

A place where we aspire to excel in knowledge, faith and love.

St James' Church of England Junior School (Voluntary Controlled)



Positive Behaviour Policy

Drawn up by	Head Teacher
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St. James' Vision and Core Values

**“A place where we aspire to excel in knowledge, faith and love.”
(Inspired by 2 Corinthians 8:7)**

St. James' CE Junior School is a diverse multi-cultural school serving the local community. Who we are and what we do is built on Christian values and ethos. Our vision is best demonstrated through our core values: Care, Courtesy, Consideration and Cooperation, which are rooted in the Christian faith.

<p>Care</p> <p>“Love your neighbour as yourself.” (Luke 10:27)</p> <p>This parable of ‘The Good Samaritan’ emphasises how we should care for one another regardless of race, sex or beliefs.</p> <p>What this looks like: Our pupils look after and support one another in and out of school. They are concerned about the needs of others.</p>	<p>Courtesy</p> <p>“...to speak no evil about anyone, to live in peace with all, to be gentle and polite to all people.” (Titus 3:2)</p> <p>What this looks like:</p> <p>Our pupils are polite to adults and pupils alike. They know courtesy is more than saying ‘Please’ and ‘Thank you’ and put it into practise not just in word but also in deed.</p>
<p>Consideration</p> <p>“No one should try to do what will help only himself. He should try to do what is good for others.” (1 Corinthians 10:24)</p> <p>What this looks like:</p> <p>Our pupils are encouraged to not just think about themselves but to consider how their words and actions impact on others.</p>	<p>Cooperation</p> <p>“So the men went up on the roof and made a hole in the ceiling. They lowered the mat so that the paralyzed man was lying right before Jesus.” (Luke 5: 17 – 25)</p> <p>What this looks like:</p> <p>Pupils work together and cooperate in all areas of school life.</p>

Introduction

Our main objective when considering whole school behaviour is to maintain **consistency and fairness for all**. We do this by expecting **all staff** to use the strategies detailed in this policy in a **consistent way**.

At St James' we feel that effective behaviour management is a very high priority. In order to deliver the curriculum effectively the environment must be calm and well organised. Therefore we aim for a high standard of behaviour and use a range of strategies to achieve this. It is important that staffs are very clear about St James's expectations and these expectations are communicated to all children as routine.

We also hope that by adopting the guidelines outlined in this document, we will provide a framework for the creation of a happy, secure, orderly environment in which children can learn and also develop into caring, responsible people. At St James', we have some underlying principles that are central to our views on the management of behaviour as a whole school issue:-

- We believe that every child has the right to learn and it is not acceptable for anyone else to disrupt their learning
- Creating the correct ethos is essential to learning. Building relationships founded on trust and co-operation is extremely important and an integral part of school life
- That all children follow the 4Cs of care, consideration, co-operation and courtesy

Aims and Policies

- To encourage a calm, purposeful and secure environment within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline to enable each pupil to accept responsibility for his/her behaviour
- To have a consistent approach to behaviour throughout the school fully understood by staff, pupils, parents and governors
- To raise awareness about appropriate behaviour
- To support pupils, staff and parents to have a sense of direction and common purpose
- To make boundaries of acceptable behaviour clear and to ensure safety and welfare of all pupils and staff
- To allow pupils to distinguish between right and wrong
- To avoid the action of pupil exclusion
- To support learning and achieve high levels of school and individual success
- To ensure learning and teaching is given very high status within the school
- To protect the quality of the learning environment at all times

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Roles and Responsibilities

Every member of staff is responsible for following the School Behaviour Policy. The SLT is responsible for co-coordinating the Behaviour Policy and for ensuring that it is implemented consistently. The SLT will support all staff and pupils regarding this policy and use outside agencies where applicable. We employ Learning Support Staff to lead small groups to support pupils with developing self-esteem, strategies for anger management, co-operative work and play skills where applicable.

Creating a Positive Atmosphere

As a staff, we can make the school a positive place to both learn and work by adopting certain strategies to make the children feel valued and cared for. A major aspect for the whole of St James' is the use of the 4s (care, consideration, courtesy, and cooperation).

Effective behaviour management does not simply just happen - it needs to be worked at. We need to:

- set high standards
- apply rules consistently and fairly – according to children's individual needs

Relationships are a very important part of school life.

