



St. Patricks R.C Primary, Dipton

Behaviour Policy

| Revision History | | | | | |
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| Name | Ver | Reason for change | Status | Date | Review |
| J Burgess Val McFarlane (Bullying Intervention Group) Standards & Curriculum Committee | 1.4 | Separation of Behaviour/Anti Bullying Policy | Final | March 2020 | March 2022 |
| J Burgess J Murray Standards & Curriculum Committee | 1.3 | Updates regarding school bank reward system Focus on learning qualities Reference to Keeping Children Safe in Education (KCSIE) Early Help through to Child Protection Policy 2018 | Final | October 2018 | October 2020 |
| B Seale | 1.2 | Safeguarding lead governor added a section on the need to consider possible underlying reasons for negative behaviour | Final | Reviewed by governors Standards and Curriculum Feb 2017 | Review by Feb 2018 |
| J Burgess | 1.1 | Updates re Golden Time and School Council 'School Rules' | Final | Reviewed by governors Standards and Curriculum Feb 2016 | |
| J Burgess M Shiels | 1.0 | Annual review | Final | | |

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1 Purpose

We follow in Christ's footsteps

We are fortunate to be part of a faith community where good behaviour is recognised as a fundamental element of school life. Every member of our school community understands the importance of good behaviour. When everyone connected to our school behaves in a positive and respectful manner, it creates a more harmonious learning environment for all. Concerns, should they arise, can then be dealt with openly, in an honest manner, with a genuine desire to resolve issues promptly.

Expectations of good behaviour extend beyond the 'school day' to breakfast club, school trips, after-school clubs and, if applicable, the time children spend travelling to and from school on public transport.

Whilst the highest expectations exist regarding standards of pupil behaviour, it is important to acknowledge, at the onset, that negative behaviour displayed by pupils may have a range of causes and it is up to members of staff to be vigilant. We should not necessarily view negative behaviour as a problem in isolation, but as the child's response to a greater problem. By identifying what is behind the behaviour e.g. unmet needs, then we can work to support children and their families more appropriately.

2 Health and Safety Rules*

These rules are important to ensure that everyone recognises health and safety is a shared responsibility:

- Children should walk round the school quietly – entering and exiting the building in a safe sensible manner;
- Children should not go onto the playground or field without permission;
- Children must ask permission to come into school at playtimes or before school;
- Children must wait in the playground for their parents at the end of the day, unless they are in Year 5 or Year 6 and have written permission to walk home;
- Children should behave in a sensible manner in the porch area and put coats and bags away tidily - pupils should ensure taps are always turned off after use.

* *Health & Safety Policy available on school website.*

3 E-Safety

E-Safety is of paramount importance at St. Patrick's and we make every possible effort to ensure staff and children safely enjoy the potential technology brings.

All pupils will be asked to complete a pupil e-safety agreement at the beginning of each academic year. Parent/carers of pupils in Foundation Stage or Key Stage 1 will sign on their behalf, if necessary.

An Adult ICT Acceptable Use Policy will be shared with members of staff.

4 Pupil Rights and Responsibilities – shared during class time and assemblies

| Pupil Rights | Pupil Responsibilities |
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| I have the right to be happy and to be treated with compassion in this school. This means no one will laugh at me or hurt my feelings. | I have the responsibility to treat others with compassion. This means I will not laugh at others, tease others, or hurt others' feelings. |
| I have the right to be myself in this school. This means no one will treat me unfairly because of weight, gender, appearance, height, ancestry, disability, accent, hair colour etc. | I have the responsibility to respect others as individuals and not treat others unfairly because of weight, gender, appearance, height, ancestry, disability, accent, hair colour etc. |
| I have the right to be safe. This means no one will intentionally hit me, kick me, push me, pinch me, threaten me, hurt me, send me hurtful messages by mobile phone or use the internet to write hurtful things about me etc. | I have the responsibility to make others feel safe by not intentionally hitting, kicking, pushing, pinching, threatening, hurting anyone or using a mobile phone or the internet to send unkind messages. |
| I have the right to be listened to if I am worried or hurt. This may mean talking to my teacher, headteacher, lunchtime supervisor etc. | I have the responsibility to let an adult know about my hurt or worries, be truthful and not to cause others to worry or feel uncomfortable in any way. |
| If I do not follow the behaviour policy, I have the right to be spoken to once – I should not be repeatedly spoken to by different members of staff about the same incident, nor disciplined excessively in front of others. | I have the responsibility to listen to advice given to me. If my behaviour does not improve I must accept that further action may be taken. |
| I have the right to expect my property to be safe in this school. | I have the responsibility to look after property in school (including in the porches) and not to steal or damage the property of others. |
| I have the right to hear and be heard in this school. This means no one will yell, scream, shout, make loud noises or otherwise disturb me. | I have the responsibility to help maintain a calm and quiet school. This means I will not yell, scream, shout, make loud noises, or otherwise disturb others. |
| I have the right to show pride in my appearance. | I have the responsibility to wear the appropriate uniform and follow school rules on presentation. Whenever in uniform, even outside school, I will be well-behaved. |

