

ST MONICA'S CATHOLIC PRIMARY SCHOOL

BEHAVIOUR and Anti-Bullying POLICY March 2015

'Strive to succeed in the presence of God'

Together as a Catholic community, **everyone** – children, parents, staff and parish, **achieves** in their own unique way and strives to be **more** like Jesus.

INTRODUCTION

“Good behaviour is a necessary condition for effective teaching to take place”
(Education Observed 5 – DES 1987 - and still relevant to this day)

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Children at St Monica's come from a variety of backgrounds, but all share the common culture of Christianity as characterised by the Catholic faith. The behaviour of all at St. Monica's School is based on the message from the Gospels,

“You must love the Lord your God with all your heart, with all your soul, with all your strength and with all your mind, and your neighbour as yourself”.

All staff, teaching and support staff, expect the children to be polite, well-behaved and respectful both of adults and other children. Children, equally, have a right to expect the same of the adults who work with them. The philosophy of mutual respect and understanding is the key principle of our behaviour policy.

All staff share a responsibility for promoting good behaviour among the children at all times and recognise that this responsibility extends outside the boundaries of classrooms e.g. the playground and on school trips; and at times extends to children from other classes.

School Rules are kept to a minimum (Appendix 1) and are phrased in a positive way. Children expect and know that if their behaviour moves beyond accepted limits they will be corrected or reprimanded and that there are high expectations placed upon them as members of the School Community to behave in an acceptable way both inside and outside the School. A consistent response by all staff is paramount in reinforcing these expectations.

AIMS. This policy has been developed with the following aims:

- To ensure that all activities undertaken by children at St Monica's are carried out in calm, controlled and safe environments, in which good behaviour is encouraged and reinforced.
- To ensure that children learn the importance of good behaviour and respect for others, develop their sense of self esteem and self discipline, and promote positive relationships.
- To ensure that, when behavioural problems do arise, all staff have the necessary knowledge and support to provide a consistent, systematic and purposeful approach that will lead to a satisfactory outcome.

This policy is underpinned by a range of statutory guidance from The Department for Education, which has a variety of guidance available to view on its website. This policy aims to reflect that guidance and the principles expected of all schools in successfully promoting good behaviour and dealing with occasions when standards of behaviour fall below what is expected.

PROCEDURES FOR POSITIVE BEHAVIOUR MANAGEMENT

Children are taught what is expected of them through the content of teaching programmes, through discussions in class time, through assemblies and through examples from adults.

In order to support our children in making correct choices in their behaviour, each class will create an agreed approach to behaviour in the classroom during the first week of the school year. Each class will review these rules as and when appropriate during the course of the school year.

Each class will use a system where good behaviour is recognised and rewarded. Teachers will devise a classroom system that is appropriate to the age or specific cohort needs. The children's good behaviour could be rewarded in a number of ways e.g. giving house points, stickers, certificates, Headteacher's

Award etc. There might be a system that awards groups or tables of children for their positive behaviour, where they have been an example for others to follow.

Each classroom behaviour system will be in line with the school's expectations, be realistic, consistently applied, and agreed with the children.

PROCEDURES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

Inappropriate behaviours have been separated into three categories (See Appendix 2):-

1. Minor inappropriate behaviour
2. Serious inappropriate behaviour
3. Very serious inappropriate behaviour.

The staff dealing with these behaviours will use a step by step approach (see Appendix 3). For minor inappropriate behaviour, a series of three warnings will be given before a sanction is applied eg loss of some playtime. We would endeavour to ensure that each lesson and each day is a new start. However, regular or continuous inappropriate behaviour is deemed to be more serious and will be dealt with in a more serious way.

The Class Teacher is the principal adult expected to deal with day to day behaviour of their class. Other adults within the classroom will support behaviour management. Issues that arise in the course of class activities should be dealt with immediately by the attending member of staff and most issues can be resolved at the time. It is good practice for the class teacher to inform parents of any minor inappropriate behaviour that may be in danger of becoming persistent.

