



## St. Patrick's Catholic Primary, Dipton

### Behaviour Policy

Our Behaviour Policy and Anti-Bullying policies are closely aligned and aspects will be cross-referenced.

<b>Revision History</b>					
<b>Name</b>	<b>Ver</b>	<b>Reason for change</b>	<b>Status</b>	<b>Date</b>	<b>Review</b>
J Burgess	1.5	Review	Final	March 2022	March 2023
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.

Dealing with any incidents will involve a range of approaches e.g. addressing inappropriate behaviour with the individual/parent, responding positively when this has been acknowledged/maintaining a positive momentum to ensure incidents are not repeated.

The class teacher will be the first point of contact regarding any issues around behaviour. This will be escalated to the deputy headteacher/headteacher, as appropriate, in line with this policy.

## **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, and all areas of school, in a safe sensible manner;
- Children should not go onto the playground without permission/supervision;
- 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 not bring any possessions, implements or objects, which could be dangerous to themselves or others, into school.

## **3 Online safety**

Online 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.

An adult ICT Acceptable Use Policy is shared with members of staff.

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

<b>Pupil Rights</b>	<b>Pupil Responsibilities</b>
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 should not bring my own possessions into school – other than those needed for the school day.
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 (including P.E. kit) and follow school rules on presentation. Whenever in uniform, even outside school, I will be well-behaved.

#### Parent and Staff Rights and Responsibilities

<b>Parent Rights</b>	<b>Parent Responsibilities</b>
To be given a copy of the Behaviour Policy (the latest copy is always available on the school website).	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.
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.  If necessary, follow the school complaints procedure to try to resolve issues.
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.

<b>Staff Rights</b>	<b>Staff Responsibilities</b>
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. To apply discipline proportionately and with discretion. 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.
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.

## 6 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, service 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':

- Each teacher has autonomy to introduce specific class rewards. At St. Patrick's, we feel this allows staff to be responsive to the different ages/needs/context of the class. We would ask that this is clearly communicated to parents at the 'Meet the New Teacher Events' ahead of transition.
- 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'
- Angel wings based on rainbow learning qualities
- Additional responsibilities

## **7 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. 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
- Throwing things inappropriately
- Disrespectful attitude towards others (adults or peers)
- Name-calling
- 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
- Repeated failure to complete homework (age appropriate - school will alert parents)
- Bringing into school possessions, implements or objects which could be dangerous to themselves or others.

## **8 School response to misbehaviour**

### **8.1 Level 1**

The class teacher will be the first person to deal with behaviour issues with a child and the class teacher may contact a parent in the first instance. If a parent has concerns regarding a child's behaviour, again, the class teacher will be the first contact.

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

- Exclusion from play – when children are not behaving appropriately during playtime or lunchtime e.g. 5 minutes reflection time. More serious incidents may result in exclusion from play for the remainder of the session
- Completing unfinished work in the classroom (children will always be supervised)
- Taking work home to complete

### **8.2 Level 2**

Repeated failure to adhere to pupil responsibilities (despite sanctions put in place by class teacher/lunchtime supervisors) will result in a teacher/lunchtime supervisor 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 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.

### **8.3 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.

#### **8.4 If all of the above fails**

Meetings with parents will be arranged.

In extreme cases e.g. intentional violence (or a threat of violence) towards any person in school, parents will be informed immediately. We would expect parents to support appropriate sanctions.

### **9 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.

### **10 Bullying (see also anti-bullying policy)**

Bullying is totally unacceptable in St. Patrick's and will not be tolerated, however, it can be used inaccurately to describe a one-off incident between pupils.

Bullying is an imbalance of power. One or a group of individuals intimidating another by threatening, physically or emotionally hurting them. It is usually repeated, and usually deliberate, but the intention and perception of bullying can be different in every case.

Bullying can be:

- Physical
- Verbal
- Online

The root of bullying can be complex, which is why any suspected bullying needs thorough investigation.

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.

### **11 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.

## **12 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.

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.

## **13 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/Trust 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 RHE 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](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool)

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 Complaints Procedure**

We strive to be a school where you trust us to support your child, especially in difficult situations. However, we appreciate that in order for us to do this, it may take further action. If you are not happy with the outcome of the initial investigation and / or outcomes, you should make an appointment to meet or discuss concerns with the Mrs Gardner, deputy headteacher.

The deputy headteacher will continue the investigation and contact you, within 5 working days, to discuss her findings.

If you are still not satisfied with the outcome then please contact Mrs Burgess, headteacher.

Parents can also refer to the complaints policy via the school office or school website.

## **16 Further Reading**

Other useful policies – all available on our school website

Anti-bullying policy V1.5

Safeguarding and Child Protection Policy 2021-2022

Health and Safety policy

Online policy