



BEHAVIOUR (including anti-bullying), DISCIPLINE AND ATTENDANCE POLICY

Reviewed by Headteacher	Accepted by SE Gobs 4.10.2018
Next Review	Autumn 2021

1. Introduction

St John's wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. All pupils are expected to behave according to the guidelines set out in the Code.

2. Aims

- ◆ To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- ◆ To foster a caring, Christian, family atmosphere, using positive behaviour methods and reward systems in which teaching and learning can take place in a safe and happy environment.
- ◆ Through the teaching of Christian values, and specifically the school's SHINE values, to develop self-reflection and self-regulation in behaviour in our pupils.
- ◆ Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- ◆ To support good behaviour through the implementation and adherence to effective systems and structures that help children to behave appropriately in a range of different social contexts.
- ◆ To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour, placing the emphasis on discipline rather than punishment.
- ◆ To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

3. Code of Conduct

- ◆ All members of St John's community should respect one another.
- ◆ All children should acknowledge the authority of, and respect, their teachers and other adults.
- ◆ All children should show regard for their fellow pupils.
- ◆ All children should respect their own and other people's property and take care of books and equipment.
- ◆ St John's expects children to be well-behaved, well-mannered and attentive.
- ◆ Children should walk (not run) within the school.
- ◆ If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- ◆ Physical violence is never acceptable, neither is retaliation. Foul or abusive language should never be used.
- ◆ Children are expected to be punctual.
- ◆ Children should not bring sharp or dangerous instruments to school.
- ◆ Children should wear the correct school uniform.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

4. Positive Behaviour Management

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with systems of praise and reward for all children.

St John's scheme is based on positive reinforcement, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

St John's has a *Star Pupil* award scheme. Teachers nominate a pupil each week who has made a real effort to behave well or work hard. The Star pupils are recognised in assembly on Friday mornings and presented with a certificate. These certificates are displayed prominently in school to celebrate children's achievements.

The school also operates a 'chancer' ticket reward system; tickets are given by all members of staff to children who exhibit hard work, appropriate improvement in their work and good behaviour and conduct around school. Prizes are awarded for the most tickets during Friday's assembly.

Further weekly awards include writer and mathematician of the week for each key stage.

Opportunities for responsibility include: school council, prefects, Y6 buddies, librarians, play leaders and health and safety officers.

Teachers and other adults at St John's recognise the need to ensure that all interactions with children are characterised by positive language. Adults talk to children in a polite and respectful manner, modelling the behaviour codes they expect from the children at all times. Every opportunity to build children's self-esteem through praise and positive reinforcement is exploited by all adults.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

Teachers discuss *appropriate behaviour* with children in anticipation of the many different contexts that they are introduced to in school. Teachers have a duty to minimise the possibility of inappropriate behaviour by carefully organising their classrooms and movement around school. At St John's we believe that most inappropriate behaviour can be eliminated by careful anticipation and organisation.

5. Care and Control of Children

Behaviour Modification:

At St John's, the vast majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our Discipline Policy of rewards and sanctions, all staff use behaviour modification strategies to change an individual child's behaviour.

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

Various rewards are used to reinforce positive behaviour:

- ◆ change in classroom organisation
- ◆ using different resources
- ◆ rewards of stars/smiley faces on work, on charts and in special books
- ◆ use of certificates, special stickers for such things as listening, being kind, helpful, and so on
- ◆ awarding 'chancer' tickets
- ◆ commenting on a child's good behaviour to other children/other classes
- ◆ showing achievements in Assembly
- ◆ involving parents at an early stage to co-operate on an action plan.

By using a positive system of rewards and reinforcing good behaviour, St John's School fosters children's positive self-esteem.

