

St Joseph's Catholic Primary School

‘Learning, growing, belonging...happy together in God’s family’

Behaviour, Anti-bullying and Exclusion Policy

(Including Anti-bullying and Exclusion Policies and Procedures)



| Version | Date | Action |
|---------|----------------|---|
| 1 | November 2018 | Review and working together to safeguard children 2018 |
| 2 | June 2020 | Updated by behaviour team– underpinned by Paul Dix initiative |
| 3 | September 2022 | Updated Staff meeting |
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Purpose

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management through a Catholic lens. This will allow the pupils at St Joseph's to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

St Joseph's 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 a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- 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 ensure that excellent behaviour is a minimum expectation for all

St Joseph's Mission Statement

'Learning, growing, belonging...happy together in God's family'

At St Joseph's, we have high expectations for all pupils; we expect children to be St Joseph's ready by demonstrating our St Joseph's Values. This is recognised through weekly Stars of the Week Certificates at assembly, positive reinforcement strategies, recognition boards in classrooms, the 'Over and Above' recognition book in the Head teacher's office and end of term Golden Assemblies.

We want all of the St Joseph's family to live out daily our mission statement of **'learning, growing, belonging...happy together in God's family'** by following the **core values**:

- Ready
- Respect
- Responsibility

In addition, we wish to give recognition to pupils who go 'Over & Above'. 'Over and Above' behaviours include exceeding our school values, impacting the wider St Joseph's community and showing St Joseph's initiative.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix

Expectations of Adults

We expect every adult to:

1. Meet and greet every child every morning in their lines on the playground (this will be trialled for a term)
2. Refer to 'Ready, Respect, Responsibility'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (House Points)
6. Follow up every time, retain ownership and engage in reflective dialogue with learners. (Need pages from the book attached for staff)
7. Never ignore or walk past learners who are behaving badly.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Where possible, SLT will take time to welcome children and family members at the start of the day
- Where possible, SLT will be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations

- Regularly share good practice
- Use behaviour data (recorded on CPOMS) to target and assess school-wide behavior policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Encourage use of 'relentless routines' and Positive Notes (pages needed from book)
- Ensure staff training needs are identified and targeted
- Make sure that the 'restorative conversations' are completed (pages needed from book)

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our St Joseph's learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning. All adults will be looking out for children who show St Joseph's Values and go over and above.

House Points

House Points will be used in all classrooms to encourage social or learning behaviours.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'

Paul Dix

Star of the week Certificates

Awarded at assembly- two children are selected each week by the class teacher. The children are selected during the week and receive a certificate during our Friday assembly. Parents are invited to the assembly.

Wider community celebration awards

Children with an achievement outside of school can share it at the weekly assembly through the class teacher.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place on the playground, this will normally be responded to by the adult(s) on duty.

This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons.

Consequences

At St Joseph's, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, these will be detailed on their ILP.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Pay it Back time'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement**- we feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing behaviour engagement with learning is always our primary aim at St Joseph's. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating.

Anti-Bullying Policy and Guidelines

Introduction

At St Joseph's Catholic Primary School every child has the right to be educated in a safe environment. Every member of the school community is entitled to be safe. We aim to provide a caring, courteous and safe environment where our children can learn and grow to their full potential. Every effort will be made to create an atmosphere in which the Gospel values are lived out. This will be characterised by mutual trust, openness to differences and a respect for each other and his/her possessions. We aim to teach that respect and consideration for other people are essential ingredients for life.

The school policy has been developed in line with legal requirements and statutory guidance.

These obligations are highlighted in a range of government initiatives (see Section 2 of the overarching Safe To Learn: Embedding Anti-bullying Work in schools guidance). Also Working Together to Safeguard Children (2018) Keeping Children Safe in Education (2020), Children's Act (2006), Every Child Matters 5 outcomes, Education and Inspectors Act (2006) Race relations (Amendment) Act 2002, Disability Equality Duty (2006), Equality Act (2010) with updates to 2016, National strategies on Behaviour and Attendance, National Healthy Schools Programme, Warrington Anti-Bullying policy and procedures (WSCB website).

