



St. Jérôme
Church of England
Bilingual School

Behaviour Policy

(April 2016)

Executive Headteacher.....

Revd D. R. Norris

Chair of the Governing Body.....

Ian Fernandes

Date of Review:~ December 2017

Positive Behaviour

St Jérôme Church of England Bilingual School wants to create a supportive, productive environment where all children can flourish in their learning and development. We want to ensure all members of the school community treat others with the utmost respect and care, a continual message within Jesus' teaching.

"Treat others as you want them to treat you. This is what the Law and the Prophets are all about." Luke 6:31

We want our pupils to develop morals and behaviours that are based on Christian values; values that encourage a sense of responsibility for each other and nurture a desire to help those in need.

"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience." Colossians 3:12

Creating this environment with high standards of behaviour requires clear, consistently reinforced boundaries so behaviour which is disruptive or detrimental to others will always be dealt with firmly but with compassion and forgiveness. Clear and consistent boundaries are an important way for school to be a just place where adults and children are treated fairly.

At St Jérôme Church of England Bilingual School staff, parents and children work together to create a happy, caring, learning environment. In this atmosphere, there is no room for bullying of any kind. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Bullying can be described as being:

"A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property and is usually repeated over a period of time."

Bullying must not be ignored and should be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other concerned people.

Aims

There are a number of protocols, procedures and guidelines that adults, children, governors and parents are asked to follow. They have been drawn up in order to create the environment that we aspire to in this policy and to meet the following aims:

- To develop protocols and procedures which are supported and followed by the whole school community (parents, staff, children and governors) and based on the shared values outlined in this policy
- To create a positive environment based upon our Christian foundations which will display an ethos of care, forgiveness and recognition of individual need and worth
- To teach children a set of skills and strategies which will support them into secondary school and beyond into adult life
- By applying positive strategies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach values and attitudes as well as knowledge and skills through the school curriculum and Collective Worship
- To develop children's strategies and skills which will help them respond appropriately to challenging situations
- To promote actively responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people, for property and for the school as a whole
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities, at the same time as helping children to understand that good behaviour can sometimes be its own reward
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow

Complaints Procedure

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Head of School and, if concerns persist, with the Executive Headteacher or Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be followed.

Copies of this policy will be available in the staff handbook, from the school office and on the school website.

This policy has been summarised in a leaflet for parents that is available on the school website and is also incorporated in the home school agreement that is signed annually by parents.

Charters of Rights and Responsibilities and shared values

Class Charters of Rights and Responsibilities and the Lunchtime Charter

At the beginning of every academic year each class negotiates a charter of rights and responsibilities, which is linked to the UN Convention on the Rights of the Child. This charter is on display in the classroom and appears on the curriculum information leaflets sent to parents and is also available on the school website. All children are expected to know the rights they should expect to enjoy in their classroom and also their responsibility for upholding the rights of others. For example if everyone has the right to learn in a clean, tidy and safe classroom environment everyone has a responsibility to keep it so by, for example, putting litter in the bin. Teachers make frequent reference to the class charter using the language of 'rights' and 'responsibilities'. Children sign up to the charter at the beginning of the year.

A whole school lunchtime charter is also established at the beginning of each year and is on display in the playground and lunch hall. Lunchtime staff make frequent reference to the lunchtime charter using the language of 'rights' and 'responsibilities'.

School Values

At the beginning of every academic year the whole school meets to decide on the Christian values by which the entire school community will seek to live. Each class is asked to think about the Christian values that would help everyone in the school to grow and flourish during the year. Each class then presents their ideas at a whole school assembly. Representatives from each year group work with the senior leadership team to decide on the values. At this point the children reflect on:

- Why a particular value would support everyone in the school community to grow and flourish
- How well understood the value would be and what, if any, misconceptions there might be about it
- How the value is distinctively Christian in nature and how it is reflected in the life and teachings of Jesus and what texts of scripture would help support the understanding of the value
- How the value might also be applicable to people of other faiths or no faith

Once the values have been decided they form the basis of the annual programme of collective worship and staff use them to help make SMSC links in topics and lesson. Each class produces a corridor display to promote one of the school values and an information leaflet is produced for parents and visitors to the school.

