



## Sacred Heart Catholic Primary School

### Behaviour Policy Document (Including Exclusions Policy) (Including Anti-Bullying Policy)

#### **Mission Statement**

*We are a caring community which aims to promote respect and understanding of all individuals through a sharing of Catholic Faith and the love of Christ. All children will feel a sense of worth, knowing that they are valued and loved by God in their uniqueness.*

*We seek to create a learning environment which enables our children to succeed to their best ability and which recognises and values their variety of talents*

*We acknowledge the importance of our role in support for the family, the parish and the wider community.*

This policy was created in consultation with pupils, staff, parents and Local Governing Board Representatives.

The behaviour of all at Sacred Heart School is based on the Gospel message of love and its values of respect, justice and tolerance. It is our responsibility and duty in a Catholic School that God's presence is felt and that a Christian perspective on life and relationships is at the heart of our existence.

*Matthew 5:15-16 People don't light a lamp and put it under a basket but on a lamp stand, and it gives light to everyone in the house. In the same way let your light shine in front of people. Then they will see the good that you do and praise your Father in heaven.*

*St Teresa of Calcutta: "Spread love everywhere you go. Let no one ever come to you without leaving happier."*

#### **Rights of the Child**

The United Nations Convention of the Rights of the Child (UNCRC) is at the heart of our school's Planning, Policies, Practice and Ethos. As a Rights Respecting School we not only teach about children's rights but also model rights and respect in all relationships. This policy is underpinned by:

**Article 3:** Everyone who works with children should always do what is best for each child

**Article 29:** The right to become the best that you can be.

**Article 31:** Every child has the right to play and rest.

#### **Our Behaviour Policy assumes that:**

- children have the right to learn and teachers must be enabled to teach them
- success should always bring plentiful praise, recognition and positive reinforcement
- all pupils and staff will behave appropriately

In developing this policy, the Local Governing Board has taken account of the Education and Inspections Act 2006, Chapter 40, Part 7 – Discipline, Behaviour and Exclusion.

#### **Within the above context, the school aims:**

- Living the Mission Statement through our Caring Code and providing equality of opportunity.
- Providing a Catholic Christian setting in which children can become confident, resourceful, enquiring and independent learners.
- Fostering a growth of commitment to the love and service of Christ through the teaching and practices of the Catholic Church.
- To ensure all children attending the school follow an appropriate code of behaviour
- To help our children respect other people's religions and develop their understanding of other cultures
- To enable our children to receive a broad and balanced curriculum whilst ensuring progress is made in the basic skills
- To prepare our children to meet all kinds of situations by developing self-esteem, confidence and independence
- These aims are best achieved in the framework of a relaxed, pleasant atmosphere in which pupils are able to give of their best, both in the classroom and in extra-curricular activities, and are encouraged and stimulated to fulfil their potential. This, in turn, demands a positive policy of encouraging good attitudes, rewarding and praising where possible and the setting of a good example.

#### **Pastoral Care and Discipline**

Discipline within our school is firm but fair. Responsible behaviour by all children is encouraged. The school follows the Archdiocese's and LA's guidance and Academy's expectation, which require that pupils should regulate their conduct through self-discipline.

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All staff has an important role to play and it is they who determine the environment in which good staff/pupil relationships can develop. At all times, staff must consider themselves responsible for the behaviour of pupils, earning the respect of pupils by their influence, attitudes, teaching skills and rapport.

Much support is of an informal nature. A prompt word of praise or an immediate checking of misbehaviour is taken as first steps in counselling. This extends to building up an understanding and relationship with the child which facilitates discussion of attitudes and criticism of poor achievement or behaviour. It also provides an awareness of any underlying problems a child may have.

The Pastoral System of the school is such that the staff works as a corporate body, supporting each other. Each class teacher has specific responsibility for his/her pupils regarding behaviour and disciplinary problems both in the classroom and those raised by other colleagues.

