



St Mary's Catholic Primary School

Achieving Ambitions

ANTI-BULLYING AND BEHAVIOUR POLICY

We guide our pupils on to the path to achieving their ambitions.

On their journey, they **Love** one another, **Learn** to achieve excellence, **Laugh** through enriching experiences and
Live life to the full.

Drafted by	School Leadership Team
Approved by Governors	Not Required
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Next Reviewed	Summer 2026

Our behaviour policy includes sanctions, but is also based on the key Christian principle of forgiveness, the importance of apology and reparation, and the opportunity for a new start.

AIMS AND OBJECTIVES

Through this Behaviour Policy we aim to:

- create a welcoming, secure, stable and caring environment in which effective learning can take place
- show mutual respect for all members of our school community
- provide a framework within which children's moral, spiritual and social development may be enhanced by experience and example
- encourage independence and self –discipline so that each child learns to accept responsibility for their behaviour
- outline clearly and concisely standards of behaviour which all the school community, including the children, agree to be acceptable.
- ensure that a common approach to the maintenance of good discipline and behaviour is understood and practised by the whole school community. It's important that children's individual needs are considered.
- Empower children to understand their needs and how their behaviour can be 'Good for you, Good for me and Good for Everyone'.

These are the values we promote:

- Dignity – be respectful
- Common good – Be kind to others
- Subsidiarity – be empowering
- Be positive, caring attitudes and behaviour towards others
- Show helpfulness and co-operation
- Be respecting the rights and property of others
- Understand self-discipline
- Take and accept personal responsibility for one's actions
- Be truthful and honest
- Trust
- Be fairness
- Have high expectations for behaviour for learning

These are the things that we will not tolerate:

- bullying in any form (see Anti Bullying section)
- lack of respect towards others
- stealing/damaging property
- irresponsibility
- dishonesty
- offensive language and behaviour

2. CHILDREN'S INVOLVEMENT

We consider the involvement of children in the formulation of this policy essential for successful behaviour management. The children's involvement is secured through our School Council.

The School Council will:

- hold a Class Council prior to each School Council meeting, to discuss the forthcoming agenda.
- endeavour to listen to every child in their class(es), ensuring that they have the opportunity to express their opinions and feelings about any aspect of school life.
- always include the chance for pupils to raise any issues regarding behaviour management, rewards and sanctions, to be brought up at the following School Council meeting.
- do their best to try to resolve any issues, by opening it up to School Council debate, contacting relevant staff, as well as monitoring the issue to see if it has been fully resolved. Central to this policy is the welfare and education of our children.

Their role in the formulation of this policy is essential. The children have outlined reasons why we have our Behaviour Policy:

We have our Behaviour Policy...

- so we can be the best we can be and ensure we treat others as we would like to be treated.
- to be happy and safe
- to learn at school
- to be a good pupil
- so we don't feel lonely
- to prevent bullying
- so that no-one would want to leave the school
- to help us to be kind
- so more people would like to come to St. Mary's
- to stop violence and aggressiveness
- to stop arguments
- to help us make the right choices
- to stand up and do what is right
- to have manners
- to always be on our best behaviour
- to be a happy school
- to guide our relationships with others

Expectations for children attending PLAY and all other clubs are consistent with those for the school day and are communicated to the children at the start of each session. These rules are shared with all staff leading such clubs.

The children have also compiled a list of positive and unacceptable behaviours which is included in Appendix 1.

a. Off-site Behaviour The code of behaviour used in and around school should be evident at all times but especially when the children are acting as ambassadors for our school, enjoying after school clubs or the enhanced learning experiences that our school activities offer. School uniform is worn on most occasions.

b. Online safety At St. Mary's Catholic Primary School we believe that our Behaviour Policy should allow us to respond to the changing demands within society and our local community whilst ensuring that all staff are empowered to respond to the needs of all the children in our school. In our ever-changing society we continue to have a cyber-awareness at St. Mary's Catholic Primary School including dealing with any online safety issues that arise and cyber bullying. We do this as a community involving staff, governors, parents and the children. We encourage the children to make the right choices online and expect the whole school community to do the same.

3. EXPECTATIONS

Acceptable standards of behaviour, work and respect depend upon the example of us all. Everyone within the school community has positive contributions to make. Good behaviour has to be worked at. It does not simply happen. We will identify and assertively encourage good behaviour at all times – before school, during lessons, when children are moving around the school, in assemblies, at all breaktimes and after school – at clubs and when leaving the school buildings grounds.

All concerned must have high expectations, set good standards and apply rules firmly, fairly and consistently. To achieve good standards, staff should deal with disciplinary problems as and when they occur, if necessary involving other members of staff. Inappropriate behaviour must not be ignored. Good behaviour is essential to the smooth running of the school and to the development of good work habits. It helps to set high expectations and high standards of work.

- good behaviour can always be acknowledged by a smile or positive comment
- We should give attention for success not just misbehaviour
- We need to ensure that all children experience success
- Allow children, whenever possible to take responsibility for themselves in their behaviour by, for instance, providing choice whenever possible
- Give children strategies to resolve their own conflicts, see that children carry them out and reach a successful conclusion
- Encourage children to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse
- It should be clear from the member of staff's actions that it is the behaviour that is unacceptable and not the child **Appendix 1** for list of positive and unacceptable behaviours

4. STRUCTURE

Each member of our school's community can expect support from the structure that this behaviour policy will provide.

- We all acknowledge the distinct nature of this school as one, which positively values individuals. Each individual has the power to make choices and is expected to learn to take the responsibility and realise the consequences that go with that power.
- We actively build good relationships, which raise self-esteem. This contributes to the growth mind-set philosophy that underpins learning at our school and which motivates everyone to fulfil their potential.
- We are consistent in our rewards and sanctions so that everyone has the security of knowing the outcomes of their behaviour.

5. REWARDS AND CONSEQUENCES

We believe that the management of pupil behaviour is best achieved through praise and reward. We appreciate that children are still learning about acceptable behaviour and will need guidance and support as they evolve their own internal understanding. We also want children to appreciate the consequences of their actions and that this will involve the use of sanctions if appropriate. We acknowledge that learning about acceptable behaviour is not confined just to timetabled activities in the classroom but permeates the whole of the time which children spend on the premises engaged in school related activities. The importance of involving parents in this aspect of the school's life cannot be stressed enough.

It is of great importance that children understand that each child is unique and some children maybe responded to slightly differently than other children. It is important to teach our children that they are all treated fairly.

The school will promote equality in all its forms, and be committed to improving outcomes for all pupils. We are committed to eliminating all forms of discrimination, harassment and bullying, and to promoting

the welfare of pupils and good relations across the school community. Vulnerable pupils, including looked after children, children with SEN, physical or mental health needs, will receive behaviour support according to their need.

Mutual respect between children, staff and parents should be fostered within our caring community. In order to create a positive atmosphere we need to establish a healthy balance between rewards and sanctions. Staff must encourage children in good behaviour and deal calmly, but firmly and consistently with the appropriate or disruptive behaviour.

6. RIGHTS AND RESPONSABILITIES

As part of our behaviour policy we have developed the children's understanding about their rights. The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. At St Mary's we teach the children about their rights and also to appreciate that with every right they have a responsibility.

