particularly well that day
- Verbal feedback/tone of voice – we are always aware of our tone voice and the effect it has on children’s behaviour. We also ensure that we provide as much verbal feedback as possible to reinforce positive behaviour and good work.
- Gold will be awarded once per term. The first Gold children will receive a golden sticker and certificate from the Head Teacher. The second Gold, children will receive a prize from the ‘Golden Box and a certificate. If a child receives a third Gold in the summer term, children will be invited to a ‘Golden Trip’. Children will also receive 20 individual points and 20 points their class.
- When a child achieves silver they will receive a sticker from the Head Teacher. Children will receive 15 individual points and 15 points for their class.
- When a child achieves bronze will also receive a sticker and certificate from the class teacher. Children will receive 10 individual points and 10 points for their class.
- When a child reaches 100 points they will receive a letter home from the Head Teacher congratulating them on their behaviour.
- When a child receives 250 points they will get a prize from the special box.
- Once a child reaches 250 points, their points will be reset to zero and the process begins again.

Whole Class Rewards:

- Celebration Assembly – a special assembly is held each week where children’s achievements are celebrated. This includes certificates for any stars of the week and any children who have achieved gold and a celebration of the class who has achieved the most points that week.
- At the end of each week children will achieve a class reward which reflects their behaviour through the week. This is down to individual classes to decide what works best for their class. This could include a special prize box or enrichment time or a termly class trip for the older children. This is monitored through class points.

Consequences

As well as a range of rewards we also have a range of consequences which help to shape the children’s behaviour. As with positive reinforcement, any negative consequences also need to be meaningful to the child (i.e. if a child dislikes going outdoors for playtime, keeping them in with you is not a negative consequence) and explicitly linked to their actions (i.e. the child understands exactly why they have received the consequence).

We make every effort to ensure that consequences are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of consequences include:

- A focus upon the behaviour rather than the child. E.g. “that was an unkind thing to do” rather than “you are a very unkind girl”.
- A message about what the child should do in future;
- Consequences appropriate to the behaviour;
- Looking for the possibility of praise as soon as possible after the consequence, to encourage more positive behaviour.

Before moving a child’s name down the “stay on green” system we use a range of techniques:

- **Planned ignoring.** We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour

- **Modelling.** We demonstrate the desired behaviour. E.g if a child is calling out on the carpet a Teaching Assistant may model sitting up straight and folding their arms.

- **Cueing.** We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately. E.g. “I am just reminding everyone that we need to put up our hand if we would like to say something.”

- **Shaping.** If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else. E.g. “Well done Courtney, I love the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact.”

- **Proximity Praise.** We praise a child who is doing the ‘right thing’ when they are sitting next to a child not following instructions. E.g. “I love the way Jack is sitting so beautifully”, then magically, Rebecca starts to sit beautifully too!

If a child is “locked into” a negative behaviour and are clearly **choosing** not to follow instructions, again, before we even use the system we may use:

- **Humour.** This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.

- **Negotiation.** Again, depending on the situation and the relationship we often “make a deal” with the child, this can allow the child to “save face” and not feel that they are completely backing down

- **Transfer adult** Again, this can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation

- **Distraction** – sometimes it is possible to distract a child out of a negative behaviour pattern. E.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job

Of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If we have tried a range of the above strategies, and the child is clearly **choosing** to behave inappropriately we must ensure that our expectation is absolutely explicit and clear.

It is essential that the child understands what our expectation of them is. Therefore we need to then give them a clear instruction:

- Ask once nicely e.g. “Joe, I am finding it hard to concentrate while you are tapping your pencil. Could you stop please.”

If this does not work:

- Ask once firmly e.g. “You need to stop tapping.”

If this does not work:

- Then move the child’s name onto **BLUE** of the consequence system.

This serves as a “**Rule Reminder**”

In FS and KS1 the consequence for these pupils is the fact that their name has moved.

In KS2 at this point the teacher has a number of options, they may choose from the following consequences:

- We may choose to not say anything but simply ensure the child has acknowledged that their name has moved. They need to know that there has been a consequence to their actions.
- Verbal Warning
- Moving the child to another seat (“fresh start”)

At least one warning is always provided for pupils in between each stage.