This policy is linked to the following policies:

- ☐ Child protection
- ☐ Behaviour
- ☐ Equal Opportunities
- ☐ SEND Inclusion

Objectives

- ☐ to prevent acts of bullying
- ☐ to identify and deal with every act of bullying
- ☐ to develop rules of agreed behaviour in each class and in the school.
- ☐ to give each pupil the confidence, skills and opportunities to report their fears and their experience of bullying
- ☐ to teach an awareness about bullying and how children can identify, expose and overcome all bullying they encounter
- ☐ to provide effective supervision of the children especially in corridors, toilets and playground, to prevent any opportunity for inappropriate behaviour, and so create an environment in which the children are safe.
- ☐ to act professionally when dealing with bullying incidents appropriately.
- ☐ to operate a programme of sanctions involving the parents as soon as appropriate to attempt to change inappropriate behaviour to help the child understand the consequence of their behaviour for themselves and for others.

Guiding Principles

We are a caring school

- ☐ We will care for others as we would like to be cared for ourselves.
- ☐ We will care for our school building, grounds and equipment.

- ☐ We will care for all things, God given or man-made.
- ☐ We will care for ourselves and how we look.
- ☐ We will care for our work and how it is presented.

We are a courteous school

- ☐ We will show courtesy to all people, at all times, with a smile.
- ☐ We will show courtesy to all pupils and adults, in and around school.
- ☐ We will show courtesy to all visitors, greeting them with a smile saying, 'May I help you?'

We are a concerned school

- ☐ We are concerned that our school is a welcoming place to be.
- ☐ We are concerned that our school is a fair and happy place for all.
- ☐ We are concerned for all things in our school, people, animals and plants,
- ☐ We are concerned for those who need our help, are sad, or are lonely
- ☐ We are concerned for those less fortunate than ourselves.

'This is our school and it belongs to all of us.'

Definition of Bullying

Bullying usually has three common features:

- ☐ It is deliberate, hurtful behaviour;
- ☐ It is repeated, often over a period of time;
- ☐ It is difficult for those being bullied to defend themselves. Bullying can be direct (verbal or physical) or indirect (emotional, spreading of stories, excluding from groups, cyber bullying).

Bullying may include:

- ☐ Cyber-bullying or
- ☐ Prejudice-based bullying related to special educational need, homophobia, biphobia, transphobia, gender, race, religion and belief, or disability.

Dealing with Bullying - Principles and Procedures

All members of the school community have a responsibility to recognise bullying and to take appropriate action when they are aware of it happening. All staff should treat any report of bullying seriously and take appropriate action. In order to identify incidents of bullying and

the identities of bullies, we have agreed to carry out the following strategies:

- ☐ All staff watch for early signs of distress in pupils.
- ☐ Raise awareness amongst the children of effective strategies for managing bullies through focus weeks and anti-bullying workshops.

Risks

The Child being Bullied

The damage inflicted by bullying can often be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes depression, self-harm and even suicide.

Children are often held back from telling anyone about their experience either by threats, a feeling that nothing can change their situation, that they may be partly to blame for the situation or that they should be able to deal with it themselves.

Parents, carers and agencies need to be alert to any changes in behaviour such as refusing to attend school or a particular place or activity, becoming anxious in public places and crowds and becoming withdrawn and isolated. Other indicators include over use of the internet and anxiety issues when separated from electronic devices.

Any child may be bullied, but bullying often occurs if a child has been identified in some ways as vulnerable, different or inclined to spend more time on his or her own. Bullying may be fuelled by prejudice - racial, religious, homophobic and against children with special education needs or disabilities or who are perceived as different in some way. In cases of sexist, sexual and transphobic bullying, schools must always consider whether safeguarding processes need to be followed. This is because of the potential seriousness of violence (including sexual violence) that these forms of bullying is characterised through inappropriate sexual behaviour.

Children living away from home are particularly vulnerable to bullying and abuse by their peers.

The Child Engaging in Bullying Behaviour

Children, who bully, have often been bullied themselves and suffered considerable disruption in their own lives. The bullying behaviour may occur because the child is unhappy, jealous or lacking in confidence.

Work with children who bully should recognise that they are likely to have significant needs themselves.

Indicators

Any change in behaviour which indicates fear or anxiety may be a potential indicator of bullying. Children may also choose to avoid locations and events which they had previously enjoyed - changes in attitude towards schools or organised activities are particularly significant.