In terms of behaviour, our children have agreed to what they consider to be their most important rights at school;

- The right to **learn** in a calm, supportive and purposeful atmosphere.
- They have a right to feel **safe**
- The right to be **heard**
- The right to **grow** and be healthy
- The right to **play** and have fun

Children understand they have the responsibility to conduct themselves in a way that does not infringe upon the rights of others.

To support the UN Charter and the Rights of the Child, class charters, outlining children's rights and responsibilities have been developed by the children of St Mary's. (**Appendix 2**)

The Rights and responsibilities created by the children set the standard for expected behaviour. We expect all children to understand, respect and follow the charters and consistently demonstrate our school Values.

Teaching & Learning about Behaviour

At this school the "catch them being good" approach applies. We look for opportunities to reinforce good behaviour and say "well done!" We do not pre-judge issues and listen to both sides of a dispute.

We give children frequent opportunities to develop self-discipline and make good choices. We actively teach good behaviour through our RSHE and EPR schemes of work.

We ensure that we are consistent so that when children change classes they have this security.

We encourage children to take an active part in school life. The views of the School Council are acted upon and reported back to staff and governors.

The learning skills should also be used to promote key social and emotional aspects of learning.

The Empowerment Approach

When considering our Behaviour Policy we wanted an additional approach that helps children to understand the impact of their behaviour that links to their Rights and Responsibilities and prepares them for secondary school and beyond.

We have adopted The Empowerment Approach to behaviour, which has been developed by a team of educationalists, psychologists and coaches. It uniquely brings together a range of disciplines, including neuroscience, neurobiology, psychology, coaching and education, ensuring the strategies we use with children to support their behaviour are firmly evidence-based.

The Empowerment Approach is about giving children the tools to understand why they might be behaving in an unexpected way. It looks to help children to understand and take charge of their brains, putting them in a better position to plan and work on changes they want to make in their responses to people and events.

The Empowerment Approach is underpinned by strong relationships between adults and young people. Relationships characterised by positive communication; mutual respect and listening to understand the young person's experience. Being able to understand and control our behaviour is a lifelong skill and one that comes from understanding how and why we behave in a certain way as much as it is understanding the impact of this behaviour.

Key elements of the Empowerment Approach:

- Teaching children about their brains (Daily D.O.S.E)
- Agreeing high expectations (Class Charter Rights & Responsibilities)
- Supporting children to prepare and plan to be at their best for learning and play (5C Needs)
- Responding by connecting when things go wrong (Making connections/Positive relationships)
- Following up every incident and solving problems together (Executive Function Skills)
- Coaching young people to resolve unhelpful behaviour patterns (Time to Think/Intervention)

We will be embedding the strategies of The Empowerment Approach over the 2024-2025 academic year and through training delivered by Changing Chances (<https://www.changingchances.co.uk/>)

Just Right

At St Mary's we follow the 'Just Right' programme across the school. The 'Just Right' approach is created by SEN specialist teachers and health professionals in Brighton & Hove to help children with autism. It is proving a massive success across the city and is being used for a pupils who may or may not have autism or additional needs.

The programme is built round a scaling system, with four colour 'zones' to help children understand and communicate the emotions they are experiencing and how they can go about positively managing them. It helps them understand what makes them feel 'just right' and when they are feeling this - for example, when they are calm and alert and able to respond positively to whatever is happening in their environment.

The four colour zones are:

green is 'just right' - calm, alert and focused

orange is 'anxious' - bubbling, not calm, anxious, possibly hyper-alert

blue is 'floppy or fidgety' - under-stimulated, tired, bored, not alert, possibly feeling ill

red is 'crisis' - unable to cope, exhibiting challenging behaviour, wanting to run away, shutting down from the outside world.

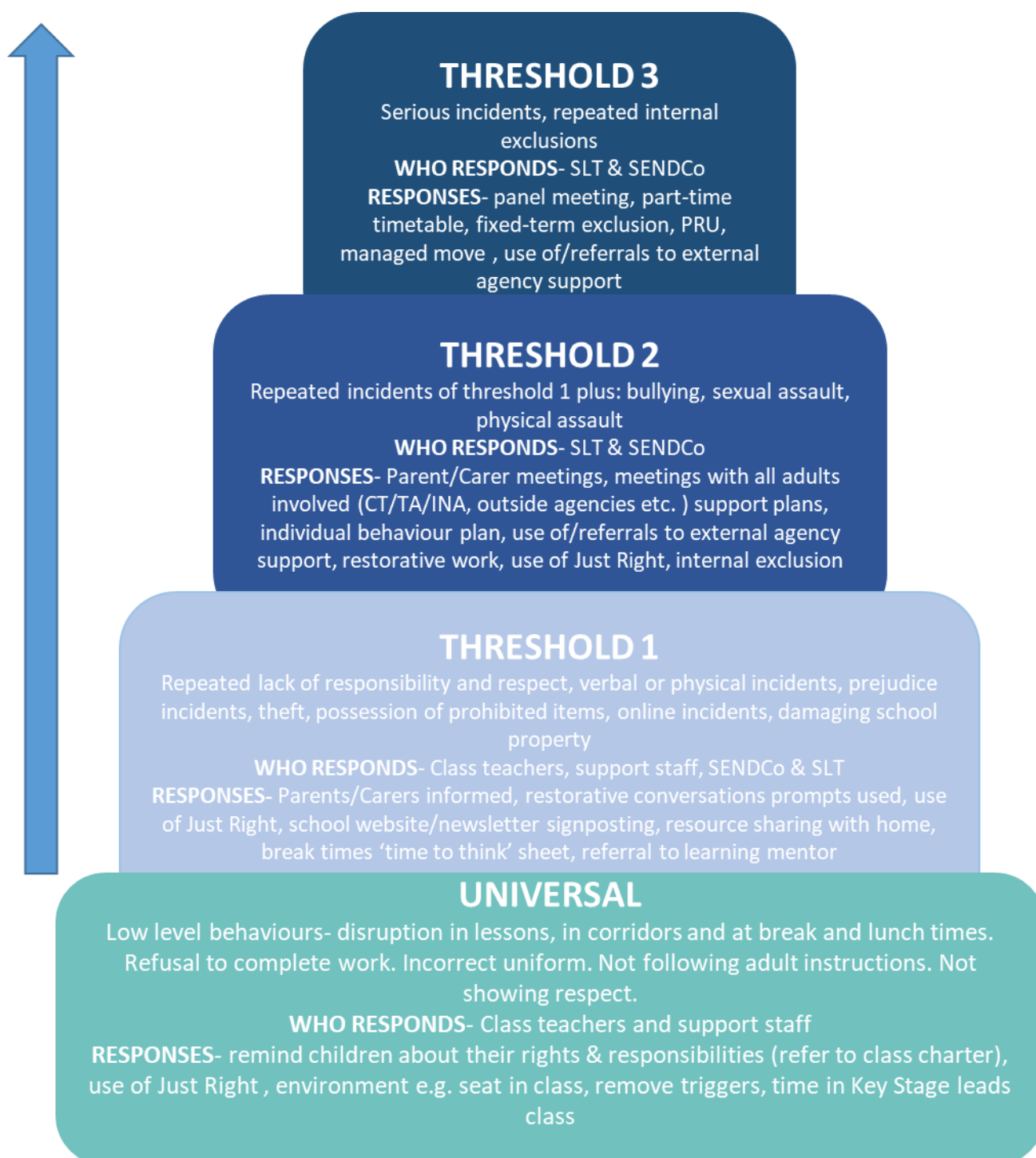
The colour coding replaces the need to use a lot of complex words to describe emotions - words which, to some children, can seem vague, confusing or even worrying. The aim for our school is for the children to use the associated colours and language to regulate their own emotions by understanding some of the strategies they can use to move out of the blue, orange or red and into the green 'Just Right' zone.