The class teacher's/teaching assistant's understanding of a pupil in his/her care enables discussion with other colleagues to be based on sensitivity, consistency and fairness.

To support everyone in achieving our school's mission statement, we have agreed class charters to support our school's aims. These, in conjunction with the Gospel Virtues are used daily to support and prompt our children and staff about our expectations of each other.

All staff have the support of the Principal and access to external professional support services where needed.

### **Rewards - The Positive Side of Discipline**

The emphasis is always on the positive approach of encouragement and praise. Praise is given in many ways and includes the following: -

#### **Rewards Systems**

Good behaviour is identified and rewarded at all times and the systems in place develop as the children progress through the school. Stickers and certificates are also used as a form of positive praise as well as awarding house points. Pupils are constantly rewarded for good work and good behaviour and staff can send them to a member of SLT to receive praise.

#### **Sanction System – Four Stage Sanction:**

Where a child displays behaviour such as:

- Persistent disruptions
- Low level distractions for themselves and others
- Defying reasonable instructions

*This is not an exhaustive list – similar behaviours to those listed should also be managed using the system below:*

*Where a parent has been notified of an incident the school expects parents to cooperate with the school to help the child learn from their mistakes.*

#### First Stage

Remind the child of our expectations, discuss with them why their choice isn't the right one, remind them of the consequences should their behaviour persist.

#### Second Stage

Speak with the child again about their behaviour choices, discuss with them any reason they are behaving this way. Class teacher should initiate restorative conversation with the child and follow up with any necessary support for reintegration. The child will miss 5 minutes of the next break time to discuss the incident with the staff member involved. Class Teacher to inform parents of the behaviour issues and sanction (should this be persistent).

#### Third Stage

Tell the child clearly that the behaviour they are displaying is not acceptable

The child will then miss the whole of the next break time, this will be spent with the class teacher, here the child will have to fill out a reflection sheet (see appendix 1 & 2)

Make a log of the incident in CPOMS and upload the reflection sheet.

Class Teacher to inform parents of the behaviour issues and sanction.

#### Fourth Stage

In the unfortunate event the third stage hasn't had the desired effect, then and only then, will the child be sent to the Senior SLT for immediate time away from the classroom, they must be provided with work and be escorted to the SLT members' office, where they will remain for the rest of the session.

Class teacher to arrange a meeting with parents and the Phase leader at earliest convenience to discuss the incident and follow up action and sanctions.

Make a log in CPOMS and a final warning letter is to be sent to the parents, explaining how their choices are not acceptable. (see appendix 3)

Class teacher to discuss behaviour concerns with Phase leaders so that further exploration of needs can be considered.

A behaviour monitoring sheet may be implemented at this point.



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*Depending on the severity of the incident staff may need to move directly to stage 4. An example of these include:*

Discriminatory Remarks – Racism, Sexism, Bad Language, Homophobic Abuse, Any Instance of Serious Physically Violent Behaviour Towards Staff Member or Child, Any Instance of a Child Bringing an Offensive Item into the School or Any instance of sexually abusive, inappropriate or otherwise sexualised behaviour.

Where any of these occur staff will refer immediately to the Executive Principal or Head of School, who will make a decision about the most appropriate course of action.

The school will not tolerate abusive behaviour of any kind that threatens the wellbeing and safety of learners or staff. The ultimate sanction in serious cases of misconduct is fixed term or permanent exclusion.

Exclusions from School: If a child displays continuously unacceptable behaviour and despite applying the various aspects of our Behaviour Policy, they still continue with breach the rules then the child may be excluded. Any exclusion will follow the LA guidelines as detailed in the most up-to-date documentation available.

#### **Lunchtime Sanction system – daily (each day is a new day)**

1. First verbal reminder- staff to communicate to other lunchtime staff that the child has received a verbal reminder
2. Second verbal reminder- staff to record name and behaviour in the lunchtime behaviour book and child to have 5 minute reflection time with teaching assistant on duty.
3. Third verbal reminder- staff to send child to the Principal/Vice Principal or a member of SLT and parents to be informed. Upload behaviour incident onto CPOMS.

