



SS PETER & PAUL CATHOLIC SCHOOL

**'Learning Together, Achieving Together in Christ'**

# Behaviour Policy

**Approved by:**

**Date:**

**Written :** Spring 2019

**Last reviewed on:**

**Next review due by:** Spring 2021

## **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 a consistent way throughout the school and will be investigated in a non-emotional way

## **Purpose**

Our behaviour policy guides staff to teach self-discipline and reflection rather than compliance. It emphasises respect, a partnership approach to managing inappropriate conduct and specific interventions that support staff and learners.

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 “Rest and Relaxation” and PSHCE teaching.
- reinforcing appropriate behavioural 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 school rules:

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

## **Expectations of the children**

- to be ready for learning
- to be respectful to others, to themselves, to the school property and that of others
- 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

## **Expectations of all the school staff**

- meet and greet children, with a handshake, when they enter school in the morning
- refer to 'Ready, Respectful, Safe' when talking about children's conduct
- model expected behaviours and build positive relationships
- plan and deliver lessons that engage, challenge and meet the needs of all children
- use a consistent approach to acknowledging appropriate behaviour within the classroom: all classes have a recognition board that celebrates effective behaviour for learning and appropriate conduct
- be calm
- to be consistent in their approach
- use their best endeavours to prevent inappropriate behaviour occurring or escalating
- follow up incidents every time, retaining ownership of them and engage in reflective dialogue with learners
- apply reasonable sanctions when appropriate
- never ignore or walk past learners who are behaving inappropriately (unless directed to, due to specific needs)

## **Phase Leaders**

Phase 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 children.

Phase leaders and members of the leadership team will:

- meet and greet children at the beginning of the day
- be a visible presence around the school to encourage appropriate conduct
- support staff in returning children to learning by supporting staff in conversations
- regularly celebrate children and staff whose efforts go above and beyond expectations
- encourage use of Positive Notes and Positive Phone Calls
- ensure staff training needs are identified and targeted

## **Senior Leaders**

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

Only the Headteacher has the authority to exclude a child from school, which is exercised in consultation with the Chair of Governors.

Senior leaders will:

- meet and greet children at the beginning of the day
- be a visible presence around the school site
- celebrate children, staff and leaders whose effort goes above and beyond expectations
- regularly share good practice
- support middle leaders in managing children whose behaviour is more complex, persistently inappropriate or challenging
- collate behaviour data and use it to allocate resources
- regularly review provision for children whose behaviour is persistently inappropriate or challenging

## 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 School Council Playground monitors Water wizards Buddy readers Peer Mediator ( Sept 19)	Chaplaincy Library monitors Play leaders (Reception) Sports leaders Office Monitors Eco Warriors (Sept 19)
---	---

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"><li>• positive praise</li><li>• sincere and timely verbal praise,</li><li>• Recognition Board</li><li>• Over and Above Bands</li><li>• Hot Choc Friday</li></ul>	<ul style="list-style-type: none"><li>• positive notes home</li><li>• positive phone calls home</li><li>• half termly teacher's award</li><li>• marking the moment</li><li>• stickers</li></ul>
--	---

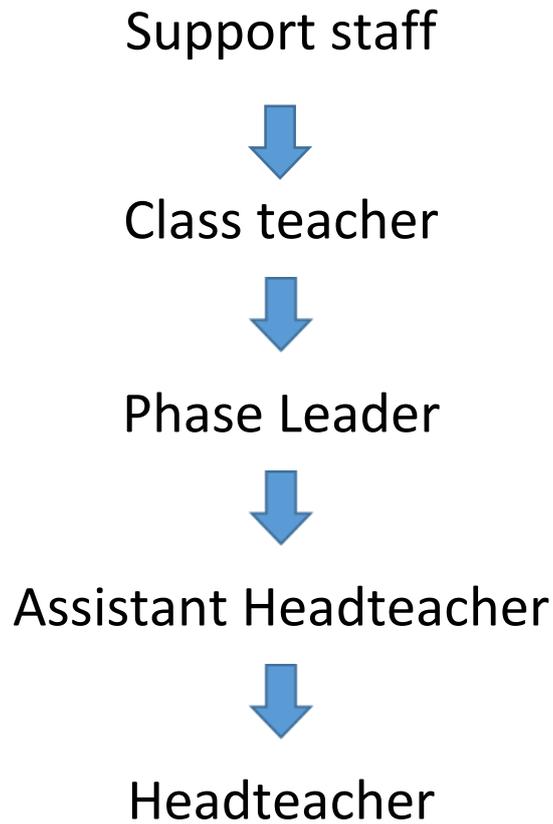
There are a number of consequences/ sanctions that will be given if a child's behaviour is inappropriate.