Equally, the strategies that we develop with the children through the programme can also support parents at home. If you would like to discuss this further then please speak to the SENDCo or the Learning Mentor.

Behaviour Chart/Class system

We aim for a consistent approach to behaviour management at St Mary's Catholic Primary School. Every classroom should display the school's visual behaviour system (**Appendix 3**) that promotes good behaviour and gives warnings if expectations are not met. Children who are working extremely hard, showing a positive attitude towards others, being extra kind or generally showing excellent behaviour and are following the Schools Golden Rule will be moved on to purple. If they are still on purple at the end of the school day they will receive 5 housepoints in KS2 and a 'purple face' sticker in Reception and KS1.

If children's behaviour is deemed as inappropriate by any member of staff, children will follow the behaviour threshold steps as detailed below. The School council created a child appropriate version which they can refer to in class and around the school. (**See Appendix 3 for pupil's version**)



Children who step onto **Threshold 1** will complete a 'Thinking Time' activity (**Appendix 4**) with a member of staff. We will discuss the children's behaviour with them using a restorative approach.

Restorative Approach

The staff employs a restorative approach to pupils founded on 4 Rs-

- RESPECT – listening to other opinions and learning to value them
- RESPONSIBILITY – taking responsibility for your own actions
- REPAIR – discussing how to repair harm
- RE-INTEGRATION – working through a process of reflection that solves the problem and reduces the rate of reoccurrence.

Taking responsibility, showing respect and telling the truth are all key in this approach. All parties share what their involvement was, how the incident of conflict has affected them and to agree what needs to be done for things to be repaired. The use of restorative practices helps to:

- Improve pupil dignity (CST)
- reduce violence and bullying
- improve behaviour
- strengthen civil society (subsidiarity CST)
- provide effective leadership
- restore relationships (common good CST)
- repair harm
- Pupil voice

'Making positive choices' is a strategy that we use throughout our school. Restorative practice uses

language that is familiar to children from Early Years to Year 6, to understand the antecedents, behaviour and consequences (ABC) of any behavioural action and address this. In this way pupils are supported to make positive choices and enable them to avoid repeating the same patterns of behaviour.

The staff team use this script for the restorative conversation which they may adapt, according to the situation.

1. Can you tell me what happened?
2. What were you thinking and feeling at the time?
3. Who do you think has been affected by your actions?
4. How were they affected?
5. What could you do to make things right (repair)?
6. How can we prevent this from happening again?

If a child's negative behaviour continues they will then move onto **Threshold 2** and they will be asked to move to the classroom of their Key Stage lead. If a child is becoming increasingly disruptive, they should not be asked to stand outside a classroom. They should be escorted by an adult-where possible to a

member of the senior leadership team (SLT). If an adult is not available, they should be sent with another child and a note explaining why they have been sent there.

If children are persistently displaying inappropriate or harmful behaviour, the child will move onto **Threshold 3** and sanctions will be taken as detailed above. A child can move up through the thresholds or be placed directly onto one of the three thresholds depending on the severity of the behaviour.

At all times the use and type of rewards and sanctions applied will depend on the individual needs of the pupils and their levels of understanding and development. In general, applying sanctions will form part of the overall management plan for an individual and may include a range of strategies. These will be detailed on children's Individual Behaviour plans and shared with parents/carers.

Rewards

Various reward systems are used to give children extra incentives to maintain their best behaviour at all times – including the weekly 'Star of the Week' certificates that are awarded in our whole school celebration assembly on a Friday. Teachers can use their own systems for rewards in class, as long as these are discussed with the Head of School.

Recording Incidents of Poor Behaviour

Staff record incidents of poor behaviour onto the behaviour log (**appendix 5**) These include incidents of:

- Bullying in any form
- Racially motivated name calling (Racist Log and Recorded on official Brighton and Hove form)
- Deliberately, physically hurting someone
- Stealing/ damaging property
- Deliberately being dishonest/ lying
- Swearing
- Repeated poor behaviour that has not rectified after the usual protocols have been followed

Staff should record: the name of the child/children, class, date and brief description of the behaviour and action/s taken.

Actions (playground)

All staff will endeavour to find out the reason behind any persistent behaviour. All staff will be proactive in supporting play and interaction between peers. Children who are vulnerable are highlighted in 'child watch' at weekly staff meetings and all staff have a responsibility to ensure that those children are adequately supported during less structured and transitional times of the day.

Whenever a child is spoken to regarding their behaviour, they should be questioned by any member of staff using the restorative approach: What happened? Who was affected? Which other choice did you have?

If a child's behaviour is deemed to have met Threshold 1 and above, they will complete the 'Thinking Time' activity – this can be either in the playground or inside the school.

Playground logs are given to teachers at the end of every break time and are filed under pupils' names. These sheets are reviewed every half term by SLT to look at patterns (**see Appendix 6**)

Informing parents

In serious incidents, even accidental ones (outlined under our unacceptable physical and psychological behaviour), where a child has been hurt by another, both sets of parents will be informed after discussion with the Assistant Headteacher and/or Head of School.

Support with challenging Children

This section deals with the exceptional cases when all of the strategies above have been tried and failed and the staff member reasonably believes that the behaviour of the child is extreme and seriously jeopardising the learning of others and/or the good discipline of the class is threatened and/or the safety of the children and/or your safety may be at risk/or damage to property).

In such circumstances the adult should radio **(See Appendix 7)** for a member of SLT for help immediately. No member of staff or child should be left alone with challenging children. Therefore, the child will be asked to leave the playground or classroom by two members of staff (or in extreme cases the class will be removed to another room). At the earliest opportunity and certainly the same day, the class teacher should record brief details of this incident (refer to the Behaviour Log) and discuss this with the Headteacher or Assistant Head. The child may only need to be withdrawn for this short time but the minimum should be half an hour in order for the child to calm down and be counselled. The school's agreed behaviour management programme should be followed. The child should not be spoken to until they are calm. This could be much later on in the school day if necessary. The member of staff that dealt with the child in crisis should, wherever possible, see the cycle through to the end and remain with the child until they have returned to calm and are ready to access learning again.

If a child persistently disrupts the learning of others or puts themselves or others at risk or threatens the good discipline of the school, then subsequent withdrawals from the class may be necessary.

In this case the Assistant Head or Head of School will inform the child's parents of this very serious situation and arrange a meeting. Outside agencies such as the Educational Psychology Service or Brighton and Hove Behaviour Support Services should be consulted.

A risk assessment will be drawn up by the Class Teacher, Teaching Assistants and Assistant Head or Head of School. The risk assessment should be followed and any incidents should continue to be recorded in the Behaviour Log. It may also be necessary to draw up a pastoral support plan.