NB – It may not be appropriate for all four sanctions to be followed methodically – some instances may require action immediately at level 4.

- A minor penalty, where possible relevant to the offence, such as picking up litter for those who drop it.
- Referral to Principal/Vice Principal.
- Loss of privileges, e.g. the opportunity to attend extra curricular activities and football at playtime, loss of playtime and use of playground equipment.
- Restitution of some kind, i.e. removal of graffiti, repair of damage and/or payment for it. Occasionally if staff believe the whole/majority of the class have made the wrong choice, they might decide that in order to enable further investigation/reflection, the class may remain in class for part of their break time/lunchtime.

#### **Behaviour Off School Premises**

- Teachers are able to punish pupils for misbehaviour outside of the school premises.
- Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:
  - Wearing school uniform
  - Travelling to or from school
  - Taking part in any school-related activity
  - Bringing the school into disrepute on social media
  - In any way identifiable as being a pupil at the school
- The school will impose the same behaviour sanctions for incidents and bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- The Principal also has the right to inform the police if the behaviour is criminal or poses a serious threat to another person. If there were concerns about the mistreatment, neglect or abuse of a child, the school would follow the safeguarding policy.

#### **Seeking Outside Support for Continuous Disruptive Behaviour**

In the event of children exhibiting continuous disruptive behaviour, the school reserves the right to initiate multi agency assessment and/or involve other agencies, including:

- The education psychology service for issues to do with behaviour inside school
- The child and family unit for issues regarding behaviour at home
- SENAR for advice to do with issues of behaviour or welfare in school
- The school nurse for issues regarding health

#### **Screening and Searching**

At Sacred Heart, children are not routinely screened, however if staff believe that a child has about their persons an item which could cause harm to either themselves or others, they reserve the right (with the permission of the most senior member of staff on duty) to search that child. If a child is to be searched, there must always be two members of staff present.

#### **Reasonable force (Positive Handling)**

Schools do not require parental consent to use force on a child however, in exceptional circumstances, schools have the legal power to use reasonable force. In a school, force is used for two main purposes; to control pupils or to restrain them.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;



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- restrain a pupil at risk through physical outbursts, of harming themselves or others or from damaging property.

Positive Handling should always be proportionate and used for no longer than necessary.

If Positive Handling has been used, the incident must be reported immediately to the most senior member of staff on duty and an incident log must be completed. Parents must also be informed.

When using reasonable force, staff at Sacred Heart is aware of the needs of children with Special Educational Needs and will make reasonable adjustments for them as necessary.

## E Safety

Schools have rights and responsibilities in relation to cyberbullying and we aim to work together to create an environment in which pupils can learn and develop safely, free from harassment and bullying. Cyberbullying will be handled as a community issue for the whole school. Incidences of cyberbullying outside school can affect children's behavior in school. Parents have the right to raise concerns about issues of cyberbullying within and out of school. Parents should keep any evidence, screenshots, photographs, etc. and report them to a member of SLT. School can request that the perpetrator removes the offending comments. Where the perpetrator is known to be a current pupil, school will implement our mediation and sanctions as outlined in this behaviour policy and parents of the pupils will be involved and informed of this.

At Sacred Heart, we take measures in school to ensure pupils are kept safe from online abuse and inappropriate material, an e-safety curriculum is in place and delivered to the children across all key stages. Pupil access to the Internet is through a filtered service, which should ensure educational use made of resources is safe and secure, while protecting users and systems from abuse. Parental permission is sought from parents on entry to the school, before pupils access the internet.

