

STATUTORY POLICY



# School Behaviour and Anti Bullying Policy.

Responsibility for policy update lies with the Head Teacher.

To be reviewed by HeadTeacher a minimum of every 3 Years.

Dates Adopted
01.11.20
18.11.21
Nov 24

## BEHAVIOUR POLICY

### Philosophy

At St Patrick's School our aim is to provide a safe and caring environment for our children. Each child should feel valued and will be treated fairly. We believe in positive rewards to encourage our children to value themselves and their achievements. We will aim to develop our children as one in the likeness of God and as such their goodness will be nurtured.

We aim to guide and provide a safe road to follow Jesus. Sometimes this will mean their conduct needs to be praised and celebrated and other times it may have to be challenged. Within their learning we will provide a fair means to reward and challenge the conduct of our children.

St Patrick's School is committed to promoting understanding of the principles and practices of equality and justice.

Our behaviour expectations are closely linked with the ethos of the school. We strive to ensure that children experience consistent positive reinforcement for all aspects of good behaviour and work ethic in order to promote a sound sense of self-worth. All staff seek to develop this positive ethos through praise and celebration of these attributes. We believe all behaviour is a form of communication and staff are trained to implement a variety of approaches when dealing with inappropriate behaviour.

Our policy uses several approaches when dealing with behaviours, as every child is an individual who may require a bespoke approach when supporting them to make better choices in their communication and behaviours.

In accordance with our ethos we aim to help our children develop respect for themselves, others and their environment by:

- Creating an environment where children feel safe, secure and happy.
- Establishing clear and consistent expectations of behaviour.
- Building warm and supportive relationships.
- Assisting children in developing good standards of personal behaviour.
- Developing in each child a sense of their own worth.
- Acknowledging that every person in the school community has a part to play.
- Demonstrating good manners and encouraging all members of the community to respond in a polite, thoughtful manner to one another.
- Identifying methods of positive reinforcement backed up by rewards.
- Identifying sanctions to be applied when the agreed rules are broken.

We aim to hear the voice of the child or young person during times of unsuitable behaviours.

### **Expectations**

As a Catholic School we have expectations that every child will try to live according to the Gospel teaching. At all times we will try to foster values in our pupils. We expect pupils to be:

- Kind
- Gentle
- Honest
- Helpful
- To listen and follow all adult instructions
- To try their best in all areas of school life
- To respect all property and the school environment

Appropriate behaviour is recognised and celebrated.

Inappropriate behaviour is identified and dealt with through consistent, agreed strategies

### **Rewards**

We firmly believe that children learn when they feel valued and are praised for their achievements. This system of rewards provides a systematic, consistent and motivating approach. In brief:

#### **Rewards for Appropriate Behaviour**

- Praise - verbal and written
- Reward stickers
- Children sent to other teachers / Head Teacher for praise
- Certificates awarded in Assembly for achievements
- Lunchtime supervisor stickers to recognise positive behaviours
- Use of Class Dojo points

#### **Restorative Approach to resolve Inappropriate Behaviour**

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become very actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

Where there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

### The Restorative Questions

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been harmed/affected and how? Older children are encouraged to think about the wider implication of who has been affected e.g. families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? Staff support children in this process but try to ensure the children form their own agreement when possible. The children consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward.

All staff working within our school use active listening skills when dealing with conflict. This enables them to draw out more from those involved.

- Encouraging - tell me more about that?
- Acknowledging - that sounds important; that sounds like that was difficult for you...
- Checking - so did I hear you say... am I right in thinking...
- Clarification - can you help me understand that more...
- Affirmation - thanks for telling me that... I appreciate you talking about this with me
- Empathy - it's understandable that you are worried/upset about this
- Reflecting - so you are saying... (repeating back last few words)
- Summarising - so there seem to be several things bothering you

### Set Sanctions for Inappropriate Behaviour

School rules outline acceptable behaviour in school. If a child chooses not to follow these rules, the hierarchy of sanctions is as follows.

1. A reminder, stating explicitly what behaviour the member of staff wishes the child to stop. The member of staff may also draw attention to a child demonstrating a positive model.
2. A warning
3. Either - Move within the classroom  
Or - Loss of five minutes of playtime or time out if already outside, some children may require a time in rather than a time out
4. Removal, alongside an adult, to another classroom where a member of the SMT is the class teacher
5. Child's name to be logged in class behaviour log book with reasons for this.
6. Parents informed by class teacher, if name appears in log book 3 times. Class teachers should make the Head Teacher aware of this.
7. If inappropriate behaviour is demonstrated on a regular basis and is not improving - implement behaviour management strategy e.g. behaviour target chart, behaviour home/school communication book etc..., liaising with either Senior Leaders, Inclusion Manager, Class teacher and parents.
8. If a child physically harms another child they will be removed from the playground at the following break time and lunchtime; e.g. break time incident - removal at lunch time; lunchtime incident - removal the following day's playtime. The child will spend their time sitting in the Head Teacher's office or a member of the SMT's classroom.

