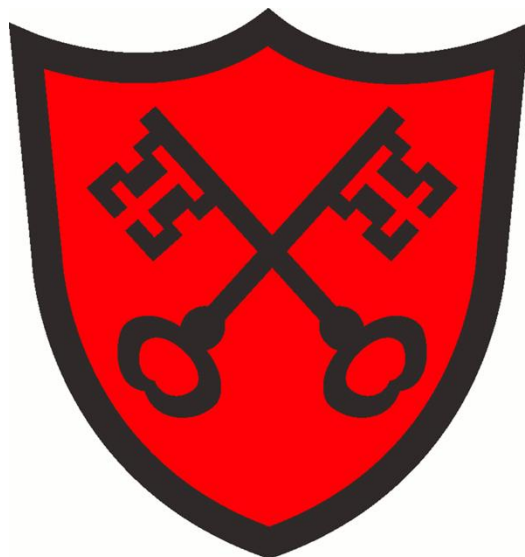


ST ALBAN'S CATHOLIC PRIMARY SCHOOL





Christ Be Our Light
"Believe, Achieve and Succeed"

BEHAVIOUR AND ANTI-BULLYING POLICY

Autumn 2023



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| <i>Lia Campos, Chair of Governors</i> | <i>Joseph McCrossan, Headteacher</i> |
| 04/10 2023 | 04/10 2023 |
| Reviewing date: Autumn 2024 | |

This policy was presented to the governors by two Year 6 pupils on behalf of the children at St Alban's Catholic Primary

BEHAVIOUR AND ANTI-BULLYING POLICY

A. School Mission Statement

St Alban's school exists to ensure our children Achieve, Believe and Succeed

B. Introduction

Our school values and positively promotes good behaviour. We aim to work in partnership with our parents in encouraging the development of the whole child and believe good behaviour is essential for a productive learning climate where all are respected, valued and can achieve their full potential. Children are expected and encouraged to have a caring attitude to all those they meet in school.

C. Aims of Our Behaviour Policy

- To promote the self-esteem of pupils.
- To create and sustain a fair and secure environment.
- To accept the child, but not their inappropriate behaviour.
- To develop in everybody an understanding of the needs of others.
- To improve the quality of relationships within the school.
- To positively promote the children's sense of belonging to the school community.
- To encourage children to take pride in being a member of this school.

D. Strategies

The strategies for delivering our policy are guided by the following principles:

- Success, achievement and good behaviour are rewarded (Appendix 1).
- School, classroom and playground rules are agreed at the start of the academic year.
- School, classroom and playground behaviours and values are understood by all (Appendix 2).
- Responses to inappropriate behaviour are according to the school procedure (Appendix 3).
- The way we treat each other and how we show respect and value each other has a strong influence on interpersonal relationships and personal development.
- Attitudes to learning are enhanced by good habits of conduct.
- Children are taught what is meant by bullying and how to deal with it during P.S.H.E. time.

Our possible sanctions are:

During Lessons:

- Analysis of own behaviour – discussion with staff member. Parents informed as appropriate.
- Missing part/all of playtime to complete work (supervised by teacher).
- An apology letter written.
- Fixed-Term exclusion.

Play/Lunchtimes:

- Withdrawal from specific play activities.
- Withdrawal from playground area. Parents informed as appropriate.
- Withdrawal from future playtimes
- Lunchtime Fixed-Term exclusion.

E. Aims of Our Anti-Bullying Policy

In order to prevent bullying, we promote an ethos where our aims are:

- To uphold caring values, we all aim to treat each other well.
- To make children aware of the behaviour which is expected of them.
- To include discussion/work on bullying in class discussion, RE and assemblies.
- To foster polite and kind behaviour and positive reinforcement through example.
- To encourage good manners and the reasons for this.
- To encourage children to take responsibility for themselves and for others.
- To value individuality and nurture the emotional life of our children.

F. What is Bullying?

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

It can be:

- Short term or continue for years.
- Physical.
- Verbal – name calling, malicious gossip.
- Just a look.
- Overt.
- Subtle intimidation – coercing the victim into acts which they do not wish to do.

