

# **St Francis of Assisi Church of England Primary School**

## **Behaviour and Anti Bullying Policy**

## Aims

St. Francis of Assisi Church of England Primary School aims to provide a framework of continuity and consistency of approach to behaviour. Within our school we follow the school's aims and vision as detailed below:

### **Our School Vision**

“You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” Matthew 5:14-16.

Our school vision has this Bible passage deeply rooted within. Children in our school will value everyone as unique individuals and celebrate the distinctive and diverse nature of our community and the wider world. They will aspire to greater heights and continue to flourish beyond our school community. They will use the powerful knowledge they have gained to grow into valuable citizens whilst demonstrating resilience, determination, adaptability and being shining lights to others. Our school is laying the foundations for pupils to flourish and ‘live life in all its fullness’ (John 10:10).

Our Aims focus on LIGHT as we,  
**“Live, love and learn together in the light of Christ”**  
and link with the Church of England's national vision for ‘Education for life in all its fullness’.  
We demonstrate this through:

**L**ove of all

**I**gnite the light of Christ around all our children

**G**od at the centre of everything we do

**H**appiness

**T**ruth

**All members of staff ensure that the above aims are achieved by developing the following strategies:**

- At the beginning of every academic year, each class designs their own set of Class Promises that incorporate Christian and fundamental British values and are followed by adults and children;
- Staff take time to explain our school's expectations in terms of behaviour, including self-discipline and having a clear regard for authority;
- All adults use a relational approach as oppose to a behavioural approach;
- When addressing pupils, staff are aware that positive language and the use of tone and volume in their voices can have a marked impact;
- Daily communication between pupils and adults demonstrates mutual respect;

- Staff understand individuals' needs – being fair is not always about everyone getting the same, but about everyone getting what they need;
- Dedicated Circle Time and PSHE reinforces the skills needed within the classroom (listening, turn taking, etc.) using a range of approaches and materials as well as respect, positive behaviour and responsibility. Particular lessons relating to British and Christian Values further develops these.
- Parents/carers are involved fully in any discussions regarding a child's behaviour;
- Adults use positive praise to compliment achievement;
- PSHE/Citizenship time is used to discuss community (school and local) issues e.g. litter, graffiti etc. Staff sensitively use members of the wider community (grandparents, elderly neighbours of the school, neighbours from multi-cultural minorities) to support the curriculum;
- During playtimes, teaching staff ensure that high expectations are continued in the playground;
- Any discussions or debates are held showing consideration and respect for others' ideas and points of view.

Not all behaviours are a matter of choice. Some behaviours are a form of communication where there may be difficulties or problems. The school works on Regulate, Relate and Reason for children with particular social or emotional difficulties. Specific staff have been trained in this method of managing challenging behaviour due to a specific Special Educational Need or Disability.

Staff using the relational approach, will provide different regulation techniques depending on a child's developmental stage and understanding of their emotions. For example:

- A feelings thermometer may be used for younger children to understand early stages of frustration and feelings.
- The incredible 5-point scale grades each stage and identifies how a child may feel at each point.

Both of these strategies involve regulation opportunities that have been discussed in partnership with the child. We encourage children to recognise their own states and how to self-regulate their emotions before they become overwhelmed and behaviour can be impacted.

Some children have planned movement breaks throughout the school day. Others are dependent on the child's state in any given situation and relies on a member of staff recognising this need.

**The following actions are followed if a child does not behave within the school (where and when appropriate):**

- Discuss a child's actions with them.
- Focus on the feelings that may have driven the behaviour rather than the behaviour itself.
- Take a non-judgemental, curious and empathetic attitude towards behaviour.
- Affirm positively when a child admits to negative behaviour.
- Introduce positive behaviour reward schemes.
- Ensure that parents/carers are fully involved in the process where negative behaviour continues or needs addressing over a period of time.
- Make clear boundaries and expectations around behaviour.
- Use strategies such as wondering out loud or narration to affirm the child's actions.

**Sometimes, it may be necessary to:**

- Provide Time Out - remove child from the class into a quiet area prior to reflection.
- Send the child to speak to the Headteacher.
- Remove class and leave the disruptive child - under the supervision of an adult (in extreme cases).

It may be necessary for a teacher to speak to the SENDCo, Headteacher or other members of staff to gain further advice and support.

If all normal sanctions have been exhausted, there may be a referral to the Engagement team (part of the Local Authority) through the SENDCo. Additional strategies will be given by that team to be implemented. These will be monitored closely using the Individual Support/Behaviour Plans and the SEND register.