### **Behaviour triggers for a child to be logged in 'Class Behaviour Log Book'**

- Not getting on with work
- Stopping other children from working
- Talking at the wrong time
- Being disrespectful to any member of staff
- Disobedience
- Running inside the school
- Disruptive classroom behaviour
- Being dishonest
- Notable unkindness to other children

If a child displays any of the following behaviour, the Head Teacher will be called to the classroom or playground:

- Swearing
- Spitting
- Deliberately causing damage to property
- Injuring others by thoughtless behaviour

- Persistent insolence or disobedience
- Using violence towards others
- Threatening or intimidating others
- Stealing
- Leaving school premises without permission
- Bringing anything dangerous into school

The Head Teacher will ask the child to complete 'Stop and Think sheet' (Appendix One). Year 2 to 6 children will complete this and children from EYFS to Year 1 will discuss the answers with the Head Teacher. The Head Teacher or member of staff will record the incident on a 'Behaviour Incident Record Sheet' (Appendix Two) after deciding on the appropriate sanction. Parents will be informed.

### **Movement around the School and Assembly Time**

Children are expected to walk quietly around the school, including coming in and out of assembly. Whilst waiting for assembly to start, pupils stand silently, sometimes listening to music. Praise and rewards are given to pupils who act as good role models. Children who persistently talk will be asked to move and will see the assembly leader after the assembly has finished.

### **Behaviour at Playtime/Lunchtime**

During morning and lunchtime playtimes the responsibility for the children's behaviour lies with the members of staff on duty.

During the lunchtime break the lunchtime supervisors are responsible for the children. We expect children to behave in a courteous manner towards each other and the lunchtime supervisors.

Several strategies have been put in place to ensure that the playground is a safe and happy place for the children to play. These include:

- Football rules devised with the children.
- Mrs Morgan's Envelopes for children to place any worries or report any incidents arising at playtime, which can then be dealt with by designated adult.
- Separate Key Stage 1 and Key Stage 2 playtimes.
- Separate playground areas at the lunchtime break for Key Stage 1 and Key Stage 2.
- Year 6 pupil's act as play leaders with the younger children to establish positive relationships and role models amongst all pupils.

Rewards for appropriate behaviour at lunchtime include:

- Verbal praise.
- Praise passed on to class teacher to be reinforced in class.

- Use of stickers and dojo points awarded.

If a child chooses not to follow rules at playtime in any way the hierarchy of sanctions is as follows.

1. Discussion with the child to consider the impact of their actions on others.
2. Warning.
3. Time out or time in (depending on the individual pupil's needs).
4. If any of the above actions have taken place - behaviour shared with the class teacher.
5. Serious behaviour incidents, as outlined above, should be referred to the Head Teacher.

## **Bullying**

### *Definition of Bullying*

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is a misuse of power and may reflect unhappiness and low self-esteem in all parties, both bullies and victims.

Bullying takes a range of forms including physical, verbal, emotional, technological (cyberbullying) and indirect abuse.

It can be targeted on different populations and communities' e.g. racial, religious, cultural, sexist, homophobic, people with mental health needs and people with physical and learning disabilities.

All staff involved in the education and/or supervision of children are made aware of the issue of bullying and the need to apply the school's policy of zero-tolerance consistently when episodes of bullying are witnessed or reported.

In addition, the issue of bullying will be raised with pupils at a number of levels including:

- An ethos of good behaviour where pupils are encouraged to treat one another and school staff with respect because they know that this is the right way to behave.
- Playground strategies outlined above to encourage positive play.
- In whole school assemblies e.g. Anti-bullying week.
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying.
- Online Safety frequently discussed and taught each term.
- Curriculum opportunities to raise pupil awareness e.g. through RE, cross curricular themes, drama, story writing and literature.
- In class - PSHE.

- At individual level – support and guidance offered to child experiencing bullying and to children who have bullied others.
- A whole school reward system.
- Good quality role models.
- Adult modelling of appropriate response to a wide range of scenarios.
- Children and parents have a good knowledge of the procedure/policy.
- Children have a clear understanding of their rights and responsibilities.
- Adults deal with situations, even if minor. Talking to the children may prevent the situation escalating.