Children are encouraged to:

- Take responsibility for their actions
- Know and understand the school rules and expectations within all the different areas of the school environment
- Understand the boundaries that are set
- Co-operate willingly with adults and other children

The staff at St James' is expected to:

- take the initiative and set an example by:-
using please and thank you, and emphasising the need for good manners
- greet children when moving around the building and respond when greeted
- speak to the children - often a comment or a smile to a child, in passing, will relay to the child that he or she has been noticed

To create a positive atmosphere, examples of good behaviour should be highlighted:

- Praise should be used often, but at appropriate times and in context
- Good behaviour should be rewarded
- Good role models should be commended
- Promote pupils' self-esteem and aim to develop their full potential
- Provide a challenging and relevant curriculum reflecting the needs of pupils with varying abilities
- Create a safe and stimulating environment
- Use agreed strategies, rewards and sanctions clearly and consistently
- Form positive relationships with parents to support and develop the pupils' understanding and acceptance of acceptable behaviour

When dealing with a more confrontational situation, all members of staff should handle the children in the same way:

- be calm
- listen carefully to the things that the child is telling you
- establish the facts
- make a judgement only when you are certain of events
- avoid confrontation whenever possible
- use harsh punishments very sparingly, i.e. sanctions should be used for serious incidents

As a staff, we believe that by following these guidelines we can help the school environment to be a pleasant place to be, where children and staff establish a feeling of cooperation and understanding. Staff will be positive role models in everything they do by promoting respect for each other's rights.

Values

- We have the following values as part of our school culture:
- Telling and looking for the truth
- Respecting the rights' of others
- Encouraging children to care for each other
- Accepting personal responsibility for actions
- Listening to and valuing each other's ideas
- Supporting each other and asking for help
- Being open and honest to create a secure and safe environment
- Acting considerately towards others and be polite
- To respect and celebrate our differences
- Respecting other people's feelings and need for space/time
- Promoting self-discipline B
- Boosting self-esteem and achievement by raising expectations
- Respecting the property of other people and of the school
- Valuing and respecting other people's cultures and ethnicity

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Whole School Approaches and Positive Attitude

The school recognises that the encouragement of positive behaviour and discipline is the result of a partnership between all staff, governors, parents/carers, children and other people in the community.

All of these partners have an important part to play and we recognise that the aim of this partnership is to offer the children the opportunity to develop self-discipline and to have high regard for themselves and all others in the community.

This policy is based on the principle that all children will develop high standards of behaviour according to their age, maturity; ability and that they must be treated and valued as individuals. Our approach to managing behaviour is to be seen within the context of the school's commitment to equality of opportunity. This awareness of Equal Opportunities is integral to the encouragement of positive behaviour within the school.

All staff will be responsible for encouraging positive behaviour amongst the children. We recognise that as role models to the children, staff must have high standards of behaviour towards themselves and the children.

All staff will have a positive attitude and are encouraged to acknowledge and reward appropriate behaviour and express approval. Staff will exhibit a range of positive controlling responses and give personal acknowledgement for positive efforts.

Our Expectations

At the beginning of each school year, whole school expectations and ground rules are shared in assemblies and in individual classrooms. Classes display their shared agreements so that they can be referred to throughout the year.

Curriculum and Teaching Initiatives

The key factor in motivating and encouraging positive behaviour is the planning and teaching of an appropriate and creative curriculum with variation to stimulate and engage all children. Children behave and learn successfully when they feel responsible for their learning and success. The children are encouraged with guidance from staff to set and organise clear goals for themselves, reflect on their progress and work co-operatively with each other.

The school educates children within a moral, spiritual and cultural context. Many opportunities exist in school to enable children to develop a sense of values and moral code e.g. in all curriculum opportunities including RE/collective worship and PSHE. All staff will use all learning situations to foster positive behaviour and PSHE. All staff will use all learning situations to foster positive behaviour and help children develop a sense of values and mutual respect.

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In the Phases, all staff will promote and encourage the use of circle positive behaviour. They use a range of activities including cotimes to develop operative games, circle games, drama strategies, talking and listening exercises, puppet and mask activities, according to the ages and needs of a particular group.

Children are encouraged to think about their behaviour and its effect on others and to share in the responsibility for creating a better learning and caring atmosphere.

All staff should also take into account other factors that influence behaviour such as, hunger, tiredness, illness, difficulties at home, etc. These issues will have to be dealt with on a one to one basis in partnership with parents and carers.

Self-Esteem

We believe at St James', children must be encouraged to have a high self-esteem, as this is a major factor to influence positive behaviour. All staff will be expected to encourage self-esteem amongst the children and to provide appropriate care and support to all.

