



St Peter's Methodist Primary School
Behaviour for Learning and Anti-Bullying
policy

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2014

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May 2016

Next Review Date: May 2019

Behaviour for Learning & Anti Bullying Policy

RATIONALE

'Our school will promote the highest quality of education by providing academic challenge within a stimulating learning environment and within the context of Christian values. We will provide a caring, supportive, evaluative and outward looking school community, in which each individual feels valued and respected.' (*School Mission Statement*)

TEACHER STANDARDS (2012)

Standard 7: Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

In order to achieve this, we aim to provide good role models and to treat children and adults with kindness and respect. All members of staff work together to praise good behaviour and we use a simple framework of rules, rewards and responsibilities to guide children. Each child needs to know exactly what is expected of him/her and teachers need to be able to teach without interruption or challenge. Every child has the right to learn but no child has the right to disrupt the learning of others.

This policy should be read in conjunction with our SEN, PSHCE, Child Protection, Confidentiality and Learning Policies.

AIMS

- To ensure appropriate behaviour, language and attitudes throughout our school
- To encourage and praise effort in both work and behaviour
- To ensure a whole school approach to behaviour management which is used consistently by all staff
- To ensure that parents are informed and are aware of our behaviour management procedures
- To ensure a caring and happy school where children feel safe and can learn without disruption
- To promote good citizenship, helping children to understand that actions have consequences
- To help children develop self discipline and a sense of responsibility
- To foster Christian values

RESPONSIBILITIES

All members of our school community work towards the school aims by:

- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to our Christian school community
- Offering equal opportunities and recognizing the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and learning
- Rejecting all bullying, harassment or discrimination in any form
- Helping to develop strategies to eliminate inappropriate behaviour both within and outside the classroom, and applying these consistently
- Caring for and taking pride in the physical environment of the school
- Working as a team, supporting and encouraging each other.

RULES

AS a Methodist school, we use John Wesley's rule as our set of school rules. They are displayed in classrooms and known by all children and staff.

Do all the good you can
By all the means you can
In all the ways you can
In all the places you can
At all the times you can
To all the people you can
As long as ever you can.

Rules are applied firmly and fairly. Staff will not apply them angrily but dispassionately without entering into argument. Children are always made aware of which rule they have broken.

BEHAVIOUR LADDER

Each class has a behaviour ladder with 5 steps. (The language for each year group is age appropriate.)

Pupils begin each day in the centre of the ladder. Those doing well are able to progress up the ladder by up to two steps. Those not following the school rules, following a warning, move down the ladder – up to two steps.

There are class based rewards and sanctions linked to moving either up or down the ladder.

HEAD BOY / HEAD GIRL AND PREFECTS

Our head boy, head girl and prefects support the pupils and staff through being identified role models for the pupils and monitoring behaviour in the school corridors and playground during break and lunchtimes. They have agreed rewards for pupils who are following the school rules and have a system for reporting back to teachers if pupils are not following the school rules.

These pupils hold a position of responsibility within the school and act as role models and representatives of the school at all times.

REWARDS

We believe that positive feedback is essential to good behaviour in school. Children who consistently work well, try hard, show consideration to others or do things over and above normal good classroom behaviour, are rewarded with immediate praise, 'class marbles', names in good work book, stickers, congratulations in front of class or school, achievement certificates or team points. Achievement certificates are awarded each Friday in our Celebration Assembly. All children are organised into four school teams and team points accumulate and can earn a team treat at the end of each term.

We believe it is important to reward those individual pupils who are following the school rules consistently. Those pupils who have remained on the centre of the ladder, or climbed the ladder during a week are rewarded with a St Peter's token. Members of the SLT also have additional tokens. Once pupils have collected 10 St Peter's tokens, they are able to spend these in a reward shop, run periodically by the PTFA. Pupils in Rainbow class follow this system, but have a reduced amount of weeks before being able to visit the reward shop.

This reward system is implemented by staff at all levels and interlinked with the behaviour ladder. It is expected that all staff will provide regular feedback to class teachers regarding pupil's behaviour, to ensure that individual pupils receive appropriate rewards and sanctions.

