



SS PETER & PAUL CATHOLIC SCHOOL

'Learning Together, Achieving Together in Christ'

Behaviour Policy

Approved by:	Governing Body	Date: March 2019
Written :	Spring 2019	
Last reviewed on:	December 21	
Next review due by:	December 23	
Changes made Pages 3, 4 Addition - Responsibilities of all staff, pupils and parents Page 7 Addition of Scale of behaviours low to serious Removal of the behaviour form format as moved to an electronic system		

Policy Statement

As a Catholic School, at SS Peter and Paul we base our model of behaviour on the model shown to us through the life of Jesus Christ - and our Catholic ethos permeates through all aspects of school life. We work in partnership with pupils and parents to strive to enable children to fulfil their potential, both academically and socially.

We are committed to creating a safe, structured environment where appropriate behaviour enables productive learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and expect others to do the same.

Behaviour is addressed in an efficient and professional manner. It will be approached in a consistent way, throughout the school and will be investigated in a non-emotional way.

Purpose

This behaviour policy guides staff to teach self-discipline and reflection rather than compliance. The emphasis is on respect for self and others. As a school community we work together to support the children to managing inappropriate conduct.

This will be delivered through

- gaining clarity around what is appropriate behaviour in a range of experiences.
- teaching appropriate behaviour choices, through supportive interventions and teaching e.g. ELSA and through curriculum areas such as PSHE and RE.
- reinforcing appropriate behaviour choices
- promoting self-esteem and self-regulation

Our objectives are

- to create a culture of self-discipline and regulation – where children know and understand that appropriate behaviour is expected
- to help children take control and ownership over their behaviour and be responsible for the consequences of it
- to understand that good citizenship is based upon displaying appropriate behaviour
- to build a school community which values kindness, care, good humour, even temper, respect and empathy for others

School Rules

The children, staff and parents respect and appreciate each other, themselves and the environment and the wider community.

We have 3 broad school rules:

- 1. Be Ready**
- 2. Be Respectful**
- 3. Be Safe**

Responsibilities of the children

- To be ready for learning:
 - To work hard, do their best and allow others to do the same.
 - To understand that behaviour is about making good choices, not copying other people or joining in with other children who are making inappropriate choices.
- To be respectful to others, to themselves, to the school property and that of others
 - To learn to listen politely to other people's points of view.
 - To be polite, kind and considerate to everyone in our community, never using rude, discriminatory and derogatory language.
 - To contribute to keeping the school clean and tidy, looking after school property and resources.
 - To take personal responsibility for their actions and to apologise for poor choices.
 - To forgive others who seek their forgiveness.
- To be safe in the activities that they do and the choices that they make: to be aware of the consequences of their actions and show an awareness of the safety of others
 - To move sensibly and with due care around the school, never running inside.
 - To behave appropriately for the ranges of settings that they will experience (classroom, playground, hall, church, school visits).

Responsibilities of school staff

- To help children in their readiness for learning:
 - To teach the Catholic faith and the values of the Gospel by word and example, supporting the distinctive Catholic nature of the school.
 - To encourage pupils to accept responsibility for their own behaviour
 - To plan and deliver lessons that engage, challenge and meet the needs of all children
 - To follow the flow diagram of escalation.
- To help children develop their sense of respect:
 - To respect colleagues, working together for the benefit of the children in our care and the community as a whole. Where differences in opinion or approach exist, to seek to resolve these in a professional manner.
 - To respect the children, listen to them and speak to them in an appropriate manner.
- To behave in a professional manner at all times and to maintain high standards of honesty and integrity in their work.
- To praise and support all attempts to behave well, using praise as the main strategy to encourage appropriate behaviour
- To use a consistent approach to acknowledging appropriate behaviour within the classroom:
- To give positive feedback to parents regarding their child's behaviour whenever appropriate, rewarding exceptional behaviour where appropriate.
- Contact parents/carers with any concerns or problems affecting their child's work or behaviour.
- To meet and greet children, when they enter school in the morning
- To refer to 'Ready, Respectful, Safe' when talking about children's conduct
- To be calm and consistent in their approach
- To use their best endeavours to prevent inappropriate behaviour occurring or escalating
- To follow up incidents every time, retaining ownership of them and engaging in reflective dialogue with learners, recording incidences and actions using the school's systems
- To apply reasonable sanctions when appropriate