Further information on safer internet advice for parents can be found on the following website:

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

## Peer-On-Peer Abuse

Abuse is something which usually physically or emotionally hurts another person by using behaviour that is meant to scare, hurt or upset that person. Peer-on-peer abuse can happen inside and outside of school – it can happen online or in-person. Staff teach children it is important to let an adult know if they think they, or someone else, is being affected by peer-on-peer abuse. Children know they can speak to an adult if they are unsure about what peer-on-peer abuse looks like. It is not always easy to identify abuse when it is coming from someone a child knows, such as a friend or a classmate, but it is really important to look out for the signs of peer-on-peer abuse and report it.

Sometimes, people can act sexually towards others, and it might make them feel uncomfortable. This can happen online and face-to-face (both physically and verbally) and is never acceptable at any age. It might make someone feel scared, embarrassed, uncomfortable or upset. It could be:

- Calling someone sexual names
- Sexual jokes or teasing
- Being physical, like touching which makes someone feel uncomfortable, messing with their clothes, or showing pictures or drawings which are of a sexual nature
- Being sexual online, like sharing sexual pictures and videos, or posting sexual comments on social media
- Sexual threats or pushing someone to do something sexually that they don't want to or aren't ready for
- Someone making sexual comments, like telling sexual stories, saying rude things, or saying sexual things about someone's appearance or clothes

Adults who have concerns about any peer-on-peer abuse will address the incident, log it on CPOMS appropriately ensuring the DSL is informed.

Any allegations will be investigated, then appropriate sanctions and pastoral support would be put in place accordingly for both the victim and perpetrator, this could include outside agencies.

## The Anti-Bullying Policy

This policy was created in consultation with pupils, staff, parents and Local Governing Board Representatives.

The school has a 'duty of care' towards its pupils with regard to bullying in that the Principal and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

At Sacred Heart Catholic Primary School, this duty of care is set in the context of Gospel values, as we believe that all children are unique and loved by God. In keeping with the school mission statement, we aim to educate children to become loving, caring and spiritual adults who will take Jesus Christ as their example. Bullying is therefore viewed by the school as being unacceptable.

### 1. a) Definition of Bullying

Bullying can be defined in a number of ways. We follow DfE guidance which defines bullying as:

*“Bullying is deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another”.* (DfE)

It is also when there is an imbalance of power. Bullying has been described by pupils as:

- name calling
- teasing
- physical abuse e.g. hitting, pushing, pinching or kicking

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- having personal possessions taken e.g. bag or mobile phone
- receiving abusive text messages or e-mails
- being forced to hand over money
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.
- Comments about parents, siblings or other family members

### **b) Specific Examples of Bullying**

Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

**Sexual bullying** – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- use of homophobic language
- looks and comments about sexual orientation or appearance.

**SEN or disability** – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

**Text/internet bullying and the use of mobile devices** – this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous callers. It must be noted that although the school does not allow pupils to have mobile phones in classrooms, they can be left in the office for safe keeping during the day. The school has no position on pupils using mobile phones on the way to and from school and leaves this matter to the discretion of parents. These examples are not exhaustive.

### **Why is bullying different from unacceptable behaviour?**

- It is deliberately hurtful behaviour aimed directly at an individual or group and **it is repeated over a period of time.**
- It is difficult for those being bullied to defend themselves physically or verbally. Bullying is unprovoked behaviour which intimidates or causes fear.

Sacred Heart Catholic Primary School will not tolerate bullying by any member of its community, be they pupil, member of staff or visitor.

### **Bullying will be taken seriously and dealt with quickly and promptly.**

#### **2. School Statement of Intent**

As the ethos of this school is based on the principles of the Catholic faith, we aim to maintain an atmosphere of mutual respect. At Sacred Heart Catholic Primary School, we:

- Do not tolerate bullying
- Inform all parents of our policy before their child starts school
- Work towards the prevention of bullying through the planned RE/PSHE/SMSVC curriculum
- Deal with bullying as and when it occurs
- Support the victims of bullying
- Support the child who does bully, to change their behaviour.
- Reduce the potential risks pupils/students face of being exposed to violence, extremism, exploitation, or victimisation

Sacred Heart School Council says we:

