St. Mary's Catholic Primary School

educate protect love serve

Behaviour Policy
(Including Anti-Bullying)

Date of Policy	October 2021
Policy Approved by	Governing Body
Review Date	October 2022

This policy should be read in conjunction with the Child Protection (Safeguarding) policy

Statement of Intent

The Church insists on the highest standards of academic achievement in its schools, so that our young people leave us as 'agents of change' – educated and caring people who have the qualifications, knowledge and skills they need to flourish as human beings and make the world a better place.

Inspired by our Teacher, Jesus Christ, and his good news to the poor, we have a commitment especially to those who are disadvantaged. We are determined that a child's start in life need not determine their future. We are committed to the well-being of the earth, our common home, inspired by the example of Pope Francis: to live wisely, think deeply and love generously.

In all our schools we will develop a culture of high expectation and aspiration, based on our fundamental belief in the dignity of all human beings. We want all our pupils to flourish in safe, happy and enriching environments, taught and supported by adults who are skilled, motivated and committed to our shared vision and values.

We will work together as one Trust, one family of schools, a community inspired by a vision for excellence. We commit ourselves to deepen our mission and raise standards in order to provide an excellent Catholic education for every child in our care. We are defined by our mission and our Gospel values. These stand at the heart of everything we do:

Humility – *seeing life as a gift*
Compassion – *empathy*
Kindness – *gentleness*
Justice – *working for a fairer world*
Forgiveness - *reconciliation*
Integrity – *do what you say*
Peace – *committed to peace-making, non-violence*
Courage – *standing up for truth*

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school's behaviour management (including anti bullying) policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, valued, safe and secure.

St Mary's School Values are integral to our vision alongside our Gospel Values

- **EDUCATE** – we aim to do the best, particularly in our work
- **PROTECT** – how we are kept safe, treat our school and everything in it
- **LOVE** – how we treat each other
- **SERVE** – we are a school with many differences but we are all equally as important as each other and we show this in the way we support one another

At St. Mary's we want all our children to be... free to learn, free to achieve, free to be whoever they want to be in life, free from the effects of bullying.

Implementation
We support and enable children to respond to these values by:

- Communicating our expectations clearly to children
- Ensuring that we strive not to shout at children except to gain attention;
- Treating all children fairly and applying the policy in a consistent way. Helping children to grow in a safe and secure environment to become positive, responsible and increasingly independent members of the school community;
- Enabling children to learn how to manage their emotions to promote positive behaviour and behaviour for learning;
- Promoting and rewarding good behaviour;
- Providing nurture spaces so children are able to take time out and reflect on the four values;
- Explicitly teaching children how to live the values through the GOLDEN RULES;
- Involving all pupils, parents/carers, staff and governors in exemplifying the values and expecting high standards of behaviour;
- Ensuring that it is the child's behaviour that is unacceptable, never the child for whom we have unconditional regard – staff make sure that children's behaviour is categorised by the GOLDEN RULES e.g. that wasn't very gentle or that was not showing respect for property;
- Ensuring that sanctions are consistent and appropriate and children are never humiliated;
- Ensuring that children know which GOLDEN RULE they need to work on to improve their behaviour and why;
- Believing that bullying of any kind is unacceptable and that if bullying does occur, pupils should know who to tell and be confident in the knowledge that incidents will be dealt with promptly and effectively**;**
- By providing programmes of support for children who find it difficult to control their behaviour.

Staff are supported in the implementation of these values and associated rewards and sanctions by the Deputy Headteacher who leads on behaviour in the school. She can provide support for classroom approaches and on approaches for individual pupils. Further support is available from the school's SENDCo and Pastoral Lead.

Definitions
This is our agreed definition of bullying:

- the use of aggression with the intention of hurting another person;
- repeated behaviour over a period of time;
- resulting in pain and distress to the victim.

We are aware that bullying can happen in any of the relationships in school: between pupils, between pupils and staff and between staff. In its extreme form it can constitute a criminal offence and is a denial of human rights and of equal opportunities.

(See appendix 1 – Further information about bullying and reporting procedure)

This is our suggested definition of racism that could incur the sanction of being reported to the local authority

- the deliberate use of language which is intended to convey hatred of a person's ethnicity or country of origin;
- a physical attack on an individual as a result of that person's ethnicity or country of origin which is intended to insult that ethnicity or country of origin.