Single team points are given out by ALL members of staff for pupils who are following the school rules and behaving exceptionally well. Pupils also earn a team point for each step up the behaviour ladder. Those pupils reaching the top of the behaviour ladder will also receive recognition from a member of the SLT. Team points are celebrated during our Friday Worship and Celebration time. (Prefects are responsible for collecting in the team points on a Thursday afternoon.)

Although we believe that good behaviour is achieved by positive reinforcement, there are times when children need to take responsibility for or be sanctioned for poor behaviour.

SANCTIONS

Sanctions are linked clearly with our rules and become increasingly serious the more times rules are broken. Staff will use their professional judgement according to individual circumstances. Sanctions may include:

- Names being noted on a class sheet or board
- Being sent to a partner class for a period of time
- Losing play- time or privileges
- Writing a letter to the Headteacher explaining what they have done wrong
- Being sent to the Key Stage Leader, Deputy Headteacher or Headteacher
- Involvement of parents/carers to talk to them about their child's behaviour and to discuss further action.

PARTNER CLASSES

When a pupil is sent to a partner class, they must be sent with an adult / responsible pupil and a note from the class teacher explaining why they are being sent out and the amount of time they are to remain in their partner class.

Pupils must also be sent with appropriate learning for them to complete during this time.

A record of when a child is sent to their partner class must also be noted in the class pupil file notes.

Rainbow → Class 1	Class 3 → Class 4
Class 1 → Rainbow	Class 4 → Class 5
Class 2 → Class 1	Class 5 → Class 6
	Class 6 → Class 3

Teachers will always talk to the child making clear what they have done wrong and why this is inappropriate.

On the whole, each day will be treated as a new beginning and the child will be told this. This principle may be set aside on occasion if, for example, a pattern of unacceptable behaviour emerges or particularly aggressive behaviour is noted.

Children may also, if appropriate, be given structured opportunities to take "time out" in order to regain their composure. If necessary, a Behaviour Card or an individual Behaviour Plan will be initiated. This is an individualised plan focusing on behaviour improvement targets and as such, it will be tailored to the needs of individual children and rewards and sanctions associated with the plan will be discussed with parents/carers.

Where appropriate, issues relating to behaviour will be discussed during class circle times. In certain cases children may need to be excluded from lessons/playtimes or excluded from school for a fixed term. Parents/carers will be kept fully informed and KCC/DfES regulations adhered to.

EXCLUSION

If the decision to exclude is taken, the parent/carer will be contacted by telephone immediately and a letter written within one school day. The length of exclusion will reflect the severity of the situation. We always expect parents/carers to attend a re-admission meeting before the child returns to school.

In exceptional circumstances a child may be excluded from school permanently. DfE regulations will be followed in this case and parents will be advised of their rights to appeal.

Anti-Bullying Policy

RATIONALE

This anti-bullying policy outlines what our school will do to prevent and tackle bullying. It has been drawn up in consultation with the whole school community.

We believe that every child and adult should be able to work and learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals.

We recognise that bullying, whether physical or non-physical, may lead to lasting psychological damage and we will not tolerate bullying or bullying behaviour within our school. The principles contained in this policy can be applied to all forms of bullying including bullying of pupils to pupils, parent to teacher or teacher to pupil.

AIMS

To ensure that:

- We promote an understanding of what bullying is and the implications of it amongst all members of the school community.
- Staff, pupils, parents and carers are fully involved in preventing and responding to bullying.
- Our children are protected from harm and grow up physically and mentally healthy.
- Children and adults are happy and stimulated, feel safe and secure.
- Our children develop the essential personal and social skills to help them become active citizens who feel good about themselves and respect others.
- Bullying behaviour is not tolerated within our school

DEFINITION OF BULLYING

Bullying is 'behaviour by an individual or group, usually repeated over time that intentionally hurts another individual either physically or emotionally'.

Not all incidents of deliberately hurtful behaviour can be defined as bullying. DfE Guidance 10/99 Social Inclusion: Pupil Support advises that "*Bullying is usually part of a pattern of behaviour rather than an isolated incident*".

Bullying behaviour forms part of a continuum of human behaviours. Children's behaviour may move along the continuum depending on their own personal characteristics, the circumstances around them, the way that this behaviour is responded to by others and the behaviours they see successfully modelled by others.