Before moving on to the next stage, from blue to yellow, a number of strategies, as explained above, should be employed prior to moving a name. Teachers should constantly help pupils make the right choices to move their name back to green and beyond.

- The next stage on the system is **YELLOW**. At this stage, in nursery the child will be directed to sit on the “Thinking Chair” to reflect for 3-4 minutes. In R, KS1 and KS2 teachers may choose from the following consequences:

- “Time Out” inside the class (5 -10 mins depending on age)
- “Time Out” during break or lunchtime (15 mins max)

*NB – Time Out should never be outside the class, in the corridor.

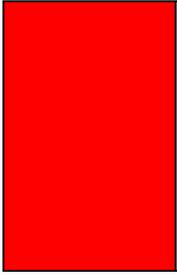
- The next stage on the system is **RED**. At this stage SLT should be informed and a SLT member will make a decision about appropriate consequence. Consequences may include:

- Time out in another class/area
- Alternative Lunch
- Parent Meeting
- In school Exclusion
- Fixed Term Exclusion

The following table offers examples of the sorts of behaviours which warrant each reward or consequence. Please note that teachers may use discretion and this list only offers examples:

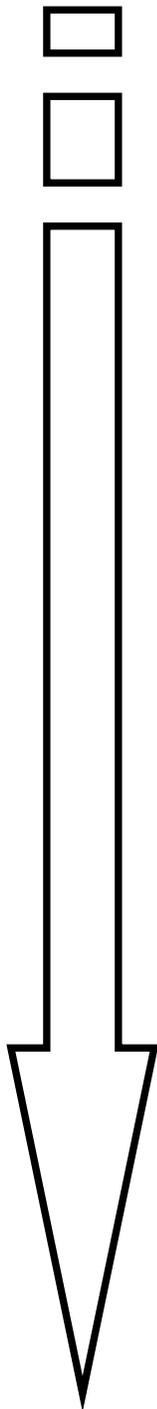
Colour	Examples of behaviours	Reward/Consequence
Gold	<ul style="list-style-type: none"> ➤ Leading by example and encouraging others ➤ Being a role model to others in work, attitude and behaviour ➤ Embracing all areas of school life and learning ➤ Consistently displaying excellent behaviour ➤ Always showing initiative 	<p>Sticker, certificate and special prize from the Head Teacher to be given in Wow assembly</p> <p>For 3 ‘Golds’, letter/phone call home to parents/carers + Invitation to Celebration Event</p> <p>20 points for individual child 20 points for class</p>
Silver	<ul style="list-style-type: none"> ➤ Applying consistent effort ➤ Being a good role model ➤ Being self-motivated ➤ Persevering at all times ➤ Encouraging others to do the right thing ➤ Having a high sense of achievement 	<p>Silver sticker Head Teacher</p> <p>15 points for individual child 15 points for class</p>
Bronze	<ul style="list-style-type: none"> ➤ Being considerate to peers and adults ➤ Taking pride in your work ➤ Actively taking part in lessons ➤ Showing very good social skills ➤ Being supportive to others ➤ Showing some initiative 	<p>Bronze sticker from class teacher</p> <p>10 points for individual child 10 points for class</p>
GREEN	<ul style="list-style-type: none"> ➤ Following instructions ➤ Cooperation with others ➤ Wearing uniform correctly ➤ Respecting others ➤ Respecting equipment ➤ Always doing your best ➤ Being polite ➤ Being helpful ➤ Showing good manners ➤ Good listening ➤ Being considerate 	<p>If a child stays on green all term, they will receive an ‘I stayed on green all term’ certificate.</p>
BLUE (Step 1)	<ul style="list-style-type: none"> ➤ Not following instructions ➤ Shouting / calling out during teaching time ➤ Getting out of their seat during a task ➤ Distracting other children from learning ➤ Rocking on chairs ➤ Not working to the best of your ability 	<p>FS and KS1 – the consequence for these pupils is the fact that their name has moved.</p> <p>In KS2 teachers may use any of the following:</p> <ul style="list-style-type: none"> ➤ Non verbal signal ➤ Verbal Warning ➤ Moving the child to another seat (“fresh start”)