Staff should enable children to:-

- Experience success
- Know that they are valued as individuals by adults and other children
- Know their ideas and contributions are welcomed and acted upon
- Know that their efforts will be praised
- Be proud of their achievements

We have a range of strategies to promote self-esteem:-

- Encourage children to support their peers' self-esteem
- Encourage independent work
- By showing enthusiasm for children's efforts
- Encouraging self-criticism
- By providing an environment that allows children to take safe risks and challenges By giving genuine praise
- By giving all children the opportunity to be successful in different curriculum areas

All staff will be expected to be role models and to encourage self-esteem amongst the children, providing appropriate care and support to all.

Encouraging the Behaviour We Want

All staff will recognise the need to encourage and foster positive behaviour. We recognise the need to acknowledge appropriate behaviours and reward children's efforts on a range of levels. When children are rewarded for their good behaviour staff must make it clear to them and other children the reason for the reward.

Staff should understand that effective praise helps the child to develop positive attitudes and foster intrinsic motivation.

The parents and carers at St. James' are expected to:

- Support the school in the implementation of this policy
- Be aware and support the agreed school rules and school expectations
- Co-operate fully and work within a supportive partnership with staff
- Make children aware of appropriate behaviour in a range of situations
- Encourage their children to follow the school rules
- Encourage independence and self-discipline
- Foster good relationships with the school
- Agree to terms of home-school agreement

The governors at St. James' are expected to:

- Make, and review regularly, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils
- Support and monitor the continuing implementation of this policy and evaluate its success and difficulties on a termly basis
- Support the school community to ensure policy success
- Work with staff to ensure adequate resources are in place, which support and meet the needs of all pupils in school

The rewards we give are: -

- Through non-verbal praise e.g.: - approving look, nod, wink or smile
- Personal verbal praise
- Public praise, in groups, in whole school assembly
- Reward notes and other special stickers.
- Informing parents/carers. •
- Prominent display of children's work.
- Gift vouchers/book tokens/achievement awards.
- Children are issued with house points for acts of kindness and good behaviour in school. Points are counted each week and the winning team is rewarded at the end of every term.
- The Head Teacher gives achievement certificates out each Friday at assembly. The certificates reward good achievement and/or behaviour in school and are displayed in school for one week
- Motivational stamps are given by the teacher (in special stamp cards) to reward good work in books.
- Each child has their own card and rewards are given at agreed targets

Rules

Within the school there are clear ground rules that relate to the school's expectations, which have been negotiated and agreed by all children and staff. These are regularly reviewed and shared with the staff, children and parents/carers.

These rules set the context for positive behaviour and relationships. All staff and children have agreed: -

- To show respect for the needs and feelings of other children and adults.
- To be kind and considerate to others in the playground and throughout the school.
- To show respect for other people's property.
- To be encouraged to share and co-operate.
- To use appropriate language, both verbal and non-verbal at all times.
- To be involved in caring for the school buildings and grounds.

These are used in conjunction with the school expectations.

Playground

1. Staffing

- All staff must be aware of playtime rotas and to be prompt when on duty
- If staff attends in-service training courses then it is expected that they will swap duties. If a member of staff is absent and on duty please inform SLT
- If you are on duty and need to leave the playground then please inform the other member of staff and ensure your absence is covered
- All staff must be vigilant and mobile whilst on duty

2. Playground Equipment

- Children will have access to a wide range of activities and equipment at lunchtime in the playground.
- New equipment and new games will be decided on by Leadership but they are open to suggestions and new ideas. It is intended to continue to develop the playground environment.

3. Rules and Expectations

- Children must not have any toys or unauthorised equipment in the playground
- No food or drinks are allowed in the playground at lunchtime.
- Children must eat all food in the dining hall.
- Chewing gum is not allowed in school
- Children who are playing football/basketball must show consideration and care towards others

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- All staff must have high expectations of all children's behaviour and deal promptly with any incidents

4. The Toilets

During lunchtime the toilets will be open for the children to use. Children are expected to use them properly and keep them clean.

5. Injuries

- Between 12:00 - 1:00 and 10:45 – 11:00 any injuries that need attention, the children must be seen by a first aider on duty.
- All injuries need to be recorded in the accident file and an accident note sent with the child back to the class and parents/carers informed
- If there are serious injuries then SLT must be informed and they will manage the situation.

