

ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL



Whole School Behaviour Management and Bullying Policy

***“We live, love and learn together in the light of the life of
Christ”***

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Mission Statement

This policy has been written in support of our Mission Statement and in consultation with all those who are expected to implement it, namely pupils, parents/carers, staff and governor representatives. Its purpose is to give clear guidelines to all those who use St Augustine’s Catholic School. We explain our expectations, ethos, routines, and code of conduct that helps maintain it and our system of rewards and consequences.

It should be read in conjunction with the following Safeguarding policies

- Child Protection Policy
- Health and Safety Policy
- Educational visits policy
- Online safety policy

Ethos

St Augustine’s Catholic School is organised so pupils and staff are happy, confident and at ease to allow high quality learning to take place.

It is our mission to educate each child to develop and achieve their potential within a caring, Catholic community, governed by Gospel values.

We encourage and support everyone to foster good behaviour in a positive way with an ethos of hard work, achievement, respect, care, commitment and responsibility for themselves and those in our school.

Aims

We aim to develop an understanding and knowledge of the teaching of the Catholic Church and its ministry within society.

Through our Catholic beliefs, we aim to nurture within children a love of God and an awareness of God’s love for each one of us.

We will ensure that each child will have experience of forgiving and being forgiven. We will encourage children to accept responsibility for their actions and to apologise when necessary.

With the growing awareness of love for all, we will help children towards true respect for the beliefs and cultures of others.

We aim to ensure that children feel safe at all times, including online safe.

Rationale

At St. Augustine's we believe that the foundation of our Behaviour and Discipline Policy is to bring children to a realisation and understanding of how being caring and responsible individuals can enrich our lives.

When God created people He gave us many gifts including **free will**.

Through His teachings He gave us guidance on how to use this gift wisely. He endowed each one of us with a conscience in order that we can rationalise our choices.

It is the role of the school to assist young people in their understanding of right and wrong and to guide them towards **informed choices** which will enrich their lives and the lives of those they meet.

We hope to guide children towards **self discipline** as this is ultimately the best form of discipline as it involves the child in thinking for themselves, making choices and assessing the consequences.

We encourage in everyone an attitude of respect for themselves, for everyone connected with the school and for those who visit the school.

We do this in the hope and understanding that this will become a code for all their relationships.

Good discipline creates conditions for effective learning and helps to develop in children responsible attitudes and values for life.

Positive Behaviour

It has been agreed that at St. Augustine's we will adopt a positive approach to behaviour as a means of creating and maintaining a caring and effective learning environment.

Children, from their earliest days in the school, will be taught that they can choose to be good, that good behaviour is the norm and that good behaviour makes everyone happy including themselves.

As a reward for positive behaviour, children will receive 30 minutes of Golden Time on a Friday afternoon.

Golden Time

Golden Time is a reward for good behaviour and consists of a series of clubs for up to 20 mixed age children (usually 15 in a group). Children will choose a club each half term and take part in 6 sessions. It will not always be possible for children to receive their 'first choice' club, however, as they will change their club each half term, every child should be able to experience a variety of clubs from cooking to football, computing to lego. Clubs will change and develop in line with staff and outside school support eg Drama and knitting club which rely on parents and parishioner skills.

Special Needs

Very few children should be entirely outside our Positive Behaviour Procedures because of their special needs. We acknowledge, however, that despite our best efforts we occasionally encounter a child who still finds it very difficult to behave in an acceptable manner. Such children need a specialised programme which would include smaller steps and more realistic targets.

Behaviour Management and Bullying Policy March 2017

Encouraging good behaviour

As a Catholic school, St Augustine's underpins everything it does with the principles of forgiveness, social responsibility and a belief in the potential of every individual to make good choices about their learning and behaviour.

At St Augustine's Catholic School we offer a curriculum aimed at meeting the needs of all our pupils. We believe that the establishment and maintenance of standards and the improvement in social behaviour should be given equal importance with academic and sporting achievements. We are constantly evaluating our strategies to improve and encourage good behaviour.