Children, staff and governors are actively encouraged to live and demonstrate the school values in their daily lives. Children are awarded St Jérôme Points for demonstrating the school values in action and there is an annual school values award for the child who has shown themselves to have gone above and beyond in order to be a good example and ambassador of our school values.

All children know the values and describe what they mean.

IALAC Badge

The school uses the metaphor of the IALAC badge to represent an individual's self-esteem. IALAC stands for 'I Am Likeable And Capable'. This is a badge that we all wear. When people treat us unfairly or are unkind to us this damages the positive feeling of ourselves. Our IALAC badge can become damaged and this can take time to repair. Staff and children use this metaphor to describe their feelings and the impact of behaviour on our emotions. The intention is that all children feel valued and safe in our environment and develop a good emotional literacy. This is often explored in PSHE lessons or through circle time.

Incentives

A major aim of the school policy is to encourage all children to practise good behaviour by operating a system of praise and reward. We do this at St Jérôme Church of England Bilingual School in the following ways:

- Each class teacher nominates a pupil to be star learner each week. Children receiving this award are given praise and recognition during a special assembly held each week. Their names are also mentioned in the school weekly newsletter, the Friday Bulletin.
- St Jérôme Points are awarded to pupils who show outstanding learning or behaviour and these are collected towards receiving Bronze, Silver and Gold awards.
- Verbal and written praise
- House Points are given for good work, conduct or for being helpful.
- Children can also be sent by staff to see the Executive Headteacher or Head of School to be acknowledged for their outstanding behaviour or work and receive an award.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Sanctions

Sometimes children behave inappropriately or make unwise choices. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Each case is treated individually. 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. Parents will be involved at the earliest possible stage. If problems are persistent or recurring a meeting will be arranged with the class teacher and parent to discuss appropriate strategies for assisting the child to make appropriate choices. The Head of School will be involved if problems are serious.

Children are made aware that they are responsible for their own behaviour and that if their behaviour prevents someone else enjoying their rights or does not live up to our agreed school values it may lead to sanctions. In general the following sanctions apply:

Normal classroom sanctions are as follows:

1. Non-verbal warning
2. Verbal warning (with reference to the Class Charter or School Values)
3. Time-out (in own or other classroom)
4. Miss a short part of playtime (use of sand-timer)
5. Miss a privilege
6. Sent to a member of the Senior Leadership Team (serious incidents logged on an incident report form)

Playtime and lunchtime sanctions are as follows:

1. Non-verbal warning (when possible)
2. Verbal warning (with reference to the Lunchtime Charter or School Values)
3. Time-out (use of sand-timer)
4. Discussion about the incident before going back to play
5. Incidents are reported to the class teacher (serious incidents logged on an incident report form)

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. A meeting will be arranged with the class teacher and parent to discuss appropriate strategies for assisting the child make appropriate choices.

Sanctions for incidents outside school (such as school trips, outside school gates) are as follows:

1. Non-verbal warning (where possible)
2. Verbal warning (with reference to the Class Charter or School Values)
3. On school trips:
Time out with member of staff
Outside school gates:
Invite parents and child to come back to school to discuss behaviour
4. Contact Head of School who will advise next steps which might include parent being asked to collect child from school trip/take child home.

Recording of incidents

Any serious or more persistent issue is recorded on an Incident Report form and filed in the key stage Behaviour Log (managed by phase leaders) and a copy given to the Head of School. If there is a major breach of the behaviour code, the Head of School is informed immediately.