- Do not accept bullying
- Tell all parents what we think about bullying before children come to school
- Respect every child's right to be safe
- We show through our lessons how not to be a bully and make the right choice
- We sort out bullying straight away
- We help the people being bullied



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- We teach people who bully how to do the right thing

### 3. Aims of the Policy

- to assist in creating an ethos in which attending school is a positive experience for all members of the school community
- to make it clear that all forms of bullying are unacceptable at school
- to enable everyone to feel safe while at school and encourage pupils to report incidences of bullying
- to deal effectively with bullying
- to support and protect victims of bullying and ensure they are listened to
- to help and support children who bully to change their attitudes as well as their behaviour and understand why it needs to change
- to liaise with parents and other appropriate members of the school community
- to ensure all members of the school community feel responsible for combating bullying

### 4. Role of the school

All staff has a valuable role to play in the prevention and management of incidents of bullying. When bullying is reported an initial investigation is carried out by the teacher receiving the information and appropriate action is taken. In every case a written record is made and the Principal/SLT are informed. If another adult in school receives a complaint about bullying, other than a teacher, they must pass this information on to a teacher immediately to enable an investigation to take place.

Staff will:

- Be watchful, observe the social relationships between pupils in their care and take action where they perceive bullying may be taking place
- Investigate and record incidents of reported bullying by listening to the views of the children
- Encourage children to talk about bullying through the RE and PSHE/SMSVC curriculum
- Always treat the incident confidentially - although school staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child Protection procedures must be followed when any disclosures are made.
- Always praise anti bullying behaviour
- Always state that it is the bullying behaviour not the child which is unacceptable
- Question the bully or any other children involved. Ensure that the bully understands the effect his/her actions have had on someone else
- Teach pupils about the effects of bullying through assemblies and circle time.
- Always investigate incidents thoroughly and fairly
- Support both the victim and the child who has done the bullying, keeping both informed
- Inform a senior member of staff
- Inform parents of the victim and the child doing the bullying of the outcome and any actions taken (in line with the behaviour policy).
- Monitor the effectiveness of the action taken
- Work out strategies with the victim to give them support

### 5. Role of the pupils

Children themselves have an important role to play in the prevention and reporting of incidents of bullying. At all settings in Sacred Heart Catholic Primary the children are:

- Encouraged to report all incidents of bullying to a trusted adult. **If adults are not informed of incidents of bullying, they cannot help!** All adults in our school will investigate any bullying reported to them, or will pass on the information to someone in authority
- Encouraged to be with a friend at all times. If children are with someone else, they are less likely to be picked on
- Always report witnessed incidents of bullying to an adult in school
- Tell an adult if they feel they are being bullied
- Write a note and give it to an adult in school
- Show respect for all other children in school
- Act as an example for younger children in the school
- Talk to parents about how they feel at school regularly
- Encouraged to walk away from bullies and tell an adult. Children shouldn't try to retaliate – it only makes matters worse. This is not easy as children may be told to 'give as good as they get' outside school, but two wrongs don't make a right.

It is the behaviour of the bully that we strive to change by ensuring that the bully realises the impact of their action on another person and thereby violating their rights as expressed in our school's mission statement, philosophy and aims. We do not label the bully as a person, but the behaviour.

### 6. Role of the Local Governing Body

The Local Governing Body of Sacred Heart School will review this policy annually and will be responsible for its implementation. They will also determine its success through the Principal by monitoring reported incidents and actions taken. In the event of bullying incidents not being dealt with to the satisfaction of parents, the governors will also receive representations via the Academy's Complaints Procedure.

### 7. Role of Parents

Parents agree to support the policy in the following ways. If your child has been bullied:

- calmly talk with your child about his/her experiences

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- make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- reassure your child that he/she has done the right thing to tell you about the bullying.
- explain to your child that should any further incidents occur he/she should report them to a teacher immediately
- make an appointment to see your child's teacher
- explain to the teacher the problems your child is experiencing

*When talking with teachers about bullying:*

- try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school and let them know if things improve as well as if problems continue

*If you are not satisfied:*

- check with the school anti-bullying policy to see if agreed procedures are being followed
- make an appointment to discuss the matter with the Principal and keep a record of the meeting
- if this does not help write to the Chair of the Local Governing Board explaining your concerns and what you would like to see happening.

