

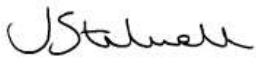



## Behaviour and Anti-Bullying Policy

**INSPIRING BELIEF  
in God and one another**



**ST RICHARD'S  
SCHOOL**

<b>DATE APPROVED BY THE LAT</b>	August 2021
<b>DATE APPROVED BY THE LAC</b>	September 2021
<b>REVIEW DATE</b>	September 2023
<b>Signed Headteacher</b>	
<b>Signed Chair of LAC</b>	

## **Vision Statement**

Our schools aspire to provide 'excellence and equity in a Christian context', where every child is valued as a unique individual treasured by a loving God. 'I have inscribed you on the palms of my hands.' Isaiah 49.v16.

Our aim is that every child will have the opportunity to flourish and develop into a rounded adult who can live life to the full. 'I have come that they may have life and may have it in all its fullness'. John 10.v10.

Our schools are places where all are welcome and where we practise kindness and hospitality on a daily basis.

Our vision and our values are clearly displayed and while it is not a requirement that a child and their family have to be practising Christians we do expect all parts of the community, children, staff, parents and carers to support the values that we hold dear.

In our school, we demonstrate how we support this vision through our own vision and values, which are Courage, Compassion, Perseverance, Forgiveness, Friendship and Respect, summarised in the school's own vision statement: Inspiring belief in God and one another.

Our school vision is to enable everyone in our school community to flourish through opportunity and belief in themselves. We aim to instil in our children a deep love of learning; the confidence to face challenges; and to have high aspirations for their future lives and each other, just as God has planned for them.

Our vision is based on the biblical text Jeremiah 29.v11.:

*"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future".*

We live out our values and vision through our key policies e.g. The LAT Behaviour policy is supported through the values described in the rewards and sanctions section of the policy demonstrating the importance of dignity and forgiveness.

The school admissions policy decided by the Local Academy Committee shows our inclusivity and the importance we place on service to our local community.

The breadth of the curriculum and the creative projects which we enjoy are key to providing opportunities for children to experience life in 'all its fullness', so that alongside learning and wisdom they also experience joy and delight in learning.

Care for the individual and their needs is crucial and the school's policies regarding inclusion and SEND are constant reminders that each of us is known to God and our names are 'inscribed on the palms of His hands'.

LAT HR policies are common in all schools and are created to ensure that individuals are treated fairly and with dignity. All HR policies have been scrutinised by the various unions to ensure that they contain acceptable procedures.

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## **Behaviour Principles**

A person who can truly be described as educated does not have a vast bank of knowledge; they have the ability to use that knowledge for their own good and for the good of humanity. The development of a strong spiritual and moral framework based on Christian values is an essential part of the education that will be on offer.

The two great commandments given by Jesus will underwrite the life of the Academies that are part of the LDBS Academies Trust and the LDBS Academies Trust 2 (herein collectively referred to as 'the LAT'); they are to 'love God' and to 'love your neighbour as yourself'.

Both of these instructions should be evident in the whole life of the Academy, in the relationships between all members of the Academy community, pupils, staff and parents, and also in the management of behaviour.

## **Aims**

- For children, staff and parents to work together to establish a strong set of Christian values which underpins the life of the Academy;
- The values will include service, compassion, trust, peace, forgiveness, friendship, justice, humility, hope, and a sense of what it means to be a community (koinonia).
- Children will be helped to develop healthy spiritual and moral frameworks which will support them into secondary school and adult life.
- They will be encouraged to develop strategies and skills which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations.
- The Academy will teach responsibility and service so that children, through those positive experiences, learn to respect authority and take pride in the work that they do and their Academy and its environment.
- Through the use of sanctions and rewards, children will learn about justice and how there is a difference between major and minor issues.

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

## **We respect each other**

*We will teach and encourage children to do the following:*

- *Maintain a positive attitude*
- *Listen without interrupting or 'back-chat'*
- *Make eye contact with other people*
- *Use the other person's name*
- *Try and empathise –for example: 'how do you think the other person is feeling?' or 'what would you feel like if someone did that to you?'*
- *Regard people of all faiths, races and cultures with respect*
- *Remember their good manners*
- *Take their hands out of their pockets*
- *Not to shrug when being reprimanded*

## **We help each other to be safe**

*We will teach and encourage children to do the following:*

- *Not to engage in 'rough play' in the playground*
- *Report any concerns to an adult of their choice*
- *Behave as ambassadors for the Academy when on educational trips or at other venues, such as swimming lessons and sporting events*