6. Sanctions

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

If there is a need for sanctions, the following may be invoked, depending on circumstances:

- ◆ redirect to another activity
- ◆ talk to the child – discuss what has happened
- ◆ discussion in groups or whole class
- ◆ oral reprimand and reminder of expected behaviour
- ◆ move the child from the group to work on his/her own
- ◆ repeat work
- ◆ write a letter of apology
- ◆ miss play time (but must be supervised)
- ◆ loss of a responsibility
- ◆ remove child from the class – place with Head Teacher or in another class
- ◆ parental involvement
- ◆ daily report

Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Our Policy states these boundaries clearly and firmly.

Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child (see above).

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

If the unacceptable behaviour is persistent or recurring, parents become involved.

Major breaches of discipline include:

- physical assault
- deliberate damage to property
- stealing
- leaving the school premises without permission

- verbal abuse
- refusal to work
- disruptive behaviour in class
- bullying (please see appendices 1 and 2 for statutory guidance, definitions and procedures)

St John's has a standard procedure for serious breaches of discipline. Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school.

This type of behaviour is rare at St John's and it is the duty of the Head Teacher or the Assistant Head Teacher to deal with it promptly, particularly if the problem persists.

7. Procedures for Dealing with Major Breaches of Discipline

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding.

- ◆ An oral warning by the Head Teacher concerning future conduct.
- ◆ Withdrawal from the classroom for the rest of the day.
- ◆ A letter to parents informing them of their child's unacceptable behaviour.
- ◆ A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- ◆ Daily report to the Head Teacher to confirm that behaviour has been satisfactory (term: one week).
- ◆ For continued, serious incidents at lunchtimes the child may be excluded for the lunchtime period (term: one week).
- ◆ If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the Governing Body.
- ◆ A case conference with parents and support agencies.
- ◆ Permanent exclusion, after consultation with the Governing Body(see section on exclusion)
- ◆ Parents have the right of appeal to the Governing Body against any decision to exclude their child.
- ◆ For incidents of bullying, the procedures outlined in appendix 2 may be followed

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

8. Anti-bullying

Bullying has a detrimental effect on children, young people, our communities and society as a whole and it is possible for any pupil to experience bullying. The impact of bullying and the damage inflicted is often underestimated and we know that bullying can cause considerable distress, affecting the individual's development as well as their emotional and mental health.

The DfE states:

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated

- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

St John's school council (2018-19) define bullying as:

"When someone hurts somebody else on purpose or says mean things to them over and over again"

They liked the acronym STOP:

Bullying is:

- Several
- Times (and)
- On
- Purpose

All staff, governors, parents and children at St John's School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s) or other interested people.

General strategies for dealing with bullying:

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils with the same version may not mean they are telling the truth.
- Adopt a problem-solving approach that moves pupils forward from self-justification.
- Follow up proven cases to check bullying has not returned.
- Keep detailed records.

St John's school council (2018-19) thought of a range of strategies to address instances of bullying:

Victim:

- Tell a trusted adult
- Ignore/avoid the bully and play with someone else (the bully may get bored)
- Try not to get angry/retaliate

Bully:

- Say sorry and mean it

- Explain why they did it to a teacher and the victim
- Change their behaviour

Teacher:

- Investigate what's happened...is it true?
- Punish the bully – stop them doing something they like eg: lose playtimes
- Tell their parents
- Find out why the bully did it; they may have problems at home or have been bullied in the past themselves
- Monitor the bully closely – they may behave well when teachers are around, so teachers may have to spy

9. Exclusion

A decision to exclude a child is viewed as a serious decision and is made in accordance with The School Discipline (Pupil Exclusions and Review) (England) Regulations 2012, and Department for Education 'Exclusion from maintained schools, Academies and pupil referral units in England'. A decision to exclude a pupil should be taken only:

- a) in response to serious breaches of the academy's behaviour policy; and
- b) if allowing the pupil to remain in academy would seriously harm the education or welfare of the pupil or others in the academy

Only the Headteacher or Assistant Headteacher in charge can exclude a child. The decision to exclude a child will be the final step in a process for dealing with disciplinary offences following a wide range of other strategies

The Headteacher may judge it appropriate for a child to be permanently excluded for a 'one off' offence, including:

- ❑ serious actual or threatening violence against another pupil or a member of staff;
- ❑ sexual abuse or assault;
- ❑ supplying an illegal drug; or
- ❑ carrying an offensive weapon

After such a decision to exclude a child is made, the procedures for Headteacher, Parents, Governing Body and LA will be followed in accordance with the Guidance on Exclusion from Schools and Pupil Referral Units.