Bullying can take a number of forms, but four main types are:

- **Physical** – hitting, kicking, taking belongings, damaging personal property
- **Verbal** – name calling, taunting, insulting, making offensive remarks, writing offensive graffiti or notes
- **Indirect** – spreading nasty rumours, exclusion from social groups
- **Cyberbullying** – bullying by electronic contact for example inappropriate text messages or electronic messages (including emails, or through web-sites, social networking sites and instant messenger), sending offensive or degrading images by phone or via the internet

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

A **victim** of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour or report their experiences to those who may be able to help them.

A child who has been subject to abuse (sexual, physical, emotional or neglect) is likely to have low self esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may be reticent about 'telling'.

It is important to remember however, that all children are potential victims of bullying.

- **Passive victims:** anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little to defend themselves.
- **Provocative victims:** physically strong and active. They may have problems with concentration causing tension and irritation and provoking other children to turn on them. Adults, including the teacher may actively dislike them, and may try to bully weaker students.

Pupils with AEN or disabilities may not be able to explain experiences as well as other children however they are at greater risk of being bullied. Children with behavioural problems may become 'provocative victims' whose behaviour may need to be addressed as a target on an Individual Education Plan or Pastoral Support Plan. There is also increasing evidence that children of high academic ability and those who work hard at school may be targeted.

We recognise that the term **bully** is more complex than stereotypes imply, as are their victims but there are 3 main types of bullies:

- **Confident bullies:** physically strong, enjoy aggression, feel secure, average popularity
- **Anxious bullies:** weak academically, poor concentration, less popular, less secure
- **Bully/victim:** bullies in some situations, bullied in others, very unpopular

In some cases bullying behaviours can be linked to complex abusive experiences the child may have had or are having, in the home environment.

The majority of children within a school are not involved in bullying themselves however they are likely to know that it is happening. **Bullying is commonly a group activity**, often with one perpetrator taking a leading role. Other children may be present and may play a number of subsequent roles. They may be broadly described as either colluders or bystanders. Colluders may assist the bully or encourage the bullying by laughing, shouting and watching.

Bystanders may be present but may remain uninvolved whilst some children may either intervene directly to stop the bullying or may go and tell an adult.

THE IMPACT OF BULLYING

Victims: In the short term victims of bullying may become unhappy and distressed. Their self-image is damaged and they may feel anxious and insecure. This may affect their concentration, their learning and their achievement and can contribute to problems with attendance, motivation and general health and well being. They may begin to view themselves as failures.

Bullies: Those who bully successfully are likely to continue using bullying behaviours in their relationships with other children and adults. This can become part of more generally anti-social and disordered behaviour.

PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, displays, peer support and our School Council.
- Train all staff, including lunchtime supervisors to identify bullying and follow school policy and procedures on bullying.
- Actively monitor and support vulnerable children

At St Peter's children are encouraged to support and help one another and to always report intimidating behaviour immediately. All alleged incidents will be investigated thoroughly to establish whether it is a bullying incident or an isolated incident. All incidents of bullying behaviour will be discussed with the Headteacher or a member of the senior management team. Children will be assured that 'telling on someone' can be done confidentially and staff will act sensitively taking into account the needs of the victim and the person who told us of the issue.

Peer systems such as buddies, playground friends, monitors and our school council will be used to help us be aware of and tackle bullying behaviour. Through our assemblies and school curriculum, particularly PSHCE, we will raise awareness of the impact of bullying and teach children how to deal with it. (*Appendix1*) Drawing and Talking Therapy may be used to identify bullying in children whose behaviours have changed or to support children who have been bullied. A pupil mentor is also available to support children and families.

We will ensure that all school staff, including mid-day supervisors, are aware of the school's bullying policy so that they can respond appropriately and sensitively if approached by a parent or child and all staff are trained to deal with inappropriate and bullying behaviour. We aim to be good role models and expect all staff and volunteer helpers to treat children and adults with respect and kindness.

When dealing with incidents, the needs of the victim will be paramount. They will be supported to discuss the bullying and work through ways of dealing with intimidating behaviour. If necessary, counselling will be offered.

