



St Mary & St Joseph's Catholic Primary School
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*'Do everything with
love'*
1 Corinthians 16:14

Behaviour & Anti Bullying Policy

(COVID19 additions in red font)

RATIONALE:

In keeping with our Mission Statement we respect the rights and responsibilities of all members of the school community to have a safe and secure environment in which our Catholic virtues and values are encouraged.

AIMS:

- To create a learning environment which encourages and reinforces good behaviour *as well as each other's safety*
- To define acceptable standards of behaviour
- To encourage consistency of approach to both positive and negative behaviour
- To promote good self-esteem, self-discipline and positive relationships
- To ensure that the schools expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

VALUES:

Responsibility

Excellence

Support

Perseverance

Engagement

Co-operation

Tolerance

We expect all members of our community to show respect for each other and we use RESPECT across the school to remind children of their responsibilities to show respect. Each week we focus upon one specific value which is introduced *in the group* assembly on a Monday and is the focus for certificates in Achievement *group* Assembly on a Friday.

STANDARDS OF BEHAVIOUR:

At St Mary & St Joseph's we work towards standards of behaviour based on the basic principles of **safety**, honesty, respect, truth, consideration and responsibility.

We expect pupils to:

Attend school regularly and not miss days without good reason.

Arrive on time

Respect all school property (the building and equipment).

Respect the hand washing expectations and social distancing rules for all

Show respect for themselves and others

Avoid swearing, fighting or name calling

Listen to messages given and do as requested

Participate in school **group** activities

Move quietly around the school **showing the 2m distance** rule and avoid causing disturbance

Keep the school tidy and litter free.

These expectations have been discussed with pupils during PSHE lessons and circle times. Pupils have been fully involved in drawing up expectations for behaviour within their classrooms. Each class has their own behaviour agreement relating to our rights respecting school status. This is discussed at the beginning of each term **and revised after any COVID19 local outbreaks**. A **class charter** showing agreement by every member of the class is displayed in each classroom.

EXPECTATIONS OF SCHOOL

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with pupils and with each other, as their example has an important influence on the children.

As adults we aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment

- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

THE CURRICULUM & LEARNING

We believe that an appropriate structured curriculum and effective learning attitudes contribute to good behaviour. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback, we aim to avoid disaffection and alienation, which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the pupils and differentiated to meet the needs of all pupils. **Appropriate marking (in light of COVID 19 recommendations)** and record keeping can be used as a supportive activity, providing feed-back to the pupils on their progress and achievements. This also shows that pupils' efforts are valued and that progress matters.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and pupils, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave. **If Covid19 outbreaks occur, we may have to have new arrangements for class groups, spacing tables and play zone areas. These will be discussed with the children so that they understand the reasons for these measures.**

Classrooms should be organised to **ensure safety whilst also** developing independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. **In cases of COVID 19 outbreaks,** materials and resources may have to be arranged **individually** to aid accessibility to learning and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others **and may require social distancing requirements if COVID19 outbreaks occur.** Praise should be used to encourage good behaviour as well as good work. If it

is necessary to deal with poor behaviour this should be dealt with discreetly to avoid resentment or embarrassment.

RULES & PROCEDURES

These should:

- Be positively stated, telling the children what to do, rather than what not to do
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced
- Promote the idea that every member of the school has a responsibility to each other
- **If required, COVID 19 rule changes will be explained so that children understand the reasoning behind them.**

PLAYGROUND PROCEDURES

Pupils should be made to understand that their expected good behaviour extends to the playground. Pupils should treat all adults with respect. Unacceptable behaviour should be dealt with fairly and consistently. **During COVID outbreak situations, children might be expected to stay within their group zones at playtimes and not mix with other groups.**

Members of staff supervise the school playground at morning break time. They are responsible for dealing with problems that arise during play. Lunchtime supervision is provided by 5 mid-day assistants.