10. Lunchtime Supervision

At lunchtime, supervision is carried out by a team of supervisors/staff members under the supervision of the Headteacher. They should maintain order; usually by reminding children of the standard of behaviour expected. Repeated minor problems might result in the child being asked to have some time out. This should defuse the situation. The supervisors/staff members keep note of children who misbehave persistently. These should be reported to the Headteacher or Assistant Headteacher if necessary. The children should treat the lunchtime supervisors and staff members with the respect due to all adults at St John's. Verbal or physical abuse is not tolerated.

Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head Teacher or Assistant Head Teacher. This results in loss of privileges and play times. Parents will be informed if there is no improvement in their child's behaviour.

11. Parents and home/school partnership

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

12. Recording

◆ Teacher logs

When a concern has been raised about behaviour by either a child, parent or staff member, the teacher may decide to monitor the behaviour and keep a written log to help determine whether further action is needed.

◆ CPOMS

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded. This recording platform is not for minor incidents in day-to-day classroom management but for serious occurrences of challenging behaviour or unreasonable behaviour, racist, hate and bullying instances (including cyber – bullying).

13. Incident Book

This is used to record:

- ◆ any incidents involving a child, visitor to the school or anyone employed in school, resulting in personal injury or damage to property
- ◆ loss, theft, or damage to property
- ◆ any other incidents or matters of a serious nature.

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding, etc).

14. Intervention

If a child attacks another child or adult violently, refuses to calm down, and/or is a danger to themselves and/or others then physical restraint may be necessary (using the 'Team teach' method). The child is removed and taken to a member of the Senior Management Team, who contacts the child's parents. Several members of our staff are trained in the "Team Teach" de-escalation and positive handling procedures.

An incident report is completed on CPOMS and the situation discussed with the Head Teacher or Assistant Head Teacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service, etc.

15. Attendance

Regular attendance at St John's School is the responsibility of parents and by working closely with the school and linking community bodies, attendance can be monitored and any underlining reasons or deteriorating pattern of attendance can be resolved.

Attendance advice is issued to parents via;

- ❑ A booklet on entry to the school
- ❑ The school prospectus
- ❑ New intake parents presentation

The following attendance strategies are used to ensure children are able to access their right to education:

- ❑ We follow up all absences immediately.
- ❑ First day contact, on a child's return to school, with an absence note/phone call requested.
- ❑ Leave of absence requests go through the Headteacher and Governing Body panel.
- ❑ End of each term, 100% attendance certificates are presented to children. At the end of each year, 100% bookmarks are given out.
- ❑ Attendance is regularly reviewed and those with a declining attendance pattern are monitored.
- ❑ The school discourages parents from taking term-time holidays by ensuring they are not authorised.
- ❑ When attendance % for individuals falls or is below 96%, contact is made via conversations, letters or meetings with parents to establish a way forward. Where necessary, the EWO will be informed and will support the school in improving attendance.

Appendix 1 – Definitions and guidance

All schools have a statutory responsibility to address bullying.

Bullying has a detrimental effect on children, young people, our communities and society as a whole and any pupil attending St John's School can experience bullying. The impact of bullying and the damage inflicted is often underestimated and we know that bullying can cause considerable distress, affecting the individual's health and development as well as their emotional and mental health.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. We have a responsibility to create a culture in our school where bullying is not tolerated.