Behaviour such as:

- Being frightened of walking to and from school and changing their usual route;
- Feeling ill in the mornings;
- Beginning truanting;
- Beginning to perform poorly in their school work;
- Coming home regularly with clothes or books destroyed;
- Becoming withdrawn, starting to stammer, lacking confidence, being distressed and anxious and stopping eating;
- Attempting or threatening suicide;
- Crying themselves to sleep, having nightmares;
- Having their possessions go missing;
- Asking for money or starting to steal {to pay the bully) or continually 'losing' their pocket money;
- Refusing to talk about what's wrong;
- Having unexplained bruises, cuts, scratches;
- Beginning to bully other children/siblings;
- Becoming aggressive and unreasonable;
- Excessive use of electronic devices;
- Secrecy around the use of electronic devices; and
- Anxiety issues when using electronic devices.

All changes in behaviour should be taken seriously and the behaviour discussed between parents/carers and schools.

Actions

These are:

- ✓ Tell someone you can trust i.e. A teacher or a friend and **keep telling** until someone helps you.
- ✓ Stick together. There is strength in numbers.
- ✓ Say “**No**” to the bully.

Any incidents of misbehaviour should be reported to the class teacher who will deal with it in accordance with the school Behaviour Policy. Any incidents of unacceptable behaviour will be documented and stored in a central Behaviour Log.

These logs will support the identification of bullying as defined earlier. When it is felt that inappropriate behaviour has escalated into bullying, we will:

1. Take every incident/report seriously and report it to the Head Teacher
2. Offer help and support for the victim(s).
3. Reassure the victim that they have done the correct thing in bringing the matter to a member of staff's attention.
4. Investigate the incident fully and fairly and listen to their accounts carefully and sensitively. Be sure to act fairly and on adequate evidence.
5. Deal firmly with the bully, if we consider it appropriate, being aware of not re-enforcing the bully's attention seeking-needs.
6. Inform parents of all children involved of what has happened and the actions taken in dealing with it.
7. Encourage the bully to see the victim's point of view and the consequences of their behaviour.
8. Ensure that the incident once dealt with, will be closed for both victim and bully, and not constantly referred to.
9. **Report** any incident of bullying to the Local Authority on a termly basis.

Sanctions for dealing with bullying

The following is a list of action available to staff and the Head Teacher depending upon the perceived seriousness of the situation:

- ☐ isolation from peers at break time or lunchtime
- ☐ temporary withdrawal to another class
- ☐ withdrawal from clubs etc.
- ☐ withdrawal from off site visits
- ☐ Issuing a home/school behaviour contract or Individual Behaviour Plan;
- ☐ Fixed term exclusion;
- ☐ Permanent exclusion.

The last two actions will only be used in extreme situations, where all other attempts at modifying behaviour have failed.

The Headteacher will arrange a meeting with parents as soon as the problem causes concern. Parents will be informed of the facts and be asked to work in partnership in devising a strategy to bring about improved behaviour. A record of this and subsequent meetings will be kept.

The purpose of these procedures is to modify inappropriate behaviour, and help the child to realise the effect their behaviour has on fellow pupils. At all times we should try to promote positive behaviour and recognise those who act with care, courtesy and concern.

As the behaviour of the bully improves then activities can be reinstated. This will rebuild the child's self-esteem which may have been damaged after being caught bullying or could have been low anyway – hence the bullying.

Exclusion of Pupils Policy

Rationale

This policy deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a pupil will be taken in the following circumstances:-

(a) In response to a serious breach of the School's Behaviour Policy

(b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the School's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Child-on-child abuse (including but not limited to bullying, gender based violence/sexual assaults and sexting)
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head will:

- Ensure appropriate investigations have been carried out with individual written statements recorded and retained;
- Consider all the evidence available to support the allegations taking into account the Pupil Discipline Policy, Equal Opportunity and Race Equality Policies;
- Allow the pupil to give her/his version of events;
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment;
- Seek external advice via the LA or other appropriate source.

If the Head is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, exclusion will be the outcome.

Fixed Term Exclusion

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LEA as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate.

If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and parents.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant

misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another pupil or a member of staff
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
 - Arson

The school will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.