



## ***Rationale***

Our school values of 'build, nurture, enable, respect, love unconditionally,' alongside the Gospel values, are embedded into everyday life at St Mary's Catholic Primary School. We believe that good behaviour is based on mutual respect between adults and pupils. We have high expectations of children's behaviour and believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions. Our Behaviour Policy is clear and well known by all children and parents/ carers and is consistently applied by all staff.

This policy is based upon advice from the Department for Education on: Behaviour and Discipline in Schools (2016), The Equality Act (2010), Searching, screening and confiscation at school (2018) and Use of reasonable force in schools (2013) and based on the Special Educational Needs and Disability Code of Conduct (2014).

## ***Aims***

St. Mary's School aims to:

- Provide the children with a positive learning environment permeated by Gospel values, as detailed in the Mission Statement.
- Have high expectations of the children's potential for achievement.
- Base our behavioural expectations on the principles of 'ready, respectful and safe' (Paul Dix, 2017).
- Encourage respect between children and towards adults.
- Develop self-discipline in our pupils.
- Communicate and consult with parents / carers regularly on all matters relating to their child's learning and behaviour.
- Promote and encourage values and attitudes, which reflect care and tolerance towards others.
- Have a whole school approach to behaviour.
- Enable the development of high self-esteem by building upon strengths rather than accentuating weaknesses.
- Maintain consistency.

### ***i) Staff***

- Staff welcome and respect pupils, e.g. through 'meet and greet' and 'end and send'.
- They set a good example to pupils, in their attitude towards each other and to the pupils.
- Staff reinforce good behaviour and build up a positive self-image for each child.
- Children are encouraged to forgive each other, by staff setting an example of forgiveness.
- Staff will teach and model a restorative approach e.g. using restorative conversation to support behavioural change (Appendix 1) by focussing on the primary behaviour i.e. the behaviour that was initially identified as inappropriate.

### ***Good behaviour in the classroom is brought about by:***

- A well-planned programme of learning.
- High expectations of achievement.
- Belief that all pupils can learn.
- A nurturing learning environment.
- Use of a variety of strategies for teaching, including an awareness of learning styles.
- Each child being valued as individuals.
- Care, patience, humour and understanding.

- Praising and encouraging those who are working and behaving well.
- Describing the effects of the behaviour not the behaviour itself.

**Strategies for supporting behaviour include:**

- Respond calmly to inappropriate behaviour – this may involve asking a colleague to take the lead in a situation, using agreed strategies to alert colleagues to this.
- Listen closely to children.
- Encourage self-reliance and resilience through Building Learning Power (BLP) which is used throughout the school.
- Ensure the children understand the rules and expectations of good behaviour.
- Address inappropriate behaviour by offering choices and implementing a restorative approach.

Each year, the Class Teacher will establish, with the children, a class code of conduct or charter for their class. These should be kept simple and age appropriate based on the principles of 'ready, respectful and safe'.

**ii) Headteacher**

The headteacher is also responsible for reviewing and approving this policy and will ensure that the school environment encourages positive behaviour. He/ she will also ensure that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

**iii) Local Governing Body**

The Local Governing Body is responsible for monitoring this Behaviour Policy's effectiveness and holding the teacher to account for its implementation.

**iv) The Role of the Parents/ Carers**

Parents / carers play a vital role in shaping the attitudes which produce good behaviour in school. As a staff, therefore, we aim to develop an active partnership with our parents / carers through good communication, which goes beyond the provision of formal parental interviews.

If a pupil is experiencing behaviour difficulties, it is important that the parents / carers are involved early in the process to enable them to work with the teacher to help the pupil modify the behaviour.

If a specific programme of rewards and sanctions needs to be introduced, it is important that the pupil, parent / carer, and teacher are working together for the good of the child. This approach helps the pupil to develop sound values and attitudes. The child will appreciate the need for fairness and self - discipline and respect authority at home, school and within the wider community (please refer to the home school agreement).

The Behaviour Policy is always available through the school website, or a hard copy is available from the school office on request.

**Rewards and sanctions**

We want to reward those children who demonstrate appropriate behaviour which reflects our core values. It is important that all children see the system as fair. The rewards and sanctions are included in Appendix 2, attached to this policy.

When a child's behaviour is 'consistently' inappropriate, and the normal procedures for modifying behaviour are ineffective, then a My Plan / Individual Behaviour Plan (IBP) will be drawn up (Appendix 3). This should involve the child, parents / carers, class teacher and SEND Co-ordinator of the school. The specific behavioural problems must be identified, and SMART targets should be developed. Full teacher, parent / carer and child involvement should be encouraged to help create and fulfil the targets set.

It is useful to discuss the rewards that a child will receive if the target behaviours are achieved within the agreed time limit. It is important that, particularly where there are several behaviours that the child needs to change, it is beneficial to focus on no more than 3 or 4 at a time.