## **Bullying**

*'There is no such thing as acceptable bullying. Children have the right to expect that they will not be bullied at school and schools should seek to provide a safe, caring protective environment for children'.*

### **Bullying in Schools - a positive approach**

*"No caring parent wants their child to be bullied or to bully for any reason. Church schools are places where boundaries should be strong, where any harmful words or actions are known to be unacceptable, and where there are clear strategies for recognising bullying and dealing with it in a framework of forgiveness and restorative justice. Children and young people in Church of England schools should be able to grow freely and to be comfortable and confident within their own skins without fear or prejudice."*

**Taken from Valuing All God's Children – Guidance for Church of England Schools on Challenging Homophobic Bullying (May 2014).**

Failure to deal with bullying conveys the message that it is to be condoned. There is no easy solution to the problem of bullying and the school seeks to involve parents/carers by securing their support and co-operation in resolving and preventing problems. The school seeks to maintain a consistent approach.

### **What is Bullying?**

- Bullying is an aggressive type of behaviour.
- It involves the abuse of power. The bully will come out on top. The victim will be the loser.
- The bully intends to harm and the victim experiences distress.
- The victim's rights are infringed.
- The victim is an unwilling participant.

### **What form does bullying take?**

- verbal - name calling, teasing, verbal threats, speech, parodying accent.
- physical - pushing, prodding, flicking, punching, attacks with weapon.
- others - spreading rumours, booby traps, hiding or destroying possessions.
- Homophobic language and abuse, racial harassment, harassment against those with disabilities.

Only by taking into account the victim's feelings and the bully's intentions, can the bully be distinguished from the practical joker.

### **Action to be taken in cases of bullying:**

#### **Preventative**

- Clear rules are established so children understand what constitutes bullying.
- The Christian values are a key part of the life of the school. Through these, children understand the importance of tolerance, forgiveness, respect, justice, honesty, truthfulness, friendship, kindness and care and the school encourages children to use these throughout all their school life.
- As part of the PSHE curriculum, the school takes part in "Friendship week" during National Anti-Bullying Week where a range of activities are created to support kindness towards others and bullying is discussed. Through this week, children develop an understanding of the definition of bullying what to do to keep safe inside and outside school.
- As part of the Computing curriculum, E-safety and online bullying is woven throughout each year group at least once a year.
- Children understand the consequences if they disregard the rules.
- We minimise opportunities and head off trouble by identifying times and places where problems arise.
- We strongly encourage the view that reporting incidents of bullying is taking responsible action rather than 'tale telling'.
- It is often necessary to keep the bully and victim apart e.g. by reviewing seating arrangements in a classroom, or by designating specific play areas for each child.
- We encourage positive attitudes in school by rewarding academic and non-academic achievements and by emphasising the need to care for school resources and premises.

#### **Corrective**

A minimum requirement is that a situation is investigated and the outcome communicated to all those involved. Bystanders should be interviewed using questions: What? Who? When? Where? Why? If appropriate, bullies, and victims should be brought together to resolve the problem.

In a serious case the set procedure is as follows:

- Teacher makes written report of discussions and action taken.
- Children provide written accounts.
- Parents are informed and invited to contribute ideas and solve the problem.
- Teacher in charge keeps record.

Victims can be any type of child but they are often passive children who lack confidence and physical strength. Care needs to be taken that these characteristics are not consequences as well as causes of bullying. The safety of such children is a major concern because whilst they are not responsible for the bullying, their actions may well influence what happens in the future.

#### **Strategies for children to try:**

- Do not fight back.
- Tell the teacher or another adult as soon as possible.
- Avoid situations where bullying is likely to take place.

- Stay close to adults or children who will provide protection (not to retaliate).
- Don't stay off school.
- Don't give in or buy off bullies.
- If possible walk away confidently without fussing or crying.

### **Supportive**

- We direct disapproval at the behaviour not the bully.
- Encourage others to disapprove of bullying.
- Develop an ability to empathise e.g. provide clear feedback on the extent of the distress their behaviour has caused.
- Give reasons for your actions.
- Break up bullying gangs.
- Encourage self-discipline in children.
- Try to change the way bullies view their situation as they may feel that they are being challenged.

### **Pupil Voice**

It is vital that children are involved in discussions regarding behaviour and bullying within school. The school council meet on an annual basis to discuss the policy and help the PSHE Leader to adapt the policy so that it is suitable and relevant for all pupils. The pupil voice policy is then displayed in every room around school and shared with all pupils and adults working in our school.

### **Partnership with Parents/Carers**

Parents will be informed if their child has been involved in bullying. They will be invited to share ideas and to contribute to the resolution of the problem.

If parents report a bullying problem the report will be listened to, taken seriously and enquiries made. Following the enquiries, the parents will be contacted and the situation discussed.