	<ul style="list-style-type: none"> ➤ Having a negative attitude ➤ Disrespectful to others ➤ Rudeness 	
YELLOW (Step 2)	<ul style="list-style-type: none"> ➤ Repeatedly not following instructions ➤ Taking or damaging other people's property ➤ Throwing things ➤ Refusal to work ➤ Swearing ➤ Tormenting other children 	<p>KS1 and KS2 may choose from the following consequences:</p> <ul style="list-style-type: none"> ➤ "Time Out" inside the class (5 to 10 mins depending on age) ➤ "Time Out" during break or lunchtime (15 mins max) <p>During Time Out the pupil completes a reflection sheet which is discussed in their own time. Teacher keeps the Reflection Sheet in the Class Folder.</p> <p>*NB pupils who frequently hit yellow will be monitored by SLT and appropriate intervention will be planned.</p>
RED (Step 3)	<ul style="list-style-type: none"> ➤ Continuation of yellow behaviours ➤ Walking out of class ➤ Fighting ➤ Bullying ➤ Being racist ➤ Intimidating behaviour ➤ Stealing 	<p>CT should inform SLT. Parents to be informed by CT. SLT will choose from the following consequences:</p> <ul style="list-style-type: none"> ➤ Time out in another class/area ➤ Alternative Lunch ➤ Parent Meeting ➤ In school Exclusion ➤ Fixed Term Exclusion <p>Pupil will attend an alternative lunchtime (see appendix a for further details of alternative lunchtime) where they will complete a reflection sheet and will discuss their behaviour with the member of staff on duty. If appropriate, they may also spend time on basic skills work.</p> <p>Please note, only one AL should ever be given at a time, even if the child has hit red on more than one occasion throughout the two half day sessions.</p> <p>If appropriate, the pupil may be immediately removed from their class / playground and if a member of SLT deems it appropriate, they could be "internally excluded". (see appendix c for further details of internal exclusions)</p>
RED (Step 4)	A continuation of the above.	<p>Leadership Team involvement:</p> <p>On the second occasion a child hits red, a member of SLT will meet with parents and plan appropriate monitoring or intervention.</p> <p>If the pupil continues to exhibit 'Red' behaviours then the SLT, Class Teacher and Parent will meet. Advice may be sought from our Inclusion Advisor or Educational Psychologist and we will consider whether a CAF should be initiated or a referral to outside agencies made.</p>



If a serious incident occurs, pupils will be “internally excluded” (see appendix c for further explanation) for a specified period of time or may be excluded from school by a member of the Senior Leadership Team, in line with the Borough’s ‘Exclusion Guidelines’. Stages may be jumped, depending upon behaviours exhibited.

Stay on Green’ – Visual Guide



Gold

Gold sticker and name in Golden book. Sent to SLT. Phone call home to parents. Name on star put on display. 20 points

Silver

Silver sticker and praise. 15 points

Bronze

Bronze sticker and praise. 10 points

Green

Stayed on green for the session.

Blue

Verbal / non- verbal warning or moving seat ("fresh start") 5 mins loss of break/lunch

Yellow

"Time Out" inside the class (5 to 10 mins depending on age) "Time Out" during break or lunchtime (15 mins max)

Red

Parental & SLT involvement. Possible internal / external exclusion. Ongoing reds – EP/IA involvement, CAF / referral to CPC

Between each stage, children are given time for reflection and opportunity to change behaviour.
A range of Positive Behaviour Management strategies, including warnings or reminders must be given before a consequence.
Children must be given opportunity to move from consequence stage back to green and towards auld.

EYFS

The children in EYFS provision have an adapted version of stay on green to support their learning and behaviour.

Children have 3 colours Gold, Green and Blue. The system is used in the same way as the main school but with only 3 colours.

SEND / Inclusion

All staff should be mindful of pupils who have been identified as having Special Educational Needs (SEN) when using the system. SEND may include Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health or Sensory and/or Physical.

Consequences such as Alternative Lunch are not aimed for pupils with SEND although may occasionally be deemed appropriate.