Major breaches of discipline

Major breaches of discipline (such as discriminatory behaviour, deliberate physical assault or damage to property, bullying, foul or abusive language, stealing, refusal to work) are generally rare and it is the responsibility of the Head of School to deal with it appropriately. Parents will be involved in all such cases. On some occasions it may be deemed necessary for an internal exclusion where a child is removed from their classroom and is supervised in their learning by a member of staff.

Procedures for Dealing with Major Breaches of Discipline

If the problem is severe or recurring then exclusion procedures may be implemented:

- A case conference involving parents and support agencies and a behaviour support plan implemented
- Fixed term exclusion
- Permanent exclusion

Parents have the right of appeal to the Governing Body against any decision to exclude.

Physical Restraint and Positive Handling

Physical restraint (positive application of force with the intention of protecting the child from harming him/herself or others, seriously damaging property or in order to maintain good order and discipline in the classroom) will only be used in emergency situations as a last resort. Please see the school's Positive Handling Policy for more information.

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 seek 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.

A wide range of strategies are used to reinforce and promote positive behaviour. These include:

- Ensuring that the planning is personalised and appropriate for each child
- Ensuring that the pace of lessons is appropriate
- Changes in classroom organisation
- Using different resources
- Rewards of stars/smiley faces on work, on charts and in special books
- Use of a report card
- Use of certificates, special stickers for such things as listening, being kind, helpful etc.
- Sharing good behaviour with other children/other classes
- A special mention in Thanksgiving assembly
- Involving parents at an early stage to make a plan together

Some children may require additional more specialised intervention from an external agency that can provide advice and guidance to parents and the school. This might include the Behaviour Support Team, an Educational Psychologist or a member of the Child and Adult Mental Health Team. In such cases it is likely that an Individual Behaviour Plan may be developed in order to provide support for the child and a Team Around the Family meeting be initiated. In some cases additional adult support may be required.

Special Educational Needs and Disabilities

The Inclusion Manager (currently Head of School) will keep staff updated to ensure that effective and appropriate strategies are in place for managing the behaviour of children with special educational needs or disabilities.

Strategies for dealing with bullying

There are clear messages around the school that Bullying is never acceptable. The school actively promotes anti-bullying through Collective Worship, PSHE and the annual focussed anti bullying week. We recognise the full range of types and categories of bullying including physical, emotional, cyber, sexual, homophobic and racial. We seek to create an environment where everyone is welcomed and included and diversity and difference is celebrated.

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 often why they bully.

- Discussions with the victim. This will require patience and understanding. Remember – listen, assess, act
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Headteacher
- 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 at St Jérôme Church of England Bilingual School
- 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:

Separate discussions with parents of bully and victim.

Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, 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 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, at St Jérôme Church of England Bilingual School we have agreed to carry out the following strategies:
 - All staff watch for early signs of distress in pupils
 - All staff listen, assess, act
 - Appropriate teaching from the PSHE curriculum

How staff can support the school's Behaviour Policy

- By being good role models
- By monitoring behaviour and being proactive rather than reactive
- By being vigilant and taking preventative measures
- By using their emotional intelligence, paying attention to detail, hearing both sides of a story and taking responsibility for following up on incidents
- By being punctual when collecting their class and ensuring that lessons begin on time
- By dismissing children at the end of the school day in a calm and orderly manner, ensuring each child has his/her belongings (coat, book bag etc.) and is handed over to a responsible adult.

How parents can support the school's Behaviour Policy

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the class charter and school values with their child, emphasising their support of them and assisting when possible with their enforcement
- By raising any concerns directly to the class teacher by making an appointment so that a meeting can take place at a convenient time and in a confidential space
- By understanding the difference between bullying and bad behaviour
- By attending Parents' Evenings and functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By respecting staff and remembering they aim to deal with behaviour problems professionally, 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, but allowing school to deal with them

In summary

By using a positive system of incentives and clear boundaries, we help our children to develop confidence, a healthy self-esteem and a set of skills and strategies, which will take them on to the next stage of their schooling and into adult life. This enables every person in the school community to grow and flourish as they live and learn in the family of God.