Lunchtime is a time when pupils can feel overwhelmed with the noise and number of children. This especially applies to the younger members of our school. A 'Buddy Bench' has been devised, where pupils can go if they have no one to play with. Prefects and playground pals can then help the child join in with playtimes. Incidents are reported to the class teacher.

Pupils are sent to the hall for a cooling off period if they interfere or disrupt other children's games.

Major incidents are reported at the end of playtime to the class teacher. If a pupil persistently shows unacceptable behaviour, the headteacher is informed, who will then decide any sanctions to be taken.

OUT OF THE CLASSROOM

Pupils representing the school at sporting events or on a school visit are expected to display the same standards of behaviour as in school.

Pupils are made aware that at all times they are considered an ambassador of our school.

REWARDS & GOLDEN TIME

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups.

Golden Time, which takes place from 2.30pm on Fridays, is the reward for good behaviour. A range of wider curricular activities are made available across the school and pupils may select which activity they wish to participate in.

Recognition for good work and good behaviour is celebrated at **virtual or a small group** Achievement Assembly where a range of certificates are awarded each week. These are earned by displaying exemplary standards as well as by particularly noteworthy achievements.

Children across the school are awarded Dojos for good work, behaviour, manners etc. On collecting 30 Dojos a child is rewarded in Achievement Assembly with a prize. The School Council selects the prizes for each level 30 Dojos, 60 Dojos, 90 Dojos. When a class **group** have collected 100 Dojos collectively they are rewarded with a treat of their choice.

SANCTIONS

Although rewards are central to the encouragement of good behaviour, realistically, there is a need for sanction to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

Pupils lose Golden Time in 10 minute blocks for poor behaviour. The school council have also added that those who disrupt the learning lose some of their Dojo awards.

The use of sanctions should be characterised by certain features:

- It must be made clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group punishment should be avoided
- There should be a clear distinction between minor and major offences

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum, classroom organisation, management and whole school procedures should take place to eliminate these as contributory factors. Persistent inappropriate behaviour, including deliberate inappropriate language will result in internal exclusions and after school detentions.

In some circumstances additional specialist help from the Educational Psychologist or Behaviour Support may be necessary.

Deliberate physical violence towards a member of staff **or deliberate non-compliance with COVID 19 expectations where a member of staff or child is put at risk of infection** will result in a fixed term exclusion.

PEER ON PEER ABUSE

Peer on peer abuse can manifest itself in a whole spectrum of behaviours including:

- Bullying including cyberbullying
- Sexual violence and harassment
- Physical abuse
- Sexting
- Upskirting (now a criminal offence and has reporting requirements)
- Initiation /hazing type violence and rituals

Children who experience peer on peer abuse should report their concerns to a member of staff. They will be listened to and supported.

Our school will make the children aware of what peer on peer abuse is through the PSHE taught curriculum. We will ensure they are aware of the seriousness of this behaviour and that there is zero tolerance of this behaviour in our school. Allegations will be investigated thoroughly by speaking to other children (and adults if appropriate).

Victims will be supported through ELSA and opportunities for daily check ins with a trusted member of staff.

Perpetrators will be made aware of the impact of their actions and if it transpires that they have knowingly behaved in an inappropriate way, internal and/ or fixed term external exclusion steps will be taken. Appropriate support will be given eg CAMHS should there be underlying issues predominantly causing this behaviour.

For younger children and those who may be unaware of the impact of their behaviour, extra PSHE lessons and social stories will be taught to make them aware of the seriousness of this behaviour.

Any false allegations will also be taken seriously and could result in internal and/ or fixed term exclusion steps.

COMMUNICATION & PARENT PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

If poor behaviour results in loss of Golden Time this will be communicated to parents in writing by the Headteacher.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warnings of concerns should be communicated to the Headteacher and the parent so that strategies can be discussed and agreed before more formal steps are taken.

Approved by Governors 22/9/21

To be reviewed September 2022

G Christopher