6. Repeated Incidents, bullying and discrimination of all protected characteristics *(these are age, disability, gender reassignment, marriage and civil partnership, pregnancy, maternity, race, religion, belief, sex and sexual orientation)*

- If children are involved in incidents either as a perpetrator or as a victim staff must inform a SLT member. They will speak to the children to investigate the situation.
- After investigation there may be a formal meeting with parents where sanctions including developing a behaviour management programme and/or temporary exclusion may be discussed.
- All incidents of verbal or physical abuse of staff must be reported to SLT

7. Children with Special Educational Needs

- All staff share responsibility for all the children in the playground and must be prepared to deal with all situations with all of the children.
- If staff is unsure about the needs of a particular child they must refer to a member of staff from the child's class or someone who knows them well.
- Children with medical needs or known conditions such, as epilepsy will usually be supported by a member of staff that is familiar with procedures.
- If you notice anything unusual or if you are worried about any child with a known medical condition who is more independent please talk to a member of SLT

8. How to Encourage Positive Behaviour and Self-Discipline

The principle aim of any behaviour policy is to encourage children's self-discipline. All staff plays a crucial role in developing children's sense of responsibility and ability to control their behaviour and deal with conflicts.

All staff must show awareness of the need to look beyond any behaviours and to investigate the root cause of them.

Our approach is to try to understand why particular behaviours occur rather than attempt to control them. This may entail reviewing the appropriateness of the curriculum offered, looking at the context the management and organisation of an area, or the reviewing and re-emphasising of ground rules. While taking all of this into consideration it may also be necessary to impose sanctions for inappropriate behaviours.

Children are given the opportunity to make amends and to understand the effects of their behaviour has on other individuals. Children are given the opportunity to make amends, which can go some way towards providing the motivation for change because it is effective and therefore powerful.

The procedure to enable the children to make amends is as follows:-

- To enable the child to understand what was wrong
- To enable the child to feel empathy
- To problem-solve to put the situation right
- To learn for the future

Wherever possible we encourage negotiated sanctions that match the offence.

Therefore in discussion with the child, staff will:

- Check with the child that they understand why they are in trouble
- Establish that the child knows that the behaviour was unacceptable
- Discuss the effect the behaviour has on others
- Examine strategies for avoiding the same situation in the future
- Encourage children to think of or offer some alternative strategies
- Problem-solve

To enable children to understand that some behaviour is unacceptable we use the following sanctions:

- A non-verbal signal (shake of the head)
- Verbal reminder of the expectations to the whole class
- A private verbal rebuke and reminder of unacceptable behaviour and reminder of breaking an expectation will result in 'Time Out'
- Removal of choices
- Repetition of task if necessary
- Withdrawal of privileges e.g. football team membership

More serious or continuous offences are dealt with in the following way: *(At this stage it would be necessary to inform a member of SLT)*

- Logging of incidents
- Formal meeting with parents/carers
- Withdrawal of privileges over a sustained period of time
- The involvement of outside agencies
- Internal exclusion from class for one or two days
- Exclusion from school

School Procedures and support strategies for teachers (Behaviour Procedures)

The class teacher deals with the day to day incidents in school. Most are dealt with very effectively, with no need for further action.

Colleague support

When ongoing difficulties concerning behaviour in the classroom occur, teachers are advised to seek guidance from senior colleagues. Advice and class tactics will be discussed with follow up meeting(s) to evaluate progress.

Time out

A formal verbal warning is given for inappropriate behaviour. If a pupil reaches the stage of difficult behaviour that is still interrupting their own and others' learning and has difficulty in explaining his/her behaviour, the pupil should be offered time away from others to enable him/her to reflect on his/her actions. This 'time out' must be at a designated place within the classroom. **It is imperative that when the child has calmed down he/she is given the opportunity to discuss the incident with an adult who will advise on the appropriate ways for managing anger and reinforce the school's high expectations of pupil behaviour.*

Restart room See appendix 1

Pupil removal from the class setting: If a pupil causes major disruption in the classroom the pupil can be removed from class and taken to the Head Teacher. The Head Teacher will talk to the pupil and ensure that the pupil continues his/her work in an appropriate setting. This procedure offers both the teacher and pupil time to adjust into the normal school routine alleviating feelings of anger.

Exclusions

Where a serious incident (or series of incidents) has occurred, a pupil may be excluded. There are several types of exclusions, depending on the severity of the incident/s.

Lunchtime Exclusion

Where poor behaviour or incidents are confined to a specific time such as lunchtimes, a pupil may be excluded during these times. This can happen in school or parents may be required to collect their child at the beginning of lunchtime and return them to school in time for afternoon lessons.

In School Exclusion

This type of exclusion means that a pupil will be removed from their class and placed in another class and year group for a specified amount of time. During this time, the class teacher will provide work for the pupil.

Fixed Term Exclusion

When a pupil has been given a 'fixed term' exclusion, they will be excluded from the school for a specified amount of time. A meeting with parents or carers will always take place before the exclusion and before the pupil returns back to school. A formal letter is sent to parents/carers detailing the reasons for the exclusion and outlining appeal procedures. All 'fixed term' exclusions are reported to the governors.