As the class teacher has principal pastoral responsibility, it is important that all possibilities are explored before referring to other (senior) staff. A referral at too early a stage, or for relatively minor matters, will have the adverse effect of undermining the class teacher's own authority. Too frequent referrals may devalue the desired effect.

MORE SERIOUS ISSUES

When incidents of bad behaviour occur that are serious or very serious, different approaches will be required. (See Appendix 3 'Responses to Serious Inappropriate Behaviour'.)

Matters can be referred to the Phase Leaders, who may then refer the matter to the Head Teacher/Deputy Head Teacher, to decide on an appropriate response. It is important that the child receives a fair hearing, and for this reason the Phase Leaders or the Head Teacher/Deputy Head Teacher will normally refer back to the teacher for an account of the facts. Simply sending a child to someone else for punishment is inappropriate.

For more serious misbehaviour, or where incidents are occurring regularly for a child, the teacher dealing with the matter will make early contact with a parent. It is important to establish a positive, working relationship between staff and parents so that concerns can be addressed successfully.

Co-operation between home and School in these issues is invaluable and following involvement of parents, regular review is advisable to ensure that both sides continue to monitor the situation. If a parent wishes to discuss a behaviour issue, they must make an appointment to see the class teacher (in the first instance) via the school office. If the matter involves a member of the support staff, such as a teaching assistant, the class teacher must also be present at that meeting with the parent. Parents must follow the School's Complaint Procedures if they wish to make a complaint about how an incident(s) has been dealt with.

If parents refuse to accept that bad behaviour has occurred, or where co-operation is not forthcoming, the school will write to the parents to clarify their position on the matter. Pupils' behaviour in school will continue to be managed according to the school policy.

If a child's poor behaviour becomes persistent and the child has received a number of warnings and sanctions, further action will be required. The Head will record serious incidents in the incident book. Three entries into this book during the course of a term, results in a meeting with the child's parents and the Headteacher. The class teacher might refer the child to the SENCo who will carefully consider the best approach eg meeting with parents, or involving appropriate external agencies, such as the Behaviour Support Service or the Educational Psychologist. Appropriate strategies to support the child and to improve their behaviour will be discussed and, with the co-operation of the class teacher, implemented.

The severity of the punishment will reflect the transgression and the age of the pupil concerned, but teachers should take into account mitigating or aggravating factors. Factors such as a racial element, bullying or a wide age gap between children involved would make a matter more serious. The degree of understanding of right and wrong and the level of genuine remorse are also important.

Sanctions take a number of forms, starting with verbal warnings that a sanction will be used and followed by such things as having their name written on the board, the withdrawal of privileges, the imposition of extra work, loss of part/all of break time in the playground, use of a 'detention' in KS2 (during the lunchtime break, in school and staffed) or, ultimately, exclusion from school for part or all of the school day on a temporary or permanent basis. This latter sanction, which may only be exercised by the Head Teacher - or Deputy in their absence, is used in extreme cases or as a last resort and follows guidance from the DfE which can be found on the website <https://www.gov.uk/government/publications/school-exclusion> (website reference DfE-57501-2012).

Punishments must never involve physical force or be demeaning, and groups of children should not normally be punished collectively for the actions of the individual or minority.

We have a duty of care to ensure the safety and well-being of all children and staff in the school. If a child is putting themselves or others in danger, a member of staff may restrain them to prevent injury to themselves or others. Staff will be Approach trained where more regular supportive holding of a child is required.

As a Christian Community, it is important for us to present the children with the knowledge and understanding that transgressions should be punished but will also be forgiven if there is remorse and a willingness to put matters right. The notion of reconciliation is a key part of our philosophy and our aim should include an intention to ensure that children seek reconciliation and have an awareness of what they have done wrong and why it is considered wrong.

