

Grimstargh St Michael's C of E Primary School



Behaviour Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Aims

The school's aim is to develop the children intellectually, socially, morally, spiritually, physically and culturally within a caring, supportive and stimulating environment, based on the values of the Christian faith, taking into consideration each child's needs, abilities and interests.

The Christian Community

In the Christian community of St Michael's, we recognise the worth and potential of individual pupils as children of God. It follows therefore that we:

- Recognise their unique nature as human beings, regardless of background, abilities, physique or experiences;
- Recognise that each individual reflects facets of the goodness of Christ and that there is potential for good in each and every human being;
- Promote the concepts of self discipline and responsibility for actions undertaken, with the good of all in mind;
- Promote the ideal of love - both of God and of each other as fellow Christians and members of the family of Christ.

With constant reference to our Mission Statement, we at St Michael's aim to foster within the individual child a feeling and awareness of self worth and value for themselves and others, and to engender the Christian values of love, care, trust, honesty, forgiveness, respect, consideration and responsibility.

Code of Conduct

'Following the example of Jesus, we will always try to be caring, polite and truthful to everyone'. This means:

- Always do your best
- Be kind and polite to everyone
- Look after yourself and others
- Take care of property

Adult Roles

The Christian ethos encapsulated within the Mission Statement of St Michael's will be evident to all within the school community, by virtue of the example provided by all adults working within this community, as they adopt and encourage acceptable standards of conduct and behaviour in all areas of school and community life.

Effective Classroom Management

Class teachers operate a system of positive behaviour management. They seek to establish clear parameters of acceptable behaviour and to inspire the children to attain their potential by high quality teaching in a calm learning environment. The aim is to reduce poor behaviour choices.

Rewards and Incentives

The school operates a system of 'House Points', with each child allocated to one of four 'Houses'. House points are awarded, in the form of 'gems', as a reward in line with the ethos and expectations of our school. On entering the school hall for celebration assembly, children from each class empty each of the 4 class jars of house gems into the relevant whole school house container.

Children in the house with the highest level of gems at the end of the half-term are allowed to attend school in non-uniform on an agreed day.

Class teachers use 'Dojos' in their class and will set their own weekly class rewards.

Star of the Week

Certificates are awarded and presented by class teachers in our weekly celebration assembly with the names of our weekly stars published in our school newsletter. In addition, their name is placed on the 'Star' board, situated in the school hall, for a week and the certificate is taken home as a permanent and personal memento.

The stars are invited to sit on the 'star' table for lunch the following Monday. Mr Booth (headteacher) and/ or Miss Smith (deputy headteacher) sit with the children to eat their lunch.

Procedures and Sanctions – School Behaviour Plan

Each teacher will monitor classroom behaviour through the use of '*The Traffic Light System*'.

- Each morning the children get a new start and have their names placed in the green circle.
- If a child behaves in a way deemed inappropriate by a member of staff, the following procedure will be followed:
 - a) First, the child will receive a non-verbal warning;
 - b) This will be followed by a verbal warning;
 - c) Then, the child's name will be moved out of the green circle;
 - d) Next, their name will be placed into the amber circle. Verbal contact will be made with the parents/ carers and the child will lose some of their break or lunchtime to discuss their poor behaviour choices with the class teacher. The member of staff who puts the child in amber will also communicate this in the child's diary and will add to CPOMS (our online log).
 - e) If poor behaviour continues, child's name is moved out of the amber circle.

- f) Finally, and if the child persists in inappropriate behaviour, their name is moved into the red circle. The child will attend the 'Reflection Room' which will be the Headteacher's office and will remain there for 15 minutes (KS1) or 30 minutes (KS2) during their lunch break. A member of the 'Senior Leadership Team' (SLT) will be present during this time. The child will complete a reflection sheet and their inappropriate behaviour will be discussed. Verbal contact will be made with the parents/ carers and the incident will be added to CPOMS.

*If a child moves into amber or red during the afternoon, their consequence will be carried over to the following day/ week- break time discussion with class teacher (amber) or attendance in the Reflection Room.