- To keep children safe and help children understand how to be safe: In line with our safeguarding policies, to protect the children from emotional or physical harm.
- To encourage pupils to accept responsibility for their own behaviour
- To never ignore or walk past learners who are behaving inappropriately (unless directed to, due to specific needs)

Responsibilities of Parents and Carers

- To support the distinctive Catholic nature of the school.
- To not to talk negatively about another child, parent or carer in front of their own child. This is unkind and will affect the child’s relationships with their peers.
- To be courteous in engaging with all members of the school community. Unacceptable behaviour such as discrimination, bullying, harassment or intimidation and any form of threat is not tolerated. This includes physical and verbal abuse and use of inappropriate language or behaviour towards staff, pupils or other parents.
- Sanctions will be taken against any parent or carer who acts in an unacceptable way towards any member of staff whether on or off school premises. Sanctions will also be taken against any parent or carer who acts in an unacceptable way towards any person whilst on school premises.
- To ensure that any concerns about the school should be shared privately with the head teacher and/or the relevant member of school staff, rather than in public forums
- To ensure that their child is ready for learning
 - To ensure that their child knows that school is a place for learning and that their child does not have the right to interfere or adversely affect the learning of others.
 - To ensure that their child is fit for school, for example, making sure their child has had enough sleep, is clean, their uniform is clean and tidy and that they are well enough to attend.
- To encourage their child to be respectful to others, to themselves, to the school property and that of others
 - To explain to their children that they must respect all members of the school community and that antisocial behaviour will not be tolerated.
 - Not to promote a ‘hit them back’ attitude if a child hurts their child. Physical violence of any kind is never acceptable.
 - To encourage their child to be forgiving when other children make poor behaviour choices and to allow the other child/ren to re-build bridges and re-establish relationships with their peers.
- To support their child in being safe in the activities that they do and the choices that they make: to be aware of the consequences of their actions and show an awareness of the safety of others

Responsibilities and Pupil Leadership

Children are given a range of opportunities to demonstrate how responsible they are and this is encouraged throughout the school. Children can become:

Prayer leaders	Chaplaincy
School Council	Library monitors
Playground monitors	Play leaders (Reception)
Water wizards	Sports leaders
Buddy readers	Office Monitors
Peer Mediator	Eco Warriors
Travel Ambassadors	

Children apply for these roles and are required to demonstrate excellent behaviour and to be positive role models to their peers and ambassadors for our school. Children in these roles are also expected to support other children in class or the playground by demonstrating good behaviour and offering support and advice.

Rewards and Sanctions

There are a variety of ways that children will be rewarded for their behaviour

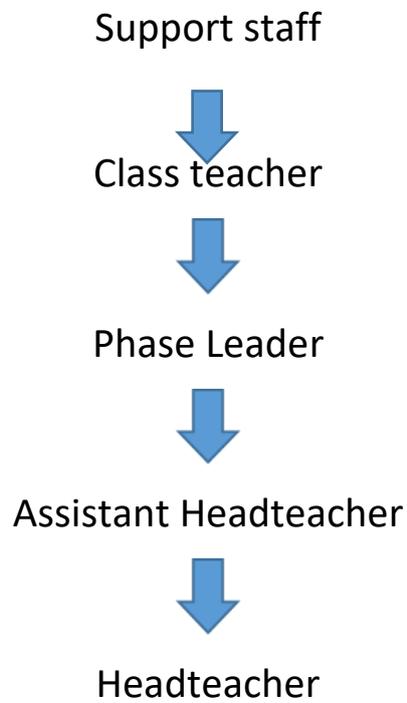
<ul style="list-style-type: none">• positive praise• sincere and timely verbal praise,• Hot Choc Friday• stickers	<ul style="list-style-type: none">• Marvellous me “badges”• positive phone calls home• half termly teacher’s award• marking the moment
--	---

There are a number of consequences/ sanctions that will be given if a child’s behaviour is inappropriate.

- missing playtime
- missing part of lunchtime play
- meeting with parents /carers and teacher
- meeting with parents /carers and teacher and phase leader
- meeting with parents /carers and Assistant Headteacher
- meeting with parents /carers and Headteacher
- internal exclusion
- fixed term exclusion
- permanent exclusion

These sanctions will be applied dependent upon the severity of the inappropriate behaviour.