Supporting children with SEND and SEMH needs, will be in line with the **Equalities Act 2010** to ensure safeguarding and in respect of those children at St Peter's who have additional needs.

Emotional Well Being

All pupils will benefit from learning and developing in a well ordered school environment that fosters and rewards good behaviour and sanctions poor and disruptive behaviour.

One in 10 children and young people aged 5 – 16 are diagnosed with a mental health difficulties. St Peter's works alongside the local authority provisions and CAMH's to ensure that we are promoting positive mental health and identifying any mental health issues at early stages.

As part of our ongoing commitment to mental health and wellbeing at St Peter's we have a Licenced Thrive Practioner, Rainbows counsellor and a school counsellor.

Bullying

Definition:

Bullying is the willful, conscious, desire to hurt, or threaten or frighten someone else. All bullying is aggression, either verbal or psychological, although not all aggression is necessary bullying.

The primary strategy SEAL (social and emotional aspects of learning) materials indicate that there are three key characteristics of bullying:

- 1. Bullying is ongoing. It is not the same as a conflict between two individuals or a random unprovoked aggressive act.**
- 2. Bullying is deliberate and often premeditated.**
- 3. Bullying is unequal: it involves a power imbalance (this can result from size, number, higher status or as a result of having access to limited resources).**

Aims and objectives:

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- We aim to produce a consistent school response to any bullying incidents that may occur, whether they occur within school, or involving our pupils outside of school.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

All reported incidents of alleged bullying will be recorded in writing and investigated fully by a senior member of staff. Following discussions with all pupils involved, a 2 week monitoring process will start. At the end of the 2 weeks, a senior member of staff will undertake a review with the pupils and decide whether further action needs to be taken. Parents will be kept informed throughout the process.

The role of governors:

The governing body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Head teacher:

It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head teacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head teacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head teacher may contact external support agencies such as social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents:

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and review:

This policy is monitored on a day-to-day basis by the Head teacher, who reports to governors about the effectiveness of the policy on request.

This policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's incident book, and by discussion with the Head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Racism, Sexism, Homophobia and other diversity incidents

What is a racist incident? A racist incident is 'any incident that is perceived to be racist by the victim or any other'. Such an incident occurs when language or behaviour is discriminatory,

prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

What is a phobic incident? A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation.

What about other incidents? Incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported.

Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to a senior member of staff immediately. **All incidents should be logged in writing on a “Racist incident form” or “Behaviour incident form”.** (These are kept in the staff shared area in the proforma file.) The incident will be fully investigated and recorded – and where appropriate reported to the Local Authority. Governors are also kept informed of such incidents. Guidance will be given to show the pupil why these remarks are so damaging and unacceptable.

Exclusion

The London Borough of Barking and Dagenham’s criteria for exclusions are as follows:

- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards staff members
- Abusive/aggressive/threatening behaviour towards pupils
- Refusal to accept authority of the teacher/school
- Racist/Sexist behaviour
- Other incidents

Related Information

DFE Guidance - <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Red Behaviour

Please ensure this form is completed and handed to a member of SLT if a pupil hits Red on the staged consequence system

Name of Pupil: _____ Class: _____ Date: _____

Reason for hitting Red: (please circle)

- Walking out of class
- Racism
- Intimidating behaviour
- Bullying
- Fighting
- Swearing
- Stealing
- Continuation of Yellow behaviours

Further comments:

.....
.....
.....

Signed: _____ (Class teacher / SLT member)

To be completed by SLT member

Consequence of behaviour: (please circle)

- Class teacher met with parent
- SLT met with parent
- Internal Exclusion
- Fixed term Exclusion

Further comments:

.....
.....
.....