BREAK AND LUNCHTIME SUPERVISION

At break time and lunchtime, staff on duty assume responsibility for behavioural matters and will exercise professional discretion in their approach. Children are expected to behave in the same way towards all the adults they work with.

Behavioural issues arising at break time and lunchtime are dealt with according to Appendix 4. Urgent matters are dealt with by the duty senior staff on the premises at the time. If a serious incident has occurred at these times, the adult who has dealt with it should inform the child's class teacher at an appropriate time. Children who persist in serious or irresponsible behaviour at lunchtimes could be excluded from the premises for the duration of the lunch break, for a fixed period.

Children will be advised to report inappropriate behaviour on the playground to whoever is on duty in the playground at that time.

BULLYING

There needs to be a clear and common understanding of what is meant by the term bullying. **Bullying is the deliberate, persistent, intentional victimising of one person, or group of people, by another, in order to hurt, upset and/or control them, giving the bully a feeling of power. Bullies can torment and oppress physically, verbally and/or psychologically. With advances in technology bullies can be unknown and not even in close proximity through cyber-bullying.**

Bullying is in direct opposition to the teaching of Jesus Christ and to the ethos and mission statement of St. Monica's School. Our school takes the issue of bullying very seriously. All children should feel safe in our school environment. It is essential that the atmosphere of the school enables the victims of bullying to speak up. Ideally they should be willing to confide in a member of staff, but may prefer to tell a friend or family member. However the information is communicated, it is vital that the school is informed so that it can deal with the matter quickly and effectively.

Allegations or suspicions of bullying should never be dismissed without investigation. Everyone in the school needs to feel secure enough to report incidents of bullying and to know that they will be taken seriously. Bullying can take place both in and out of school and every effort must be made to protect victims of bullying. One reason for children failing to report bullying may be the fear of reprisal following the punishment of the bully. Education of the bully as well as protection of the victim should be aimed for. Many bullies will not be aware of the negative impact their behaviour is having towards the victim. Often by talking this through, bullies can see the error of their ways and seek reconciliation. However, this assumes that most children are biddable and that the bully is likely to listen to and be susceptible to reason and peer group pressure. If this is the case then the problem is solvable without the need for more

serious punishment. If this approach fails, the incident should be dealt with as 'very serious inappropriate behaviour'. It is essential that the victim knows that he/she will be listened to, that action will be taken and that, if necessary, he/she will be protected. It is equally essential that the bully knows that victims are encouraged to speak and that action will be taken.

The steps to be employed in dealing with most incidents are: interview the victim, interview the bully, listen to both sides of the story, convene a meeting with the people involved, explain the problem, explain the impact of the behaviour on the victim, ask for their ideas to improve the situation, leave to take effect & monitor and meet them again if necessary

Very serious incidents will not follow this procedure. In the event of a very serious incident the situation will be dealt with as 'very serious inappropriate behaviour'. In all cases, (whether "serious" or "very serious"), parents of both the victim and the offender, will always be kept informed. A record of incidents will be recorded in the behaviour book. All cases of bullying are reported to the Governing Body.

A great deal of work on preventing bullying will be done through our RE and PSHE Programmes and through assemblies. It should be made very clear to everyone in the school that bullying is not acceptable and that children ought to a) condemn it, b) never condone it and c) report it.

In dealing with issues of bullying, staff need to take account of the nature and level of the abuse, any degree of provocation, the ages of the children involved and the period of time over which the action has occurred.

Bullying should always be taken seriously but should not be confused with other unacceptable behaviour which is "one off", reactive and not planned or persistent.

This policy should be read alongside the advice from the Department for Education "Preventing and Tackling Bullying".