Parent and Staff Rights and Responsibilities

| Parent Rights | Parent Responsibilities |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To be given a copy of the Behaviour Policy (the latest copy is always available on the school website). Revisited on a 2 year cycle | Teach children socially acceptable standards of behaviour. |
| To be spoken to with courtesy, at all times, regarding school matters. | To share concerns/queries with staff in a courteous manner – ensuring any contact between home and school is conducted in a mutually respectful and non-aggressive manner. |

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| To expect that my child will be taught in a safe and respectful environment. | To support the school in sustaining a welcoming, caring and safe environment for all children. To consider the safety of all members of the school community, this means following school guidelines for 'dropping off' and 'collecting' pupils at different times during the day. Respect school safeguarding guidelines – this means, for example, refraining from entering porch areas, classrooms without permission. |
| To be informed appropriately, if there are issues regarding the behaviour of my child. | To work with the school to improve the behaviour of my child. |
| To be informed if my child has been hurt or upset by the behaviour of another child. | To respect the professional judgement of teaching staff in regard to which incidents are of sufficient severity to require reporting to parents |
| To contact teachers or the school office with questions regarding this policy or other school matters. | To accept limitations on time and, if required, to make an appointment, to talk with class teacher, deputy headteacher or headteacher, either by phone or in person. To ensure all communication with school takes place via the school office. |
| To be listened to by school if I feel the policy has not been followed appropriately e.g. I can expect the headteacher or senior member of staff to record a detailed account of my concerns in order to investigate the issue thoroughly. I can expect honest and comprehensive feedback as soon as practicably possible or as agreed in the initial meeting. If the issue is not resolved, concerns can be escalated via the school complaints procedure. | To approach the headteacher first with a concern and give school the time and opportunity to investigate issues thoroughly. Be willing to listen with an open-mind and actively work with the school to reach a satisfactory resolution. |
| To expect supervision of children as set out in school policy, e.g. drop-off and collection times | To adhere to the timing of the school day and to inform school immediately if there are any difficulties regarding drop-off or collection. |
| To make specific arrangements for collection of older children and ensure school is fully aware of these. | To ensure these arrangements are adhered to and pupils are not left at risk. |

| Staff Rights | Staff Responsibilities |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| To be treated with respect by parents, pupils and colleagues. | Communicate classroom expectations/consequences to parents and pupils. To communicate with pupils in a quiet, calm and measured manner. |
| To be able to teach without disruption from pupils. | Demonstrate respect and care for pupils. |
| To adhere to and apply the Behaviour Policy appropriately. | To apply sanctions and strategies which are appropriate to the age of the child. |

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| | <p>To apply discipline proportionately and with discretion.</p> <p>To apply policies fairly and without bias at all times. Where incidents are concerning children related to the staff member, they should excuse themselves from further involvement.</p> |
| To be supported by a senior member of staff regarding any behaviour issues. | To implement the Behaviour Policy or seek advice/clarification from a senior member of staff, if necessary. |
| To have access to an Adult Acceptable Use Policy in order to be given appropriate guidance regarding the safe use of technology in school. | To follow the Adult Acceptable Use Policy. |

5 Rewards for Good Behaviour

Promoting positive behaviour

We aim to be positive and proactive in encouraging good behaviour and all staff, pupils and parents/carers play a role in this. With a focus on our 'rainbow learning qualities': showing God's love, respect, inquisitiveness, ambition, independence, perseverance and resilience, all our whole school community works to promote social and emotional well-being throughout the day. We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie and how behaviour for learning can have a positive impact on their ability to learn and have fun at school.