## **Staff are expected to:**

- *Monitor playground behaviour and be proactive rather than reactive*
- *Be endlessly vigilant and take preventative measures; for example, monitoring 'trouble spots'*
- *Use their emotional intelligence and remember that little things can become big things—it's important to pay attention to details and to take responsibility for following EVERY incident up. Children's personal development and well-being is paramount. Remember... each child is your responsibility*
- *Be punctual and ensure that lessons begin on time*
- *Dismiss children at the end of the day in a calm and orderly manner ensuring that each child has his/her belongings (coat, book bag, bag, PE kit) and is handed over to a responsible adult*
- *Monitor children for behavioural changes in line with Child Protection guidelines*
- *Monitor children for signs of exposure to radicalisation and extremism, as described in the Prevent duty*
- *Brief accompanying adults on educational visits*

## **We listen carefully**

*We will teach and encourage children to do the following:*

- *To look directly at the person speaking to them*
- *To listen closely and without interrupting*
- *To keep their hands and feet still when speaking to an adult*
- *To think carefully about what has been said before responding*

## **We work hard**

*We will teach and encourage children to do the following:*

- *To complete their work within a set time*
- *To concentrate within a given time*
- *To send unfinished work home with parental agreement*
- *To be proud of their learning*
- *To understand that presentation is important*

## **Staff are expected to:**

- *Have high expectations for each child*
- *Explain to children the positive consequences of making good progress*

## **We look after things**

- *We will teach and encourage children to do the following:*
- *Pick up coats*
- *Put lunch boxes away*
- *Put away play equipment*
- *Look after their books; i.e., no graffiti*
- *Look after their book bags and PE kit*
- *Leave valuables such as jewellery and mobile 'phones at home*
- *Clear up in the hall*
- *Behave sensibly in the toilets*
- *Take belongings home at the end of the day*

## **We are honest**

*We will teach and encourage children to do the following:*

- *Explain the part they have played in an incident*
- *Acknowledge the part they have played in an incident*
- *Accept responsibility for the part they have played in an incident*
- *Apologise and make amends*

## **We walk quietly and calmly around the building**

*We will teach and encourage children to do the following:*

- *Line up one behind the other*
- *Move around the building in a safe and controlled way which enables children with a range of needs to cope with their surroundings*

## **Staff are expected to:**

- *Look up and down the lines*
- *Make eye contact with each child*

## **Rewards and Sanctions**

All children will be encouraged to practice good behaviour with a suitable series of rewards. Sometimes children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. An effective Behaviour Policy must state these boundaries firmly and clearly.

Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding age of the child as far as sanctions are concerned.

Each case is treated individually. Children are made aware that they are responsible for their own behaviour and that breaking rules will lead to punishments.

## **Major breaches of discipline include:**

- Physical assault
- Deliberate damage to property
- Bringing sharp or dangerous instruments to Academy, or any item that might cause a problem

- Stealing
- Leaving the premises without permission
- Verbal abuse
- Foul or abusive language
- Swearing
- Bullying
- Refusal to work

This type of behaviour is generally rare and it is the responsibility of the (Executive) Headteacher or the Head of School / Deputy Headteacher who will deal with it appropriately. Parents will be involved at the earliest possible stage, if problems are persistent or recurring.

**Strategies to improve this type of behaviour include:**

- Talking to the child—discuss what has happened
- Withdrawal from the classroom for the rest of the day
- Missing playtime or lunchtime
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child’s behaviour
- Repeat work
- Sending work home
- Letters of apology
- Loss of responsibility, e.g., monitor jobs
- Placing the child on a daily or weekly report / log system to monitor their behaviour with parents’ support

**Procedures for Dealing with Major Breaches of Discipline**

If the problem is severe or recurring then exclusion procedures are implemented. A case conference may be called involving parents and support agencies. Permanent exclusion may occur after consultation with the Local Academy Committee and the LAT (LAT). Parents have the right of appeal to the Local Academy Committee against any decision to exclude.

**Behaviour modification strategies**

There are occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions, we use behaviour modification strategies to change individual children’s behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

## **Anti-bullying**

### **Definition**

*Bullying is 'a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'*

(Preventing and tackling bullying; Advice for Headteachers, staff and governing bodies, Department for Education, July 2017)

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s), or other concerned people.

Bullying may also include discrimination and racism which can be both direct and indirect and is unacceptable in any form, including 'sexting' and other forms of online and virtual bullying.

The LAT is opposed to all forms of racism, sexism, anti-disability/ableism, homophobia and xenophobia, including those forms that are directed towards religious groups and communities, and against Travellers, refugees and asylum-seekers. Pupils will be given planned opportunities to discuss equality issues and reminded at regular intervals of the LAT policy. Racist incidents will be dealt with appropriately and recorded and reported to the LAC, and an annual report will be made to the LAT. Online incidents will be discouraged and dealt with as described in the LAT Online and E-Safety Policy.