Support with very challenging children- Exclusion

Exclusion procedures should only be considered when all other avenues have been explored and can only be initiated with the authority of the Head of School or the Executive Headteacher. In most cases exclusion will only be considered after a range of strategies have been tried to improve inappropriate behaviour.

If a child's behaviour is of constant concern, exclusion can be considered as a last resort

In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that a serious offence could by itself justify a pupil's exclusion e.g.

- Violence towards an adult or child

- Targeted aggressive behaviour towards and adult or child
- Racist abuse
- Sustained bullying
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance
- Damage to property

We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (April 2016) and the school will refer to this guidance in any decision to exclude a child from school.

There are three types of exclusion: 1) an internal inclusion; 2) a fixed term exclusion; 3) permanent exclusion.

It is extremely unlikely that a child would ever be excluded for a first-time offence unless this involved verbal or physical abuse directed towards an adult or extreme violence towards another child. Parents/carers of a child at risk of exclusion would usually have been contacted by the school, asking for a meeting, and some form of intervention work would have been planned by the school. We are committed to helping families avoid such extreme measures being taken.

Only the Head of School or the Executive Headteacher has the power to exclude a child from school. The Head of School or the Executive Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Head of School or the Executive Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School or the Executive Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head of School or the Executive Headteacher will make it clear to the parents in writing that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal. If the exclusion is for 5 days or less the Governing Board may hear your views but would not be able to overturn the decision of the Headteacher.

A child may be given an internal, then an external exclusion due to constant breaches of the behaviour policy. Children can only be excluded for a total of 45 days in any school year. Once they reach this limit, any further exclusions will mean the child will be permanently excluded.

The Head of School or the Executive Headteacher informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headmistress.

The Governing Board has a disciplinary committee which considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

1) Internal Exclusion means that a child is excluded from his or her class but stays at school. The child would spend the day with the Head of School, Assistant Head or the Learning Mentor and would be given curriculum work to complete as well as spending time thinking about how to build bridges and put right their particular situation. A member of staff would complete the Exclusion Log identifying the type and details of exclusion and upload onto CPOMS (**See appendix 8**)

2) A Fixed-Term Exclusion involves a child being excluded from school for a short period of time. During the exclusion, the child spends time reflecting on their actions, devising ways of improving behavior, alongside curriculum work. When a child returns from a fixed-term exclusion, we ask the parents/carers to accompany the child for a meeting with the Head of School or Assistant Head. In this meeting we will set targets for the child and decide ways we can help the child meet the targets. The targets will be monitored by a senior member of staff and a review meeting will be held. We will ask that parents/carers attend this review meeting.

3) Permanent Exclusion is an extremely rare measure for any primary school to take, however it needs to be explained within our policy. If, despite a considerable level of support, a child persistently disrupts the good order of the school or regularly puts him/herself, others or property in danger, or performs a uniquely dangerous act, the school can decide to permanently exclude a child. If parents/carers do not agree with the school's decision to exclude their child (fixed-term or permanently) then they have a right to appeal. The letter informing parents/carers of the exclusion informs them of how they can appeal against the decision.

In all instances the Chair of the Governing Body will be informed and all exclusions discussed.

Power to use Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others or from damaging valuable equipment. Key staff – particularly those working with children with particularly challenging behaviour – receive de-escalation techniques via the Positive Behaviour Training with Hill Park Special School Outreach Team. All teachers must pay attention to their own physical safety as well as that of the child or others around them.

Ideally restraints are performed by at least two members of staff and should always involve the minimum of force in order to keep children safe. The reasons for restraint should be explained to the child as much as possible. Parents/carers will be notified when any significant restraint has been used. Children who have a history of requiring restraint have a behaviour risk assessment which is updated regularly in relation to significant incidents. All significant instances of restraint are recorded.

Please refer to our 'Physical Restraint policy' which includes more details on this as well as the Governments 'Use of reasonable force' document. All members of staff are aware of the regulations regarding the 'Use of Reasonable Force' (published July 2013, reviewed July 2015). Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The DfE has published 'Screening, Searching and Confiscation' guidance (published 2014, reviewed July 2015) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods.

In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headmistress will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises.

All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion, as well as referral to the police.

6. RACIST INCIDENTS

Good race relations filter throughout all strands of teaching and learning and the contributions of all racial and cultural backgrounds are strongly welcomed and encouraged so that children learn from each other. Racial equality is taught through the Religious Education, RHSE and EPR in the Curriculum.

However, the school must monitor and challenge all Racist Incidents and we assume an incident to be racist, when the child him/herself perceives it to be so.

Any incidents of racial abuse should be reported immediately to the Head of School or Executive Headteacher and recorded in writing on a racist incident form (**See appendix 9**) and the Brighton and Hove Racial Incident Form and recorded on CPOMs

7. ANTI-BULLYING POLICY – A WHOLE SCHOOL APPROACH

Statement of principle

Bullying of any type will not be tolerated at St. Mary's Catholic Primary School. Whilst it is acknowledged that bullying exists within all schools, to some degree, it is none the less unacceptable behaviour and every attempt will be made to teach how to build positive relationships and eradicate bullying, as and when it occurs.

Aims

We acknowledge the responsibility of the whole school community to combat bullying. The aim of the school is to:

- eliminate bullying from the school
- raise awareness of the problem of bullying to both staff and parents
- increase the vigilance of the school community to be watchful for signs of bullying
- provide descriptions of a range of behaviours that may be classified as bullying
- specify the procedures to be followed should bullying occur
- provide the framework for dealing with the bully and helping the victim
- gain home support so as to work in partnership with both the bully and the victim
- promote a caring community where bullying has no place
- Ensure continuous CPD around bullying, the signs and effects of this

What is bullying?

Bullying can have an adverse effect on both the bully and the victim. With this policy, the School seeks to ensure that bullying does not prevail.

Bullying may be defined as the wilful, conscious desire to hurt, threaten or frighten someone. At St Mary's Catholic Primary School, we feel that most forms of bullying have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves.

Bullying generally falls into four distinct categories:

- physical – hitting, kicking, pushing, taking belongings
- verbal – name calling, insulting remarks (personal, racist etc)
- indirect – spreading nasty stories, excluding victims from social groups
- online – using information technology to upset and harass someone deliberately

A comprehensive list of unacceptable behaviours may be found in **Appendix 1**. When specifically used against other pupils such behaviour traits may be classed as bullying, and treated as such.

Children should show consideration for the safety and welfare of others at all times.

By this we mean:

- not calling anyone names
- not fighting
- not excluding anyone
- not making fun of others
- not frightening others

Children should be encouraged to inform:

- one of their 5 safe adults
- a teacher
- support staff
- any responsible adult
- their parent(s)/Guardian(s)

Staff should at all times:

- be alert and watchful for any signs of bullying
- be prepared to listen
- set a good example
- be ready to take action
- In the case of an allegation of bullying:
- discussion between child and class teacher
- if felt appropriate child and teacher completes Bullying Incident Reporting Form (**Appendix 6**)
- Incident is reported on Behaviour Log

In the case of persistent bullying, the Head of School or Executive Headteacher will arrange a meeting with parents.

We can strive to create a caring community wherein bullying is unacceptable by;

- collective worship
- topic based assemblies
- the class reward system
- Relationship, Sex and Health Education (RSHE) and Education in Personal Relationships (EPR)

Please refer to the Online-Safety Policy re Cyber Bullying and consequences.