*If your child is bullying others:*

- talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how he/she can join in with other children without bullying
- make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when he/she is co-operative or kind to other people

*If your child is experiencing any form of online bullying:*

- ensure your child only has access to age appropriate sites
- ensure your child is careful to whom they give their mobile phone number and e-mail address
- check and print (or copy) the message and note exactly when a threatening message was sent
- report the incident to the school in the first instance and, where necessary, report incidents to the police.

## 8. Sanctions

The school will impose sanctions in line with the whole school Behaviour Policy. These sanctions will always be applied fairly and consistently but in conjunction with positive behaviour management strategies. The school views bullying as totally unacceptable, and therefore if evidence of sustained or serious cases of bullying are proven; it may lead to exclusion.

## 9. Lunchtime support

Many children require assistance if they are to learn to play well with their peers. Playground games involve social, emotional and behavioural skills in a real context and therefore are worth teaching. They also provide opportunities to develop leadership skills and enhance a sense of school as a community through enabling children to take responsibility for practical tasks that benefit all. This is an important role for lunchtime play coordinators.

Children can be engaged in a variety of ways such as;

- Teaching/leading games
- Getting out / putting away equipment
- Talking to lonely children

It is also important to recognise that children like to relax in different ways. Lunchtime play coordinators can accommodate these different play/relaxation styles on the playground by zoning activities. This ensures that the playground is shared more fairly so that games like football don't dominate it.

Copies of all letters sent to parents regarding behaviour will be scanned on to CPOMS. Parents and children have a statutory right to see all records kept by school (Data Protection Act 1998).

## 10. Equal Opportunities

At all settings in Sacred Heart Catholic Primary School we expect high standards of behaviour from all pupils. Our procedures for managing behaviour are fair and are applied equally to all regardless of age, gender, religion, race, sexuality and disability and are based on the on the Gospel message of love and its values of respect, justice and tolerance and taking children's individual needs into account. It is our responsibility and duty in a Catholic School that God's presence is felt and that a Christian perspective on life and relationships is at the heart of our existence – where everyone is valued and treated equally.



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Pupils, staff, Local Governing Board, Board of Directors and parents know that any language or behaviour that is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable. Racial incidents are recorded on CPOMS.

### **Responsibilities**

The Local Governing Board, Board of Directors, Principal and SLT will ensure that the school complies with all relevant equalities legislation.

The Local Governing Board, Board of Directors, Principal and SLT, will ensure that the policy and related procedures and strategies are implemented and complied with consistently. All staff, pupils and parents have an active part in the evolution, development and maintenance of this policy.

### **Monitoring and Review**

This policy will be monitored and reviewed regularly and updated annually to ensure it is in line with local and national guidance. All incidents of bullying are reported termly to the Local Governing Board in the Principal's Report.

### **Conclusion**

At Sacred Heart Catholic Primary School, there are many people. We believe that people in our school are caring individuals, who are well behaved and in whom we have great pride.

Occasionally an individual may require more attention for a behaviour problem, but we do not ignore this – we do something about it so that we can raise tolerance, achievement and understanding.

### **Active Commitment to and Implementation of Policy**

There will be regular analysis and review of current behaviour and discipline at termly staff meetings. Staff and parents are invited to share concerns/problems at any time. Behaviour and Discipline will be an agenda item at meetings of Principal's report at Local Governing Board meetings each term. Any concerns will be forwarded to the Local Governing Board. The Local Governing Board will hear action appeals.