Name calling or any form of Peer on Peer abuse is treated very seriously and sanctions are incurred in line with the remainder of this policy. All incidences will be reported to the Headteacher and will be dealt with as a matter of urgency.

Rewards

Our school is committed to positive management of behaviour where all staff foster encouragement focusing on how to behave well, rather than concentrating on what happens if behaviour is inappropriate. We believe consistency across the school helps children to understand clearly what is expected of them. Therefore, all staff adhere to the same rewards and sanctions processes. See appendix 2 for class version of behaviour system. Children can earn rewards individually, in groups or as a whole class. We need to 'catch the children being good'. We do this in a variety of ways:

GOLDEN CITIZEN Behaviour examples	**REWARDS**
● We are gentle ● We are kind and helpful ● We listen ● We are honest ● We work hard ● We look after property	● Staff praise children where it is deserved, whenever it is deserved; ● In order to support behaviour for learning we use praise phrases to identify and demonstrate what is expected, children can then be rewarded using individual classroom reward systems. Every day is a fresh start for all children on the classroom reward system; ● Staff nominate GOLDEN Citizens every week who exemplify the GOLDEN RULES, these children are awarded a certificate in Celebration Assembly held every Friday and celebrated on the school website; ● All children following GOLDEN rules receive 25 minutes GOLDEN TIME every week. ● Where a child has gone beyond what is expected of them a text message is sent to parents celebrating this: ● An award is also given for children demonstrating the Gospel Value of the week; ● Year 6 pupils have an opportunity to achieve their super 6 badge. They need to consistently demonstrate the gospel values throughout their time in year 6; ● All staff give children house points which contribute to one of the four school houses – the most successful house every week is celebrated in assembly and win five minutes extra play on a Friday;

Once a reward has been given it should not be taken away.

Where appropriate an individual behaviour plan (IBP) will be written by the SENDCo, classteacher, support staff involved and the child. It will have small steps to allow a child the chance to succeed. An IBP will be shared with all staff.

Sanctions

We recognise that punishing whole groups for the misbehaviour of one or a few is ineffective and is seen as unfair by pupils.

The school has a range of de-escalation techniques to provide opportunities for children to redeem their behaviour and ensure a safe and positive learning environment for everyone. All staff employ these consistently

to meet the needs of each child / situation. It is important that children know the consequences of unacceptable behaviour and are given opportunities to make choices to improve their behaviour.
Unacceptable behaviour at St. Mary's can be divided into three levels. The following chart shows the stepped approach to deal with unacceptable behaviour. All staff has responsibility for using and applying de-escalation techniques and following the sanctions as laid out below to ensure consistency throughout the school for all children – staff will seek advice/support from SLT when required.

STAGE	BEHAVIOUR EXAMPLES	DE-ESCALATION TECHNIQUES	POSITIVE REINFORCEMENT
<u>Level 1</u> **Low level behaviours**	• showing signs of anxiety • hands over ears • hiding face in hands or bent over/under table • pulling up collar or pulling down hat • rocking or tapping • withdrawing from group • refusing to speak or dismissive • refusing to co-operate • adopting defensive postures	To be managed in the classroom/playground by teachers and TAs collaboratively • read the body language • read the behaviour • intervene early • communicate – 'Talk and I'll listen' • use appropriate humour • display CALM body language • talk low and slow and quietly • offer reassurance • assess the situation • divert and distract by introducing another activity or topic	Suggested responses when child makes correct choice • thumbs up • discreet non-verbal praise phrase • smile • gentle pat on shoulder **SANCTIONS** Classroom/playground management strategies including: • a warning about behaviour choice • turn the green card around to red **When MTAs deal with Stage 1 behaviours, the class teacher is to be informed.**
<u>Level 2</u> **Medium level behaviours**	• individual begins to display higher tension • belligerent and abusive • making personal and offensive remarks • talking louder-higher-quicker • adopting aggressive postures • changes in eye contact • pacing around • breaking minor rules • low level disruption	• continue to use level 1 de-escalation responses + • state desired outcomes clearly • set clear enforceable limits • offer alternatives and options • offer clear choices • give a get out with dignity • assess the situation, consider making the environment safer and getting help • guide the elbows towards safety if reasonable,	**POSITIVE REINFORCEMENT** • verbally praise child for making right choice **SANCTIONS** • Second warning • Loss of 5 mins GOLDEN TIME • Turn the card to red