Parents of both the victims and the bullies will always be informed of any incidents deemed to be bullying and the action taken in school will be discussed within the remit of our confidentiality policy.

If bullying continues to be a problem, a behaviour improvement plan and/or pastoral support plan will be drawn up with the child, parent and school and the schools' behaviour service may be involved.

INVOLVEMENT OF PUPILS

We will:

- Regularly canvas children's views on the extent and nature of bullying.
- Ensure children know how to express worries and anxieties about bullying.
- Ensure children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve children in anti-bullying assemblies/circle times
- Publicise the details of helplines and websites.
- Offer support to children who have been bullied.

LIAISON WITH PARENTS AND CARERS

We recognise that supporting and involving parents is key to successful anti-bullying initiatives. At St Peter's we will:

- Ensure that parents / carers are listened to if they are worried about bullying and that their concerns are taken seriously and fully investigated
- Ensure parents have access to this policy and our complaints procedure
- Provide parents / carers with details of how to access independent advice about bullying; the LA '**Sticks and Stones**' booklet for parents of children who are being bullied is available at school or can be found at www.kent.gov.uk/safeschools. In particular it has a section on working with the child to help them develop strategies for dealing with bullying.
- Ensure all school staff are aware of the school's bullying policy so that they can respond appropriately and sensitively if approached by a parent
- Involve parents of bullies and victims at an early stage
- Maintain ongoing contact with parents of both bullies and victims to ensure the problem does not re-occur
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

RESPONSIBILITIES

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy. This is done through annual reviews by the Curriculum and Pupils Committee.
- Governors, the Headteacher, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly – this policy is discussed annually by staff and is included in each Class Handbook used by teachers including temporary staff.
- The Headteacher to communicate the policy to the school community – this is done via newsletters and the school website.
- Pupils to abide by the policy – see 'INVOLVEMENT OF PUPILS'.

LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

This Policy links with a number of other school policies, practices and action plans including:

- Complaints policy
- Online Safety Policy
- Confidentiality Policy
-
- PSHCE Policy
- Child Protection and Safeguarding Policy
- Equality Scheme and the procedure for recording racial incidents
- SEN and Learning and Teaching Policies

MONITORING AND REVIEW We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DCSF* and the Anti-Bullying Alliance** to inform its action planning to prevent and tackle bullying.

The named contact for this policy is: Rob Garratt (Headteacher)

* DCSF Guidance "Safe to Learn: Embedding anti-bullying work in schools"

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

**Anti Bullying Alliance guidance

[http://www.anti-](http://www.anti-bullyingalliance.org.uk/Page.asp?originx_4237co_4721421398769u17h_2007627412x)

[bullyingalliance.org.uk/Page.asp?originx_4237co_4721421398769u17h_2007627412x](http://www.anti-bullyingalliance.org.uk/Page.asp?originx_4237co_4721421398769u17h_2007627412x)

Appendix 1

Behaviour Tiers

Tier 1				
Step	Incident	Action	Responsibility	Evidence
+2 Blue		<ul style="list-style-type: none"> Blue 	Class Teacher / TA / KSL / SLT	
+1 Yellow		<ul style="list-style-type: none"> Yellow 	Class Teacher / TA	
Starting Point Green		<ul style="list-style-type: none"> All children Green all week – 1 voucher earned 	Class Teacher / TA	
-1	First verbal warning – expectation clearly stated	<ul style="list-style-type: none"> Child has chance to change behaviour, remains on Green or skips to Orange / Red (depending on behaviour) 	Class teacher / TA	
-2 Orange	Second verbal warning – expectation stated	<ul style="list-style-type: none"> Child's name placed on Orange. Child has the chance to correct the behaviour and move back to Green or skips to Red 	Class teacher/ TA	
-3 Red	Third and final warning expectation stated	<ul style="list-style-type: none"> Child's name placed on Red Sanction put in place – time out in class/partner class or loss of playtime 	CT to inform KSL	Pupil notes Shared
-4	Name placed on Red three times within a week	<ul style="list-style-type: none"> Contact book is to be set up between home and school for two weeks sharing successes and incidences causing concern Sanction put in place – time out in class/partner class with set work for whole session 	CT to inform parents, KSL and FLO Move to Tier 2	Pupil notes Home contact book