We want members of our school community to feel:

- Valued
- Safe and protected
- That their voice is heard

We have agreed, however, that with these rights come responsibilities and have therefore adopted the following code:-

All members of our community have..

the right to...	and the responsibility...
be protected from fighting, cruelty, strangers, working for money and being ignored	...not to tease, bully or harm each other
a clean environment at home, at school or wherever they are	..to do what they can to look after their environment
..to go to school and be taught well	...to learn as much as they can and help others learn
..freedom to choose their thoughts and beliefs	...to respect other people's thoughts, beliefs and differences
...to make mistakes	...to learn from their mistakes
...to special care for special needs	..to be the best they can be
...to be loved and respected	..to show love and respect to others
...to be cared for	...to take care of themselves and make healthy choices
...to be heard	...to listen to other people
..to be fed properly	not to waste food
...to relax, play and join in a wide range of activities	...to include everyone in their games and activities
...a space of their own	...to respect the space of others

Rewards

Although Golden Time is the weekly reward for good behaviour, we reward children regularly throughout every day. When giving rewards to pupils we always make the reason for the reward clear. We know that effective praise helps the child appreciate how their achievement is helped by their own attitude. It acknowledges effort, focuses attention on relevant behaviour and fosters motivation for improvement.

Rewards we give to pupils include:

- approving look, nod, smile
- private praise
- public praise in class and in assemblies
- House Points or stars
- making an entry in a personal achievement log
- informing parents
- displaying work
- the yearly awarding of the Lewis Cup
- the weekly Achievement Assembly
- earning back Golden Time

Rules

These are worded in a positive manner to remind pupils of what they are supposed to be doing with an example of what they should not be doing. These rules have been drawn up to be placed in each classroom by the staff and the pupils working together.

We are Great Ambassadors for our School

We try our best and work hard.	We don't waste anyone's time.
We are friendly, kind and helpful.	We don't hurt people and their feelings.
We respect property.	We don't waste or damage things.
We listen to people.	We don't interrupt.
We are polite and have good manners.	We are never rude.
We are honest.	We never tell lies.
We wear our uniform with pride.	
We keep ourselves safe.	We don't do dangerous things.

Class rules Simple classroom rules, which enable everyone to get on with their work in a sensible manner, are negotiated between the class teacher and the pupils in each class. These are reviewed as necessary.

Rules for Responsible ICT Use (Online-Safety)

1. I will only use ICT in school for school purposes.
2. I will only open or delete my own files and I will not look at other peoples files without their permission.
3. I will not tell other people my ICT passwords.
4. I will not bring files into school without permission.
5. I will ask permission from a member of staff/parent or guardian before using the Internet.
6. I will only e-mail with the permission of a member of staff/parent or guardian.
7. The messages I send, or information I upload, will always be polite and sensible. The forwarding of chain letters is not permitted.
8. I will not open an attachment, or download a file, unless I have permission or I know and trust the person who has sent it.
9. I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset any members of our school community.
10. I will not give my home address, phone number, send a photograph or video, or give any other personal information that could be used to identify me, my family or my friends, unless member of staff/parent/ guardian has given permission.
11. I will never arrange to meet someone I have only ever previously met on the Internet or by email or in a chat room, unless my parent, guardian or member of staff has given me permission and I take a responsible adult with me.
12. If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will tell a member of staff/parent/guardian.

Unacceptable behaviour

There is no place for violence, bullying, harassment (racial, sexual or other), vandalism, rudeness or bad language within our school community and these types of behaviour will be strongly discouraged. We always try to work within a positive framework keeping parents/carers (and if necessary governors) informed. We understand that at sometime during their time at St Augustine's Catholic school most pupils may have an occasion when they have difficulty in behaving in the appropriate manner. However, when there are some pupils who present with persistent and very disturbed behaviour that we find very difficult to manage, we will refer to an outside agency such as the Educational Psychology Service or the Early Intervention Service for further help and guidance.

Bullying and Racial Harrassment

Incidents of Racism and Bullying, including alleged incidents, will always be investigated and dealt with seriously as it is an infringement of:-

- a) an individual's rights
- b) the high standards we expect

Sanctions/Consequences

When dealing with inappropriate behaviour we are conscious of always maintaining the pupil's self esteem – it is the behaviour that is unacceptable not the pupil. We encourage sanctions to be negotiated which are appropriate to the offence. We will:

- Check with the pupil that he/she understands **why** the behaviour is unacceptable.
- Establish that the pupil knows **that** their behaviour was unacceptable
- Explore with the pupil the effect their behaviour has on others.
- Examine with the pupil, strategies for avoiding the same situation in the future.
- Encourage the pupil to think of an alternative acceptable strategy to use in similar situations for the future.
- Use problem-solving strategies.

We do not use sarcasm or humiliation as a means of addressing pupils.

We use circle time to actively encourage a greater knowledge of, and respect for, one's peers, to enhance self-esteem and to foster a caring ethos.

Minor misdemeanours should be dealt with by the adult responsible at the time. Sanctions should, whenever possible be immediate and of short duration. It is the certainty that a sanction will follow as a consequence of misbehaviour that is important.