Permanent Exclusions

A pupil may be given a 'permanent exclusion where there have been a significant number of 'fixed term' exclusions or the nature of a single incident has been extreme. The school governing body will make a decision whether to uphold the Head Teacher's decision to permanently exclude. Parents are invited to this meeting and can make representation if they wish. Parents have the right to appeal if the decision is upheld. Further information on exclusion can be found at www.newham.gov.uk (The LA has procedures for the exclusion; please refer to the attendance manual).

Safety on Outings

If the Head Teacher identifies serious negative behaviour or a pattern of repeated behaviours, the question will be asked whether a child's behaviour can be trusted on an outing. If the safety of any group is put in question, the Head Teacher will refuse to give permission for that child to accompany the class.

Pupil behaviour outside the school gates

Pupil behaviour may still be subject to the schools' behaviour policy where the pupil is:

- Taking part in any school-organised activity or school-related activity or
- Travelling to and from school or
- Wearing school uniform or
- In some way identifiable as a pupil at the school

Role of Staff

Staff must share expectations of behaviour of each other and children, as well as, procedures for dealing with unacceptable behaviour. This must be done at least yearly and when new staff begins at the school. Adults play a crucial role in setting standards of behaviour and providing good role models for children particularly to learn and develop self-discipline. Staff should be constructive and use a positive approach by setting clear goals and aims for children to achieve. Staff must continually evaluate and reflect on their practice individually, in teams or as a whole school. Within the school there are various levels of responsibility and management, these are used to deal with areas of conflict and to resolve differences.

The following guidance is for all staff to use and may be adapted in individual cases. The levels of responsibility are:-

- Class Teacher
- Curriculum Support Teacher
- Assistant Head Teacher
- Inclusion Lead
- Head Teacher

Challenging Behaviour

It is Newham and St James' policy to promote the inclusion of pupils with Special Educational Needs into our school.

The school has a Special Needs Policy which describes our approach to special educational needs provision. All children are fully included into the curriculum and life of the school. We are fully aware of the nature of children's individual needs and the value of a whole child approach to their learning and management.

1. Positive Handling Procedures

If a child's behaviour escalates and puts the child, other children or staff at risk of physical harm there are trained staff (through Team Teach) that can use positive handling strategies to handle the child in a safe way. Before physical intervention is used other strategies must be used to try to defuse the situation first and positive handling used only when absolutely necessary.

The following strategies must be considered to help pre-empt any difficult and violent situations:

- Change the environment
- Alter routines
- Focus on diversion, reassurance and communication
- The use of parents/carers
- Rewarding progress
- Identifying the key behavioural difficulty

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- Identifying the behaviour we want to see
- Our understanding of behaviour

The following strategies could be used to avoid an incident:-

- Use a calm voice
- Use humour
- Expectation reminder
- Reassurance
- Listening to the child
- Withdrawal offered
- Staff member change
- Involvement of senior staff

Staff members must remain calm and under control and try to stabilise the situation to prevent it from getting worse. Steps must be taken to diffuse the situation to prevent the child from becoming distressed or aggressive. If a child is at serious risk of harming themselves, a peer or a member of staff the following strategies of physical intervention must be used by a trained member of staff in Team-Teach It is important that the staff know the child really well so that they will be able to support the child and manage the situation.

Staff that are not trained in Team Teach or positive handling strategies must not attempt to physically handle or manage a child. Instead, they are to deploy alternative methods, as described above, whilst calling for / arranging assistance from appropriate staff.

Identified Risks

The following areas must be considered:

- Trigger Situations –time of day, places, lessons, members of staff
- What the behaviours look and sound like
- Preferred support strategies which are non-physical
- Medical and emotional conditions where Restrictive Physical Interventions (RPI) become necessary
- Preferred handling strategies (these can be in consultation with the person to reduce risk)
- Points of praise (what is success or achievement for that person and when praise is to be used)

Staff trained in Team Teach

Staff across the school are trained and must be used if a child is in danger of injuring themselves or others. A list of trained staff is held with SLT.

Recording Incidents

All incidents must be recorded in the Restraint Record book which is held in the Inclusion Leader's office. Parents/Carers must be informed of the incident and informed that a member of staff has had to use physical intervention to ensure the safety of their child and others involved.

Children with High Level Support Needs

All children have Individual Education Plans (IEP), which are reviewed and updated half termly. Some children have management programmes, which are regularly reviewed and updated. An element of these management programmes is behaviour, which details the needs and procedures for dealing with individual children's behaviour.