### Procedures for dealing with bullying

If bullying is suspected we will:

- Talk to the suspected victim, and any witnesses individually, using restorative justice principles.
- Identify the bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated.
- If the bully owns up, then sanction procedures outlined above will be followed.
- Incidents of bullying are recorded in the Serious Incident Log and kept in the school office.
- Involve all parties together to discuss the issues, if agreed by all parties.
- Allow children time to sort things out. When necessary support children individually or together.
- Support and empower children to resolve the conflict and understand their role in the issues.
- Inform parents.
- Follow up with further discussions with individuals as and when appropriate.

The role of governors:

- The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of the school's anti-bullying policy.
- If parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure.

The role of the Head Teacher:

- It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Head Teacher ensures that all children know that bullying is unacceptable behaviour.
- The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.
- The Head Teacher will make a record of and inform parents where an incident of bullying takes place in school.

#### The role of all staff:

- All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- All adults deal with situations quickly and by using restorative justice methods to prevent situations escalating.
- All adults to follow up what they have said.
- All adults are responsible for recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the child's parents and the Head Teacher.
- When any bullying takes place between members of a class, the teacher will deal with the issue immediately, in accordance with the procedure, including counselling and support for both the victim and perpetrator of the bullying.

#### The role of parents:

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Always take an active role in their child's education.
- If they feel their child may be a victim of bullying behaviour, inform school immediately. Their complaint is taken seriously and appropriate action will follow.
- Not to approach children on the playground or their parents or involve an older child to deal with a bully, but to inform school immediately.
- Reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure.

#### The role of children:

When incidents occur, class teachers will discuss bullying and reinforce the following:

- Remember that silence is the bully's greatest weapon.
- Bullying is wrong.
- Discuss with the child any possible sanctions that need to be put in place and ensure the child fully understands them and recognises the need for them to be imposed.
- Be proud of who you are. It is good to be individual.
- Tell a teacher or member of staff if someone is being unkind.
- If getting emails, texts or messages that make them feel uncomfortable, save them and show them to a trusted adult. Do not respond to them.
- Fighting back may make things worse - don't do it.
- All adults will take you seriously and will deal with the bullies.
- Take action. Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If being bullied on the way to and from school - Stay with a group of friends/people. There is safety in numbers.

If an incident of bullying outside the school premises is reported to the school, it will be investigated fully and where appropriate action taken.

### **Serious Incidents**

The majority of incidents that occur in school are of a minor nature and are easily resolved, with differences being resolved in an amicable way. However, there will be times in school when an incident occurs that is considered to be of a serious nature. On such occasions the details will be recorded on a behaviour incident record sheet, kept in a file in the office. If an incident is recorded in this file then the parents of all children involved will automatically be invited into school to see the Head teacher and other staff as appropriate. At this meeting any action will be explained to the parents and further action will be agreed in the event of a recurrence of the behaviour.

Actions implemented as a result of a serious incident could include one of the following:

- Pupil placed on a target chart to monitor behaviour, in consultation with Inclusion Manager
- Removal from the premises at lunchtime
- Involvement of outside agencies as appropriate
- Fixed term or permanent exclusion following the procedures in Social Inclusion Document (circular 10/99)

The following types of incident may be considered 'serious':

- Child on Child Abuse (please see Safeguarding Policy for further details)

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage to school or personal property
- Theft
- Persistent disruptive behaviour

Every incident will be investigated thoroughly and each case will be considered individually.

### **Parental Involvement**

The school is firmly committed to working in partnership with parents. Parents are informed at an early stage if the school has any concerns about their child's behaviour. Parents are encouraged to contact the school if they have any concerns relating to their own child's behaviour or that of other children. Parents are advised to approach teaching staff or the Head Teacher and not to approach children regarding incidents under any circumstances. Support through a variety of behaviour management programs are offered to parents, e.g. 123 Magic, through external providers.

### **Conclusion**

All staff are expected to read and understand the schools behaviour and anti-bullying policy and are active in its implementation. The policy reflects the values and principles that we consider to be important for our school and procedures to implement to ensure good behaviour is maintained.

Appendix One: Stop and Think Sheet

Stop and Think Sheet

**Step 1 - How am I feeling? Can you explain why you feel this way?**

**Step 2 - Which school rule have I not followed? What has happened as a result of this?**

**Step 3 - How can I solve this problem? What actions do I need to take now?**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