Tier 2: FS / KS1			
Incident	Action	Responsibility	Evidence
Child's name placed Red	<ul style="list-style-type: none"> Behaviour card put in place for one week CT sets targets for behaviour card with child Parents, KSL / FLO informed Meeting held between CT and parents 	CT speak to parents	Pupil notes Home contact book Behaviour card
A child deliberately physically or verbally harmed someone, or damaged property	<ul style="list-style-type: none"> Detention - parents informed using template letters <ul style="list-style-type: none"> Number of detentions in a term: <ul style="list-style-type: none"> 1st detention = 1 morning = CT 2nd detention = 1 morning + lunch = CT 3rd detention = 2 days of mornings + lunch = KSL / SLT 4th incident = internal exclusion = DP / SLT for 1 day Behaviour card for one week 	CT informs Parents using template letters CT informs KSL / FLO Copies of detention letter to KSL / DHT / HT / FLO	Pupil notes Home contact book Behaviour card
Behaviour Card – Child is graded 😊 / 😐 / 😞 per session against targets set			
Disruptive behaviour warranting 1 x 😐 on card daily	Loss of next playtime Parents informed	CT informs Parents, KSL / FLO	Behaviour card signed 3 x day by SLT
2 x 😐 on behaviour card daily	<ul style="list-style-type: none"> Loss of next two successive playtimes 	CT informs Parents, KSL / DP	
3 x 😐 on behaviour card in one day.	<ul style="list-style-type: none"> Internal exclusion Parents informed	KSL letter to parents	
A child deliberately physically or verbally harmed someone, or damaged property 1 x 5 on behaviour card	Detention	KSL	
Persistent internal exclusions (3 in a new term)		KSL / KG / RG	Referral to STS
Back to Step 1 Tier 1—no behaviour card			

KS2 Tier 2			
Incident	Action	Responsibility	Evidence
Child's name placed on Red	Behaviour card put in place for one week CT sets targets for behaviour card with child Parents, KSL / DP informed Meeting held between CT and parents	CT speak to parents	Pupil notes Home contact book Behaviour card
A child deliberately physically or verbally harmed someone, or damaged property	Detention Number of detentions in a term 1st detention = 1 morning = CT 2nd detention = 1 morning + lunch = CT 3rd detention = 2 days of mornings + lunch = KSL / SLT 4th = internal exclusion = FLO / SLT for 1 day Behaviour card for one week Parents informed	CT informs parents	Pupil notes Home contact book Behaviour card
Behaviour Card – Child is graded 1 – 5 per session against targets set			
Disruptive behaviour warranting 1 x 4 on card daily	Loss of next playtime Parents informed	CT informs Parents, KSL / DP	Behaviour card signed 3 x day by SLT
2 x 4 on behaviour card daily	<ul style="list-style-type: none"> Loss of next two successive playtimes 	CT informs Parents, KSL / DP	
3 x 4 on behaviour card in one day.	<ul style="list-style-type: none"> Internal exclusion Parents informed	KSL letter to parents	
A child deliberately physically or verbally harmed someone, or damaged property 1 x 5 on behaviour card	Detention	KSL	
Persistent internal exclusions (3 in a new term)		KSL / KG / RG	Referral to STS
Back to Step 1 Tier 1—no behaviour card			

**APPENDIX 2
Behaviour Cards**

Name: _____
Date started on behaviour card: _____

Target: _____

Behaviour Card FS & KS1

W/C:	8:30-8:45	8:45 – 8:55	8:55 – 9:35	9:35 - 10:15	Break	SLT	10:30 – 11:20	11:20-12:10	Lunch	SLT	1:10-1:30	1:30 – 1:50	1:50 – 2:10	2:10 - 2:25	2:25-2:40	2:40-3:15	SLT
Monday																	
Tuesday																	
Wednesday																	
Thursday																	
Friday																	

Children to be given scores according to their behaviour in line with St Peter's expectations on the reverse of this card

Any incidents that are labelled as unsatisfactory behaviour are to be logged in the table below