By giving children responsibility and a chance to make decisions, we try to build self-esteem and the foundation of good citizenship. In school we have 'buddies' and playground pals, where children are supported and helped to sort out disputes between each other. Pupils receive training/support from staff to carry out these roles appropriately. We do expect children to be courteous to all members of staff and to each other and to respond promptly to instructions given by adults. High expectations, regarding behaviour, extend to all aspects of the school day including breakfast club and after school clubs.

Staff use praise and positive reinforcement to promote caring attitudes among the children. We also encourage good behaviour through the following use of 'rewards':

- School banking system – children can use money earned to buy rewards such as ipad time, sitting next to a friend in class etc.
- Class attendance awards
- Spoken praise
- Written comment in workbook
- Stickers/Badge or rubber stamp
- Valuing work in front of peer group
- Valuing of work in front of other year groups/assemblies
- Visit to another teacher/headteacher for commendation.
- Inclusion in 'Special Mention Book'
- Angel wings based on rainbow learning qualities
- VIP lunch table
- Additional responsibilities

We hope to communicate information regarding positive pupil behaviour and high standards of work through the pupil organiser.

6 Sanctions

Occasionally, although behaviour at St. Patrick's is of a very high standard, it does prove necessary to make use of sanctions. Different methods work for different children and staff will judge carefully the most appropriate approach. It is important to state that the majority of children conform willingly to our code of behaviour and enjoy their life at school to the full. Some children, however, need to be corrected.

We believe that sanctions are most effective applied fairly and calmly. Children are given the opportunity to explain the reasons for their actions. Only the smallest effective sanctions are used e.g. reduction of money in the bank. Pupils need to know why sanctions are in place and should be given the opportunity to make amends. Sanctions are applied in a way that maintains self-respect and should never be used to humiliate.

Examples of unacceptable levels of behaviour (in no particular order)

- Rough play in the playground
- Pushing other children
- Throwing things inappropriately
- Disrespectful attitude towards others (adults or peers)
- Name-calling
- Disobedience
- Disruptive classroom behaviour
- Not producing expected work in class
- Swearing
- Spitting
- Deliberately causing minor damage to property
- Unkindness to other children
- Persistent name-calling or teasing, including homophobic and racist taunts
- Isolating others from peer group

7 School response to misbehaviour

7.1 Level 1

Verbal warning/time out issued by supervisory member of staff e.g. lunchtime supervisor or teacher. Consequences may take the form of:

- Reduction of money in the bank.
- Exclusion from play – when children are not behaving appropriately during playtime or lunchtime e.g. 5 minutes reflection time
- Completing unfinished work in the classroom (children will always be supervised).
- Taking work home to complete

7.2 Level 2

Repeated failure to adhere to pupil responsibilities will result in referral to headteacher/deputy headteacher where a pupil will be given a verbal warning that if behaviour does not improve s/he will be placed on report. Parents will be informed at this stage that behaviour is giving cause for concern and be alerted to possibility of the pupil being placed on report. Parents will have the opportunity to discuss these concerns with headteacher/deputy headteacher.

7.3 Level 3

If behaviour does not improve after a warning from the headteacher/deputy headteacher, a pupil will be placed 'on report' where s/he will have to report to the headteacher/deputy headteacher after every lesson/playtime to discuss progress. A copy of this report will be sent

home at the end of the week. This positive impact of being 'on report' will usually be evident very quickly, as pupils realise school and home are observing behaviour very closely.

If necessary, however, weekly conferences will take place with children and parents, until behaviour improves. Pupils are aware, if their behaviour falls short during an extra-curricular activity, they will first be issued a yellow card as a warning. If the behaviour does not improve, a red card will be issued which means they will miss the next session. With persistent misbehaviour, pupils may be prevented from returning to the activity for the remainder of the half/term or term.

7.4 If all of the above fails

Meetings with governors will be arranged.

In extreme cases e.g. intentional violence towards any person in school, governor involvement will be immediate.

8 Individual behaviour plans

As an inclusive catholic school, it is our mission to support pupils with a range of specific needs – some of which may impact on behaviour.