- missing playtime
- missing part of lunchtime play
- missing all of lunchtime play
- removal from clubs /non-educational trips
- 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

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

All members of staff are expected to use incident reports to record inappropriate behaviour.

Inappropriate behaviour should be addressed by the first member of staff who is informed of the incident, unless deemed so serious that it needs to be passed on through the structure. Prior to passing the behaviour, a behaviour form 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.

## Inappropriate behaviour

## Possible Consequence/sanction

- being unkind to others
- not completing work
- disturbing others in class or at play
- out of seat
- not following instructions
- throwing objects, e.g paper

These choices will be dealt with by the class teacher:

- move seats
- complete work either at playtime or at home
- reflection time to seek resolution
- reminders of the expectations

Persistently making the inappropriate choices above or/and:

- rudeness to staff / other children
- swearing
- unwelcome / aggressive touch
- persistently 'off task'
- damage to resources
- deliberate sabotage of lesson
- damage to school property
- refusal to follow reasonable instructions
- stealing items
- language intended to offend another

These choices may result in being sent to the phase leader and /or parents being informed:

- time off break times
- sent to work in another class
- work outside of the class
- write an apology letter
- replace resources

Persistently making the inappropriate choices above or/and:

- 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

These choices may result in being sent to the Assistant Head Teacher or Headteacher and /or parents being informed:

- time off break times
- sent to work in another class
- work outside of the class
- write an apology letter

**Only the Headteacher has the authority to give Internal and/or external exclusion as a sanction.**

Records are kept for school purposes and data gathered to inform school leaders of the types of inappropriate behaviours that are occurring.

## Exclusion Procedure

### Internal Exclusion

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.

An internal exclusion is a 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.

Internal exclusions are given in increments of half days.

An internal exclusion is not to be confused with time out. Timeout 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-SEND>

**Appendix 1**

**INTERNAL DOCUMENT ONLY – This document is used to report an incident and is the starting point for discussion.**

**Incident/ Behaviour Form**

<b><u>Adult reporting incident/concern:</u></b>		<b><u>Name/s of children:</u></b>	
<b><u>Date &amp; time:</u></b>		<b><u>Year group:</u></b>	
<b><u>Type of Incident/Concern:</u></b>			
Physical aggression		Verbal aggression	
Inappropriate interaction		Persistent/repeated disruption	
Other			
<b><u>Context &amp; Incident/Concern: (where, who, what &amp; why)</u></b>			
<b><u>Details of conversation /Investigation (between adult and children). Circle the rule referred to</u></b>			
Ready	Respectful	Safe	
<b><u>Action taken / Sanction applied Please tick</u></b>			<b><u>Information shared/ Referred to</u></b>
Timeout from class			__ Class Teacher __ Phase Leader __ SLT
Minutes off playtime			
Parents informed Phone/meeting			
1. Referred on to class teacher			
2. Referred on to Phase leader			
3. Referred to AHT			
4. Referred to HT			



SS PETER & PAUL CATHOLIC SCHOOL

**'Learning Together, Achieving Together in Christ'**

## **Anti-Bullying Policy**

**2019-2020**

<b>Approved by:</b>	<b>Date:</b>
<b>Written :</b> Spring 2019	
<b>Last reviewed on:</b>	
<b>Next review due by:</b> Spring 2021	

## **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.
- 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.