### **Strategies for dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too—that is why they bully.

- Discussions with the victim. This will require patience and understanding. Remember – Listen, assess, and act.
- Identify the bully/bullies. Obtain witnesses if possible. Advise the (Executive) Head Teacher.
- Discussions with the bully/bullies. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the investigation. Children usually own up if presented with all the facts.

If they own up, then follow the procedure outlined below:

- Hold separate discussions with parents of bully and victim
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion during lunchtimes, or exclusion from Academy, depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim, to ensure no repetition



- As the behaviour of the bully (hopefully) improves, then favoured activities, etc., can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying

In order to prevent and identify incidents of bullying and the identities of bullies, staff will carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, assess, act
- Establish Playground Friends or similar as a child's first contact point, if they feel they cannot tell an adult
- Worry boxes in Academy where children can put written notes if they feel they cannot speak about their problem
- Teaching the PSHE curriculum and the Social, Emotional Aspects to Learning (SEAL) materials

### **Parents**

Parents can help:

- By recognising that an effective Academy behaviour policy requires close partnership between parents, teachers and children
- By discussing the Academy rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions, and by developing informal contacts with the Academy
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively
- By recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- By NOT dealing directly with other children and parents and allowing the Academy to deal with them
- By speaking directly to the class teacher

### **In summary**

By using a positive system of rewards, incentives and clear boundaries, and by enforcing good behaviour, we help children to develop confidence and healthy self-esteem and a set of skills and strategies which will take them onto the next stage of their education and into adult life.

(Executive) Head Teachers will be expected to draw up operational instructions for the policy which are suitable for their own community.

## Schedule 1 – Consequences of Negative Behaviour

The Behaviour Policy has been formulated with the safety and well-being of the children in mind, and to enable the Academy to function efficiently as a place of learning.

Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Children also need to know there are consequences to inappropriate behaviour. Following updates to statutory guidance, it is important that a behaviour policy outlines these boundaries, particularly in relation to grounds for exclusion. The following tables list examples of unacceptable behaviour which might arise and a wide range of suggested consequences, which may be used as deemed necessary. These behaviours, under circumstances of extremity, recurrence, etc., might become exclusion-able. The list is not intended to be exhaustive, as no list could be; however, principles such as honesty, respecting others, and respecting property inform the entire list.

The Academy reiterates the operational principles laid out in the main part of the Behaviour and Anti-Bullying Policy; namely, that each case is individual and is handled as such, that all legal requirements and duty of care will be observed in relation to pupils and the causes of their behaviour, that sanctions will be appropriate to the child and misbehaviour, and that consultation with parents and other authorities will be undertaken where appropriate. The Headteacher will have discretion to act as needed in each disciplinary process, and in assigning sanctions.

### Behaviours

Low level	Moderate level	Serious level
Fidgeting/ fiddling	Consistently shouting out	Serious assault
Telling tales	Poor effort	Throwing/kicking furniture
Dropping litter	Distracting others	or
Being noisy	Poor attendance	equipment
Failing to keep on task	Walking out of class	Vandalism, e.g. extreme
Walking around the	Hurting others	damage to Academy
classroom	Coming unprepared for work	property
when they should be	(continuously)	Serious physical/verbal
working	Fighting	threats
Unkind remarks towards	Stealing	made to staff or children
others	Interfering with other	Violent outbursts, verbal or
or their families	children's	physical, to pupils or adults
Bad language (one-off)	property	Carrying an offensive
Time-wasting	Disregarding adults	weapon
Telling lies	Threatening/aggressive	Carrying or using drugs
Spitting	behaviour	Leaving Academy without
Being rude	Refusal to co-operate	permission
Not having the correct	Vandalism—graffiti, etc.	Sexualised behaviour or
uniform	Outside of Academy,	language
No PE kit	bringing the	

Running in corridors Pushing in line Borrowing without permission Leaving the work area untidy Poor sportsmanship	Academy into disrepute	Racist or sectarian/ religious abuse or incidents School refusal Bullying (including cyber-bullying)
Dealt with in class. Any persistence of low-level behaviours would move into moderate level.	Repeated incidents of any moderate behaviours – the Deputy Head or the Headteacher is informed. Parents may be informed.	Parents informed.

