

Positive Behaviour and Anti-Bullying Policy

School Responsibility	Mr L. Gilhooly
Headteacher	Mr L. Gilhooly
Governor	Tom Banks
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ETHOS STATEMENT

The School was founded by and is part of the Catholic Church. The School is to be conducted as a Catholic School in accordance with the canon law and teachings of the Catholic Church and in accordance with the Trust Deed of the Diocese of Leeds in particular:

1. Religious education is to be in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;
2. Religious worship is to be in accordance with the teachings, doctrines, discipline and liturgical norms of the Catholic Church;

And at all times the school is to serve as witness to the Catholic faith in our Lord Jesus Christ.

MISSION STATEMENT

St Joseph is our patron saint and he inspires and guides us in our school mission:

- *Each one of us is part of God's family and we are all special*
- *As God's children and family, we love one another, pray together, play together and walk hand in hand with God*
- *God is our teacher and we are his gifts. He helps us learn together, work hard and do our best to make our world a better place*
- *With fun, laughter and friendship we celebrate God's love*
- *We respect and care for everyone and for God's wonderful world*

As a family with God in our hearts we love, laugh, and learn.

The behaviour policy is based on the Catholic ethos of the school in which all members of the community are respected and valued. It is included in the overall aims of the school which is to "provide an education with Christ at its centre" (School Mission Statement). The school aims to help pupils make informed responses to the religious and moral aspects of life. It hopes to nurture a respect, tolerance and understanding towards all races and creeds who may hold different beliefs and traditions to us (Mission Statement).

St Joseph's School Rules

Our key aim for Primary Education at St. Joseph's Catholic Primary School is to:

"Be Happy...Have Fun...Be Good...Work Hard"

This aim can only be achieved by supporting our school rules which were agreed between staff and pupils.


These Are:

- We take care of everyone and everything
- We tell the truth and are polite
- We listen to adults

Whole School Expectations

Pupils are greeted every morning through a formal meet and greet at either the classroom door or at each child's classroom seat with a simple, 'Good morning' / handshake. **It is** important to check in and welcome each child.

All adults will be looking out for children who display the Christian values and virtues, follow the school rules and go over and above.

Recognition of Positive Behaviours			
Target	Rewards	Rationale:	Examples:
Individuals	Recognition Board	A Recognition Board will be used to encourage good social or learning behaviours. For example, through their actions, 'Kind words' or 'Above and beyond' maybe written on the board. Adults or children in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board. The recognition board recognises the achievement of the individual.	
	Communication Home	Senior Leaders, teachers and support assistants can recognise and share positive behaviour with parents/guardians at any point. There is no set amount each week- it must be sincere to keep its value.	<ul style="list-style-type: none"> • Phone calls • Emails • School Text Message • Tapestry
	Individual Praise Certificates	Every fortnight recognition will be given for those children who have tried their best in different areas of the curriculum.	<ul style="list-style-type: none"> • Sunshine Award • Writing Award • Maths Award • RE Award • Virtues Award • Head Teacher Award • Golden Table

Classes	Class Rewards	Each class will work alongside their teacher to design a unique rewards system.	<ul style="list-style-type: none"> • Marble jar filling for a whole class extra playtime (maximum of ten minutes) • Earning table points for a group reward • Reception class – Star of the Day
Houses	Merit Points	House points can be awarded by any member of staff to acknowledge positive behaviours. Each pupil is allocated a specific house team to be a part of and gather points for. This teamwork approach to rewards systems encourages collaboration and allows for shared successes. The house team with the most points will be announced at the end of each Half Term.	<ul style="list-style-type: none"> • Extra play. • Games afternoon • DT afternoon/morning • Interform team building games • Individual certificates (bronze, silver, gold etc)

Senior Leadership Team

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior leaders will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around school; especially at transition times
- Celebrate colleagues, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support colleagues in understanding learners with more complex or entrenched negative behaviours
- Monitor (use behaviour data recorded on CPOMs), review and adapt the whole school behaviour policy regularly to ensure it is reflective of the current school cohort
- Review provision for learners who fall beyond the range of written policies
- Make reasonable adjustments for pupils identified as having as Special Educational Need (inline with the SEN COP, 2014)

Parents

Parents can help the team by:

- By recognising that an effective school behaviour policy requires close partnership between parents, staff and children
- By discussing the school rules with their child, emphasising their support of them and assisting, when possible, with their enforcement
- By attending Parent Consultations, Curriculum Information Evening and Celebration Assemblies
- By knowing that the impact of learning and teaching is affected significantly by undesired behaviours
- By remembering that colleagues deal with behaviour problems patiently and positively

Basics – all staff must follow:

Time of day	Actions
At the start of the day	Children will be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door.
On arrival and cloakrooms	Children walk calmly to the cloakroom to hang up coats, bags etc ensuring they are on their pegs and any items that may have fallen are picked up. Go calmly into the classroom to complete the early morning activity.
Playtimes/end of lunch time	Teachers will be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.
Transition	Children are expected to walk calmly and quietly in the corridors.
Lunchtimes	Children eat using their knives and forks, and without raising their voices. Children will line up on the left-hand side of the corridor before entering the hall. Children ensure they have cleared their space when they have finished eating. All staff are proactive in preventing or responding to incidents.
End of the day	Once the children have their belongings, they will be taken by their teacher/TA to the KS1/KS2 playground. Older children who have permission to walk home will be dismissed by the class teacher/TA or adult in charge. Adults say goodbye to children. Visible presence by SLT.

Link to the Zones of Regulation

Children will always be encouraged to use the zones to identify how they are feeling and use the strategies they have discussed in class to help self-regulate.