Ratified by the LGB: Date: November 2021

To be reviewed: September 2023



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## Appendix 1

### Procedures for Good Behaviour

#### Playground Expectations

1. We are gentle (We don't hurt others)
2. We are kind and helpful (We don't hurt anybody's feelings)
3. We listen and show respect (We don't interrupt and answer back)
4. We care for the playground (We don't damage or spoil anything)
5. We are tidy (We put rubbish in the bin)
6. We are honest (We don't cover up the truth)
7. We respect other children's right to play and be safe.

#### Dinner Hall

1. We enter the hall in a quiet, calm manner and remain seated at all times when eating.
2. We walk in the hall at all times; when entering or leaving.
3. We are polite using "please" and "thank you" and by taking turns; we always use our manners.
4. We talk to each other quietly using 'indoor' voices and only talk to others on our table.
5. We leave the hall and our place clean and put waste food away in bins provided.

#### Hall Assembly

1. We walk in lines silently and smartly on entry to, and exit from, the hall.
2. We sit on the floor quietly ready to listen and respond.

#### Cloakrooms

1. All PE bags and coats on the pegs.
2. Hang up coats found on the floor as a service to others.
3. All lunch boxes placed neatly on the lunch trolleys.
4. Speak quietly in the building.
4. We wait patiently for our turn.
5. We eat our food outside.

#### Movement Around School

1. We walk quietly and calmly at all times and in single file if in a group.
2. We hold doors open and give way to others.
3. We make sure we are dressed correctly in our uniform.

#### Visits

1. Walk quietly and calmly with a partner at all times.
2. Always use seat belt (if available); sit quietly.
3. Be polite with a "please", "excuse me" or "thank you" to helpers, drivers and attendants.
4. Be polite by letting other visitors go first, holding doors or asking sensible questions.
5. Listen for and follow teacher/group leader instructions as quickly as possible.
6. Don't drop litter or leave anywhere untidy or damaged.

#### Courtesy and Good Manners

- Saying "please" and "thank you" to others for doing what is wanted.
- Allowing others through a door first by standing back and waiting.
- Greeting each other by first names only.
- Taking turns to use things, in queues and when waiting for attention.
- Letting others speak without interrupting and waiting until they have finished.
- Leaving a room tidy with equipment replaced and chairs under the desk.
- Offering help without being asked.
- Including and encouraging others in games and other group activities.
- Using words carefully to build others up rather than tease or upset them.
- Putting litter in bins.



*Every child has the right to an education. (Article 28)*  
*Education must develop every child's personality, talents and abilities to the full. (Article 29)*  
*Every child has the right to the best possible health. (Article 24)*  
*Every child has the right to be safe (Article 19)*

## Appendix 2

### Procedures for Dealing with Major Breaches of Behaviour

- Withdrawal from the classroom, following a serious incident. The child will be sent to the Principal/ Vice Principal (or the Principal/Vice Principal will be summoned to the classroom) with incident recorded. Children must never be sent out of class alone – they should be accompanied by another adult or child as appropriate. In order to summons help immediately, staff can send a child to the main office carrying a yellow hand. At that point the most appropriate adult available will go to the classroom. SLT will be informed. A letter from the Principal will be sent to parents, informing them of the incident and inviting them to a meeting, if appropriate at this point.
- If the incident is repeated for a second time then a meeting with parents will be held in order to discuss strategies to improve behaviour. A Behaviour monitoring sheet will be introduced, involving the child and all adults. This will be monitored daily.
- Should a child not respond to the above channels of support then the SENCO and class teacher will consider ‘school action’ and if appropriate, will prepare a ‘Pupil Profile’. This will indicate the nature and extent of a child’s needs. It will outline short-term targets support arrangements from other agencies, parental involvement and review arrangements.
- An attack on an adult or serious physical harm with intent to another child will result in the above procedures being abandoned and LA guidelines being instigated and risk assessment and action plan completed if necessary/appropriate.
- If the problem is severe or recurring then exclusion procedures are implemented by the Principal, following LA guidelines.

Ratified by the LGB: Date: November 2021

To be reviewed: September 2023



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