	What happened before the incident?	What was the behaviour displayed?	What happened after the incident?
1			
2			
3			
4			

Name: _____
 Date started on behaviour card: _____

Target: _____

Behaviour Card Years 3-6

W/C:	8:30-8:45	8:45 – 8:55	8:55 – 9:35	9:35 - 10:15	10:15 – 10:55	Break	SLT	11:20-12:10	Lunch	SLT	1:10-1:30	1:30 – 1:50	1:50 – 2:10	2:10 - 2:25	2:25-2:40	2:40-3:15	SLT	
Monday																		
Tuesday																		
Wednesday																		
Thursday																		
Friday																		

Children to be given scores according to their behaviour in line with St Peter's expectations on the reverse of this card

Any incidents that are labelled as unsatisfactory behaviour are to be logged in the table below

	What happened before the incident?	What was the behaviour displayed?	What happened after the incident?
1			
2			
3			
4			

KS1 Classroom Behaviour Card Guidance

	<ul style="list-style-type: none">I have followed the school and class rules.
	<ul style="list-style-type: none">I have followed the class rules but needed to be reminded one or two times about my behaviour.
	<ul style="list-style-type: none">I have been constantly not doing as I have been asked.I have repeatedly not followed the class and school rules
 	<ul style="list-style-type: none">I have hurt someoneI have damaged property

Dinner Hall and Play ground Behaviour Card Guidance

	<ul style="list-style-type: none">I have followed the dinner hall, playground and school rules
	<ul style="list-style-type: none">I have followed the dinner hall, playground and school rules but needed to be reminded one or two times about my behaviour
	<ul style="list-style-type: none">I have ignored adults and repeatedly not followed the dinner hall, playground and school rules
 	<ul style="list-style-type: none">I have hurt someoneI have damaged property

KS2 Classroom Behaviour Card Guidance

1	<ul style="list-style-type: none"> • I have stayed in my chair unless an adult has asked me to move. • I have asked for help when I need it. • I have put my hand up to speak. • I have said please and thank you. • I have worked quietly. • I have followed the class rules.
2	<ul style="list-style-type: none"> • I have followed the class rules but needed to be reminded once about my behaviour.
3	<ul style="list-style-type: none"> • I have followed the class rules but needed to be reminded two or three times about my behaviour.
4	<ul style="list-style-type: none"> • I have been rude or unkind. • I have been swearing. • I have been constantly not doing as I have been asked.
5	<ul style="list-style-type: none"> • I have physically or verbally harmed someone • I have damaged property • I have walked out of class.

Play ground and Dinner hall Behaviour Card Guidance

1	<ul style="list-style-type: none"> • I played individually or in a group nicely and listened to adults all lunchtime. (In the playground and dinner hall).
2	<ul style="list-style-type: none"> • I played individually or in a group most of the time but needed to be reminded once about playing nicely/following instructions by an adult.
3	<ul style="list-style-type: none"> • I was involved in an argument/dispute but I calmed down, listened to an adult and the situation has been resolved without bad feeling.
4	<ul style="list-style-type: none"> • I upset somebody. • I did not listen to an adult's request and I continued not to follow school rules.
5	<ul style="list-style-type: none"> • I have physically or verbally harmed someone • I have damaged property • I have left the playground / dinner hall

Appendix 3

Template detention / internal exclusion letters

Our ref: DET / 1 (CT)

Date:

Dear

I am sorry to have to tell you that.....has been put into a formal break-time detention for the following reason:

I am sure that you will be just as disappointed as we are that such action has been necessary. I would welcome the opportunity to discuss this matter with you, and to agree whatever action might be necessary to try to ensure that such action does not need to be taken again – on this or any other issue.

Please complete and return the slip below tomorrow to show that you have received this letter, and to arrange a time to talk. Thank you in anticipation of your support.

Yours sincerely,

Class Teacher

Copies to: HT / DHT / KSL / FLO

.....

St Peter's Methodist Primary School

Ref: DET/1 (CT)

Dear.....(Class Teacher's Name)

I have received your letter dated

Concerning.....(Child's Name) detention.

I/We will be available on.....

