



St. John's Church of England VA Primary School
Finding the light in ourselves and each other
Inspired by the Gospel according to John (chapter 8, verse 12)

An aspirational school that encourages every child regardless of their background to 'soar on wings like eagles' in their learning and personal development (Isaiah 40:31)

Pupil Behaviour Policy

(including Racial Harassment and Bullying)

Issued:	June 2024
Term:	2 Years
To Be Reviewed:	June 2026

*A truly inclusive school that is built upon the values of
Hope - Joy - Love - Forgiveness - Faith - Goodness*



The Purpose of this Policy

Our school vision is central to the personal development of all our children and at its core it encourages excellent behaviour for learning. Through our PSHE curriculum 'Keeping safe' (Jigsaw scheme) (including Relationships Education) the children are taught to be self-motivated and self-disciplined and learn to show respect for others. They are encouraged to be the best that they can be and to develop the confidence to use their talents and skills in a positive way and find the light in ourselves and each other.

Using the Zones of Regulation each child is encouraged to recognise their own feelings and emotions, developing strategies to self-regulate before reaching the more extreme emotions, to put them in the right place to learn and socialise with others.

We have three Golden Rules,

- Do Be Safe
- Do Be Responsible
- Do Aim High

These are embedded during daily collective worship and throughout the day, in class and on the playground.

We support all our families throughout their school journey and pride ourselves on excellent communication. We also recognise that some children may find it more difficult to follow rules and control their behaviour. As a staff we have all been trained in the Hertfordshire STEPs programme and have two trainers within our Senior Leadership Team. All staff have a de-escalation script to use with the children and we have designed a clear set of positive consequences and educational and protective consequences (see appendix 2 and 3) to ensure continuity and consistency across the school.

This policy is in line with the ethos of our school where every member of the school community is valued and treated with respect. Racial harassment and bullying form part of this policy and this should be read in conjunction with our Remote Learning Policy, Guidance on Mobile Devices, as well as our Special Educational Needs Policy.

We ask all our parents/carers to read this policy and work with us to support the implementation and adherence of the strategies.

General Principles

St John's Church of England VA Primary School (St John's), acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs.

An educational and protective consequence must not be in breach of any legislation and must be proportionate and reasonable given the age and needs of that child.

If the behaviour of a pupil gives cause to suspect that the pupil is suffering or is likely to suffer significant harm, then the provisions of the school's Child Protection Policy should be followed.

This Behaviour Policy also applies to the misbehaviour of a pupil off school premises; on school organised or school related activities, travelling to or from school, when wearing school uniform or when otherwise identifiable as a pupil of the school. The misbehaviour of a pupil at any time when it



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could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

School is not liable for any property that a child brings to school. The property of a pupil may be confiscated and retained or disposed of as is reasonable in the circumstances.

Aims

- To foster spiritual and moral values which develop respect and care, for oneself, other individuals, the community and the environment.
- To maintain a happy, caring and stimulating atmosphere where everyone feels valued, secure and motivated to do their very best.
- To produce an environment in which everyone feels safe, secure and respected.
- We believe that the promotion of these aims makes an important contribution to the development of responsible citizenship.

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Golden Rules

- Do Be Safe
- Do Be Responsible
- Do Aim High

We are proud of our school



Positive Consequences

In dealing with pupils, emphasis is placed wherever possible on promoting and praising desirable behaviour in positive ways.

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Playtime Charter

- Always be polite.
- Play sensible games.
- Be aware of the other children.
- No litter please – always use the bin.
- No ball games or playing on the playground equipment before or after school.
- Look after all our playtime equipment and put it away at the end of break & lunchtime.
- Move sensibly around the quiet areas and apparatus on the playground.
- When the whistle blows, walk sensibly and calmly to your lines, and wait quietly.
- Wipe your feet as you come into school.
- Always show respect to other children and adults.

We are proud of our school

In the playground we expect the children to play fairly and sensibly. Where disputes occur, it is the responsibility of the staff supervising to resolve the matter at the time as far as possible. Any unresolved incidents that require further adult intervention must be reported to Class Teachers at the end of play or lunchtime. Any high-level disruptive behaviour during playtime or lunchtime is reported to the Headteacher or Assistant Headteachers or a member of the Senior Leadership Team.

We use a proactive approach to try and prevent unacceptable behaviour. Children are distracted or redirected if a situation is becoming a problem. Playground rule reminders are given and the use of 'walk with me' to allow a child to calm down but also to observe children playing appropriately (positive role models). A 'time-out' space may also be used, sitting in the quiet area or going into Lunchtime Nurture. If a child refuses to comply with a sanction the de-escalation script must be used to avoid confrontation and the support of a senior member of staff may be necessary. To ensure a proactive approach, we encourage staff to circulate the play area and engage with children.



De-escalation Script

- Child's Name
- I can see something is wrong
- I am here to help
- Talk and I will listen
- Come with me and....