RACISM

See separate Single Equality Policy for more detail. The term Racism is taken to mean;

- 1. The belief that race accounts for differences in a person's character or ability and that a particular race is superior to others.**
- 2. Discrimination, prejudice, other unacceptable behaviour which is "one off" or bullying based on race.**

In dealing with issues of racism, staff need to take account of the nature and level of the abuse, any degree of provocation, the ages of the children involved and their understanding of what has been said or done. However, all incidents that involve aspects of racism are deemed to be very serious. As a rule, any child involved in a substantiated case of inappropriate behaviour, which includes any racial elements, will be referred to the Senior Management Team and all parents will be informed. All incidents will be thoroughly investigated and logged. All cases of racism are reported to the Governing Body, including any patterns which may have emerged.

RECORDING

Careful recording is vital as it may illustrate a particular pattern of behaviour which can support further action, eg the intervention by other agencies. If records are not correctly and regularly completed, those who have to deal with problems later in a child's school career may not have a full picture to allow for fair and suitable judgments.

CONCLUSION

The policy is intended to underpin what should be commonplace in any good school. If children know that good behaviour and good manners are universally expected of them, and that anything less will meet with disapproval, then the result will be promote widespread good behaviour and good manners. High expectations produce an improved response.

Appendix 1

Our School Rules

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, where possible, telling the children what to do rather than what not to do;
- have a clear rationale, based on our school ethos, made explicit to all;
- be clearly displayed in all classrooms, both halls and on parents' notice boards;
- be consistently applied and enforced; and
- promote the idea that every member of the school has responsibilities towards the whole.

We come to school to learn, therefore:

1. We are kind to everybody.
2. We listen well and do our best.
3. We tell the truth.
4. We look after everything in school.
5. We walk quietly in school.

We are good ambassadors for our school

In relation to the school rules;

1. Children are expected to be kind in the way that they speak and act towards adults and each other.
2. In class, disruptive behaviour is unacceptable. Children should not waste their own time or cause other children to waste theirs.
3. Children are expected to be honest and tell the truth, even when it means admitting they have done something wrong.
4. Children are expected to show respect for the fabric of the school building and to use its facilities in a responsible manner. Similarly, children must show respect for property belonging to other people.
5. Children are not allowed to run in corridors. They are expected to walk around the school in an orderly manner. They must not come into the school building before school or during playtimes unless they have permission. In the playground they must line up quietly and sensibly at the end of all breaks. Following break, they should come into school ready to recommence work.

House-keeping

School uniform should be worn at all times, unless otherwise specified by the school, or in special circumstances. Footwear must be black/brown shoes of a sensible design and without high heels; heavy boots and trainers are not permitted. Sensible sandals may also be worn.

Children are not allowed to wear make-up, body art or jewellery. Earrings should only be studs, but must be removed at home and before school on the days when the child is having PE. Hair beyond collar length must be tied back. Hair colouring, unusual styles and shaving of any part of the head are not permitted.

Children must not bring any expensive toy, game, watch or other valuable items to school.

Sweets are not allowed in school, except on special occasions, such as birthdays. Chewing gum is never allowed in school.

Appendix 2

Examples of Inappropriate Behaviour

It is impossible to identify all possible types of inappropriate behaviour. The list below is offered as an example of what may be determined minor, serious or very serious. The actions are not fixed into any one category and are offered as a guide. Depending of the circumstance any action may be deemed more serious or less serious.

Minor Inappropriate Behaviour	Serious Inappropriate Behaviour	Very Serious Inappropriate Behaviour
Persistent talking Deliberate calling out or interrupting Disruptive behaviour in and around classroom Disorderly manner in lines and around the building including the toilets Running in school/on stairs Inappropriate clothing One-off isolated incident of teasing or name calling (this does not include racism) Going into out of bound areas without permission Saying a swear word eg when they are playing football and get a penalty	Persistent Minor Inappropriate Behaviour (eg reaching final warning stage three or more times during the course of a week (see left))	
	Fighting, Kicking, Biting Inappropriate behaviour whilst on a school outing Deliberately spoiling the classroom environment Vandalism Misusing the toilets eg climbing over toilets, throwing toilet roll, causing damage Behaviour outside of school that leads to disruption in school or brings the school into disrepute Bullying	Persistent Serious Inappropriate Behaviour. Ie three incidents recorded in HT book during the course of a half term (see left)
		Ongoing bullying, Racism Offensive or abusive language used aggressively towards a pupil or member of staff Theft Intentional violent abuse of another person, child or adult. Serious disregard of health and safety and so putting themselves or others at risk. Any drug related issue. Bringing the school into disrepute eg stealing in a local shop