If a child is not responding to the targets on the My Plan / IBP, then advice and support from external agencies, for example, the Behaviour Support Team, should be sought. The Educational Psychologist will help identify the child's difficulties and will help to draw up a programme to support their needs. Full staff support will also be provided to assist the class teacher. Parents / carers will be involved throughout the process.

In some circumstances staff may use reasonable force to restrain a pupil, for example to stop them from hurting themselves or others. Incidents of physical restraint would always be used as a last resort and recorded and reported to parents (Appendix 4), in line with our 'Touch' policy. School staff are trained in Passive Intervention Strategies (PIPs) through Devon Local Authority.

In very extreme cases the Head teacher may decide to exclude a pupil (see statutory DfE guidance *'Exclusions from maintained schools, academies and pupil referral units in England 2017'*).

### **Anti-bullying**

The school approach to dealing with bullying is included as Appendix 2 to this policy. As part of the PSHE curriculum, pupils can discuss the issue of bullying. Older pupils are also involved in creating and reviewing an Anti-Bullying policy for pupils, which is written in child friendly language (see Appendix 3).

### **Training**

Behaviour management forms part of continuous professional development. Staff in school have also been provided with training in Passive Intervention Strategies (PIPs) through Devon Local Authority and receive annual updates.

### **Policy Review**

This Behaviour Policy will be reviewed by the Head teacher and Local Governing Body every year.



**Appendix 1**

**Record of Restorative Meeting**

Date: .....

Name ..... Class .....

Others involved:

.....  
 .....  
 .....

<p>1. What happened?</p> 	<p>2. What were you thinking about at the time?</p> 
<p>3. Who has been affected by what you did?</p>	<p>4. How can you make things right and what can you do to stop this happening again?</p> 
<p>Signed:</p>	<p>Signed:</p>
<p>Signed:</p>	<p>Signed:</p>
<p>Signed:</p>	<p>Signed:</p>

## **Appendix 2**

### **REWARDS**

- Pupils who have shown effort may be written into the Golden Book for their class. Names of these pupils are read out during the weekly Achievement Assembly with the whole school (or class due to COVID 19 restrictions) .
- Teachers may also reward pupils for good work and behaviour as a matter of course during the school day e.g. stickers, notes home.
- Each week a pupil from each class will be awarded with a learning certificate linked to the principles of Building Learning Power (BLP). Children who are presented with certificates are also featured in the school newsletter each week.
- A pupil in each class is also awarded 'WOW' award (Witness of the Week) for behaviour that has exemplified one of the Gospel values (humility, compassion, kindness, justice, forgiveness, reconciliation, integrity, peace, and courage).
- A sports award is presented to a pupil from each class by our Sports Coach for their contribution during the sports sessions that week.
- Occasionally, a member of staff will nominate a child for a Headteacher's award, for work, effort, or behaviour.
- Each child who achieves 97% attendance or above receives an Attendance Certificate at the end of each half term. The names of the children who have 99 – 100% attendance at the end of each term will have the chance to win a family day ticket for Woodlands Leisure Park. Each term will be a new start for this reward (*this reward is currently suspended due to COVID 19 risk assessments*).
- One pupil from each class is selected as 'Pupil of the Term' for exceptional effort. These are presented in the Achievement Assembly at the end of the Autumn, Spring and Summer term.
- At the end of each academic year, there are several awards given to Year 6 pupils in the form of trophies. These include the Sheila Cocks Award, Helen Foundation for the Arts, Curriculum Award, Sportsperson Awards and Spirit of Devon.

### **SANCTIONS**

- A child is reminded about making positive behaviour choices and given examples of what these might be.
- A child receives a verbal warning from an adult about their behaviour. They are offered choices to support them to change their behaviour and are reminded about what the consequences of their continued behaviour will be.
- If behaviour continues child is asked to move place.
- If behaviour still continues a child may be asked to take their work to the Headteacher (or senior member of staff in the Headteacher's absence) who will speak to them about their behaviour.
- A child may be asked to complete any unfinished work because of his / her behaviour at break times or parents / carers may be informed and the work sent home.

- Any problems involving behaviour which are referred to the Head teacher are recorded on our CPOMs recording system.
- If a child is spoken to by the Headteacher, parents / carers may be contacted by the Head teacher about the behaviour depending on the severity.
- For the rare occasions when a child's behaviour becomes severe or unacceptable, the child's parents / carers are contacted. In these circumstances, the child may be removed from a particular situation for his or her own safety or for the safety of others. On such an occasion, trained staff will use positive handling techniques as outlined in the Passive Intervention Procedures course (PIPs) and recommended by Devon Local Authority and a record of this behaviour will be made and shared with parents/ carers (Appendix 4)
- The Headteacher will always become involved if any behaviour issues become persistent.

