

St. Ann's R.C. Primary School

Behaviour and Anti bullying Policy

Review date: September 2023
Next review by: September 2024

Our School's Mission Statement

'We, the family of St Ann's, rejoice in our learning; striving for excellence. We challenge ourselves, follow Jesus and empower each other to be the best we can be.'

'Motivate, learn, inspire.'

We aim to allow the children at St. Ann's R.C Primary School the opportunity to develop their full potential in all aspects of their life. Self discipline, respect for others and an awareness of safety are the values towards which we aim. When working children must be taught to show respect for other children's work, allow each other space, but at the same time be able to work co-operatively in a group. While learning these skills, children are learning to behave in an unselfish and Christian way.

Aims

The main values which reflect all behaviours we would wish to establish in children are:-

- to be responsible;
- to be polite and friendly;
- to be sensible;
- to work hard.

Children should behave in a caring, considerate and co-operative way in all areas of school and in their relationships with other children and adults.

Objectives

Behaviours expected of children in and around are as follows:-

Behaviours we would like to see during breaks and lunchtimes.

Children should:-

- Play co-operatively, happily and safely (together);
- Listen carefully to instructions;
- Follow the end of playtime routine;
- Willingly share equipment and take turns;
- Play within the boundaries of the playground.

Behaviours we would like to see when children are on their way to school.

Children should:-

Remember they are representing the school;

- Cross the road with the lollipop man/ woman and show them respect;
- Walk on the pavement;
- Be appropriately dressed for school;
- Be aware of their personal safety.

Behaviour we would like to see in the classroom.

Children should:-

- Co-operate with their teacher and when working with other children;
- Listen attentively, especially in discussions, to teachers and pupils/group/class.
- Speak quietly;
- Put up their hand to speak during discussions;
- Allow others to work without interruption;
- Show respect for equipment;
- Show respect for all adults;
- Follow tidying up routine.

Behaviour we would like to see in the dining hall.

Children should:

- Walk into the dining hall quietly and sensibly;
- Wait quietly for their lunch;
- Eat in a polite manner and be polite to one another;
- Follow the lunchtime supervisor's instructions.

Behaviour we would like to see during assemblies.

Children should:-

- Enter and leave the hall silently;
- Sit and listen when being addressed;
- Let their friends sit and listen.

Behaviour we would like to see when children are moving around the school.

Children should:-

- Walk quietly and safely;
- Show courtesy towards others;
- Listen to and follow their teacher's instructions;
- Always keep to the left hand side of the stairs while walking up and down in KS2 dept.

Behaviour we would like to see when children are using the toilet.

- Children should be encouraged to use the toilets at playtimes and dinner-times;
- Paper towels must go in the bin provided;
- Hands must be washed;
- Toilets should be flushed and be left ready for the next person;
- Toilets should only be used for the purpose for which they were designed.

Rules

Rules serve three functions:

- They make the teacher's expectations clear to all pupils.
- They give structure to the use of praise.
- They give structure to the use of reprimands.

Our school rules are:

- Use quiet school voices;
- Always walk in school;
- Always show good manners;
- To follow instructions when they are given;
- Take responsibility for your own belongings and actions

These along with the stated objectives for behaviour will create a positive rule structure and can be written in positive terms

e.g. At break times we play sensibly

While working in class we will consider others by working quietly.

During assemblies we will co-operate by singing and praying and listening.

Sanctions

Sanctions are necessary tools for achieving long lasting behavioural changes. They are however a necessary tool to ensure that all children are aware that some behaviours are unacceptable and will result in action being taken to demonstrate the whole school's unacceptance of certain or repeated behaviours. Sanctions are used to show that it is not the child who is being disapproved of but his/her actions.

When children fail to obey these rules the following steps are taken in general:-

- 1st Verbal reprimand
- 2nd A reprimand with warning of sanction
- 3rd Sanction withdrawal of playtime
- 4th Extend the sanction
- 5th Sent to Key Stage Co-ordinator
- 6th Sent to Deputy
- 7th Sent to Head
- 8th Parents are informed

For incidents during lunchtime

Repeated occurrences of unacceptable behaviour in the dining hall will be reported to the Lunchtime Supervisor who will use the following sanctions:-

- Report to the teacher (for information only)
- Report to the teacher who will speak to the parents
- The child will be excluded from school during lunchtimes

For serious incidents the school will contact the child's parents.