Signed: _____ (SLT member) Date: _____

Appendix b

Internal Exclusion Protocol

- If a pupil displays **RED** behaviour, the class teacher should involve a member of SLT who may decide the pupil needs to be “internally excluded”.
- During an internal exclusion the pupil must work outside of their class – either in the Reflection Room or within another class for an agreed fixed period, usually no more than half a day.
- The child will complete a prepared work pack at their appropriate level. They will work independently and should be given minimal attention.
- For an Internal Exclusion to be completed successfully the child must sit calmly and quietly in their seat and complete their sheets independently. If the child does require support they need to stay in their seat and politely ask for help.
- Ideally, the child will have shown that they are following the school code of conduct and have turned their behaviour around. Once they have completed their work pack they should then have a short discussion with the member of staff supervising about which rule they broke and consider whether any further reparation needs to take place prior to returning to class (e.g. mediation with another child, genuine apology to member of staff).
- If the child is showing they are ready to return to class, either the member of staff on duty, or a member of SLT will escort them back to their classroom. If any reparation needs to take place this should do so, with agreement from the class teacher, then all adults need to welcome the child back to class and give them a fresh start.

Appendix c

Guidelines for preventing bullying

The nature of bullying means that it often takes place "secretly" in places where supervision is not constant e.g. toilets, cloakroom areas, less visible areas in the playground or out of earshot of teachers and other adults. This means that everyone needs to be vigilant:

- Check toilets as you go by
- Listen to the children
- Observe the children's behaviour and friendship patterns
- Never ignore aggressive behaviour - to ignore it is to condone it!
-

The sort of atmosphere that we want in our school is characterised by kindness, friendliness and tolerance. There should be respect for others and every child should feel safe and secure.

What should the child do?

1. Tell a teacher, they will report it and every incident will be investigated.
2. Be assertive - try to stick up for yourself.
3. You should not keep it a secret and you should not be ashamed.
4. Do not think that only violence is bullying - hurtful whispering or ostracising is very upsetting and can make children miserable.

In order to prevent bullying, everyone must:

- Remind the children of the rules for acceptable behaviour. Our school rules are drawn up by the children and teachers and are displayed around the classrooms and school.
- Tell the children that bullying (verbal or physical) is not tolerated in this school. Everyone is expected to ensure that it does not happen and has the responsibility to tell - it is not telling tales.
- Encourage the children to discuss bullying in class, what it is, what can be done etc.
- If necessary, break up the group dynamics by assigning places in the classroom. Most bullying groups have a leader with other children being frightened of not bullying. Turn peer pressure against bullying and break up groups.
- Teach children to be assertive. Differences should be acceptable and never a cause for bullying.
- Deal with bullying and intimidation immediately. Sorting it out is the responsibility of adults.
- Report all incidents or suspected incidents of bullying to the Head teacher, Deputy Head teachers or Sencos.

Cyber bullying

Bullying can be done through communication technology (cyber bullying) e.g. text messaging, e-mail or postings on websites.

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time.

1. Advise the child not to respond to the message
2. Refer to relevant policies including e-safety/acceptable use, anti-bullying and PHSE and apply appropriate sanctions
3. Secure and preserve any evidence
4. Inform the sender's e-mail service provider

5. Notify parents of the children involved
6. Consider delivering a parent workshop for the school community
7. Consider informing the police depending on the severity or repetitious nature of offence
8. Inform the LA e-safety officer

If malicious or threatening comments are posted on an Internet site about a pupil or member of staff.

1. Inform and request the comments be removed if the site is administered externally
2. Secure and preserve any evidence
3. Send all the evidence to Alex Nagle at CEOP at ww.ceop.gov.uk/contact_us.html
4. Endeavour to trace the origin and inform police as appropriate
5. Inform LA e-safety officer

The school may wish to consider delivering a parent workshop for the school community

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

IMPORTANT

If bullying is happening, find out the facts by talking to the bullies and victims individually. If the bullying is about particular issue (e.g. death, divorce, disfigurement), mount an education programme about the problem, but not focused on a particular child. Call in parents, ask for their suggestions and solicit their support.

If you come across bullying, what can you do?

- Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control over the situation.
- Take the incident or report seriously
- Take action as quickly as possible
- Think hard about whether your action needs to be private or public; who are the children involved?
- Reassure the victim(s); don't make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim(s) point of view
- Punish the bully if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it is all right to bully if you have the power
- Explain clearly the punishment and why it is being given.