For those children who require additional support, a My Plan or an Individual Behaviour Plan (IBP) will be drawn up. Where an IBP is given, the rewards and sanctions may be slightly adjusted to accommodate the child's needs.

## Appendix 3

Individual Behaviour Plan

Name:		Date:	Review date:
Pro-social/positive behaviours:  •	Strategies to respond •		
Triggers: •			
Anxiety/difficult behaviours:  •	Strategies to respond •		
Crisis/dangerous behaviours:  •	Strategies to respond •		
Post-incident recovery and debrief measures  •			

Signature of plan co-ordinator:

Date:

Signature of parent/carer:

Date:

Signature of young person:

Date:

## Appendix 4 - Positive Handling Incident Report

*IT IS A LEGAL REQUIREMENT THAT THE PARENT RECEIVES A COPY OF THIS REPORT AS SOON AS IS PRACTICABLE AFTER THE INCIDENT*

Pupil: \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Reported by: \_\_\_\_\_

Location: \_\_\_\_\_

What led up to incident?

What steps did you take to de-escalate situation (tick all which apply)?

Give time	Clear instruction	Give a count	Instruct other Pupils	Remove stimulus	
Give space	Distraction	State alternatives / consequences	Praise partial compliance	Time out	
Talk calmly	Reassure/remind	Other staff intervene	Repeat request	Other (state)	

Brief factual summary of what exactly happened?

Start time \_\_\_\_\_ End time \_\_\_\_\_

Reasons for intervention:

Actual injury to themselves. Give details:	Potential injury to themselves	Attempting to leave site
Actual injury to staff/staff/another pupil. Give details:	Potential injury to staff/staff/another pupil	Other (state)
Actual damage to property. Give details:	Potential damage to property	Other (state)

Why was it in the child's best interest to intervene?

Positive handling strategies used:

Lap over		Safe wrist hold		Safe wrist hand hold		Safe double wrist hold	
Sitting		Kneeling		Standing		Shield	

Length of contact \_\_\_\_\_

Adults involved \_\_\_\_\_

Other people present \_\_\_\_\_

Pupil debrief: Y/N

Staff debrief: Y/N

Parent informed: Copy of this report (legal requirement)

Plus: Phone Verbal Letter

Any other relevant action taken afterwards?

Signed: Pupil (if appropriate) \_\_\_\_\_

Other adults involved \_\_\_\_\_

Parent/ carer \_\_\_\_\_

Headteacher \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5- Anti Bullying

### Statutory duty of schools

Head teachers have a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents / carers, and pupils.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring, and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying is defined as the persistent, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

Bullying can include:

- Physical (hitting, kicking, theft)
- Emotional (being unfriendly, excluding, tormenting)
- Racial (racial taunts, graffiti, gestures)
- Sexual (explicit sexual remarks, age inappropriate comments, inappropriate touching)
- Direct or indirect verbal (name calling, sarcasm, spreading rumours, teasing)
- Online (through social media, networking sites, messaging apps, gaming sites)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies, and subject areas, as appropriate, to eradicate such behaviour.

### Implementation

#### *School*

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be acted upon immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the class teacher (see attached form)
- The class teacher will interview all concerned and will complete the incident form
- The head teacher will be kept informed and if the behaviour persists she will take a lead in the process from that point onwards
- Parents / carers will be kept informed by the Head teacher
- Support (e.g. counselling, circle time) will be put in place for all concerned following consultation with all parties involved

## *Pupils*

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their class teacher / member of staff of their choice
- Parents or carers being kept informed
- Reassuring the pupil that the matter is being dealt with and taken seriously.
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or carers to help change the attitude of the pupil

The following sanctions can be taken:

- Exclusion from certain areas of school premises or activities (internal exclusion)
- Fixed-term exclusion
- Permanent exclusion



## **Children's Anti-Bullying Policy** **(reviewed by St Mary's School Council)**

S

We want every child in the school to feel happy. It does not matter who they are, they need to feel that school is a safe place to be.

### **What is bullying?**

Bullying is deliberately hurting someone's feelings or physically hurting someone. This goes on week after week, constantly.

### **What sorts of bullying are there?**

Physical – hurting someone's body.

Emotional – hurting someone's feelings.

#### ***Some examples of physical bullying:***

Kicking	Smacking
Punching	Slapping
Pushing	Scratching
Chinese burn	Tripping
Throwing things	Pinching
Stamping on people's feet	Biting

#### ***Some examples of emotional bullying:***

Making fun of someone's family	Telling tales
Name calling	Sending nasty messages

Online bullying	Making fun of someone's clothes
Starting rumours	Being ignored on purpose
Continually pointing out mistakes	Talking behind someone's back
Being shouted out in your face	Ganging up on someone
Giving someone nasty looks	Continuous 'spying' on someone

### **What might make someone bully someone else?**

- They think they look tough.
- They think they're powerful.
- They may have been bullied themselves.
- They may be jealous.
- They may feel upset or angry.
- They may want to impress everyone.