Start each day with a fresh start.

Other sanctions could include:

- Child has to sit away from their group;
- Child has to write what they did wrong and teacher keeps it as a record;
- Child has to write out the school rules;
- Child is not allowed on school trip. Parents to be informed;
- Parents may be asked to accompany child on school trip.

When considering sanctions it is important to consider the age of the child, the nature of the problem and the suitability of the punishment e.g. for some children missing five minutes playtime will not be a punishment! Where a particular child is exhibiting repeated unacceptable behaviour and is causing concern it will be necessary to involve the parents and inform them regularly about their child's behaviour.

Parents

Parents are in partnership with the school to ensure their child's good behaviour. Therefore the school is in close contact with parents if their child behaves inappropriately. Sometimes it is necessary to involve parents as early as possible depending on the child and the behaviour that is exhibited.

When it becomes necessary to involve parents it is important to:

- State the problem;
- Decide what has to be done;
- Make parents aware of the home-school contract where necessary;
- Monitor progress- draw up an Individual Modification Programme with the help of the SENCO.

It is also vital to inform parents of the school's definition of 'acceptable behaviour'. Many problems arise as a consequence of different interpretations of this concept. Parents must recognise that what may be an insignificant incident at home, can in the classroom situation be most disruptive.

All school staff should be made aware of the approach which has been adopted to deal with individual children. It may also be necessary to pick certain staff to reinforce the good behaviour in a particular child. The aim being for the child to show more acceptable behaviour.

Rewards

Rewards should be given evenly and consistently and be available to all adults in school. They should be used for a range of academic and non-academic achievements.

Rewards which are available for individuals:

- Adult/ teacher praise as written comment on work;
- Praise at the Headteacher's assembly;
- Praise from the Headteacher when he visits/ takes the class;
- House Shield for winning team;
- Team Points;
- Extra 5 minutes play for winning team at the end of the week;
- Golden assembly - individual children are nominated in front of the school for high standards in work, behaviour, manners etc. and their name appears in the 'Golden Book', which is displayed in the Entrance Hall;
- Displaying work;
- Child sent to other teachers for praise;
- Informing parents of good work;
- Certificates/ merit badges.

The main purpose of rewards is to make clear what we expect and welcome from children. Rewards create happy, confident children who wish to do well.

Children need constant feedback. They should be rewarded as a whole class where possible. Teachers should try and reward each session.

The staff are aware of:

Factors which may influence children's behaviour:

- Teacher's personality;
- Other children in the class;
- Mix of boys/ girls;
- Child's self-image;
- Child's health;
- Child's personality;
- Class size;
- Time of day;
- Weather;
- Hunger;
- Food additives;
- Lack of sleep;
- Home background- may be difficulties at home;
- Discrepancy between acceptable behaviour at school and that at home;
- Child has not yet learned that some behaviour is unacceptable in school and will not be tolerated;
- Match of work to child's ability (child may be bored or work which is too difficult may lead to frustration);

In order to modify a child's behaviour it is necessary to set small attainable goals. It may take at least six months before a change in behaviour becomes noticeable. Unacceptable behaviour needs to be 'unlearned' and this does not happen overnight.

The Headteacher

The Headteacher's role is vital to the behaviour of children in school. The Headteacher is the example to staff and children of what is/is not acceptable behaviour. The Headteacher will communicate this in several ways:-

To the staff

Informing staff through staff meetings, informal meetings and individual communication and personal example as to how to reward and sanction children appropriately.

To the children

Through assemblies, visits to classrooms, and observing children around school the Headteacher will highlight good behaviour. If necessary he will enforce appropriate sanctions on an individual child or class.

The Classroom Organisation

It is important that children understand what exactly is 'acceptable behaviour'. Some teachers draw children's attention to a few simple classroom rules:

- Come into class quickly and quietly;
- Be polite and friendly;
- Work hard and carefully;
- Put up my hand to ask or answer a question.