The programme offers strategies and guidance for all staff while ensuring consistency and a shared approach for dealing with individual children. Behaviour Management Programmes are drawn up in partnership with parents/carers to ensure shared approaches and to offer support and guidance.

They form part of the discussion at parental/carer meetings and Annual reviews. Management Programmes are shared with parents/carers and where appropriate with the child concerned.

Strategies are implemented in order to move children on in developing greater self control and more positive interactions and behaviours.

Management programmes are reviewed and updated on a regular basis and staff work with parents/carers to establish positive home/school links and where possible to allow continuity of management programmes at home to develop consistency in dealing with the child's behaviour. Individual children may also have a Positive Handling Programme when positive handling is identified as part of the Behaviour Management Programme.

Children on Code of Practice with Challenging Behaviours

All of the details above continue to be relevant when setting IEP targets for children on the code of practice with challenging behaviours. Children must be involved in the setting of targets for their IEP and/or Behaviour Management Programme. They need to be involved in self-evaluation of targets in partnership with staff and parents/carers. They need to have an awareness of the consequences of their actions and the shared action that will be taken by the school and parent/carers.

The Behaviour Management Programme is shared and regularly reviewed at parents' evenings or pre-arranged meetings on at least a termly basis but more often if necessary. This is the responsibility of the Inclusion Manager or class teacher who may seek advice or liaise with the Assistant Head/Inclusion or Head teacher.

When dealing with individual children, staff need to be fully aware of behaviour management programmes and may need to involve support teachers and/or Inclusion Lead to offer support and guidance.

All incidents must be shared with the Inclusion leader who will liaise with parents/carers.

Bullying

All reported incidents of bullying are taken seriously. Incidents are investigated and any further action required taken as soon as possible. All bullying and racist incidents are logged. (ref: Anti-bullying policy)

Bullying may be distinguished from other unacceptable forms of aggressive behaviour in that it involves dominance of one person or group by another or a group of others. It can involve physical, verbal or psychological violence.

Bullying may involve:

- Name calling
- Pushing around
- Fighting
- Following you and intimidating you
- Using physical stature and posturing to intimidate you
- Making fun of you or your family
- Talking about you behind your back
- Trying to take money or things from you
- Damaging or stealing your property
- Trying to make you do something you don't want to do
- Influencing others about you, e.g. not to be your friend
- Making racist, homophobic or sexist comments
- Text bullying
- Internet or cyber bullying

Bullying can be pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

Staff, children and parents/carers are made aware that it is the school's policy that bullying of any form will not be tolerated, from children or adults.

All incidents are dealt with promptly and effectively with parents/carers being informed.

Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of bullying. Children in the school know that adults are there to

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help and support. Children are encouraged and supported to speak out and challenge bullies, who rely on power and domination. They are encouraged to tell and supported to know that things will change once they take this step.

Positive Work to Prevent Bullying

Children are given consistent messages to tell and not accept any form of bullying. They are able to talk about feelings and raise any issues or concerns. They are encouraged to share experiences and worries through circle times and often in PSHE sessions where they explore a range of issues.

We have trained pupils (playground squad) who play a crucial role in organising and running playground activities. They are trained to look out for vulnerable children and challenge children who are not playing nicely.

Children have a wide range of activities to occupy them at lunchtime and they all have opportunities to play co-operatively with all ages. Older children are encouraged to take responsibility for others and lead by example.

Violence in any form is unacceptable at St James' Junior School. Children are encouraged to speak out and tell not to hit back. All children are aware of the need not to retaliate and seek help.

The School Council involves children in drawing up guidelines and policies. Class representatives are expected to share information and views about bullying and be proactive in supporting changes.

Parents are expected to comply with this policy and when they attend meetings to discuss these issues they will be required to comply. Incidents will be dealt with by the Senior Leadership Team and parents consulted. St James' School reserves the right to protect the safety of all stakeholders by upholding the law and involving the police or community police if necessary.

There are links to anti-bullying projects and topics in the PSHE curriculum, RE, resources and assembly ideas. These are used by staff in planning the curriculum. The school regularly takes part in national strategies, such as, Anti-Bullying Week and safety campaigns.

Dealing with Incidents

Our approach at St James' is to acknowledge, mediate and resolve issues. This helps us to consider ways in which the bully can be helped to accept responsibility and express concern for the victim. The bully may be showing this behaviour as a cry for help. There must always be investigation into the root cause of the bullying and procedures put in place to rectify any issues, e.g. can the bully access help/support if they are having problems at home?