Four main types:

- Physical – hitting, kicking, taking belongings.
- Verbal – name calling, insulting, racist remarks.
- Indirect – spreading nasty stories about someone, excluding someone from social groups.
- Cyber bullying- inappropriate use of the internet. The school addresses Cyber bullying in three main documents; Acceptable Use and Internet policy, E-safety policy and the IT Code of Conduct.-all of these documents are shared/discussed with the children annually.

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. It can be said to be taking place when any child is subjected to repeated aggressive acts which make that child miserable over time. Play is a natural part of childhood and can be boisterous. It becomes bullying when it persistently or seriously spoils other children's activities or when there is rough, intimidating behaviour.

G. The Staff Role

Individual staff members take seriously the need to be watchful both in and out of the classroom. They note any indicators, such as

- isolation
- withdrawn behaviour
- declining academic performance.

They make it clear to pupils how and who to tell and how the problem will be dealt with. Encourage children to actively talk about bullying in order to underline a key message:

- All should be encouraged to tell.

Agreed procedures on how staff respond when bullying is suspected or has occurred:

1. Take the incident seriously.
2. Take action as quickly as possible.
3. Head to be informed immediately and an incident report completed.
4. Other colleagues to be informed as it is a situation where others need to be vigilant.
5. Inform parents on the seriousness of the situation and/or the frequency of occurrence.
6. Records of incidents of bullying to be kept by the Head.

Strategies for dealing with bullying:

- Everyone to use our Behaviour policy and keep it under review.
- Allocation of:
 - Staff Mentor to be agreed with Headteacher, Parent and Child
 - Staff Mentor to meet briefly (at least once each week) with the child who is subject to alleged bullying)
 - Staff mentor to discuss Questionnaire with the child reviewing the past week. Headteacher to contact parent on a regular basis to review concerns/progress.
- Develop classroom strategies and activities that will help to combat bullying.
- Use classroom activities in RE/PSHE, eg
- Discuss bullying in Circle Times and Assemblies
- Through drama, role play, games
- Explicitly reminding children during such activities that the school does not tolerate bullying.
- Playground behaviour can provide opportunities to extend organised games.
- The development of activities for the playground, e.g.
 - Quiet areas
 - Playtime equipment boxes
 - Fixed play equipment.

H. Review of Our Behaviour / Anti-Bullying Policy

This policy will be reviewed by:

- School staff
- School's Council
- Performance and Standards Committee
- Governing Body (House Captains will inform the FGB of any recommendations to the policy following the start of the year class/school rules assembly)

It will then be shared parents and carers via the school newsletter and website

APPENDIX 1

Rewards for Good Behaviour

Individual Class Reward: rewards for good behaviour, good work and anything noteworthy are decided in the class by Class Teacher and children. These include:

- Praise.
- Stickers.
- Merits or certificates.

- Class Dojo points
- House Points.
- Golden time.
- Group/class rewards.
- Celebration of individual work

- Reception: kindness jar for following golden rules, smiley faces, positive reinforcement.

- Year1: stickers, marble jar and House points

- Year 2: Stars in a jar House points.

- Year 3: Pom poms in the jar and House points

- Year 4: House points

- Year 5: Smiley faces target to get a whole class end of term reward, stickers

- Year 6: Merits (sweets) and house points, Smiley faces target to get a whole class end of term reward

Whole School Reward System, presented in whole school assembly include:

- Headteacher Award Certificate/Stickers.
- Other awards and achievements publicly presented.

Golden time

At the beginning of the week the children will have a maximum of 30 minutes of Golden Time which is free time on a Friday. This will be depicted in Year 1-6 by 5 cardboard balloons each representing 5 minute intervals from 30 mins to 5 mins. If a child has been warned three times they will lose 5 minutes. If they still have to be spoken to they will be removed from the class. The next day the system starts again. On a Friday the children in KS2 who have lost Golden Time will be sent to the head's office to do lines. In KS1 the children will sit out of Golden Time for the time lost. In KS2 if a child misses Golden Time 3 times in a term the headteacher will invite the parent into the school to discuss the issues.

To ensure there is continuity in KS1 and 2, a class record book of warnings will be used to inform the various teachers who teach the class in the day/ week.

APPENDIX 2

Principals of Behaviour and Values. The children have again looked to the 10 commandments to group the principals of Behaviour and Values.