Appendix 3

Responses to Inappropriate Behaviour

It is expected that in most cases a step by step approach will be used when responding to inappropriate behaviour. The response to incidents depends on whether the behaviour is deemed to be minor inappropriate or more serious.

Responses to Minor Inappropriate Behaviour in the Classroom

Step	Action to be taken	Notes
1	Immediate checking of those involved, either verbal or non verbal. (1 st warning)	Teacher <i>may</i> wish to speak to parent/carer informally at the end of the day
2	Individual or public reprimand as appropriate (2 nd warning)	Teacher <i>may</i> wish to speak to parent/carer informally at the end of the day
3	Final warning Discuss the behaviour with the child (for a short period), possibly during lunch or play time.	Teacher <i>may</i> inform parent/carer informally at the end of the school day. Record in class "Behaviour Book"
4	Agreed sanction eg work in an isolated part of the classroom, withdrawal from 'fun' activities, (not curriculum) for example, part/all of play time, football, free play.	Record in class "Behaviour Book"
5	Minor inappropriate behaviour reaching the final warning stage occurring three or more times during the course of the week will be regarded as serious inappropriate behaviour, and the child will be sent to the HT/DH	This will be recorded in the Headteacher's Incident Book. Class teacher will inform parents (move to step 1 of "Serious Inappropriate Behaviour")

Responses to Serious Inappropriate Behaviour

Step	Action to be taken	Notes
1	The class teacher will request a meeting with the parents or will inform them informally; this will be reinforced with an appropriate sanction eg missing play, writing letter of apology. Class teacher to inform Phase Leader.	Record in class "Behaviour Book"
2	A meeting will be held with the parents, the class teacher and Phase Leader. Other sanctions appropriate to the child's needs will be considered. The HT will be informed of the events by the Phase Leader.	Possible liaison with SENCo, possibly set up a daily behaviour book for home-school liaison
3	Serious inappropriate behaviour occurring more regularly (3 recorded incidents in the Headteacher's Incident Book during a half term) will be regarded as very serious. The Headteacher will write to the parents to arrange a meeting and discuss a way forward. A Pastoral Support Programme may be put into place for the child, which may include the intervention of outside agencies.	HT will record meeting in the Headteacher's Incident Book. Possible involvement of outside agencies eg Behaviour Support Services. Complete "Serious Incident Report" (Appendix 5) where appropriate.

Responses to Very Serious Inappropriate Behaviour

Step	Action to be taken	Notes
1	A meeting will be held with the parents, the class teacher and a member of the Senior Management Team to discuss the seriousness of the offence. This will be reinforced with an appropriate form of punishment (including, if appropriate, fixed-term or permanent exclusion.) A Pastoral Support Programme may be put into place for the child, which may include other forms of punishment appropriate to the child's needs.	Parents informed. Offences will be investigated thoroughly by the teacher and/or members of the Senior Management Team and recorded. HT will be informed if not directly involved in the investigation. Appendix 5 completed when appropriate.
2	Fixed term exclusion, at the discretion of the Head Teacher. Parents must meet Head Teacher before the child returns to school. A Pastoral Support Programme may be put into place for the child, which may include other forms of punishment appropriate to the child's needs.	Parents informed. Offences will be investigated thoroughly by the teacher and/or members of the Senior Management Team and recorded. HT must carry out the exclusion or the DH in the absence of the HT.
3	Permanent exclusion, to be determined by the Head Teacher. The school follows the DfE document 'Exclusion from maintained schools, Academies and pupil referral units in England' This document can be found in full on the DfE https://www.gov.uk/government/publications/school-exclusion website reference DfE-57501-2012.	