The victim of bullying will need counselling or coaching to reconcile the effects of the bullying. Sometimes children are Victims of bullies because they lack appropriate assertiveness skills or because they have low self-esteem. An interview with the child may help determine if this is the case and thus what appropriate support may be implemented, e.g. self-esteem supporting activities with the Educational Therapist, Learning Support Teacher or group work.

Procedure for dealing with incidents

- Staff must be alert to any incidents of bullying and follow the procedure for reporting and recording incidents:
- All incidents of bullying must be passed on to the learning mentors or head teacher who will manage the situation.
- The person that is initially involved will either investigate the incident or pass it on to another member of Senior Leadership who will investigate. They will make detailed notes of the incident and investigation.
- The victim is informed of the procedure and reassured about the process as well as being praised for reporting it.
- The investigator gathers information by interviewing all relevant parties separately. The investigator may need to consult pupil records and consult staff on duty at the time. There could be a delay while this takes place, this should be explained to all parties.
- The investigator then weighs the evidence, reaches a conclusion, and discusses the findings with all parties, including relevant staff and parents of bullies and bullied. A full explanation must be given for unjustified, as well as justified, complaints.
- The school then applies appropriate sanctions to those found guilty of bullying to reinforce the message that bullying can harm and will not be condoned. Sanctions can involve a progressive withdrawal from school activities, e.g. from lunch time, and may lead ultimately to exclusion.
- Having applied the sanctions, the reason for the bullying should be investigated. Bullying may be a symptom of a wide variety of problems experienced by the bully.
- All incidents of bullying must be recorded in the logbook.
- Staff must act and be seen to act firmly against bullying wherever and whenever it appears.

All staff must be aware of the need to support each other as colleagues in a professional manner.

Working together in an open and honest way helps to create a secure environment where everyone can develop skills and practice.

Racial, Homophobic and Sexual Harassment

Staff, children and parents/carers are made aware that it is the school's policy that racial, homophobic or sexual harassment of any form will not be tolerated, from children or adults.

All incidents are dealt with promptly and effectively with parents/carers being informed.

Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of racial, homophobic or sexual harassment.

Racial Harassment

'A racist incident is any incident which is perceived to be racist by the victim or any other person' (Macpherson Report). Staff must be alert to any incidents of racial harassment and follow the procedure for reporting and recording incidents:

- All incidents of racial harassment must be passed on to the Head Teacher who will manage the situation.
- Racial harassment incidents are reported to the education department on an annual basis.
- All incidents of racial are recorded and logged in Racist Incident book kept in the head teachers' office.
- Parents/carers will be informed of the strategies used by the school to deal with that situation.
- Staff must act and be seen to act firmly against racial harassment wherever and whenever it appears.
- All staff must be aware of the need to support each other as colleagues in a professional manner. Working together in an open and honest way to create a secure environment where everyone can develop his or her skills and practice.

Homophobic Bullying

Staff must be alert to any incidents of homophobic bullying or harassment and follow the procedure for reporting and recording incidents:

- All incidents of homophobic bullying must be passed on to the Head Teachers who will manage the situation.
- Homophobic incidents are reported to the Governors on an annual basis.
- All incidents of homophobic bullying are recorded and logged.
- Parents/carers will be informed of the strategies used by the school to deal with that situation. Staff must act and be seen to act firmly against homophobic harassment wherever and whenever it appears.
- All staff must be aware of the need to support each other as colleagues in a professional manner. Working together in an open and honest way to create

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a secure environment where everyone can develop his or her skills and practice.

Sexual Harassment

Staff must be alert to any incidents of sexual harassment and follow the procedure for reporting and recording incidents:

- All incidents of sexual harassment must be passed on to the Head Teacher who will manage the situation.
- All incidents of sexual harassment are recorded in the logbook kept within each Wing and on the serious incident form kept in the Head Teachers office.
- Parents/carers will be informed of the strategies used by the school to deal with that situation
- Staff must act and be seen to act firmly against sexual harassment wherever and whenever it appears
- All staff must be aware of the need to support each other as colleagues in a professional manner. Working together in an open and honest way to create a secure environment where everyone can develop his or her skills and practice

Any form of racial, sexual, homophobic or disability-related harassment is totally unacceptable. (Please refer to equality schemes for more details and development plans).

Parents/carers

Parents/carers play a vital role in fostering positive behaviour. Children need parental encouragement and support to participate positively in their day-to-day schoolwork and in the wider life of the school and community. For the school policy to be effective, parents/carers need to co-operate with the school in matters of discipline and reinforce the school's efforts at home. Parents are aware of the expectations of the school for all children and the procedures used by St James' staff when dealing with challenging behaviour. Parents will be contacted regularly to ensure that they are aware of their child's behaviour and how they can help to improve this and reinforce positive behaviour at home.