Love thy neighbour as yourself

1. Treat others with respect, kindness, fairness and be encouraging.
2. Be friendly, caring, polite, sensible and helpful to others
3. Be welcoming and social.
4. Be truthful.
5. Be considerate of others and think before you do, speak and act.
6. Be happy and have FUN.(Spread a smile everyday)
7. Love God and each other as you love yourself
8. Always say sorry when you hurt someone
9. Always let other people in your games if they are left out and help people if you see that they are hurt.
10. Work as a team when it's necessary.

Honour thy mother and father (school)

11. Be safe and help others to stay safe at all times.
12. Be careful with personal, school's and other's property and put the property away in the correct place.
13. Respect people's privacy
14. Encourage each other to have a positive attitude in school.
15. Be passionate, show determination, concentrate and work hard, listen and be ready to learn and give 100% in all you do.
16. Do your best -
17. Always do and bring your homework in on time.
18. Get to school on time.
19. Be a role model to the younger pupils in the school
20. If someone is struggling be helpful and kind but don't give away the answer.

You shall not make idols

- 21. Try your best and believe in yourself.
- 22. Set goals for yourself
- 23. Show your true colours

- 24. Always strive to believe, succeed and achieve

- 25. Be a good role model to others and fulfil your responsibilities
- 26. Challenge yourself and be open-minded to new ideas
- 27. Live each day the St Alban's way!

APPENDIX 3

Procedures for dealing with Inappropriate and Unacceptable Behaviour (IUB)

If any of the behaviour **below** happens the child will be sent to the HT/DH immediately and the incident will be recorded in the Incident form.

Headteacher will see any child who has lost Golden Time. The child's name will be recorded in log book. If a child loses Golden Time for three consecutive weeks the HT will record in the Red book and give the parents the "heads up".

(This is to avoid 3 times in the Red Book, step 7)

| Step | Behaviour | Consequence | Procedure |
|------|-----------|-------------|-----------|
|------|-----------|-------------|-----------|

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| | If swearing at children/staff. Injuring/intent to injure pupils/staff, Fighting, Defiance, Racial incident, Destroying property, Theft, Indecent behaviour, Discrimination, Cyber bullying or other gross misconduct | Teacher to manage the incident and the child to lose all Golden Time, <u>and reports to the Headteacher immediately</u> | Go to 7 |
| 1 | If the child is brought to the teacher's attention in class | Staff member discusses inappropriate behaviour with child 1 st warning (Verbal Warning and records in Green book) | If improvement –begin again from 1 on the next day No improvement - follow next steps |
| 2 | If the child continues to be disruptive | 2 nd warning given – Child moves place in classroom (if necessary) and record in Green book | If improvement –begin again from 1 on the next day No improvement - follow next steps |
| 3 | If the child's behaviour does not change | 5 mins lost and then given any restorative measures and records in Green book | If improvement –begin again from 1 on the next day No improvement - follow next steps |
| 4 | If the child's behaviour does not change | Staff member sends child to “partner class” for an appropriate period of time and records in Green book. (COVID – children may be sent to work outside class, HT informed) | If improvement –begin again from 1 on the next day No improvement - follow next steps |
| 5 | If child returns to the class but continues to be disruptive | Child to be out of class for the rest of the day. Teacher to give parent the “heads up” at the end of the day. The HT/DH may also be informed if there is not sufficient improvement and will be recorded in the Red Book. | If improvement –begin again from 1 on the next day |
| 6 | | Teacher monitors behaviour and follow steps 1-5 again up to 3 times. | No improvement - follow next steps to 7 |
| 7 | | If the incident is an IUB or after 3 entries have been completed in the Red book, parents are informed and Individual Targets set. | Go to 8 |
| 8a | | Meeting with parents to agree steps, targets to improve behaviour. HT and class teacher to monitor weekly. A possible Exclusion Warning letter could be issued to the parent. | Next day go to 1 and follow steps |
| 8b | | Individual Targets reviewed after an agreed period of time by child, family and school (Pastoral Support Plan designed and implemented) | |
| 9 | If no improvement | Fixed-Term Exclusion | Go to 1 after a “return to school” meeting |
| 10 | If no improvement after three fixed term exclusions | Permanent Exclusion will be investigated | |

The HT has the authority to exclude or withdraw the child if;

- **The behaviour cannot be managed/changed in the school following the above procedure.**
- **If he/she is physically or sexually abusive to any member of staff/child.**
- **The behaviour has caused any child/adult's life to be endangered.**