	● picking up objects which could be used as weapons ● challenges – 'I will not... you can't make me'	proportionate and absolutely necessary	● Class teacher to inform parent in person or by phone at the end of the day Persistently not following GOLDEN RULES child loses up to 25 mins Golden Time incrementally ● Child and teacher report to member of SLT ● breaktime detention with class teacher, add to CPOMS ● Class teacher to inform parent in person or by phone at the end of the day **When MTA takes GOLDEN TIME classteacher must be informed that day.**
<u>Level 3</u> **High level behaviours**	● shouting and screaming ● crying ● damaging property ● moving towards danger ● fiddling with electrics ● climbing onto furniture or near windows ● taping or threatening to break glass ● moving towards weapons ● picking up objects which can be used as weapons ● hurting self ● grabbing or threatening others ● hurting others (kicking – slapping – punching)	● continue to use the level 1 and 2 de-escalation responses ● make the environment safer ● moving furniture and removing weapon objects ● guide assertively ● ensure face, voice and posture are supportive not aggressive ● use Help protocol to save face by changing face	**SANCTIONS** Children causing significant concern are discussed with deputy head ● Any form of physical violence child loses their lunchbreak or are subject to internal exclusion ● CPOMS completed ● parents informed by member of SLT ● second incidence of physical violence Headteacher will exclude for up to 5 days and access to after school clubs

			will be removed for that half term. **MTA to report any Stage 3 behaviour to a member of SLT on same day.**

The safety of the children and adults is paramount in all situations. If a child's behaviour endangers the safety of others then the Headteacher reserves the right to bypass any step and consider an exclusion.

Restorative Justice

All teachers are trained in the process of Restorative Justice and this will be employed where deemed appropriate.

'<u>PUPILS BEYOND'</u> – including pupils on the autistic spectrum

The majority of pupils at St Mary's respond positively when staff work within these guidelines.
A small percentage of our pupils may need additional support to improve their behaviour. We do this by working in line with this Policy and putting in more scaffolding, tailored to the specific needs of each pupil. This might include:

- changing the class group/input from the TA/varying the classroom management
- making the routines more detailed
- drawing up an Individual Behaviour Plan, detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).

The Role of Staff

All members of staff implement this policy, live the values and ensure that the children follow the school expectations and adopt the values.
Staff provides good role models for children and have high expectations for behaviour.
Staff is responsible for the management of children's behaviour all the time that they are at school or taking part in school events.
Staff proactively prevents behaviour issues by being in class when children return from break and lunchtime and by ensuring that children walk through the school in an orderly fashion. It is particularly important that children arrive at the hall for collective worship quietly and ready for reflection.

The Role of the Headteacher/Deputy Headteacher

It is the responsibility of the Headteacher/Deputy Headteacher to implement this policy consistently and to report to governors on its effectiveness.
The Headteacher/Deputy Headteacher keeps records of all reported serious incidents of unacceptable behaviour and has the responsibility for fixed-term exclusions.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about behaviour. We explain the GOLDEN RULES, rewards and sanctions in the Home School Agreement and expect parents to support them.

Our Home-School Partnership is vital to support children's learning and behaviour. Parents are asked each year to make a commitment to the expectations of behaviour.

The Role of Governors

The Governing Body has the responsibility of monitoring standards of discipline and behaviour in the school.

The Headteacher has the authority to implement the behaviour policy, but governors may advise about particular disciplinary issues.

Monitoring and Evaluation

The Headteacher aided by the Deputy headteacher reports on behaviour to the governing body.

The Safeguarding lead (DSL) will ensure that all staff record of poor behaviours on CPOMS– this contributes to the School improvement plan.

Review - This policy will be reviewed annually.

Appendix 1 – Further Information about bullying

Bullying and Peer on Peer abuse can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physicalpushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on, the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email and internet chat room misuse
  mobile threats by text messaging and calls
  misuse of associated technology i.e. camera and video facilities.