Prevention (the creation of a Caring Culture)

Assemblies and collective worship provide ways of promoting a caring community. Themes such as Friendship, Conflict, Power and Trust can be used as the basis for assemblies. Pupils can be shown what they can do to reduce and prevent bullying. This can be reinforced by role-play and story telling. Class teachers have a role to play in regularly reminding pupils of the types of behaviour that are both acceptable and un-acceptable. The following systems are in place to promote acceptable behaviour.

- Golden Rules – these define relationships here at St Mary’s
- Playground Buddy System – helping hands. Any child feeling lonely or upset can sit on the bench and a person who is assigned as a “helping hand” will go and talk to them and seek adult support.
- Year 6 supporting younger children at lunchtimes
- School Council
- Sharing concerns with their safe adults

Parental Support

In order to help prevent bullying in our school, parents should:

- Contact the child’s class teacher via the school office if they are aware of or suspect that bullying is taking place.
- Encourage their children not to be aggressive towards others.
- Support the school if further action needs to be taken.
- Listen to children, thereby encouraging them to speak out over incidents of bullying.
- Urge children to support the action of the school.
- Nurture high levels of self-esteem and confidence in their children through frequent praise and support.
- Be pro-active and regularly ask their children if they are experiencing any difficulties at school rather than only reacting to problems after the event.
- Remind their children of the positive types of behaviour expected of them.

Increased Awareness

A copy of the Behaviour and Anti-Bullying Policy of the school must be given to all new members of the whole school staff. Class teachers should have a copy in their classroom. The Staff Handbook includes a summary of expectations for behaviour. New parents will sign the home school agreement.

Procedure to follow IN ALL CASES where bullying is reported or suspected, the teacher should use the “No Blame” Approach. A distinction must be made between the behaviour and the child. Consequences may need to be implemented alongside the following procedure depending on the nature of the behaviours involved (see below).

A record should be made of any bullying incidences that an adult deals with in the school. This should be recorded on the form of (**appendix 6**) and attached to CPOMs where necessary.

Step 1 INTERVIEW THE VICTIM

- Note the incident and talk to the victim about his/her feelings.
- Do not ask questions about the incident, but do ascertain who was involved, including nonparticipant spectators.
- Ask the victim to explain (possibly through creative means such as a story or poem or picture) about the effects of the bullying, how it makes him/her feel.

Step 2 CONVENE A MEETING WITH THE PEOPLE INVOLVED

- Arrange to meet with the group of pupils who have been involved (6 to 8 only).
- Include some bystanders or colluders who joined in but did not initiate any bullying.

Step 3 EXPLAIN THE PROBLEM

- Tell the children how the victim is feeling and use the poem, piece of writing or drawing to emphasize the victim's distress.
- DO NOT discuss the details of specific incidents.
- DO NOT allocate blame to an individual or the group.

Step 4 SHARE THE RESPONSIBILITY

- Do not attribute blame but say that you are aware that the group can do something about it.
- Ask for their help.

Step 5 ASK THE GROUP FOR THEIR IDEAS

- Ask each member of the group in turn to suggest a way in which the victim could be helped to feel happier.
- Give positive responses ("That's a very good idea." "That will help.").
- DO NOT extract a promise of improved behaviour.

Step 6 TALK TO THE PARENTS

- Inform all parents involved of the current situation and the process for monitoring.
- Arrange to meet the victim's parents again in a week to gauge the improvements and any impact of the behaviour.

Step 7 MEET WITH THEM AGAIN

- A week later, discuss with each child, including the victim, how things have been going.
- Continue to monitor the situation with weekly meetings and keep the children involved in the process.
- Allow longer intervals between the meetings when confident that the situation has improved and is not likely to deteriorate.
- Ensure the victim has a script to support them in addressing unacceptable behaviour or to direct concerns to a key adult.

Step 8 FOLLOW UP PROCEDURES

- If the situation does not improve, report the process to the Assistant Head Teacher or Head of School who will decide with the Executive Headteacher what further action should be taken.
- Meet with all parents involved.

Consequences

Consider the reasons behind the behaviour and what the child is trying to communicate. Ensure that sufficient support is put in place consistently to enable the child to feel that they can make better choices. It may be appropriate for the Class Teacher to lead whole class work around the issue.

- Remind the pupil about the standard of behaviour expected in the class and playground
- Check that the pupil does understand the difference between good and poor behaviour
- Check that the pupil understands the implications and consequences of their actions.

- Refer to risk assessment if appropriate
- Mild sanctions can often resolve one off incidents of bullying and prevent the problem escalating further.
- A simple reprimand may be sufficient to deter a pupil from name-calling or mild teasing.
- Counseling and problem solving techniques used by class teachers may be useful at this stage.
- Refer to the Learning Mentor
- A more severe reprimand may be sufficient to stop more persistent bullying.
- For bullying which results in injury to child or damage to property a serious reprimand by the class teacher or Headteacher should be considered.

If the behaviour is considered to be more serious the staff member should use his or her discretion and decide whether to:

1. deal with the problem on their own
2. advise the child's class teacher if the action was observed outside the class
3. send the child to a member of SLT or the Head Teacher
4. inform the child's parent(s)
5. Risk assessment reviewed

If a pupil is consistently disruptive, A member of SLT will follow the Threshold steps in dealing with the behaviour.

Bullying outside school

Whilst the school is not responsible for pupil behaviour outside of school hours, we do feel that any pupil behaviour reflects upon us and therefore will take seriously any incidents that occur in the community while the children are on their way to or from school. This also includes any online bullying incidents.

Safeguarding & Child on Child Abuse

All children have a right to attend school and learn in a safe environment. All members of staff at St Mary's recognise that children are capable of abusing other children. St Mary's believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed. Allegations of child on child abuse will be dealt with under our child protection and safeguarding policy and in line with the current KCSIE document, including seeking advice and support from other agencies; as appropriate. We are clear that child on child abuse is not acceptable, will not be tolerated, will never be passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up.

8. MONITORING AND EVALUATION

The monitoring and evaluation of the Behaviour Policy is the responsibility of the Governing Body, but is a particular responsibility of the Head of school. This is to be achieved in a variety of ways:

- regular observation of playground and classroom environments
- regular monitoring of recorded incidents
- reviewing to evaluate standards of behaviour and thus the quality of the learning environment throughout the school.
- have an open door policy at School Council meetings to discuss pupils' thoughts on behaviour management.

Discussion on behaviour and progress will be held as appropriate, and Governors will be informed by the Head of School's termly report.

This policy of St Mary's Catholic Primary School upholds the school's Ethos and Mission Statement. It must be read in conjunction with and implemented in accordance to the school's policies for Health & Safety Equal Opportunities, Inclusion and Safeguarding. Copies of these policies are available from the school website.