Consequences of poor behaviour

1	Firm repetition of expectations
2	Name written on board :- <ul style="list-style-type: none"> - May result in loss of golden time. - Pupils work to have name removed from board through positive behaviour - Pupil spoken to by KS manager - Loss of golden time - Spend appropriate amount of time to calm down outside of classroom (eg chill out zone)
3	If poor behaviour continues :- <ul style="list-style-type: none"> - Pupil sent to Mrs Ritchie or Miss Scott - Parents informed - Meeting with parents set up - Loss of Golden Time with behaviour plan developed - Letter of apology written to child or staff member
4	Temporary exclusion may follow if ;- <ul style="list-style-type: none"> - Child is deliberately violent towards children or adults - Child deliberately damages school property - Child continues to be rude to adults or pupils around school
5	For more serious incidents a permanent exclusion may be considered

The immediate consequences will directly relate to the misdemeanour and the child's ability to understand the situation. In order to ensure consistency, the child will be told that they could miss 5 minutes of Golden Time. This can be earned back by demonstrating behaviour which is consistent to the behaviour code.

A series of codes relate directly to serious misdemeanours and their consequences. These are displayed in Key Stage 2 classrooms. (Appendix 2)

We deal with more repeated serious offences in more formal ways such as:

- Keeping an official record of incidents
- Drawing up a behaviour contract.
- Discussion with an external agency
- Letter to parents and a formal meeting to discuss the misbehaviour with them
- Withdrawal of a major privilege
- Removal from class for an agreed period of time – internal exclusion.

We believe that the above sanctions will be effective in dealing with most situations, which occur in school. **We should only consider using the following sanctions once other strategies have proved unsuccessful, or to deal with a very serious isolated incident:**

- **A short fixed term exclusion**
- **A formal meeting between the pupil, parents and a member of the governing body**
- **Permanent exclusion**

Parents

Home is the dominant influence in child's life and affects the development of their attitude, performance and behaviour. We believe that all parents want their children to be able to take full advantage of all the activities and opportunities which are offered in school, therefore co-operation between staff and parents is essential. We will do everything possible to help each pupil whilst he/she is at school, and parents should support the staff by doing the following:

- Discuss the behaviour policy with their child
- Ensure when you are on school premises that you are mindful of our rules
- Ensure your child has adequate rest and sleep.
- Make sure your child is not left unsupervised in the playground before 8.35am and is collected by 3.40pm.

School day

During the day pupils will be required to behave in several different ways according to the activity in which he/she is taking part. Here are some examples:

In class:

- Quiet independent study. During this time pupils are usually asked to read or do other work requiring a very quiet and calm atmosphere.
- Listening time. It is important that pupils learn to listen properly especially when teachers are giving instructions, reading a story, during circle time, etc.
- Discussion time. PSHE time is also an opportunity for pupils to talk, as are small discussion groups.
- Co-operative work time. The national curriculum often requires pupils to work as part of a team. When doing this it is important that the pupils show respect for other people and their equipment.
- Movement around the school. Pupils should walk at all times in school – this is for the safety of themselves and others.
- During the school day apart from break times, we keep all outside doors and fire doors closed. This is for safety and energy conservation reasons.

Midday Supervisors

The head teacher has regular meetings with the midday supervisors where they are able to discuss any matters arising from their lunchtime duties. They are aware of this behaviour policy and will implement the rules and apply them when pupils are in their charge. We are positive with the pupils and take notice of good behaviour, kind acts and helpfulness during their lunch break both in the dining room and around school. At the end of lunch break these instances of positive behaviour will be reported to the class teacher. Midday supervisors are able to give out house points to pupils during the lunch break.

If pupils need “time out” for a few minutes (maximum five) because of inappropriate behaviour they sit on the benches in the playground. In the event of more serious behaviour occurring, the midday supervisors ask the pupil to sit in the chill out area and report the incident to the member of teaching staff.

Guidance for the Prevention and Dealing with Bullying (Appendix 1 Record of Bullying)

Definition of Bullying

'Bullying is the wilful, conscious desire to hurt another and put her or him under stress.' (Tattum and Tattum, 1992)

"Bullying does not happen once. It is deliberate. It is unfair (SEAL)

Bullying can take many forms:- A child may be left in isolation, may be subjected to physical, verbal, emotional or sexual abuse, any of which may cause him/her to be harassed or intimidated.