Remember…it could happen here

Why is it Important to Respond to Bullying and Peer on Peer abuse?

Bullying and peer on peer abuse hurts. No one deserves to be a victim. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We are aware of the impact that peer on peer abuse can have upon children's lives and on those who care for them. Everyone at our school has a responsibility to respond promptly and effectively to issues of peer on peer abuse.

Signs and Symptoms

A child may indicate by signs or behaviour that he/she is being abused. Adults should be aware of these possible signs and they should investigate if a child:

- becomes unwilling to come to school
- begins to regularly feel unwell without any apparent symptoms
- becomes reluctant to take part in certain activities
- becomes withdrawn or anxious or lacking in confidence
- becomes disfluent e.g. starts stammering
- attempts to self-harm
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- has possessions which are damaged or " go missing"
- asks for money or starts taking money (to give to the bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

We will use a variety of methods, curriculum materials and resources to help children prevent bullying. These include:

- Use of anti-bullying materials and participation in November's Anti-Bullying Awareness Week (a nationwide effort to stop bullying and its harmful effects).
- Use of Class Liturgy which gives children opportunities to talk, share concerns and participate in decision-making. Class Liturgy creates a positive ethos by encouraging respect for all participants, provides a space for listening and being listened to in a secure and supportive atmosphere and encourages a feeling of community and responsibility.
- Friendship buddies at lunchtime.
- Provision Nurture Team (Deputy Head, Headteacher, Pastoral lead and all staff) to work with children individually or in groups and to support them in nurture sessions, breaktimes and lunchtimes.

If a Peer on Peer incident happens

- It should be reported via CPOMS to the Deputy Head who have responsibility for behaviour
- The most appropriate member of staff e.g. Headteacher, Deputy Head, Pastoral Lead, Class teacher, teaching assistant (depending on who it is judged to have the best relationship with pupils involved) work

with both the victim and the bully to emphasise appropriate behaviour and bring about restorative justice.

- If necessary the victim is recorded as a vulnerable pupil and supported under the safeguarding process/policy.
- The abuse will be subject to behaviour management sanctions.

Appendix 2

St. Mary's Catholic Primary School Behaviour System

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It is the responsibility of all adults in school to ensure a consistent behaviour management system is followed.

Rewards:

1. House points awarded for progress and effort.

2. Children enjoy Golden Time on Friday afternoon.

3. Additional awards can be awarded at any time in week for exceptional positive behaviour.

Sanctions:

- **Break any Golden Rule – *warning***

- **Break any Golden Rule second time – *photo card turned to red side.***
- *5 min Golden Time loss;*
- *fill out Golden Time loss slip*
- *child cannot be nominated for Golden Citizen award that week*

- **Break any Golden rule again – incremental loss up to 25 mins.**
- *parent informed by classteacher*
- Loss of 25 mins Golden Time – child and classteacher to report to a member of SLT and parents

Any form of physical violence children to lose whole breaktime with class teacher. MTAs to take children to class teacher or member of SLT.

Second incident of physical violence child will be excluded and lose access to after school clubs for that half term.

Appendix 3 – Serious Behaviour Incident Protocols and Procedures

A serious behaviour incident is defined as an occasion where a pupil has to be restrained for his/her own safety or the safety of others in the school.

The Headteacher and a selection of other staff have been trained in team teach techniques to enable both pupils and staff to be protected if such an incident occurs.

After such an incident the member of staff involved should do the following having informed the Head/Deputy Head or Pastoral Lead

- Ensure the child involved is safe
- Ensure that the parent of the child involved is informed about the incident
- Inform the deputy head if she is not already aware
- Debrief the incident with deputy head or other member of the senior leadership team

- Complete a report on CPOMS

The head teacher/deputy head teacher should:

- Ensure member of staff is safe and al;low the member of staff is given time to calm themselves, SLT to offer supervision
- Add an action on CPOMS
- Ensure that all serious incidents are reported to Governors

Governors should:

- Keep statistical records of all serious incidents through CPOMS reporting
- Review practice and procedures for serious incidents as part of the review of the behaviour policy