- If a child is involved in more severe behaviour, their name will be placed straight into either the amber or red circle. Severe behaviour for amber would include:
 - Swearing in context
 - Unkind hands and/ or feet

Severe behaviour to move straight to red would include:

- Swearing aimed towards another person
- Fighting
- Racist behaviour
- Stealing
- Vandalism
- Disrespectful to people's differences

All serious incidents must be reported to the Headteacher and entered into CPOMS. An entry must be completed as soon as possible after the incident occurred and within the same day.

If a child has been on red 3 times in a term, parents will be contacted to discuss strategies for moving forward. A behaviour report card to track behaviour may be given at any time to support and monitor.

If inappropriate behaviour occurs during playtime or lunchtime, then the child will be required to stay with the member of staff on duty. If they do not comply with this request, their class teacher will be called and asked to take them inside. The class teacher will use the behaviour system to deal with the situation.

Following good behaviour, a child can climb back up the traffic lights in the same manner that they would be moved down. However, consequences for moving into amber and/ or red would remain.

The traffic light system includes a star above the green circle. Children who display consistently outstanding behaviour and attitude to learning will be moved into the star.

*In extreme cases where a child is likely to cause harm to them self, or to another person, reasonable physical restraint may be used. In such circumstances it is advisable to have an adult to witness the situation.

Rewards

Children who follow the school rules may receive the following rewards, individually and for the class group:

- Verbal / non-verbal praise
- Stickers from the Headteacher for good work and behaviour.
- Selection for 'Star of the week' certificate
- Stickers for good work and behaviour from class teacher.
- Team points
- Dojo points
- Special responsibilities
- Positive visit to other teachers
- Positive meeting with parents
- Positive postcard home to inform parents/ carers of good behaviour
- Positive comments in reading and homework diaries

Child on Child Abuse, including sexualised abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age

All staff are clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff must report to the headteacher (DSL) or deputy headteacher (deputy DSL) if they have any concerns about or receive a report about child-on-child abuse. The member of staff with the concern or who has received the report must also add any necessary details to CPOMS.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports.

All staff recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring.

All staff understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as 'banter' or 'part of growing up'.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse- this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence- this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Up skirting.

- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff are made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

Pupils are made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL/ SLT.

The headteacher (DSL) and deputy headteacher (deputy DSL) will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2022, Part 5.

Contacting Parents/ Carers

- As mentioned above, parents will be informed, through verbal and written communication, if their child enters amber or red.
- When appropriate, the SENCO and/or outside agencies will be involved.
- Behaviour of an extreme nature may result in exclusion in line with DfE guidance.

Process

This Policy was drafted following consultations with teaching staff at staff meetings over a period of several weeks.

Monitoring and Review

The success of this policy will be monitored in respect of all working within the school environment and community, by discussions between staff and all involved in the Policy's implementation, including the children themselves and their parents.

Anti-Bullying Strategy

Bullying is not tolerated and if proven would result in a fixed time exclusion- this can range from 1 to 5 days.

As explained in the Government document 'Bullying at School', 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, for example 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 (for example email, social networks and instant messenger)

Staff are constantly watching for signs of bullying and watch for:

- Early signs of distress in pupils;
- Deterioration of work;
- Spurious illness;
- Isolation;
- The desire to remain with adults;
- Erratic attendance.

They listen carefully to anything that a child wishes to confide, take it seriously, and follow this up appropriately.

In order to minimise incidents of bullying:

- All staff are aware of the school rules and are consistent in their implementation
- Pupils are encouraged to report incidents of bullying and not to join in or stand by
- Parents are encouraged to communicate with school to inform us of anything which is worrying their child
- The issue of bullying is dealt with within the school's personal, social and health education. Children are taught to recognise bullying and learn techniques to help them to deal with such incidents
- All accessible areas of the school are patrolled at breaks, lunchtime, and at the beginning and end of the school day

All cases of bullying behaviour are reported to the Headteacher and are recorded on CPOMS. Governors are also informed.

As part of the consequence, an apology would be given to the bullied child with reassurance there would be no further incidents of bullying.

We do not see our responsibilities ending at the school gate and wish to be involved in any incidents which occur on the way to and from school.

This Policy is under continuous review. The school also has a copy of the DfE anti-bullying pack.

Signed: **Mr Stuart Booth**

Date: **January 2023**

Review Date: **July 2023**

Agreed by the Curriculum Committee: