



*Loving learning and loving one another, as God loves us.
Celebrating success in its many forms and overcoming challenges.
Praying for and caring for our whole community.
Living in the light of Christ and as a light to others.*



Behaviour and Anti-Bullying Policy

As a Christian school, our approach to behaviour is based on our school vision and belief that we should 'Love learning and love one-another, as God loves us'. We have many ways to encourage a love of learning through praise, rewards and celebrations. Where poor behaviour choices are made, our approach is one that emphasises the importance of reflection and restoring the situation, including asking for and receiving forgiveness.

Written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- Children are helped to take responsibility for their actions

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Aim

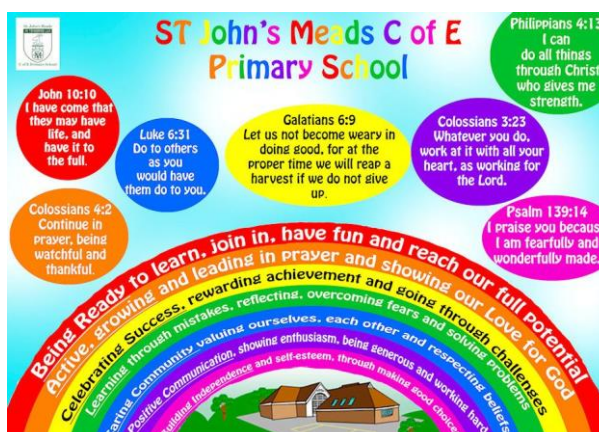
This policy aims to:

1. Outline **how children are expected to behave**;
2. Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
3. Provide a **consistent approach** to behaviour management;
4. Outline our system of **rewards and sanctions**;
5. Outline **additional considerations** or circumstances.

1. Expectations

Expectations for behaviour are expressed through the school's vision statement (above), the 'Rainbow Vision' (below) and the school rules:

1. Work Hard
2. Take Care
3. Be kind





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These expectations apply within the school building and grounds at all times of the school day and at before and after school clubs. As part of our vision of 'Living in the light of Christ and as a light to others', children are taught about the 'Fruits of the Spirit' and encouraged to demonstrate these through their behaviour and interactions with one-another. The fruits of the Spirit are: love, joy, peace, patience, kindness, gentleness, goodness, faithfulness and self-control.

Children are expected to:

- Behave in an orderly and self-controlled way
- Show respect to adults and each other
- Make it possible for all children to learn in class
- Move quietly around the school
- Treat the school building and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Off-site behaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school, such as on a school trip or at a sporting event.

2. Roles and Responsibilities

Staff

ALL Staff are responsible for:

- Modelling positive behaviour and interactions
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of individuals
- Recording significant behaviour incidents on the schools electronic system (CPOMS)
- Reporting behaviour incidents (this may be to the class teacher, SLT or to parents)
- Clearly communicating expectations to children

Parents

Parents are expected to:

- Support their child in conforming to expectations of behaviour
- Inform the school of any changes in circumstances which may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly



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3. Rewards and Sanctions

Positive behaviour will be rewarded with:

- Praise
- Moving up the Behaviour Ladder
- Scratch 'n' Sniff stickers (for ending the day on the top position of the Rainbow Ladder)
- House points
- Rainbow Award (Friday Assembly)
- Showing good work to the Headteacher
- Photocopied good work to go home
- Parent contact (verbal end of day or phone call/email home)
- Marbles in the jar
- WOW! notes
- End of term reward for House Points winning team

One or more of the following sanctions may be applied in response to unacceptable behaviour:

- A verbal reprimand
- Moving name down on the Rainbow Ladder
- Expecting work to be completed at home (with parental agreement), or at break or lunchtime
- Referring the child to a senior member of staff
- Parent contact (verbal end of day or phone call/email home)

Although rare, the Headteacher retains the right to suspend or permanently exclude a child from the school in response to:

- a serious breach, or persistent breaches, of the school's behaviour policy

and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

4. Our Approach Explained

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:



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- Create and maintain a stimulating environment that encourages children to be engaged
- Display and refer to the Rainbow Vision, Rainbow Ladder, school rules and their own classroom rules
- Develop positive relationships with children
- Treat all children fairly
- Establish clear routines
- Highlight and promote good and courteous behaviour

Rainbow Ladder (in class) – for addressing the behaviour of an individual

Scratch and sniff sticker	Every class will display a 'Rainbow Ladder' with four positions. Class teachers may customise the 'Rainbow Ladder' with colours or pictures according to their class's interests. At the beginning of the day, all children will have their name in the starting position. For positive behaviours, children's names will move up. Any children with their name in the top position at the end of the day will receive a special 'scratch and sniff' sticker.
Starting position	For behaviour not in accordance with expectations, children's names will move down. If a child's name enters the 'think sheet' position, they will be asked to move to a different area with a five minute timer to complete a 'Think Sheet' (see appendix A). This is not a sanction in itself, but an opportunity to come away from the situation, reflect on what has happened and what they can do to restore the situation. <i>Where appropriate, an adult will support the completion of a think sheet after the reflection time. After completing the Think Sheet, the child's name will be moved to the amber position.</i> Significant behaviour will also be logged using the school's electronic system (CPOMS).
warning	
Think sheet	

For some behaviours, such as throwing inappropriate objects, hurting others, inappropriate language, damage to property or disrespect to adults, a warning is not appropriate and an **instant Think Sheet** will be issued.

If a **serious incident** occurs in the classroom, a member of the Leadership Team will be alerted.

RESET: any children's names on amber will be repositioned to green for the start of lunch time.

Supporting playground management: If a child has needed to complete a blue think sheet during a playtime, the teacher will be informed and the child's name will move to amber for the start of the next lesson.

Playground Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour in the playground.

They will:

- Encourage children to play together and use equipment appropriately
- Develop positive relationships with children
- Highlight and promote good and courteous behaviour
- Listen to children's concerns about friendships and games and try to resolve any issues

Sanctions in the playground:

Most minor disagreements between children will be resolved through adult support. We use a 'supported mediation' approach, whereby each child shares their view of the situation whilst others listen and then the adult supports the children to find a solution.



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Some behaviours may warrant the issuing of a playtime (blue) Think Sheet. When issued at playtime, a Think sheet becomes a part sanction because the child will be asked to sit out from playing for five minutes in order to reflect and complete it. *Where appropriate, an adult will support the completion of a think sheet after reflection time.* Significant behaviour will also be logged using the school's electronic system.

Playtime think sheets are returned to the class teacher at the end of play/lunch and the child's name will be moved to amber.

If a serious incident occurs in the playground, the child will be brought into school and member of the Leadership Team alerted.

Think sheets are kept in the class folder. If a child has needed to complete two or more think sheets in a week **of any colour** (referred to as 'Double Think Sheets'), they miss their playtime on Friday to see the Headteacher, discuss their behaviour and how to improve it.

If nobody from the class has this sanction, the class can be awarded extra marbles for their jar.

School staff will track and monitor children's behaviour. Teachers will use their discretion in sharing information about Think Sheets with parents either at the end of a day or week. Where it is identified that a child is repeatedly receiving sanctions, the potential reasons for this and other support strategies will be considered. This could include: a home school book, a behaviour observation (to identify personalised provision), an intervention for SEMH or SEND, behaviour contract, a referral to an outside agency or other strategy.

Early Birds and Late Birds

As these clubs are run by school staff, rewards such as house points may be awarded. Generally, as it is a play environment, issues can be resolved through dialogue, redirection and supported mediation. If a more serious incident occurs, a 5 minute time out and pink think sheet will be issued and later passed to the class teacher. **For Late Birds, club staff will inform the parent/carer of the behaviour when the child is collected.** For Early Birds, this will be the responsibility of the class teacher. The Headteacher reserves the right to restrict access to the clubs if a child's behaviour is deemed to pose a risk to themselves or others.

Marble Jar (in class) – for promoting positive behaviour from the class as a whole

Each class will have a marble jar, whereby marbles can be added or removed in response to behaviour of the class as a whole, for example lining up quietly, co-operating to tidy up, being ready to learn. This promotes a collective responsibility for behaviour. A target amount of marbles will be determined by the teacher. When the target has been reached the whole class will receive/participate in the reward. This will be agreed with the class in advance e.g. extra time in the Hub, extra play, a toy afternoon. All children in attendance on the day will participate as the reward has been earned by the whole class.

It is important to maintain a consistent approach to behaviour management in all classes across the school. Any deviations from the systems described in this policy must be with valid reason and first approved by the Headteacher.

5. Anti-Bullying & child-on-child abuse

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:



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- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Child-on-child abuse includes bullying and occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline.

We aim to educate against bullying and child-on-child abuse and to prevent its occurrence through our PSHE curriculum, participation in National Anti-Bullying Week, and the development of cross phase friendships through our Pastoral Care sessions and roles of responsibility for older children.

However, we recognise that bullying and child-on-child abuse may still occur. If a child feels they are being bullied or abused, this can be reported directly to a trusted adult or through the class 'message box'. If a parent has concerns about bullying, they should discuss this with the class teacher in the first instance, but this may be escalated to the Leadership Team.

Actions following an allegation of bullying or child-on-child abuse:

- Specific incidents will be investigated
- Relevant staff will be notified in order to monitor the situation going forward
- Any further incidents and actions will be logged
- Additional support strategies may be implemented (class circle time, pastoral support groups, additional adult supervision)
- The school will work in close collaboration with parents until the issue is resolved
- The children have co-created an anti-bullying leaflet to raise awareness of what bullying is and how it should be dealt with (appendix C).

6. Sexual violence and sexual harassment

At St John's Meads CEP, we take a zero-tolerance approach to all kinds of abuse, including incidents of child-on-child abuse that are classed as sexual violence or sexual harassment.

Any allegations of sexual violence and/or harassment are taken very seriously. These incidents will never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". We recognise that such attitudes can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We recognise that it is more likely that girls will be victims and boys will be perpetrators, but that all child-on-child abuse, sexual violence and harassment is unacceptable and will be taken seriously. We also recognise the increased risk for pupils with SEND to become victims of sexual violence and abuse.

Steps school will take:

1. Victims will be reassured and supported to not feel ashamed or worried that they will be criminalised
2. A DSL will be informed immediately
3. All disclosures, reports, discussions and decisions will be written and logged on CPOMS
4. Decisions will be made regarding the best way to manage the incident 1) internally, 2) through Early Help, 3) with a referral to children's services, 4) by reporting to the Police
5. Should an allegation be found to be unsubstantiated, unfounded, false or malicious, consideration will be made to whether any support or disciplinary action is needed



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6. The school's ongoing response will include safeguarding and supporting both the victim and perpetrators – including working closely with parents and carers

7. Additional Considerations

There may be occasions when it is considered necessary to physically intervene in order to manage a situation. In accordance with DfE guidance *Use of Reasonable Force 2013*, staff may use reasonable force to prevent a child:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to the Headteacher and to parents

All members of school staff have a legal power to use reasonable force as described above (Education Act 2006).

Where the school identifies that physical intervention is required more frequently in order to support a child's needs-related behaviour, key staff will receive positive handling training.

Confiscation

Any items considered dangerous or causing disruption to learning may be confiscated.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils may be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Equal Opportunities - Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of individuals with additional or differing needs, liaising with parents and other agencies as appropriate.

We also recognise that, statistically, pupils with SEND are more vulnerable to incidents of child on child abuse, particularly where they may have communication needs. The school's approach is to ensure additional monitoring/supervision and pastoral support for vulnerable pupils and to raise the awareness of the whole staff team to pupils with additional needs and vulnerabilities through training and communication.



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Adaptations for Early Years Foundation Stage (Reception Class)

If a child's name is moved down to the behaviour ladder, they will be supported to sit out for a short time to reflect on their behaviour, take appropriate action (e.g. say sorry) and re-join their peers. Adults will complete think sheets, so that these can still be monitored by the Leadership Team and staff will inform parents. Significant behaviour will also be logged using the school's electronic system (CPOMS).

[Links with other policies](#)

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- SEND policy






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Appendix A – Think Sheet

For younger children, and wherever needed, an adult will scribe the child's response following reflection and discussion.

Think Sheet

Name: _____ Date: _____ Class: _____

Work Hard		What happened? _____ _____
Take Care		How did it affect other people? _____ _____
Be Kind		After you have apologised, what will you do differently? _____ _____
Be Kind		_____ _____

Appendix B – Rainbow Award





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Appendix C –Anti-Bullying Child-friendly leaflet.

If you are bullied...

DO:

- Tell them to STOP
- Use eye contact
- Play with other friends
- Stay away from them
- Ignore them
- Walk away and don't look back
- Use the classroom worry box
- Talk to a friend
- Stay near an adult
- Tell someone you trust



DON'T:

- Do what they say
- Fight back
- Think it's your fault
- Hide it
- Do it back
- Keep it to yourself

Good friends have...



kind hands



kind feet



kind voices

St John's Meads CE Primary School



Friendship and Anti-Bullying Information For Children

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What is bullying?

Bullying is when someone hurts, frightens or upsets another person on purpose. This behaviour is repeated again and again.



Emotional: Hurting people's feelings, leaving you out.

Physical: Punching, kicking, spitting hitting, pushing.

Verbal: Being teased, name calling.

Cyber: saying unkind things by text, e-mail and online.

Discriminatory: bullying someone because of the colour of their skin, their faith, where they are from, what language they speak, who they love or their disability.

When is it bullying?

Several
Times
On
Purpose



We promise to always treat
bullying seriously.

When is it NOT bullying?

When children:

- want to play with the same equipment and aren't sharing.
- want to play different games and can't decide.
- fall out.
- say or do something unkind or rude

These incidents are a great
opportunity for Peer or
Supported Mediation.

Who can I tell?

A friend Peer Mediators
Play Leaders Parents/Carers
Teachers Prefects
Lunchtime Staff
CHILDLINE 0800 11 11
One of your five trusted adults



MOST IMPORTANTLY...

If you are being bullied, or see bullying
Start Telling Other People