If a pupil's behaviour during lunchtime is anti-social, this will be recorded on 'CPOMS' (our internal monitoring system) and communicated to the class teacher. The pupil is then given time for reflection and may be asked with support to complete the 'Reflect and Repair' sheet (see appendix 1) as soon as possible following the incident.

There is a Nurture Club at lunchtimes for all children, who may be struggling on the playground to support them with social interactions.

Consequences

As a school we recognise the link between anti-social behaviour and mental health. Consequences are in place to support and encourage children to develop appropriate behaviour and other personal and social skills and to ensure a safe and positive learning environment for all our children.

Children are advised of the school expectations and rules and will be constantly reminded of the expectations through classroom PSHE (Keeping safe lessons) and through whole school Collective Worship, which focuses on our vision and values.

- Staff use the behaviour section in our electronic safeguarding system, 'CPOMS', to record any incidents of poor behaviour. Information may also be shared with parents/carers by the class teacher. There may well be circumstances and patterns of behaviour that are relevant and will influence the support being offered to the child. Children will be encouraged to use the Reflect and Repair Sheet, and this will be attached to the write up of the incident (scanned or photo).
- If the school has a concern regarding a pupil's behaviour, we will use materials from the STEPs programme to ensure the behaviour is monitored and behaviour patterns can be identified. Individualised, visual support may be implemented to encourage positive behaviour and if this is the case parents and senior staff will be informed. The behaviour will be monitored by senior staff regularly.
- At times, as well as individualised support, a more formal Behaviour Support Plan is required, which will be completed in consultation with parents by Headteacher or Assistant Headteacher and the Inclusion Lead (See Appendix 4)
- If support needs fall outside of the behaviour policy, an individual Risk Management Plan/Behaviour support Plan will be completed for pupils who display frequently challenging behaviour. When required, the school seeks support from external agencies.
- Any incident of bullying or harassment will be reported to the Head or Assistant Headteachers and the incident recorded electronically. The incident will be reported to parents immediately and to the governors on a termly basis.



Fixed Term and Permanent Exclusions

We pride ourselves on good communication and parental engagement as we believe if we work together this encourages the best outcome for our children. We do not wish to exclude any child from school and hope this will not be necessary. It must be emphasised that in most cases exclusion would only be used when all other measures have been tried. In cases where such steps and other appropriate measures have failed, the Headteacher has the sole legal responsibility for the exercise of the power to exclude a pupil on either a temporary or permanent basis, after discussion with staff working with the child. In certain instances it may be necessary for a permanent exclusion to be given for a first offence if allowing the pupil to remain in school would seriously harm the education or safety of the pupil or others in the school.

The school recognises that exclusion is very serious and will endeavour to use all available strategies in setting up Behaviour Support Programmes, working with parents and a range of outside agencies.

In the case of exclusion, the school follows the Department for Education Exclusions Guidance and the more detailed guidance provided by the local authority. The parent, or any person who has parental responsibility for a child, who has been excluded for a fixed period of time, has the right to appeal, in the first instance to the chair of governors.

A decision to exclude would only be made in line with our Educational and Protective Consequences (see appendix 3) and is always made at the Headteacher's discretion.

Please refer to:

- School suspensions and permanent exclusions:
<https://www.gov.uk/government/publications/school-exclusion>
- DfE guidance on suspensions and permanent exclusions or the Hertfordshire Grid Exclusions: <https://thegrid.org.uk/admissions-attendance-travel-to-school/exclusions>

Physical Interventions

All staff follow the principles of the Hertfordshire STEPs guidance (Therapeutic Thinking), which focuses on de-escalation and tries to avoid physical intervention. However, in some circumstances it may be necessary to restrain (following the STEPs guidance).

These would be used:

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (including the child's own property)
- For further information please see County Guidance on Physical Restraint:
<http://www.thegrid.org.uk/learning/behaviour/policies/policies.shtml>



Partnership with Parents

It is expected that adults will encourage good behaviour and discourage poor behaviour, as would any responsible parent. The school always works in partnership with parents to support children in every way possible. The Children and Families Act 2014 places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children. As a result, if concerns were raised within the school, they may be referred to Children's Services. This is in line with Government and Hertfordshire policy. Should an adult on school premises threaten a child physically or verbally, the matter would be referred to the Child Protection Officer.

Arrangements for Monitoring and Evaluation

The governing body are responsible for ensuring that this policy is evaluated for impact by reviewing data provided by the Headteacher regarding:

- Number of bullying or racist incidents, as reported on returns to the Local Authority and the action taken, including support for the victims
- Number of fixed-term and permanent exclusions and the reasons for them
- School self-evaluation of behaviour and evidence to support.

Complaints

It is intended that by adopting this policy and keeping parents and governors informed we can avoid or minimise the likelihood of any complaints being made. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection Policy.

Racial Harassment

St. John's is committed to challenging racism and discrimination and other negative attitudes throughout our curriculum. We nurture fairness to all irrespective of ethnicity and we value diversity in our school. Please view our Equality Policy.