Signs that bullying may be occurring

Victims

Children may:-
 be unhappy going to school
 perform badly at school
 have possessions destroyed
 come home hungry
 lose appetite
 cry themselves to sleep
 show bruises, scratches
 ask for money or steal
 feign illness
 seek adult company
 resort to self-deprecation
 withdraw from physical contact
 seek isolation
 avoid peers

Bullies

children may:-
 like the feeling of power
 feel pressured to succeed
 acquire others possessions
 have been abused
 feel insecure
 try to dominate others
 not fit in with others
 acquire money
 ostracize others

This list is not exhaustive

How bullying develops

Bullying starts in a small way. If unchecked, it may spread in severity and be copied by others. If bullying is judged to be acceptable by peers it will gain momentum. Bullying may or may not be secretive. Bullying may be dismissed as fun or horseplay.

If children are afraid to 'tell tales' bullying will be condoned – children should be encouraged and admired for reporting incidents of bullying. 'Teasing' should not be allowed as this will affect children who are vulnerable in a particular way.

Procedure for Pupils

1. Pupils and teachers who are aware of bullying or distress should act – otherwise this may be seen as support for the bully.
2. Pupils must inform an adult either on their own behalf or on behalf of a confidante.
3. Pupils must not tolerate bullying in their social group. Obvious support for the victim gives a positive message both to the victim and the bully.
4. Pupils should encourage tolerance and understanding on others.
5. Pupils must know that serious or persistent bullying could result in exclusion

Procedure for staff

Identification:- Distress

Deterioration of work
Spurious illness
Isolation
Desire to remain with adults
Erratic attendance

1. Use all pupils as a resource for support and raising awareness.
2. Record all incidents and action taken in Behaviour Book. (Appendix 1)
Record all visits/telephone call by concerned parents and record action taken.
Record synopsis of any interviews including date and time. Retain in a locked filing cabinet.
3. Notify Senior Management of all but minor, isolated incidents.
4. Support the victim by listening carefully reassuring her/him, and involving her/him in any action to be taken.
5. Make clear to the bully and his/her parents the unacceptable nature of this behaviour and its consequences.
6. Attempt to establish the cause of the incident(s) and make every endeavour to work with the Parents/ Guardians to adjust the behaviour.
7. Review vulnerable times of the day and vulnerable areas (playtime, lunchtime, hometime, cloakrooms, visits).
8. Build on an agreed Code of Conduct.

Procedure for Senior Management

1. Senior Management will be notified of all but minor, isolated incidents.
2. Any member of the Senior Management may address the issue but it should then be brought to the attention of the other members.
3. Parents will be contacted if there is a cause for concern and a record kept of the communication which is dated and timed.
4. Any serious incident should be brought to the attention of the Head immediately and the Chair of Governors informed.
5. Where an incident of Bullying has been established, Disciplinary Procedure will be implemented as laid down in the Behavioural Policy of the School.

Procedure for Governors

1. There should be a policy on bullying.
2. The policy must be available for parents to see.
3. Governors should seek to raise awareness of unacceptable standards.
4. Procedures should be clear and accessible.
5. Consistent recording of incidents must be expected to allow for monitoring
6. Governors should set up procedures for dealing with specific complaints.

Procedures for Creating a Climate in which Bullying will not Thrive

In the classroom self-esteem is always be encouraged:

- All children
1. are encouraged to value their own worth.
 2. are encouraged to acknowledge their strengths
 3. must learn of her/his valuable role in class
 4. are rewarded for small achievement – praise, awards etc
 5. are encouraged to speak confidently of their concerns
 6. should know the difference between aggression and assertiveness
 7. must know that there are adults whom they can approach with trust and confidence
 8. must know that expressing emotions is normal behaviour
 9. are encouraged to speak up on behalf of others

Victims and Parents

Ensure that the victim understands that there is nothing wrong with her/him but that she/he is a victim.

Advise child: - to inform an adult e.g. teacher (or ask a friend to)
 to avoid difficult times and places
 to try to be with a trusted person

The parent, victim and school should all work together to plan action, monitor and decide on the action to take if the behaviour persists.

Appendix 1:

“We live, love and learn together in the light of the life of Christ.”

St. Augustine’s Catholic Primary School:

Record of Incident or Bullying Allegation

Date:

Person(s) reporting incident or bullying allegation

Member of staff reported to

Details of incident or allegation

Record of subsequent conversations with child/children involved

Outcome, subsequent action and how it was fed back to reportee

Misbehaviour codes

Code	Misbehaviour
A1	Verbal or physical abuse to staff xx further action by Head / Deputy
A2	Verbal or physical abuse to peers xx further action by Head / Deputy
A3	Serious damage to property eg whiteboard
A4	Leaving premises without permission
A5	Putting others in danger
A6	Bullying other children or any form of discrimination

Consequences

Immediate Lunch time detention

Parents informed

3 A codes result in a fixed term exclusion