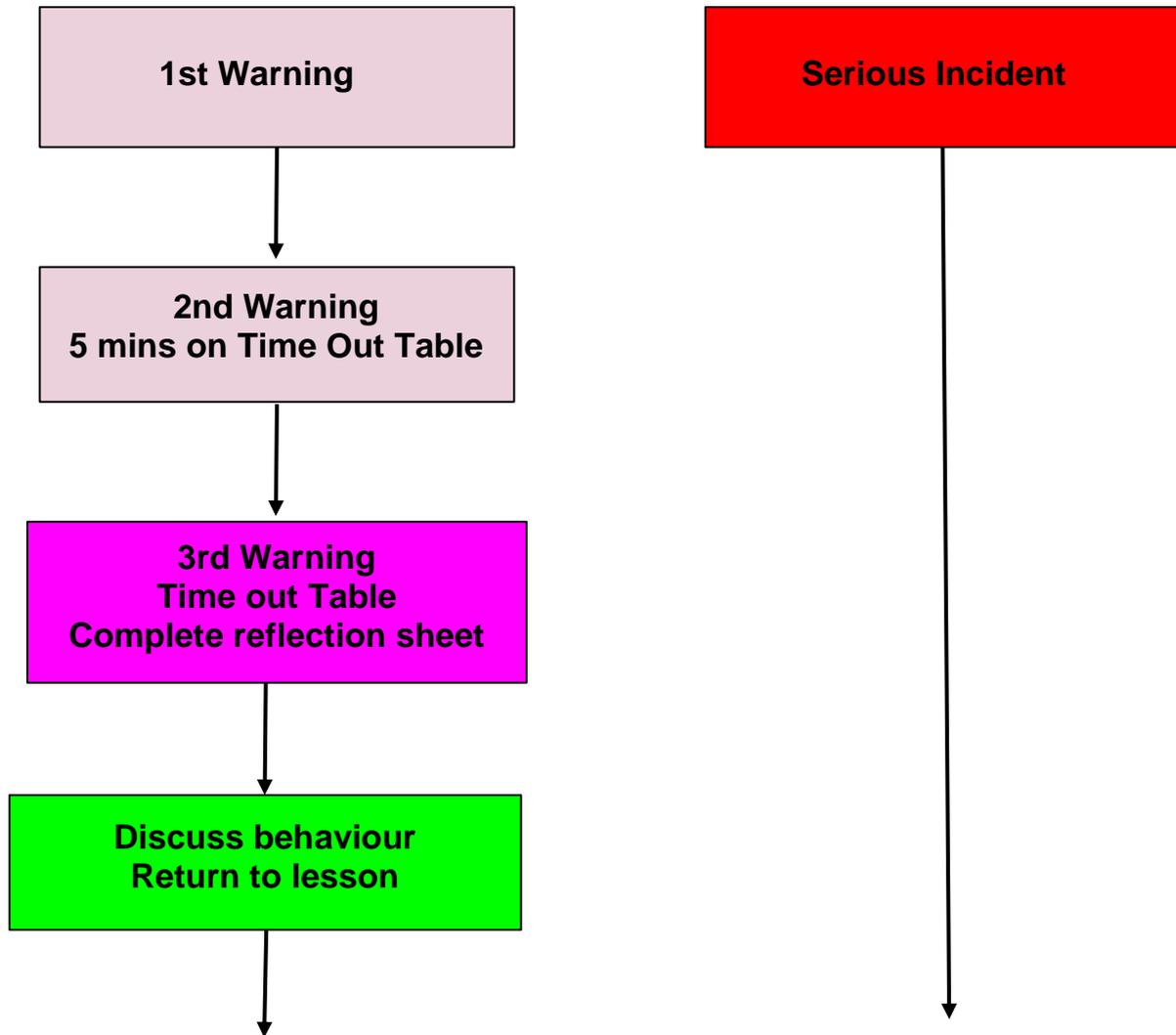
Staff must share management strategies with parents for use in the home if requested. Parental involvement is an integral part of the school's ethos. Staff should encourage parents/carers to share concerns and discuss problems in an atmosphere of mutual support.

Any behaviour contracts and management progra with parents/carers as well as children. mmes will be drawn up in partnership Parents/carers must feel able to talk to staff about their child's behaviour whether at school or at home. Staff must recognise the need to share achievements and success with parents/carers and to show the positive role that parents/carers can play in promoting positive behaviour.

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St James' staff should recognise the value of positive reinforcement strategies and rewards based systems and encourage parents to use these strategies at home.

Behaviour Procedures



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