Bullying can consist of emotionally or physically harmful behaviour which could include name-calling, taunting, mocking, making offensive comments, physical abuse, inappropriate text messaging and e-mailing, sending offensive or degrading images by phone or via the internet, cyberbullying gossiping, exclusion from groups or spreading hurtful or untruthful rumours.

• Cyberbullying

Cyberbullying can be defined as the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, to deliberately upset someone else. It can be an extension of face to face bullying, with technology providing the bully with another route to harass their target. Although St John's school does not always have control over children's use of mobile phones, access to e-mail and access to social networking sites; bullying can take place when using these.

• Homophobic Bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people. Homophobic bullying can be hard to identify because it may be going on in secret. Sometimes pupils may not want to tell anyone about it in case other adults assume they are gay.

• Bullying Involving Children with SEN and Disabilities/gifted children

Bullying is one of the most damaging forms of discrimination. Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability. High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

• Tackling bullying related to race, religion and culture

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnic, culture, faith community, national origin or national status.

The DfE has issued a range of guidance documents which advise on the different forms of bullying as outlined above.

Appendix 2- St John's School Procedures in Managing Incidents of Bullying

Head and SLT	<ul style="list-style-type: none"> • The Senior Leadership Team will ensure that all staff members are aware of their responsibilities to challenge and deal with incidents of bullying. • All staff will be made aware of this policy and procedure. • All staff will receive support on how to deal effectively with incidents of bullying. • The SLT will agree a range of sanctions and disciplinary steps to be taken which can include official warnings, loss of privileges, exclusion from certain activities within school and fixed term exclusions for the most serious cases of bullying. • The Head will report to the governing body on incidents of bullying and action taken. • Anti-bullying will be embedded within the curriculum.
All Staff Members	<ul style="list-style-type: none"> • All staff will take seriously an allegation made by a child that they are being bullied. • If bullying is suspected or reported, the incident will be dealt with as quickly as possible by the member of staff who has been approached. • A clear account of the incident will be recorded on CPOMs and the appropriate members of staff will be alerted. • The member of the SLT will interview all concerned and will record the incident on CPOMs. • If the issue persists the Class teacher will advise the SLT. • Parents of both parties will be kept informed. • Punitive measures will be used as appropriate and in consultation with all parties.
All Pupils	<p>Pupils who have been bullied will be supported by:</p> <ul style="list-style-type: none"> • being given an opportunity to discuss the experience with a member of staff. • being reassured that appropriate action will be taken. • the provision of support, which will be reviewed and re-evaluated in terms of its effectiveness • the use of strategies to improve their self-esteem and confidence <p>Pupils who have bullied will be supported by:</p> <ul style="list-style-type: none"> • discussing both their actions and the consequences. • reflecting, with a member of staff, on their behaviour and why they choose to bully someone else, and how to change their behaviour and attitude. • being held accountable for their behaviour and being encouraged to make amends.
Parents/ Carers	<ul style="list-style-type: none"> • It is important that parents or carers talk to their child about how they (the child) feel the problem can be resolved.

	<ul style="list-style-type: none"> • Parents should encourage their child to report any problems to a member of staff as soon as possible. • If the bullying carries on after the child has tried out their own strategies and any that they agree with their parents, then parents could keep evidence e.g. keep any text messages, emails or website comments (but do not respond to any of these mediums). • Discuss, in the first instance concerns with the child's class teacher, if they haven't already done so. • Any incidents that take place outside of school (eg: home/Out of school club) should be dealt primarily by the staff in that setting. • If dissatisfied with the school's response or the bullying does not stop then you should speak to the Head or another member of the SLT.
<p>Governing Body</p>	<p>It is the responsibility of the Governing Body to:</p> <ul style="list-style-type: none"> • Review this policy and procedure annually • Receive a termly report from Head relating to the number of bullying incidents recorded, type, resolution and effectiveness. • Deal with parental complaints where they feel that the Head has not taken timely and effective action to resolve an issue of bullying.