Appendix 4

Examples of standard responses to inappropriate behaviour

Staff share a responsibility for promoting good behaviour among the children at all times and recognise that this responsibility extends outside the boundaries of classrooms e.g. the playground and on school trips; and at times extends to children from other classes.

The following is a list of responses to inappropriate behaviour, where a member of staff may have to deal with children from another class. Responses may vary in light of the situation and may not cover all possible situations. It is assumed that the behaviour displayed is a one off. Staff dealing with an incident may feel it is appropriate to inform the class teacher.

Inappropriate Behaviour	Response
Running in the corridor	Verbal response and child/ren asked to go back and walk out correctly
Inappropriate games in the playground ie. using wrong equipment, eg leather football on top playground.	Verbal response (KS1) and some 'time out' standing to one side (KS2)
Presence in the building during break/lunchtime	Verbal response and child/ren asked to go out
Noisy in the corridor	Verbal response and child/ren asked to quieten down
Bringing in an inappropriate object i.e. phone	Confiscation of object, secured in the school office
Incorrect uniform	Verbal response, use of spare uniform from Welfare
Anger/aggressive behaviour directed towards peers	Verbal response, time out to calm down

If there is persistent minor inappropriate behaviour (eg children found misbehaving three times during the course of a lunch-time), the children will be sent to the senior manager on duty. The steps for persistent minor inappropriate behaviour will then be followed in accordance with Appendix 3.

APPENDIX 5

ST MONICA'S CATHOLIC PRIMARY SCHOOL
Serious Incident Report

Name of Pupil:

Class:

Date: Time:

Duration:

Location(s) of incident:

No. of incidents this half term

The nature of the serious incident included: (please tick one or more relevant boxes and delete as appropriate)

Physically hurting / threatening to hurt peer adult Incident of bullying *Make corresponding record in racist monitoring file*Extreme verbal aggression / sexualised language directed at peer adult Damage to property / potential damage to property Racism *Make corresponding record in racist monitoring file*Theft Spitting Flagrant disregard for the health and safety of themselves or others Refusing to return to class or Unit premises **Details of the Incident:**

Identifiable Trigger?

Additional Information Attached **Action Taken:** (SLT Called / Separation / Outcome / Consequence)Injury to peer Injury to staff Damage to property Physical Intervention used Parents / carers contacted **If ticked then complete relevant report. If none ticked then sign below and pass to SLT:**

Signed: _____ Name: _____ Date: _____

SLT: _____ Name: _____ Date: _____

ST MONICA'S CATHOLIC PRIMARY SCHOOL

Serious Incident Report

Record of Communication with parents / carers

Communication Between:

Date:

Time:

Communication in brief:

(Ensure that parents are aware of any injuries to their child, to others, any physical intervention used, any damage to property)

Agreed Actions / Ways Forward:

Signed:

ST MONICA'S CATHOLIC PRIMARY SCHOOL
Serious Incident Report – Additional Report Information

Record of Physical Intervention: *Tick relevant box and complete any additional information*

Bar Over Hold (Standing)
(Sitting)

Bar Over Hold (Sitting)

Lean Forward hold

Wrap Over Hold (Sitting)
(Sitting)

Harness Hold (Sitting)

Pupil Hand to Knee

Other...*please specify details*

Staff Members Involved	Approach Trained (tick if yes)

Approximate duration of hold Observers

Pupil response (*include additional behaviours if appropriate*)

Any strategies used to give back control to the pupil / other strategies / by who (Describe)

Record of Injury: *Complete for staff and pupils*

WHO	DESCRIBE INJURY	WHERE RECORDED?

Record of Damage to Property:

DESCRIBE DAMAGE	CONTRIBUTION (y/n)	COST	LETTER SENT (y/n)

Signed _____ Name _____