

# St John's Church of England Primary School

## Behaviour Management, Anti Bullying and Physical Restraint Policy

This policy should be taken and used as part of St John's Church of England Primary School's overall strategy and implemented within the context of our vision, instrument of government, aims and values as a Church of England school.

### Introduction

The school behaviour policy and the implementation is a fundamental pillar of the organisation that ensures that the learning potential of every child is maximised in a safe and happy environment.

### Rationale and Guidance

The school believes that:

- behaviour and discipline is a key feature of school life about which there should be a clear, shared understanding between Headteacher, staff, parents, governors and children
- the curricular objectives of the school cannot succeed if they are to be impeded by poor behaviour and discipline
- the effectiveness of the school as perceived by the community is related to how the pupils behave
- shared, consistent whole school values are likely to have a positive effect on individual pupil behaviour
- a consensus about behaviour management will generate a high morale and a sense of purpose amongst staff and pupils. A well established policy will also be supportive to new members of staff and new pupils
- standards of behaviour differ widely between schools. It is important to understand more clearly why this is the case and to disseminate features of good practice across school boundaries
- this school believes that badly behaved children are an important stress factor for both other children and staff
- the staff of St John's School are required to follow the policy, which encourages a positive approach to behaviour management wherever possible, with a strong emphasis on the positive

### Aims

At St John's Church of England Primary School we aim to:

- always focus on what's going well
- give plenty of praise where appropriate
- encourage children to have good self esteem
- ensure that children understand that it is their poor behaviour that is unacceptable, not the child itself
- draw attention to good behaviour
- give clear and regular reminders of what we expect
- 'teach' good behaviour calmly
- set an example, through dress, manner, courtesy and care
- take corporate responsibility for the maintenance of the ethos and discipline in the school
- have a clear code of conduct

- ensure awareness of the rules and the reasons for them

## **Code of Conduct**

Everyone will try to:

1. respect the school, its resources and environment by:
  - keeping to paths, putting litter in bins and caring for plant and animal life
  - keeping the school tidy and caring for the buildings
2. respect their own and everybody else's property by:
  - not defacing books and equipment
  - only borrowing with permission
  - returning borrowed items
  - not taking other people's belongings
3. respect other people and value their individuality by:
  - not physically or verbally showing unkindness
4. show courtesy and consideration towards others when moving around the school; in a manner which ensures the safety and well being of all by:
  - always walking around the school environment
  - being courteous when going through doors
  - encouraging good manners
5. respect each other's working environment; giving everyone an equal opportunity to reach their potential by:
  - always following instructions.
  - working quietly.
  - listening to each other.
  - making good use of time.
  - not disturbing others.
6. not leaving the room without permission

## **Rewards and Sanctions**

**We recognise the value of rewards to promote good behaviour.**

**Rewards will take the form of any of the following :**

- \* public commendations eg in class, in assembly, or with appropriate group
- \* house points, certificates or stickers
- \* appropriate entry in workbooks
- \* prominent displays of pupil work
- \* personal logs or books

**Recognition may not be confined to achievements in school. Good behaviour, general attitude and demeanour in the local community will also be recognised and rewarded.**

**We believe that bad behaviour is unacceptable and will be punished. Where punishment is necessary we aim to:**

- \* avoid the punishment of whole groups for the activities of individuals unless there are exceptional circumstances
- \* avoid making individuals the scapegoats for the activity of a class or group
- \* ensure the punishment is in proportion to the offence

**Sanctions are designed to help prevent the recurrence of the misbehaviour, which may include steps such as:**

- \* moving the pupils position in class or isolating a pupil from the peer group
- \* enlisting the support of other staff
- \* contacting parents

**Sanctions may also include measures to ensure that the pupil makes some form of sanction for his/her misbehaviour such as:**

- \* interruption of break or lunchtime privileges
- \* withholding privileges such as participation in some special event where these do not form an essential part of the curriculum
- \* completion of assigned work or of additional work

*The school's model for the application of sanctions can be found in Appendix 1.*

### **Physical restraint**

On rare occasions physical restraint may be necessary when verbal commands will not control behaviour. It will only be used to prevent a pupil causing harm to him or herself or others, refusing to follow instructions, such as refusing to leave a classroom, or seriously damaging property. Wherever and whenever possible, forms of physical restraint will be discussed and agreed with parent/carers and will be used only after de-escalation techniques have proved ineffective. Such agreed forms of physical restraint will be included in PSPs, or similar. Incidents of physical restraint will be recorded and will be handed to the Designated Safeguarding Lead (the Headteacher, Dr M R Cottrell or in his absence, the Deputy Headteacher, Mr M Hilliam).

*This policy has been informed by and should be read alongside the Department of Education document, 'Use of reasonable force: Advice for headteachers, staff and governing bodies' (July, 2013); Appendix 2).*

The purpose of intervention will be to restore safety and will continue for no longer than necessary and will use only the minimum amount of force necessary. Staff trained in 'Team Teach' techniques are:

Samantha Bruton

Lynne Pitts

Wendy Vye

Sandra Yeoman

Where possible, physical intervention will be led by staff trained in the 'Team Teach' system.