The teacher can then use praise which includes a specification of why the child is receiving praise and that includes the rule they are complying with.

It is important to catch children being good, particularly those who cause problems. Where a whole class is involved this can help support the children who cause problems. As many 'disruptive' children find being told off rewarding, it is important to ignore minor infractions of rules and give clear positive praise to nearby children who are conforming.

If a child is misbehaving (i.e. drawing attention to him/herself by breaking a rule), avoid the attention-seeking trap by regarding a nearby conforming child. This will act as a prompt to the target child without giving attention- use clarification e.g. "John, you are very quiet and must be working hard." As soon as the non-conforming child shows acceptable behaviour- reward- give attention- "Good Paul, you are working hard. Well done!"

Or

Prompt the misbehaving child positively e.g. "Remember Paul, listening to each other is polite." NOT "Paul, stop chattering." Reward Paul as soon as he conforms.

A structure from which to warn positively

This should only be used after the above steps have been applied consistently without improvement. When using warnings the following features need to be present:-

- Gain the attention of the child;
- Be calm, do not shout, be firm;
- Tell the child it is a warning;
- Give only one warning;
- Positively prompt the desired behaviour (say what you want);
- Make the consequences logically related to the issue.

Staff Development and In-Service Training

Where it is felt to be appropriate, whole school training and/or training for individuals will be made available. When new staff are recruited reference to the school's behaviour policy will be included as part of their induction programme. This policy document will be referred to in the handbook for staff.

Exclusions

There are 3 types of exclusion and parents are always informed.

An internal exclusion is when the child does work set by the class teacher under the supervision of a senior member of staff for a morning, afternoon or all day.

They do not have break time with their friends.

A fixed term exclusion is when a child is excluded from school for a day/s. Work is set for this time and should be completed at home.

The last type is when the child has to leave the school permanently and is called a permanent exclusion.

Our aim is for your child to be safe and happy at school. If you have any concerns, please see concerns, please see the class teacher in the first instance.

Review

This policy will be reviewed by the Discipline Committee. All staff, parents and Governors will be informed of any changes to this policy.

Definition of bullying

Any behaviour which causes another child distress e.g. name calling, physical violence, threats and isolating individuals from groups. Bullying is most likely to happen out of the teacher's sight. Children are at risk of being bullied via the internet and text messaging.

Whole school approach

At St Ann's children are taught that bullying behaviour is unacceptable and will not be tolerated. Everyone is expected to ensure that it does not happen and has the responsibility to tell- this is not telling tales. Many opportunities arise through day to day teaching to discuss experiences and explore feelings of children. It is up to an individual teacher's professional judgement to decide at what level of seriousness an incident is reported to the Headteacher. It is up to individual teachers to record incidents of bullying.

No blame approach

Most children want other children to be happy. It is important to focus on the feelings of all involved.

Dealing with bullying behaviour within school

The view of both parties will be heard. The school want the children to resolve differences amicably. Every incident should be treated on an individual basis and should not be pre-judged. The aim is to resolve the problem within the school. The situation will be monitored by the staff and if there is a repetition of similar behaviour parents will be informed at the Headteacher's discretion.

Parental involvement

Parents may bring to school's attention individual incidences of bullying. The school aims to promote more positive behaviour and improve the self-esteem of the victim and the person bullying. Parents of both parties will be invited to discuss appropriate strategies for coping. The school will monitor the situation following the bullying incidents to ensure that it does not happen again.

Parents should be told that if the incidents happen again. Parents will be made aware of this and will be invited to come into school and discuss the situation further. If parents are aware of any repetition of bullying they must inform the school. We inform parents of our actions – what we have done and what we will do.

Further actions

- Details of the problem will be kept in a confidential file in the Headteacher's office.

- Parents will be contacted.
- The situation to be monitored by the class teacher.
- All staff are to be made aware of problems if it is appropriate to do so.
- Where appropriate the SENCO will be involved to draw up a behaviour plan.
- Any further incidents of bullying by an individual child and the school may use further sanctions.