Involve others:

- Inform the Head teacher/Deputy Head teachers/Sencos
- Inform colleagues if the incident arose out of a situation where everyone should be vigilant e.g. toilets
- Inform/ask your Head teacher/Deputy Head teacher to speak to both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone.

Final steps:

- Make sure that the incident does not live on through reminders from you
- Try to think ahead to prevent a reoccurrence of the event if you uncover the trigger factor.

If you have to deal with bullying, what should you avoid?

- Being over-protective and refuse to allow the victim to help his/herself

- Assuming that the bully is bad through and through; try to look objectively at the behaviour with the bully
- Keeping the whole incident secret because you have dealt with it
- Trying to hide the incident from the parents of the victim or bully
- Calling in parents without having a constructive plan to offer either side.

Breaking up Bully 'Gangs'

- Meet with the victim(s) separately - have them write down what happened or write their version for them and read it back to them
- Meet with each member of the gang separately - have them write down what happened or write their version for them and read it back to them
- Agree with each member of the gang separately what you expect and discuss how he/she has broken the school guidelines
- Meet with the gang as a group and have each state what happened in your individual meeting; ensure that everyone is clear about what happened
- Prepare them to face their peer group - "What are you going to say when you leave here?"
- Whatever is decided, reiterate to all children that they are responsible if anyone is bullied - there are no innocent bystanders
- Talk to parents of all involved - show them the written statements
- Keep a file on bullying with all statements and penalties
- Do not accept false excuses: if the bullying was an accident, did the children act by helping the victim or getting help or giving sympathy? If it was just a laugh, was everyone laughing? If it was a game, was everyone enjoying it?

Important:

If a child was injured, take photographs of the injury

If gangs of bullies from outside our school appear, take photographs – they tend to run when they see a camera

If there is serious injury, contact the police.

Why do children become "chronic" bullies?

- feel insecure
- feel inadequate
- feel humiliated
- are bullied by parents and siblings
- become a scapegoat in the family
- are physically, emotionally, sexually abused
- are under considerable pressure to succeed
- are not allowed to show feelings
- feel that they cannot fit in; they look odd or feel different to their peers
- feel no sense of accomplishment.

Punishment of bullies reinforces their negative feelings.

Helping the Bully:

- set clear limits
- write them down
- explain the penalties
- work on self-esteem, bolstering any good behaviour
- don't allow excuses
- ensure bully apologises - face to face
- reward good behaviour
- set goals (one day - one hour at a time) regarding self-control. Help him/her to know what to do

- practise stress control - deep breathing, counting up to 10 etc.
- role play situations
- reinforce that it is good to walk away
- NEVER allow bullying behaviour to be reinforced

Why do children become "chronic" victims?

- Feel bad about themselves
- Bullying reassures them because it fits
- Get upset if told that they are good
- Set out to prove that they are bad
- Destroy good things they do
- Go out of their way to be picked on
- Say no one likes them
- React sensitively
- Are excessively emotionally
- Easily upset
- Lack humour
- Are slow to settle in
- Likely to be jumpy and wary

Helping victims

- Teach them to tease
- Teach them how to be teased - use role play
- Encourage them to talk about what has happened
- Make a list of what could be said in response
- Teach them not to respond, if appropriate
- Shout NO! in the mirror
- Practice walking confidently
- Draw or write about feelings
- Eliminate any obvious causes of bullying

GOVERNING BODY STATEMENT OF BEHAVIOUR PRINCIPLES

The Department for Education requires governing bodies of maintained schools to publish statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

St Peter's Primary School is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community.

Right to feel safe at all times:

All young people staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of behaviour:

- The Governors strongly believe that high standards of behaviour lie at the heart of a successful school.
- Good teaching and learning promote good behaviour and good behaviour promotes effective learning.
- Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

Inclusivity and Equality:

- We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality Duty Policy will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

School Rules:

- School rules will be detailed in our Behaviour and Discipline Policy. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence.
- We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

Rewards:

- We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.
- The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision so that there is a consistent message to pupils that good behaviour reaps positive outcomes.
- The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

- Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.
- It is important that sanctions are monitored for their proper use, consistency and effective impact.