Brief periods of withdrawal away from the point of conflict into a calmer environment may be effective.

## **Partnership with Parents**

At St John's Church of England Primary School we recognise the role parents/carers have in fostering good behaviour.

We believe the responsibility of parents/carers extends beyond ensuring that pupils attend school.

Children need parent/carers encouragement and support to participate fully and positively in their day to day school work and in the wider life of the school and community.

We believe parent/carers need to co-operate with the school in matters of discipline and re-enforce the schools efforts at home.

We believe parents should actively encourage and reward progress.

To secure parental support where matters of behaviour and discipline are concerned St John's Church of England Primary School will:

- provide a welcoming environment for parents/carers of pupils
- provide opportunities for frequent contact between parents/carers and staff
- bring groups of parents together to discuss problems in an atmosphere of mutual support
- encourage parents to acknowledge their own importance in helping their children
- ensure that good behaviour as well as bad is drawn to parents/carer's attention
- notify parents/carers as early as possible of particular difficulties with an individual pupil
- if necessary agree a plan of action, (Pastoral Support Plan) preferably in writing and signed by those present recording an agreement reached between pupil, parent and teacher and any arrangements for review, and drawn up in conjunction with advice from outside agencies, where appropriate and the local area support panel
- be sensitive to the difficulties and pressures on pupils which can arise from unstable family relationships and the impact of unemployment, homelessness, family bereavement, racist tension and illness
- be alert to the need to involve outside agencies eg social service department

## **Anti - Bullying**

While this policy is aimed at pupils, St John's School is aware that any member of the school community could be a victim of bullying and any incidents will be taken seriously.

### **What is bullying?**

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated over a period of time
- it is difficult for those being bullied to defend themselves

*This policy has been informed by and should be read alongside the DfE publication, 'Preventing and tackling bullying: Advice for headteachers, staff and governing bodies' (October 2014; Appendix 3).*

**Bullying can take many forms but four main types are:**

- physical - hitting, kicking, taking belongings.
- verbal - name calling, insulting, racist remarks.
- indirect - spreading nasty stories about someone, excluding someone from social groups.
- misuse of new technologies – sending unpleasant text messages, cyberbullying.

**At St John's School our philosophy as stated in our aims of this Behaviour and Anti Bullying Policy and our code of conduct should minimise that occasions of bullying. However, if bullying occurs, it will be dealt with and be seen to be dealt with because:**

- bullying makes pupils unhappy.
- pupils who are being bullied are unlikely to concentrate fully on their school work.
- some pupils avoid being bullied by not going to school.
- pupils who observe unchallenged bullying behaviour are likely to copy this anti-social behaviour.
- schools, which do take action against bullying, build a reputation as effective caring schools.

**A number of positive steps can be taken:**

- Reward positive, non-aggressive behaviour
- Using opportunities provided by structured play, stories and role-play to learn about the effect of behaviour on one another
- Raising the self-esteem of all through activities which are designed to improve social skills
- Circle time discussions
- Being aware that playgrounds, corridors and hidden corners are areas in which bullying may occur

**Procedure if bullying occurs:**

- Pupils will know that the school cares about bullying and will be encouraged to speak to a member of staff if they feel they are being bullied
- What the children have to say will be taken seriously and each case will be dealt with appropriately by the Headteacher or Deputy Headteacher
- Victims will be given appropriate support and bullies will be shown that they can satisfy their needs through working with others rather than in confrontational or competitive ways
- Incidents will be recorded in a book and kept centrally in the school
- Parents will be informed
- The school may choose to implement suitable systems for bringing bullying to an end (e.g. 'three strikes'). Should such a system be introduced the parents of the children involved will be informed and the procedure explained.

**Exclusions**

The school, through proactive implementation of its Behaviour Policy, seek to avoid putting in place fixed term or permanent exclusions. On occasions it may be necessary to impose an exclusion. The school will adhere to LA guidelines.

**Date Agreed: May 2017**

**Next Review: May 2018**

## Behaviour Policy

### Rewards and Sanctions

The model for sanctions for unacceptable behaviour will take the form of:-

- Name written on board (visual warning)
- Level 1 (yellow) – if a child’s name is written on Level 1 this will result in the child missing a playtime and working on their own within their classroom
- Level 2 (orange) – if a child’s name is written on Level 2 this will result in the child missing a playtime and working on their own in another classroom
- Level 3 (red) – if a child’s name is written on Level 3 this will result in the child being sent to the Headteacher and their parents being informed by letter and/or telephone

Please note in cases of very poor behaviour ‘Levels’ can be by-passed. Repeated appearance on Levels 1 and/or 2 will also result in parents being informed by letter and/or telephone.