Appendix 1

POSITIVE AND UNACCEPTABLE BEHAVIOURS (compiled by adults)

a) Examples of good or positive behaviour are;

Walking around school quietly and sensibly.
Showing courtesy and respect for others at all times.
Wearing uniform properly, with pride.
Acting considerately and safely on school transport.
Taking a pride in keeping desk, classroom and school tidy.
Being caring and helpful to all.
Listening in class, without interrupting and remaining in ones seat
Inclusive play involving new pupils or extensions to friendship groups

b) Examples of unacceptable behaviour

It is essential that there is a whole school (teaching, non-teaching, clerical and lunch- time supervisors, plus all pupils) understanding of what types of behaviour are unacceptable within the school premises. The main types of behaviour that will not be tolerated within the school are mentioned below;

Unacceptable physical behaviour

punching, hitting
kicking or tripping up
fighting or forcing others to fight
spitting
biting
pushing and shoving
locking in classroom
taking or hiding belongings
damaging property
pulling hair
pushing through doorways
running along corridors
stealing possessions or money

Unacceptable psychological behaviour

mocking or making fun of (family, appearance, clothes, ability etc)
demanding possessions or money
threatening behaviour
verbal abuse
calling names/nicknames
racist remarks
rude signs
spreading rumours
ignoring or excluding someone
menacing looks or behaviour
whispering about others

teasing or intimidation
turning others against someone
provocative behaviour
failing to share
cyber bullying

Undisciplined behaviour

Interrupting and talking without permission
Getting out of seat and wandering around without permission
Knowingly distracting others
Swearing at peers or staff
Being disrespectful to members of staff, teaching or non-teaching

The list of behaviours are not definitive and no socially unacceptable, disruptive, violent or insidious, verbal or non-verbal, behaviours will be tolerated.

c) Medical Conditions

Certain medical conditions may affect behaviour and it is recognised that some undisciplined behaviour could be coping strategies. Below are some examples;

Attention deficiency/hyperactivity disorder (ADD/ADHD)
Conduct disorder
Anxiety or attachment difficulties
Autism
Obsessional pre-occupations
School phobia
Withdrawn behaviour
Depressed behaviour
Aspergers syndrome
PDA – Pathological Demand Avoidance

The list of medical conditions that may affect behaviour is not intended to be definitive. Should a child be identified as, or suspected of, suffering from a medical condition that may be affecting their behaviour, the matter must be discussed with the parent(s), and any appropriate outside agencies, and realistic expectations, and an action plan, agreed upon. The whole school staff (teaching, nonteaching, clerical and lunch-time supervisors) should be made aware of children with these, or similar conditions, and be given advice on catering for their special circumstances. It is recognised that at times where children are under acute stress, their ability to communicate and think logically can be dramatically reduced and this should be taken in to consideration by staff when dealing with behaviour problems.

As well as children with these conditions there are a small number of children who have a statement of Special Educational Need. The advice included in the statement should be followed with regards to their behaviour, for although the expectation for these children remains the same, they may need additional support to help them integrate socially.

In addition, there are known links between emotional and behavioural problems and the home/family environment. Such problems are likely to be exacerbated at times of family crisis. It is recognised that the effects of trauma are varied and in some cases can affect children at both the time of the trauma and at much later key stages in development. In this instance individual needs will be considered and appropriate support put in place.

Equalities Act 2010 9.1

St Mary's Catholic Primary School takes seriously the responsibility to promote, monitor and review all aspects of school life to ensure we are meeting our duties in respect of the Equalities Act 2010.

The school does not discriminate against pupils of 'protected characteristic' status which includes gender, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy. Therefore, we may make reasonable adjustments to ensure their learning and social experiences at St Mary's are as positive and inclusive as possible.

While we always strive to be fair and transparent, the school recognises that our response to inappropriate behaviour from some children, for example those with a Special Educational Need or a disability such as autism, may need to be differentiated.

Governors' Statement of Behaviour Principles Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance. The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy at St Mary's Catholic Primary School so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the support of the Governing Board when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Executive Headteacher/Head of School to draw up the Behaviour Policy at St Mary's Catholic Primary School, though she must take account of these principles when formulating this.

The Executive Headteacher/Head of School is also asked to take account of current DfE guidance. The Behaviour Policy will be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others. Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- St Mary's Catholic Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults – staff, volunteers and Governors – will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for his/her own actions.
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions.
- The school's Behaviour Policy will set out the appropriate disciplinary action that will be taken against pupils and parents who are found to have made malicious accusations or threatening behaviour against school staff.
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

Appendix 1

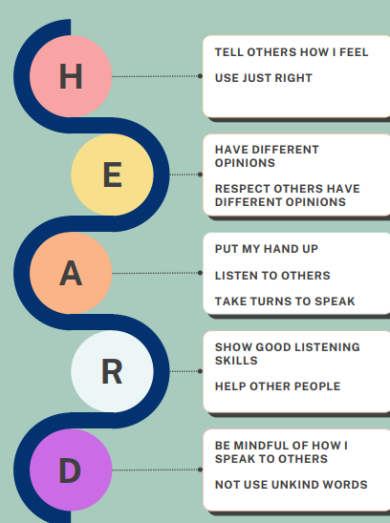
POSITIVE AND UNACCEPTABLE BEHAVIOURS (compiled by children)

Positive Behaviour	Unacceptable Behaviour
• Being kind • Listening to others • Sharing • Setting good example to others • Playing nicely with our friends • Helping others • Think about our learning skills • Following instructions • Respecting our friends • Respecting adults around the school • Looking after school property • Excepting others for what they are • Being positive • Doing your best • Taking turns • Follow golden rules • Playing nicely with our friends • Follow the same rules as above for PLAY and breakfast club • Being a good friend • Saying no to bullying • Opening the doors for each other • Having a positive attitude • Supporting and helping others with their work • Asking before you borrow that isn't yours • Being a good learning partner • Tidying up • Make sure you don't waste things • Cheering people up • Give anything dangerous to an adult • Put litter in the bins even if it isn't yours	• Screaming • Lying • Kicking • Swearing • Punching/hitting • Biting • Throwing stones • Throwing chairs or equipment • Stop means stop • No aggravating • No talking when an adult is talking • Don't touch displays • No feet on sofas • No stealing • No bullying • No saying unkind things • No running in corridor • Destroying school property • Spreading rumours • Verbal abuse • No rough play • Laughing at other people • Distracting others • Muttering under breath • Rolling of eyes • Distracting others when they are working • Not letting others joining in • Name calling • Not being fair • Not helping others • Ignoring or excluding someone • Writing something silly on a whiteboard • Not letting others join in • Rough games • Not following rules at PLAY or breakfast club • Not saying Sorry