Inappropriate behaviour should be addressed by the first member of staff who is informed of or witnessed the incident, unless deemed so serious that it needs to be passed on through the structure. Prior to passing the behaviour, CPOMS will need to be completed and an initial investigation carried out, where all children have the right to say what happened.



All acts of inappropriate behaviour will require a child to apologise for their choice and the child will be expected to reflect upon their behaviour and outline what they will do in the future.

Although we have a zero tolerance approach to deliberate acts of verbal and physical abuse to other children and adults, we are an inclusive school and will consider the special education needs of the child before a decision is made, alongside the health and safety risk.

Some children who have special educational needs require a risk assessment, which is carried out with members of staff, the child and their parents/carers.

Behaviour stages	Behaviour types	Possible interventions and consequences Incidents to be recorded on CPOMS
Low level Behaviours	<ul style="list-style-type: none"> • being unkind to others • disturbing others in class or at play • not following instructions • throwing objects, e.g paper • inappropriate noises • bad manners 	<ul style="list-style-type: none"> • These choices will be dealt with by the support staff/ class teacher: • Reminders of expectations • Pre-empt the situation • Use of fiddle toys • move seats • complete work either at playtime or at home • reflection time to seek resolution • Restorative conversations • reminders of the expectations
Medium level behaviours	<ul style="list-style-type: none"> • Persistently making the inappropriate choices above or/and: • rudeness to staff / other children • persistently 'off task' • damage to resources • damage to school property • refusal to follow reasonable instructions • Swearing 	<ul style="list-style-type: none"> • These choices may result in being sent to the phase leader and /or parents being informed: • Restorative conversations • reminders of the expectations • time off break times • sent to work in another class • work outside of the class • write an apology letter • replace resources • Replace broken items (parents will be asked to reimburse the school for items destroyed)
High level behaviours	<ul style="list-style-type: none"> • excessive swearing • unwelcome / aggressive touch • stealing items • language intended to offend • another • deliberate sabotage of lesson 	<ul style="list-style-type: none"> • These choices may result in being sent to the Phase leader/ Assistant Head and /or parents being informed: • Restorative conversations • reminders of the expectations • time off from break/ lunch times • sent to work in another class • work outside of the class • write an apology letter
Serious behaviours	<ul style="list-style-type: none"> • use of racist, sexist homophobic language • deliberately injuring another child • leaving the school without permission • verbally or physically abusive to a member of staff • bullying 	<ul style="list-style-type: none"> • These choices may result in being sent to the Assistant Head Teacher or Headteacher and /or parents being informed. • Restorative conversations • reminders of the expectations • Discussion about behaviour • Time off from play/lunch times • Behaviour support plan • Internal exclusion • Fixed term exclusion <p>Only the Headteacher has the authority to give Internal and/or external exclusion as a sanction.</p>

Exclusion Procedure

Internal Exclusion

An internal exclusion is when a pupil has to complete their work, for a set amount of time out of the classroom. Usually it may be that they have to work in either the Head teacher or Assistant Headteacher's office. The work given will be set by their class teacher. Children will not be in the same playground as their peers nor eat at the same time during lunchtime. At the end of the internal exclusion, the child will meet with the Head teacher, Assistant Headteacher and Class Teacher to reintegrate them back into the classroom.

A decision to internally exclude a pupil should only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy;

The decision on whether to internally exclude is only for the Headteacher, or in his absence, the Assistant Headteachers to take. However, where practical, the Headteacher should give pupils an opportunity to present their case before taking the decision to internally exclude.

Parents will be informed if a decision is made to internally exclude a pupil.

Internal exclusions are given in increments of half days.

An internal exclusion is not to be confused with time out. Time out is when a child is asked to work for part of the day within another classroom or on a table outside of the class.

External Exclusion

The decision to exclude any child is not taken lightly and careful consideration will be given to the appropriateness of any exclusion and the possible impact on the child and their family.

Any decision to exclude will take into careful consideration our Catholic ethos as well as the advice provided by the Department of Education '[Exclusion from maintained schools, Academies and pupil referral units in England](#)' and will follow statutory guidelines.

A decision to exclude a pupil should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is only for the Headteacher, or in his absence, the Assistant Headteachers to take. However, where practical and appropriate, the Headteacher should give pupils an opportunity to present their case before taking the decision to exclude.