Where appropriate, and through dialogue with parents/carers, a behaviour plan will be devised for an individual pupil. The main purpose of this is to help the pupil behave in an acceptable manner in order to gain the most from school life ensuring neither the individual nor other pupils are adversely affected by negative behaviour.

9 Bullying (see also anti-bullying policy)

Bullying is totally unacceptable in St. Patrick's and will not be tolerated.

Bullying is a term which can be used inaccurately to describe a one-off incident between pupils. In reality, bullying describes a serious, on-going situation when someone persistently and deliberately threatens, frightens, abuses or hurts another person. This could be physical, verbal or mental and includes hitting, name calling, teasing, leaving someone out, putting someone down, racism, threatening gestures and looks, damaging people's belongings, ganging up, demanding money or harassment. It includes bullying by electronic means, including instant messaging, text messaging, posting comments on a social network site, posting comments on a blog, emailing or altering photographs.

We work hard to get the following messages over to children. If you think you are being bullied:

- ✓ Tell us the truth including any aspects you yourself may have been involved in (it gives us an honest picture);
- ✓ You will be listened to;
- ✓ We will help.

We will try to:

- ✓ find out the facts;
- ✓ stop any inappropriate behaviour;
- ✓ make you feel safe.

If children do not want to directly approach a member of staff, they have access to 'Worry Boxes' in each class – these can be used to share their concerns.

10 Role of Parents

Parents are advised to inform the school immediately if they suspect that their child is being bullied. The school will investigate and respond to findings and support as appropriate. If a child is guilty of bullying behaviour the school would expect the support of parents in dealing with the problem. In such circumstances parents will be made aware that the school is not only concerned with the victim but also that the bully realises such behaviour is not acceptable in a caring community. The process of dealing with a bullying situation will only be successful if parents are supportive.

11 Use of restrictive physical intervention

Although extremely rare, there may be an occasion when this is necessary. From a health and safety perspective, if a member of staff has to physically intervene to avoid greater harm within pupils e.g. if pupils are involved in a physical outburst or fight, for example, minimum force will be used and will cease as soon as possible. School will adopt 'Team Teach' techniques.

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe."

George Matthews – Director Team Teach.

A number of staff have undertaken Team Teach training.

A full report of any incident regarding use of restrictive physical intervention will be recorded by the headteacher and staff involved.

The following protocol will be applied:

- Member of staff will shout a warning, e.g., "Stop someone is going to get hurt."
- Member of staff will then intervene appropriately with open hands to separate those involved.
- Accounts of those involved will be taken

Parents will be informed.

12 Exclusion

At St. Patrick's, pupil exclusion is rare and will be enforced in extreme instances only. Fixed term exclusions result when staff/pupils are put at risk by a pupil's aggressive verbal or physical behaviour. Fixed term exclusions are never seen as a punishment for a pupil or his/her family but to allow school time to re-assess provision and make reasonable adjustments to ensure the safety and well-being of all. St. Patrick's follow Durham Local Authority practices and protocols regarding exclusion.

14 Peer on Peer Abuse – Including Harmful Sexual Behaviour

Peer on peer abuse is taken very seriously and all staff should recognise that children are capable of abusing their peers.

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or

Whether the perpetrator has repeatedly tried to harm one or more other children; or whether there are concerns about the intention of the alleged perpetrator.

In this school peer on peer abuse will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Peer on peer abuse can be such that girls are more likely victims and boys, perpetrators.

Peer on peer abuse may take different forms:

There is recent advice on sexual violence and harassment from the Department for Education

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting 'Sexting in schools and colleges: Responding to incidents and safeguarding young
- Initiating/hazing type violence and rituals

The following steps are taken in school to minimise these risks:

- Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to and valued.
- Robust risk assessments where appropriate.

Allegations of peer on peer abuse will be investigated by the headteacher/deputy headteacher

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service can help professionals to assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Guidance on responding to and managing sexting incidents can be found at: http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

Victims, perpetrators and any other child affected by peer on peer abuse will be supported within school as well as through the involvement of external specialists, if appropriate.

15 Further Reading

Other useful policies – all available on our school website

Anti-bullying policy V1.4

Keeping Children Safe in Education Safeguarding our children: Early Help through to Child Protection v1.4

Health and Safety policy v1.7

Guidance on the use of Restrictive Physical Intervention.