THE RIGHT TO FEEL



THE RIGHT TO BE



THE RIGHT TO



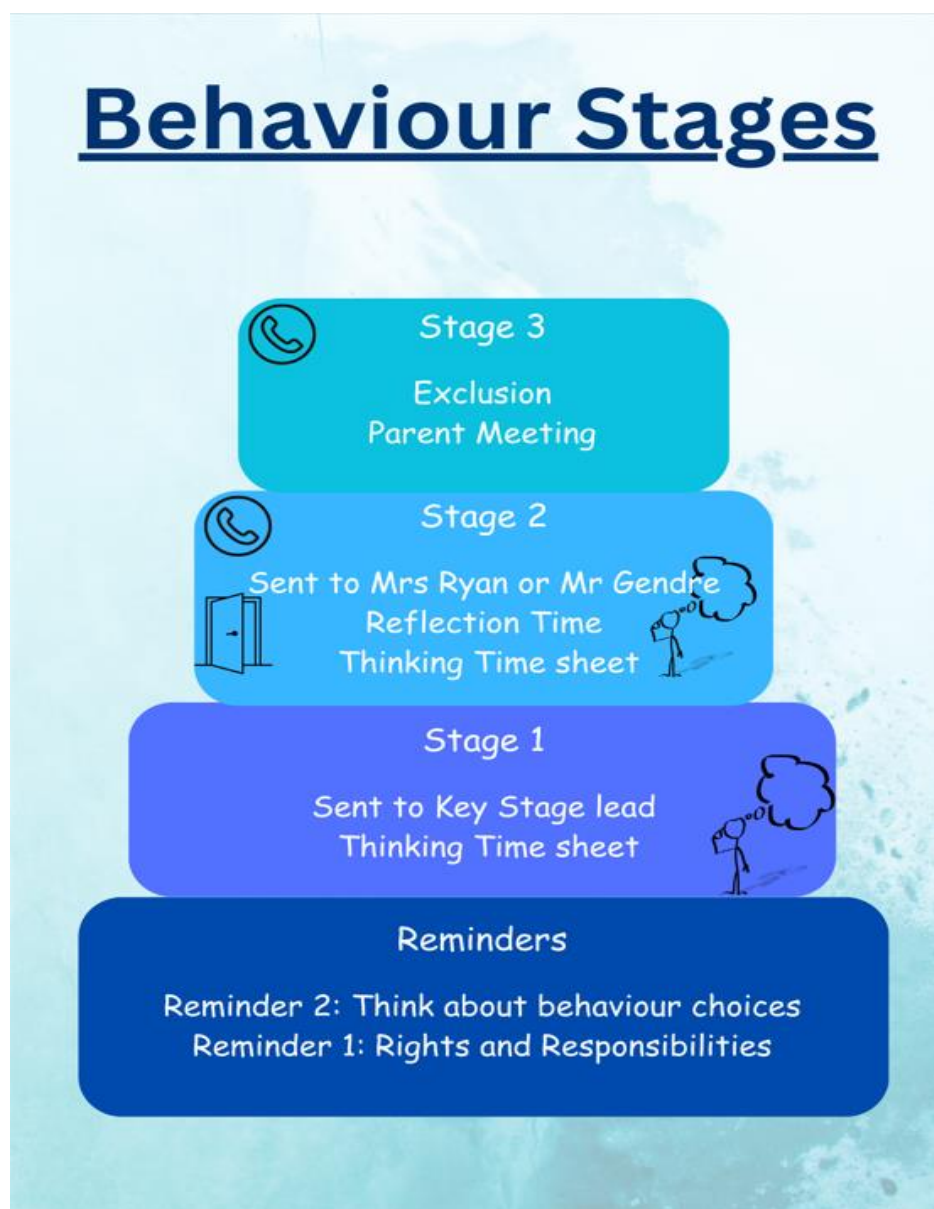
THE RIGHT TO



THE RIGHT TO



Appendix 3 - Pupils Stages Poster



Purple Face Explanation

Key Stage 1	Key Stage 2
Children's names are put on the purple face when they are: - Working extremely hard - Trying to overcome something that they usually find difficult - Showing a positive attitude towards others - Being extra kind/caring to a member of the class - Generally showing excellent behaviour and following all of the school's Golden Rule - Children on this face at the end of the day will receive a sticker to go home with. - If a child gets on the purple face they immediately receive 1 house point - If they are on the purple square at the end of the day they receive 5	Children's names are put on this square when they are: - Working extremely hard - Trying to overcome something that they usually find difficult - Showing a positive attitude towards others - Being extra kind/caring to a member of the class - Generally showing excellent behaviour and following all of the school's Golden Rule - If they are on the purple face 3 times in one week a text will go home to their parents informing them of how impressed we are with their attitude towards learning etc. - If a child gets on the purple face they immediately receive 1 house point - If they are on the purple face at the end of the day they receive 5 house points



Name _____

Date _____

What happened?

Who did this affect and how did it make them feel?

What will I do in the future?

What have I learnt from this?

Behaviour record booklet



Name:	
Year Group:	
Date:	

The adult working with you must initial each box to show that you have made good behaviour choices in each part of the school day to meet your target. Before play time and lunchtime and before the end of the afternoon you must take this book to Mrs Ryan or Mr Gendre who will see how well you have done.



Target 1:	
Target 2:	
Target 3:	

Week 1

	Lesson	Play	Lesson	Lunch	Lesson	Check/Signed
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Comments:

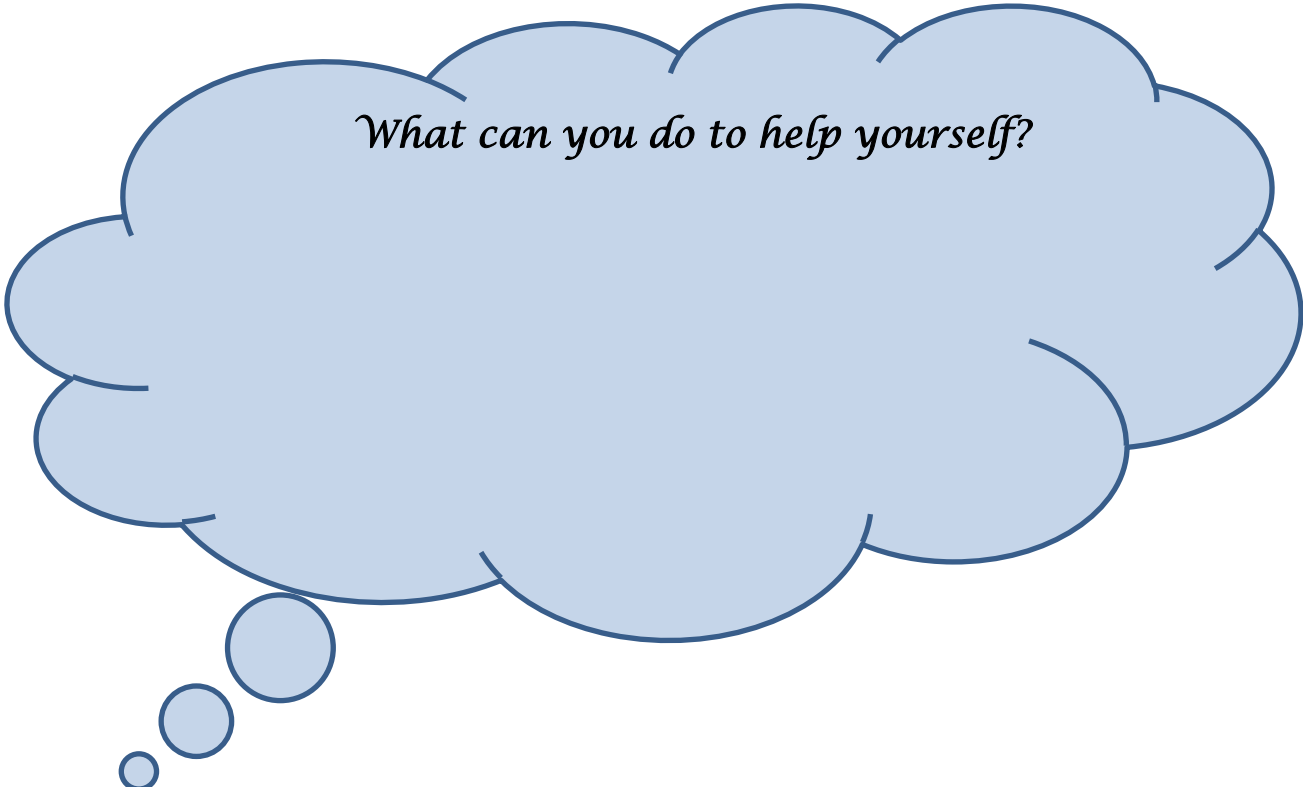


Target 1:	
Target 2:	
Target 3:	