(Date/time will then be confirmed)

Signed.....(Parent/Carer)

Our ref: DET / 2 (CT)

Date:

Dear

I am sorry to have to tell you that.....has been put into a formal detention for a second time, this will be for one break-time and lunch time because of the following reason:

I am sure that you will be just as disappointed as we are that such action has been necessary. I would welcome the opportunity to discuss this matter with you, and to agree whatever action might be necessary to try to ensure that such action does not need to be taken again – on this or any other issue.

Please complete and return the slip below tomorrow to show that you have received this letter, and to arrange a time to talk. Thank you in anticipation of your support.

Yours sincerely,

Class Teacher

Copies to: HT / DHT / KSL / FLO

.....

St Peter's Methodist Primary School

Ref: DET/2 (CT)

Dear.....(Class Teacher's Name)

I have received your letter dated

Concerning.....(Child's Name) detention.

I/We will be available on.....
(Date/time will then be confirmed)

Signed.....(Parent/Carer)

Our ref: DET / 3 (KSL)

Date:

Dear

I am sorry to have to tell you that.....has been put into a formal detention for a third time, this will be for two break-times and lunch times because of the following reason:

I am sure that you will be just as disappointed as we are that such action has been necessary. I would welcome the opportunity to discuss this matter with you, and to agree whatever action might be necessary to try to ensure that such action does not need to be taken again – on this or any other issue.

Please complete and return the slip below tomorrow to show that you have received this letter, and to arrange a time to talk. Thank you in anticipation of your support.

Yours sincerely,

Class Teacher

Copies to: HT / DHT / KSL / FLO

.....

St Peter's Methodist Primary School

Ref: DET/3 (KSL)

Dear.....(Class Teacher's Name)

I have received your letter dated

Concerning.....(Child's Name) detention.

I/We will be available on.....
(Date/time will then be confirmed)

Signed.....(Parent/Carer)

Appendix 4

Partner Classes

Pupils are sent to a partner class for time out.

- *They must be sent with a responsible adult or child.*
- *They must be sent with work and a note explaining why they have be sent for time out and how long they are to remain in their partner class.*
- *They must be sent with work to complete during their time out.*
- *Please record in the class file that the pupil was sent out. (This allows for tracking of pupil behaviour.)*

Rainbow	Sends to	Class 1
Class 1	Sends to	Class 2
Class 2	Sends to	Class 3
Class 3	Sends to	Class 4
Class 4	Sends to	Class 5
Class 5	Sends to	Class 6
Class 6	Sends to	Class 5

Appendix 5

Proactive approaches to tackling bullying across the curriculum

Personal, social, health and citizenship education (PSHCE) curriculum

Not all of PSHCE is a statutory part of the curriculum, but it covers topics that are important if we want our children to grow up emotionally and mentally healthy. Some of these topics are very obviously about emotional health and wellbeing - how to express your feelings, cope with family problems, develop self-esteem etc. However, it is also important to include opportunities for children to develop a range of interpersonal skills necessary for growing up, such as empathy, communicating with each other, making friends, and making informed decisions.

There is a great deal to cover in the PSHCE curriculum, in very little time. However, we use opportunities to develop, and/or reinforce the various topics across and beyond the curriculum.

English

- speaking, listening, and group work to explore situations and emotions. Learning how to read and understand a text, giving students the skills to discuss and reflect on important issues that might come up in their school or private life.

Science

- How to treat animals with care and sensitivity, linked to how your actions can affect others
- Recognise similarities and differences between themselves and others, and how to treat others with sensitivity.

PE

- Knowledge and understanding of fitness and health. How exercise can help deal with stress. The benefits of being involved in sport for forming relationships, learning interdependence, developing team spirit etc
- Dance activities. Use dance to express and communicate ideas and feelings. Also, cover dance from different times and cultures to explore differences.

RE

- Learning about another faiths, beliefs and cultures. Promoting understanding and tolerance.
- The teachings of spiritual leaders and rules/codes of behaviour of major religions.
- Use of multi faith stories to promote discussion and enhance teaching and learning.
- Use of reflection – spiritual awareness.

ICT

- How to find information. Look for information about emotional health and wellbeing.

Art and design

- Exploring and developing ideas. A good opportunity to explore and communicate feelings.
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