Definition

Racial harassment is recognised by St John's as:

"Any act of expression which causes harm or offence, directed by a member of one racial or ethnic group to others where the motivation or effect is to create racial dislike or hatred".

Incidents may include:

- threatened or actual physical assault
- verbal abuse
- expressions of prejudice calculated to offend others, or to influence behaviour of others
- racist graffiti (on school furniture, walls or books)
- distributing racist literature
- wearing of badges or symbols belonging to known racist organisations
- name calling
- teasing in relation to language, religion or cultural background.



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It is important to recognise that:

- racial harassment may be one aspect of an incident which also has other dimensions
- teachers may need to deal with comments made by parents or other adults as well as by children
- incidents may involve group as well as individual behaviour
- Online incidents may be included when they impact on what happens in school
- such incidents are often part of more complex interactions which may take place in school – for example, an argument about friendships may lead to racist insults
- racist incidents are not always explicit – for example, a pupil may be called 'smelly' and behind such insults may lie a racist element
- racist behaviour can occur without the wronged person being present – for example, telling racist jokes
- acts or expressions may include negative body language – for example, the refusal to sit next to, or work with, certain pupils
- white pupils may be offended by the racist behaviour of other white pupils
- racial harassment is not based on intentionality. Whether or not the perpetrator intended to harass or understands the racist content of what s/he has done, the effects of the harassment must be dealt with. The perspective of the child/adult who has been harassed should be given particular attention and motives explored as to why it happened in the first place. This could be the perception of a third party.

Principles

The following principles underpin the school's approach to dealing with incidents of racial harassment:

- The perception of the person who has experienced harassment should be given particular attention.
- All incidents should be responded to immediately and appropriately and in line with LA guidelines:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- All incidents of racial harassment should be treated as serious disciplinary matters.
- Consistency in dealing with incidents is essential if pupils and staff are to be clear about the school's commitment to dealing with racism.
- Our pastoral system provides the children with many adults, whom they may ask for advice. Our school community is such that all staff are made aware of any potential difficulties quickly through our electronic monitoring system. Any racist incidents will be recorded on this system and reported to the designated teacher, in most cases the Headteacher, so that appropriate action can be taken and parents informed.



Dealing with Bullying

Bullying as defined by the Anti-Bullying Alliance, 'is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Bullying will not be tolerated. The governors seek the cooperation of children, parents and staff in the early detection and reporting of bullying and children should report any incidents of bullying immediately to a member of staff. We are a "telling" school. Bullying is too important not to report. Parents should contact the class teacher or Headteacher immediately if their child reports that they have been bullied in order that the school can:

- Investigate the problem
- Contact and consult all affected parents
- Act appropriately and effectively to protect all parties

Our strategies for dealing with bullying incidents could include:

- Class/group or individual discussion
- A Learning Mentor
- Buddy system
- External support, e.g., Circle of Friends
- Pupil notes

Action to be taken:

- Every incident is followed up
- Parents meet with staff
- Agreed time frame with the parents
- Telephone reassurances
- School seen as responsive
- Child reporting bullying - to report every morning and at the end of the day.

Following a case of bullying, the issue should be discussed with both parties and then the offender(s) sanctioned in an appropriate manner. Incidents will be recorded on the electronic monitoring system, which is monitored regularly by the Head Teacher and Senior Leadership Team.

Control Measures to Prevent Bullying

- Different areas have been created in the playground to encourage calm play, using construction resources and a quiet seated area for reading or talking.
- Older children act as mentors on the playground .
- Regular discussion time is created to talk through issues and problems together.
- Children are taught how to walk away from incidents without hitting back or losing face.
- Children are aware of our Golden Rules, the school vision, and values, which are reinforced during collective worship.
- Time is given as part of PSHE lessons to discuss positive relationships, friendship, respecting differences and so on.



Policy Implementation

The implementation of this policy will be undertaken by all staff and overseen by the Head Teacher. Many daily activities in school life provide a vehicle for promoting the development of good behaviour and self-discipline. Staff are encouraged to capitalise on every reasonable opportunity to communicate expectations by:

- example - through their own behaviour and consistency of approach to pupils and colleagues, in line with the requirements of the school Equal Opportunities Policy.
- utilising day to day incidents when considerate or other desirable behaviour and academic achievements can be acknowledged and praised.
- including behaviour-related social and moral issues in curriculum planning, in particular as part of the planning of PSHE and Relationships Education.
- organising and differentiating teaching and learning activities. Children with specific behavioural difficulties are given support by the class teacher, and where practical through special needs provision.
- being alert to and dealing promptly and sensitively with bullying, harassment and any other undesirable behaviour.
- using resources available for staff in the form of up-to-date reading material on behaviour management, bullying, harassment, racial abuse and constructive playground games. The playground has been marked out to cater for draughts/ chess and other games, and areas have been designated for quiet activities.
- supporting colleagues with the development of sound and consistent approaches to rewards, sanctions and other aspects of behaviour management.



Pupil Behaviour Policy Document Control

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24th June 2024	Created	Rachel de la Croix