### Sanctions and Procedures

<b>Low level</b>	<b>Moderate level</b>	<b>Serious level</b>
Frown Verbal check Withdrawing attention Repeat activity Take work home to complete Time out on designated chairs/spaces Miss out on an activity Warning Letter of apology Related sanction, e.g. complete work, clean up mess	Time deducted from own time (playtime, lunch) Time out in another class or designated chairs/spaces Extra work Behaviour 'think sheet' Buddy system Reflect and write Contact with parents Informal parents' phone call/meeting Attendance letter Loss of privileges (miss class trip/event, club attendance) Referred to Deputy Head	Deputy to inform Headteacher Involve parents Involve Inclusion manager Involve outside agency to access support Weekly behaviour report home PSP EWO referral Lunchtime exclusion Internal exclusion Modified timetable Fixed-term exclusion Permanent exclusion

## Appendix 1: School Behaviour Procedures

### School Rules

The school has the following three rules, which are linked to our Christian values. All pupils and staff are expected to follow these rules at all times and in all circumstances:

- Show respect and good manners at all times (respect, friendship, forgiveness)
- Care for everyone and everything (respect, compassion)
- Follow instructions with thought and care (courage, perseverance)

These rules are taught, modelled and valued by all school staff. They are prominently displayed around the school and in the classrooms.

### Behaviour Ladders

We use a behaviour ladder as a visual prompt for children in the class. It should be displayed where children can clearly see it. Children should each have their name on the chart so that it can be moved up and down. We have different ladders for EYFS/KS1 and KS2.

In Key Stage 1, we use a weather ladder as follows:

- Stars
- Over the Rainbow
- Sunshine
- Cloudy
- Rainy

All children start on the 'sunshine' and aim to move up for good behaviour and/or learning. Children who finish the day on 'over the rainbow' get a sticker. Children who finish the day on the 'stars' earn a star, which is recorded on Arbor. Children earn stars to work towards rewards.

In Key Stage 2, a coloured chart is used as follows:

- Positive purple – Your behaviour for learning is excellent so you have earned a purple point.
- Green – You are following the school rules and showing good behaviour for learning.
- Yellow - Step 1 – If you are not following the school rules, You will be given a verbal warning and moved to Step 1: the warning zone
- Orange - Step 2 – If you continue to break the rules, you will have a time out in another classroom
  - EYFS – 5 minutes
  - KS1 – 15 minutes
  - KS2 – 30 minutes

Time out classes are as follows:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Send to:	Year 4	Year 3	Year 5	Year 6	Year 1	Year 2	EYFS

Your parents will be spoken to by your teacher.

- Red - Step 3 – If your behaviour still does not improve, you will be sent to the Senior Leadership Team and you will receive a behaviour letter.

Our behaviour system is restorative and therefore, children can move back after carrying out their consequence if they change their behaviour. All children return to green/sunshine at the start of each day.

### Purple Points and Stars

Purple points and stars need to be recorded at the end of each day on Arbor. Children collect these over the school year with milestones resulting in certain rewards:

50 – Certificate

100 – Certificate

150 – Afternoon tea with the Headteacher

200 – Prize

### Other reward systems

Teachers can use other rewards such as stickers, class Dojos to reward behaviour and/or good learning but these should not replace or outdo the school's behaviour systems. We rely on the intrinsic reward of behaving well and working hard, rather than extrinsic rewards.

Teachers may also speak with parents directly or via phone/text to praise their work or effort.

### Sparkling Stars

Each week, a child is chosen by the class teacher to be awarded a Sparkling Star certificate in the weekly celebration assembly. This can be awarded for an individual piece of work, for demonstrating the school rules or values, or for demonstrating good behaviour for learning. The winners of the certificates are shared in the school newsletter each week.

### Gold Book

Each half term, two children will be selected from each class to be entered into the school's Gold Book. A postcard will be sent home during the school holidays, as a 'surprise' for the child and their family. Gold Book winners will also be presented in celebration assembly as good role models for the rest of the school.

### Behaviour Letters

Behaviour letters will be issued for behaviours listed in the major breaches of discipline. If a child receives three behaviour letters in a half term, this will result in a fixed-term exclusion. When a child is excluded, the school has a duty to report this to the Academy Trust and the Local Authority and it will be recorded on the child's school record. The child starts with a 'clean slate' at the start of each half term.

### Lunch Time Behaviour

Children who demonstrate exceptional or improved behaviour at lunchtimes will be awarded a Golden Ticket. This will be brought home to share with parents/carers. Children who choose not to follow the rules will receive a verbal warning followed by a Red Card. Accruing red cards will result different levels of consequence. The following consequences will be given for accruing red cards at playtimes/lunchtimes.

- One red card: the pupil misses the next lunchtime break.

- Two red cards: the pupil misses the next two playtime and lunchtime breaks and a letter is sent to their parents.
- Three red cards: the pupil receives a behaviour letter and an Individual Behaviour Plan is put into place.
- Four red cards: a lunchtime exclusion is issued. This will be reported to the Academy Trust and the Local Authority and it will be recorded on the child's school record.

As with behaviour letters, the child starts with a 'clean slate' at the start of each term.