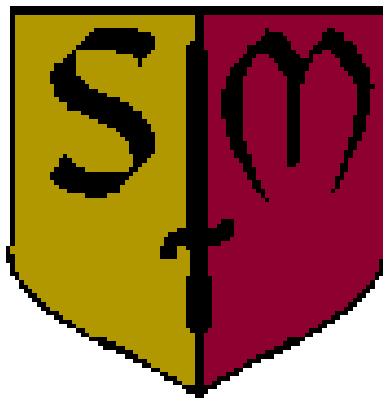


St Mary's Catholic Primary School



Good Behaviour Policy **including** **Anti-Bullying Policy**

Date of Review: Jan 2019

Date to be Reviewed: Jan 2019

Review Body: K. O'Toole & L. Davies

Signed by Chair of Governors :

**Learning and Loving
Caring and Sharing
through
The message of Christ**



**St Mary's Catholic Primary School is a happy
community where we are loved and valued as
individuals.**

**As Disciples of Jesus, we learn
together, pray together and
celebrate together as one in God's love.**

**Together with parents/carers, the parish and the
wider community, we prepare our children to live
and build God's kingdom on earth.**

St Mary's Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim of the policy.

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behaviour norms

- Promote self esteem and self discipline
- Teach appropriate behaviour through positive intervention

It is vitally important that our pupils experience a consistent approach to behaviour throughout the school by all staff and in all activities. Consistency lies in the behaviour of adults and not simply the application of procedures. We have developed a consistency that ripples through every interaction on behaviour. It is evident that where learners feel treated as valued individuals they respect adults and accept their authority.

Our School Rules

Our school rules are reflected in three simple words selected by staff and children together but embody the essence, the character and the hope for our school.

All Staff

1. Meet and greet at the door.
2. Refer to ready, respect and safe
3. Model positive behaviour and build relationships
4. Plan lessons that engage, challenge and meet the needs of the learners.
5. Use visible recognition mechanism throughout the lesson.
6. Be calm and give take up time when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Recognition and reward for effort.

We recognise and reward learners who go 'over or above' our standards. Although we have a tiered awards, our staff understand that

a quiet word of personal praise can be effective as a larger, more public rewards. The use of praise in developing a positive atmosphere in the classroom cannot and must not be underestimated. It is the key to developing positive relationships, including those learners who are the hardest to meet.

Reward System

- Word of praise
- KS2/Foundation Phase invite nominated pupils to a 'Hot Chocolate Party' with Senior Managers
- Two pupils per class/ per week to have a text or phone call to parents to recognise good behaviour or work
- Reward slips are given to be entered into the monthly draw.

| Stages | Actions |
|--------|---------|
|--------|---------|

Steps for Managing and Modifying poor behaviour

| | |
|----------------------|---|
| 1) Redirection | Gentle encouragement, 'a nudge' in the right direction, a glance or tap on the table or small act of kindness. |
| 2) Reminder | A reminder of the expectations of respect and safe rules delivered privately wherever possible. Remind the pupil of times when they have followed the rules and how productive that had been and how they felt to be rewarded. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. |
| 3) Caution | A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequence if they continue. |
| 4) Time out | Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer positive choices if they do so. |
| 5) Internal referral | At this point the learner will be referred internally to another room for the remainder of the lesson. All internal referrals must be recorded in the concern or behaviour book. |
| 6) Reparation | A restorative meeting should take place before the next lesson. If the learner reconciliation is unsuccessful the teacher should call on support from the line manager who will support the reparation process. |
| 7) Formal Meeting | A meeting with the teacher, learner and Senior Manager, recorded in the behaviour concern book with agreed targets that will be monitored over the course of two weeks. |

** All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low level disruption.

A Serious Breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include community service and payback.

Creating an Anti-Bullying Culture in our school

Our school's Behaviour and Rewards Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other.

We also draw on the school's Curriculum to promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our definition of bullying

Bullying involves dominance of one person by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones/social networking sites.

Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy

- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others

Circle Time, assemblies, role- plays and stories are used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.

Bullying will not be tolerated and we make this clear in the information we give to pupils and parents when they join our school.

We will publish our anti-bullying policy on the school web-site.

Posters around school will tell pupils what to do if they are bullied, or see others being bullied, and about Childline and other sources of confidential help.

Our School Council offers a forum in which concerns about bullying can be discussed on a regular basis. Buddies have been trained to look out for children who appear unhappy on the playground and there are two Buddy benches.

We will provide written guidance for parents in the school handbook what to do if they suspect their child is being bullied at school.

We will ask pupils whether they feel safe in school and we will supervise, and try to eliminate any unsafe areas which they report to us.

We will provide regular training/reminders for teachers and non-teaching staff on spotting the signs of bullying and how to respond to it.

Strategies for dealing with incidents of bullying.

In dealing with incidents of bullying we will use a range of strategies, selecting those appropriate to the circumstances from the following list:

- Cooperative group work throughout the school ~ To encourage children to work together, be tolerant of others' ideas, trust others and be more willing to listen.
- Circle time ~ To set time aside for pupils to take part in enjoyable games, activities and discussion in a safe environment where all opinions are valued.

- Circle of friends ~ To build relationships around a vulnerable pupil with the pupil's and parent's agreement to offer support and friendship.
- Befriending ~ To appoint a specific pupil(s) as a support / friend [appointed by a member of staff]
- Support group ~ To involve the bullied pupil, those involved in the bullying and bystanders to form a group to support the bullied pupil. Responsibility for change lies with those involved in the bullying.
- Mediation by adults ~ To establish ground rules that will enable the bully and the person being bullied to co-exist in school.

Responding to incidents if they occur.

Pupils who have been bullied should report this to:

- Any member of staff (Teachers, Teaching Assistants or Midday Supervisors)
- Their pupil buddy
- Their class member of the school council
- Their parents
- A school friend

Pupils who see others being bullied should report this to:

- Any of the above

Members of staff who receive reports that a pupil has been bullied should report this to

- A member of the senior management team (Head, Senior Manager)

Reports of bullying will be logged by:

- The class teacher or member of SMT

Where bullying is of a racist nature, we will report this to the Local Education Authority using the Racial Incident Report Form.

All reports will be taken seriously and will be followed up by the class teacher or member of the SMT

Work with children who have been bullied could involve some or all of the following:

We will provide support to pupils who are bullied:

- They will be reassured that they do not deserve to be bullied and this is not their fault.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does.
- We will involve their friends / older pupils in peer support / the buddy system/ mediation

We may then adopt strategies from the following list as appropriate:

- We will interview the pupil (or pupils) involved in bullying separately.
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.
- We will adopt a joint problem solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- We will consider sanctions under our school's Behaviour & Rewards Policy.
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done so.
- When bullying occurs, we will contact the parents of the pupils involved at an early stage.

- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to check that the bullying has not started again.
- We will also work with pupils who have been involved in bullying others to ascertain the sort of support that they themselves need.

There is a tendency, often quite a natural one, to want to investigate an incident and “get to the bottom of it.” Sometimes this will be entirely appropriate. There will be other occasions where an extended investigation is actually unhelpful and where a problem solving approach will be the most effective response.

Our policy will be to use our discretion to respond flexibly and in an appropriate way to each incident