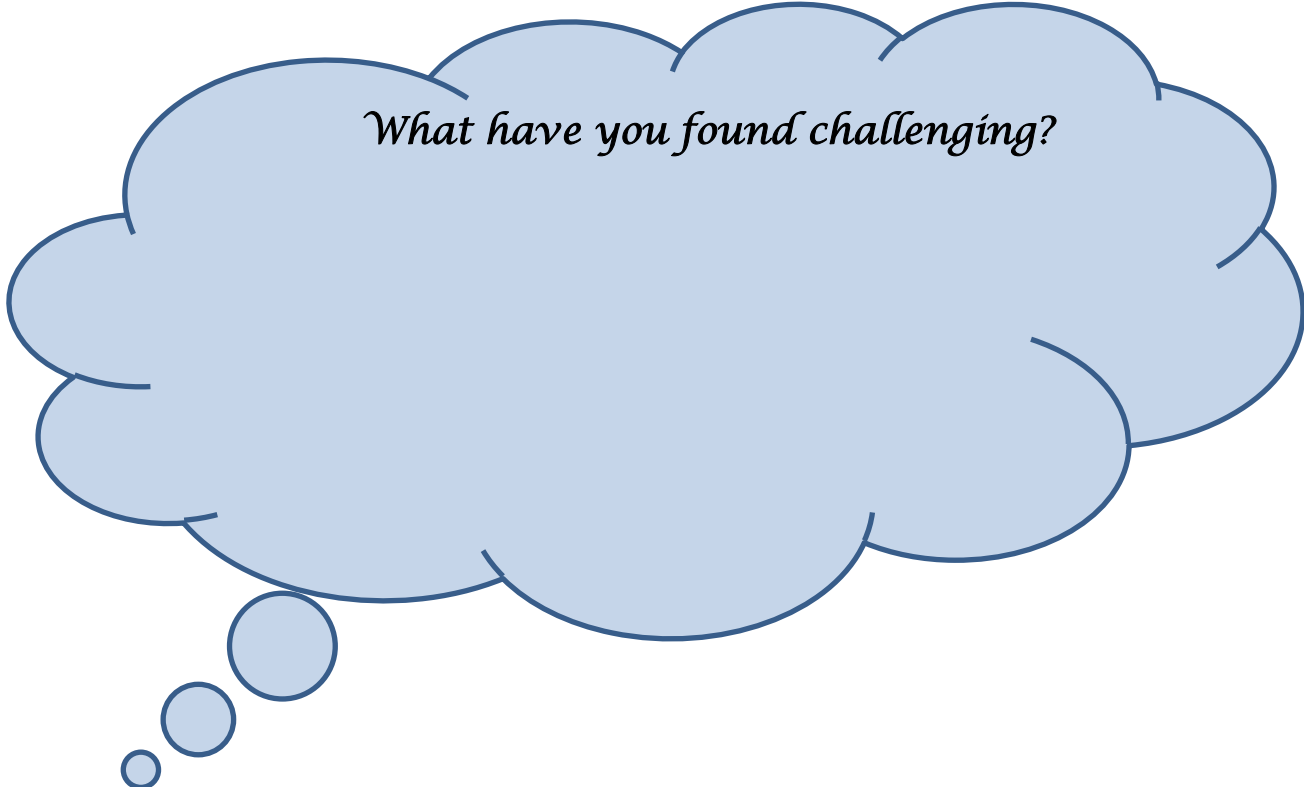
Week 2

	Lesson	Play	Lesson	Lunch	Lesson	Check/Signed
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Comments:



What can you do to help yourself?



What have you found challenging?

Appendix 6

Behaviour Log

Staff member reporting the incident:		Position:	
Signed:		Time:	
Date of incident:		Location of incident:	

Description of Incident:

Action:

Please use additional sheet if required

Action Taken:	Date/Initials:
Incident reported to the Headteacher	
Incident reported on CPOMs	
Sanction given	
Parents informed	
Support given	

St Mary's Catholic Primary School

Incident Sheet

Name:	Year:	Date:	Time:
Accident ☐	Behaviour ☐		

Incident:

Intervention				
TLC ☐	Ice Pack ☐	Plaster ☐	Sent to First Aid ☐	Time out ☐
Bump ☐	Bruise/Cut ☐	Upset ☐	OK ☐	Sent to SLT ☐

Recorded by:		
Follow Up		
Spoken to parent ☐	Called parent ☐	No action needed ☐
Any other comments		

Appendix 8

Walkie Talkie Codes



Please ensure that your classroom has a walkie talkie that is switched on.

They must be taken on to the playground during break time.

When needing assistance please do not use names of children or staff. Communication can be heard from each device and therefore heard by the children in the classes or when other staff are in meetings.

If you need assistance use the initial of the child followed by year group and location.

For example assistance is needed in the Year 2 classroom for child X.

X2 Classroom or X2 hall

Statements that could be used:

If we are short of staff on the playground:

Staff member needed on the playground/Support needed in the hall

If you need support in your classroom:

Support needed C2 (classroom 2)

If a member of staff that is on the gates is concerned or needs assistance then they will state:

Support needed Gate 1 (front entrance)

Gate2 (park entrance)

Appendix 9

Exclusion Log				
Type of exclusion:	Internal ☐ Fixed ☐ Permanent ☐			
Nature of the incident:				
Where did the incident occur?			Date:	
Were there any witnesses?	Yes	No	If yes, have they been spoken to	
Were there any injuries?	Yes	No	If yes, were they recorded?	
What were the details of the injuries?				
Notes from interview with child				
Action Taken				
Are there any considerations or changes that need to be made as a result of this incident?				
What work has been completed with the learning mentor as a result?				
How were parents and carers informed?	Phone	Verbal	Email	Letter
Staff member completed by:				

Appendix 10

Racist Incident Recording Form

Staff member reporting the incident:		Position:	
Signed:		Time:	
Date of incident:		Location:	

Details of Perpetrator(s):

Name	Year Group	Male/Female

Details of Victim(s):

Name	Year Group	Male/Female

Description of Incident:

Please use additional sheet if required

Action Taken:	Date/Initials:
Incident reported to the Headteacher	
Incident reported on CPOMs	
Apology given to the victim	
Sanction given to the perpetrator	
Parents informed	
Support given to victim	
Support given to perpetrator	

Homophobic Incident Recording Form

Staff member reporting the incident:		Position:	
Signed:		Time:	
Date of incident:		Location:	

Details of Perpetrator(s):

Name	Year Group	Male/Female

Details of Victim(s):

Name	Year Group	Male/Female

Description of Incident:

Please use additional sheet if required

Action Taken:	Date/Initials:
Incident reported to the Headteacher	
Incident reported on CPOMs	
Apology given to the victim	
Sanction given to the perpetrator	
Parents informed	
Support given to victim	
Support given to perpetrator	