### **What sort of person could become a victim of bullying?**

Anyone could become a victim of bullying – it is not their fault

### **How do you think a victim feels?**

Ill	Tearful
Lonely	Empty
Like no one cares	Scared
Embarrassed	Angry or wants revenge
Depressed	Doesn't want to come to school
Unsafe	

So...what do we do about it?



**TELL SOMEONE!**

**In this school we want you to tell someone – never keep it a secret.**

**You could tell:**

An adult

A friend

A buddy or peer mediator

A school councillor

A prefect

Someone who you trust

Every child in the school should be able to name the person they would talk to if they were being bullied. Once they have spoken to that person, they will tell the head teacher.

The Head teacher will:

1. Talk to the person who is being bullied to find out what has happened. They will be offered help and support so that they feel safe and know that the bullying will stop.
2. Talk to any witnesses and write down what is said.
3. Talk to the class teacher.
4. Talk to the person who has been bullying to find out what happened. They will be asked to talk about why they have been bullying and given some help them to stop.
5. Parents/carers of the person being bullied and the person who has been bullying, will be spoken to by the head teacher.
6. The head teacher will talk to those involved a week later to make sure that the bullying has stopped.

If the bullying is still carrying on, then the parents/ carers of the person who has been bullying will be asked to come into school for a further meeting and a plan will be made to make sure that the bullying stops.

## Report Form for Bullying Incidents

### EXAMPLES OF BULLYING INCIDENTS

- Refusal to co-operate with others
- Assault
- Graffiti
- Remarks or jokes
- Name-calling

**NB This is not an exhaustive list.**

This form should be used by a student, or member of staff with pastoral responsibility on behalf of a student, to report any bullying incidents including any that are directed at her/him on school/college premises or on journey to and from school by any member of the school community.

Its purpose is to provide information about bullying incidents that occur so that preventive action can be taken.

In cases of personal injury an accident form should also be completed.

Students for whom English is an additional language may complete the form in their own language and must be given help with translation.

### PUPIL/STUDENT (to fill in this side of form, with help if necessary)

Forename and Surname \_\_\_\_\_

School/College \_\_\_\_\_

### ALLEGED ASSAILANT(S) OR PERPETRATORS (Please tick appropriate boxes)

Member of school staff	<input type="checkbox"/>	Visitor	<input type="checkbox"/>
Pupil	<input type="checkbox"/>	Student teacher	<input type="checkbox"/>
Intruder	<input type="checkbox"/>	Parent/carer	<input type="checkbox"/>
Other:	<input type="checkbox"/>		

Name (s): \_\_\_\_\_

Note: The identity of the assailant/victim is not needed for the report, but the school must keep a record of the name or have a description of the person involved which may be required in the event of court proceedings.

### To be filled in by investigating staff:

School/College \_\_\_\_\_

School/College Address \_\_\_\_\_

### DESCRIPTION OF BULLYING (tick all that apply)

Verbal	<input type="checkbox"/>	Being excluded	<input type="checkbox"/>	Sexual harassment	<input type="checkbox"/>
Physical	<input type="checkbox"/>	Incitement of others	<input type="checkbox"/>	Disability related harassment	<input type="checkbox"/>
Graffiti	<input type="checkbox"/>	Threat with a weapon	<input type="checkbox"/>	Other (state below):	<input type="checkbox"/>

Date of reporting: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Brief description of events, including those leading up to the incident:

**WITNESS(ES) (Only record addresses if not in school records)**

Name	Age	Male/Female	Address

**OTHERS WHO NEED TO BE INFORMED (BUT DO NOT NEED THIS FORM)**

Parents/Carers of Victim	<input type="checkbox"/>	Police	<input type="checkbox"/>
Parents/Carers of Perpetrator	<input type="checkbox"/>		<input type="checkbox"/>
Other (please state) :	<input type="checkbox"/>		

**ACTION TAKEN**

Action taken against assailant/perpetrator:                      Support for victim:

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	<b>Yes</b>	<b>No</b>
Is the victim/family satisfied the matter has been dealt with effectively?	<input type="checkbox"/>	<input type="checkbox"/>
Please indicate that you have informed the appropriate bodies.	<input type="checkbox"/>	<input type="checkbox"/>

Outcomes/further action required (including Whole School Action/Recommendations):

What support/training did/could the local authority or other agencies provide that helped you with this matter?:

**Signed** by student/parent/carer:

**Date:** \_\_\_\_\_

**Signed** by head teacher/pastoral member of staff:

\_\_\_\_\_

**Date:** \_\_\_\_\_