Whilst an exclusion may still be an appropriate sanction, the Headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Whenever the Headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it, putting the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body (in line with the requirements set out in paragraphs 50 to 57 of the [exclusion guidance](#)) and how the pupil may be involved in this;

- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

When notifying parents about an exclusion the Headteacher should draw attention to relevant sources of free and impartial information. This information should include:

- a link to the statutory guidance on exclusions from the Department of Education: [exclusion guidance](#)
- a link to the Coram Children’s Legal Centre: <http://www.childrenslegalcentre.com/> 08088 020 008; and
- where considered relevant by the Headteacher, links to local services, such as Traveller Education Services or the local parent partnership.

The Headteacher should ensure that information provided to parents is clear and easily understood. Where the parents’ first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and parents’ right to make representations to the governing body have been understood.

For a fixed period exclusion of more than five school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth day of the exclusion.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. This will be the pupil's ‘home authority’.

The governing body has a duty to consider parents’ representations about an exclusion in accordance to the guidance on exclusions: [exclusion guidance](#)

Where the governing body decides to uphold an exclusion, if appropriate, they should draw the attention of parents to relevant sources of free and impartial information that will allow them to make an informed decision on whether and, if so, how to seek a review of the decision. This information should be included in the letter notifying parents of a decision to uphold an exclusion and should include the aforementioned:

- statutory guidance on exclusions from the Department of Education: [exclusion guidance](#) ;
- the Coram Children’s Legal Centre: <http://www.childrenslegalcentre.com/> 08088 020 008;
- the links to local services, such as Traveller Education Services or the local parent partnership; and also
- a link to guidance on making a claim of discrimination to the First-tier Tribunal:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>



SS PETER & PAUL CATHOLIC SCHOOL

'Learning Together, Achieving Together in Christ'

Anti-Bullying Policy

2021-2022

Approved by:	Date:
Written : Spring 2019	
Reviewed: July 2021	
Next review due by: July 2022	

INTRODUCTION

This policy is intended as an appendix to our Behaviour Policy and will be consulted upon and reviewed regularly in line with the main policy. In line with the school's Mission Statement we actively celebrate the diversity within our school and therefore do not tolerate bullying in any form.

Our Anti-bullying policy is framed to tackle the early signs of hurtful and inappropriate behaviour and to ensure that every member of the school community is well aware of the need to care for and respect each other as part of God's wider family.

We are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the *Equality Act 2010* it is essential that our school:

- eliminates unlawful discrimination, harassment, victimization and any other conduct prohibited by the Act;
- advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- fosters good relations between people who share a protected characteristic and people who do not share it.

We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the *Children Act 1989* a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

There is no legal definition of bullying.

The Anti Bullying Alliance defines bullying as "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online." (<https://www.anti-bullyingalliance.org.uk>)

It is recognised that there are 4 main types of bullying (defined by <http://www.bullybusters.org.uk/>)

Verbal Bullying

- Name calling, not just calling you names but calling your loved one names. This can be very hurtful.
- Threatening you, by saying an older brother or sister is going to hurt you, or they are waiting for you after school.

Physical Bullying

- Hitting, kicking, biting, scratching, pushing, tripping you up on purpose. Anything that hurts you by touching you is physical bullying. This is also a criminal offence and **nobody** is allowed to hit you.

Indirect Bullying

- Ignoring someone, leaving them out or not allowing them to join in a game.
- Spreading rumours, talking about you behind your back and saying things that are not true.
- 'The bad eyes', someone glaring or giving you threatening looks, this is very difficult to prove but can be just as distressing.

Technological/Cyber Bullying

- Internet abuse: Using social networking sites to show pictures, embarrass others, set up groups and encourage others to take part in bullying online. This can be *VERY DANGEROUS* as sometimes people give out personal information that can get into the wrong hands.
- Instant Messenger: Bullies can come into your home and abuse you on IM.
- Chat rooms: using chat rooms to spread gossip and hurt people's feelings.
- Abusive text messages: nasty text messages, these can be particularly scary when you don't know who they are **off. from**
- Happy slapping: this is when you use a phone or a video camera and film someone being slapped or attacked unknowingly. This is assault and we would always advise you to report any happy slapping incident to the police.
- Silent or abusive phone calls: these too can be quite scary and worrying.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies, lessons and anti-bullying week, pupils are given opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Consequences

All behaviours are addressed in line with our behaviour policy. Records are kept of all reported bullying incidents.