Dinner Times / Break Times

The school's philosophy and ethos is shared with all those connected with the school promoting the adoption of a consistent approach throughout. Regular meetings are held with the Lunchtime staff and the Head teacher. Rewards and sanctions will follow a similar system as in class. **Rewards** – as above with staff awarding individuals team points. Classes can be awarded house points.

Sanctions

Sometimes, there will be times when children do not demonstrate acceptable behaviours. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up and this policy must state these boundaries firmly and clearly. Reasonable adjustments will be made for pupils with SEN/D.

Although we have a huge emphasis on encouraging positive behaviour, we do have sanctions if children occasionally do not adhere to school rules.




Minor breaches of discipline are generally dealt with by adults in a caring, supportive, and fair manner, with some flexibility where appropriate, as far as sanctions are concerned. At the start of each academic year, every class agrees a set of class rules/words, and these form the class behaviour code for the year. Everybody signs up to this agreed, age-appropriate code and their signatures are arranged round the written code in a visible place in the classroom. If the agreed code is broken by an individual child, this will trigger agreed sanctions.

Sanctions Hierarchy

Although praise and positive reinforcement may be the hallmark of our approach to behaviour management, there is a need to have a clearly defined set of sanctions that are known and understood by all the children. Warnings should always be delivered calmly and consistently, and the rest of the class may or may not be aware that a warning has been given.

Sanctions should be calmly, but sensitively delivered and the rule that has been broken clearly communicated.

REMEMBER – always evaluate the behaviour; not the child.

Years 3,4,5,6 (Early Years Foundation Stage and years 1 and 2 timings will be adjusted as the teacher deems appropriate)		BEHAVIOUR	Consequences	
		LEVEL 1	Disruption during a Session - including low level disruptions (multiple disruptions will lead to 5-minute reflection being accumulated)	5 min in child's classroom/ at side of playground at next break supervised by an adult
			Using 'unkind 'words to other children	5 min in child's classroom/ at side of playground at next break supervised by an adult
	If level 1 is a regular occurrence, then it is placed on CPOMS (3 x a week)			
		LEVEL 2	Inappropriate language used	10 min in the child's classroom at next break supervised by an adult to complete Reflection sheet. Copy sent to parents (via School Office) to encourage discussion at home. Record on CPOMS.
			Deliberate invasion of personal space	
			Not showing respect towards adults	
	SLT Consultation			
		LEVEL 3	Swearing at an adult	KS2 - 20 min in the SLT Office supervised by an adult at lunchtime to complete Reflection sheet. KS1 – 15 mins in the SLT Office supervised by an adult at lunchtime to complete Reflection sheet. Copy to be sent to parents. SLT to contact parents contacted to talk about approach to behaviours moving forward Record on CPOMS.
			Spitting at another person	
			Deliberately not following hygiene rules in place e.g. spitting, wiping their hands on another person	
			Bullying	
		Sexist / racist / homophobic comment		
		Physical aggression towards a peer		
		Verbal aggression towards a peer		
SLT Consultation				
	LEVEL 4	Intentional extreme violence towards an adult/child which has required in an adult intervening to stop the child's actions	Fixed term suspension, Parents/carers informed by the SLT by phone and letter, Suspension report form/Parent letter sent to the Local Authority. Record on CPOMS.	

The SLT will always consider each situation in relation to age-appropriate expectations and the wider context.

REASONABLE ADJUSTMENTS WILL BE MADE FOR CHILDREN IDENTIFIED AS HAVING ADDITIONAL NEEDS.

WHERE APPROPRIATE AN INDIVIDUALISED BEHAVIOUR PLAN WILL BE IN PLACE WITH INDIVIDUALISED REWARDS AND SANCTIONS.

A child friendly version of the behaviour policy is available in all classrooms (Appendix 1)

Reparation conversation

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 3 and 4. This conversation will normally take place during lunch time duty. Sometimes it may include other adults/children. Conversation with the child will be recorded on **CPOMS**.

Anti-Bullying

At St. Joseph's, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at St. Joseph's. We believe that only when issues of bullying are addressed will pupils be able to fully benefit from the opportunities available to them at our school.

Definition

Bullying is defined as 'any form of persistent and deliberate behaviour which causes distress to another member of the school'.

There are three main types of bullying in schools:

- **Physical:** hitting, kicking, taking other people's belongings
- **Verbal:** name calling, insulting, making racist remarks, sexist comments
- **Indirect:** spreading rumours, excluding from social groups

Using the above agreed definition, this policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly to eradicate it.

Dealing with Bullying – Principles and Procedures

- All members of the school community have a responsibility to recognise bullying and to take appropriate action when they are aware of it happening.
- The purpose of intervention is to ensure that any damaging behaviour is not repeated.
- All staff should treat any report of bullying seriously and take appropriate action.

Procedures

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident should be noted (using CPOMS), and the Senior Leadership Team informed.
- If it is deemed necessary, after the SLT has been informed, one of the team will interview all concerned and will record the incident.
- The people involved will be monitored over a period of time to determine whether behaviours associated with bullying are repeated.
- Class teachers will be kept informed.
- Parents/carers will be kept informed if incidents are repeated over time despite sanctions.
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the Positive Behaviour Policy.
- Racist incidents will be logged and reported to the Academy Council at regular intervals.
- Sexist comments will be logged as these discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex. All staff and pupils are encouraged to call out and/or report this behaviour.
- If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to contact with parents if the pupil refuses to apologise in the first instance
- Sexual harassment will be logged and sanctions put in place/support for victim.
- Sexting will be logged, reported to appropriate authorities, sanctions will be put in place and support for the victim.
- Peer on peer abuse will be logged and sanctions put in place/support for the victim.
- Our RSHE curriculum will reiterate what healthy and respectful behaviour towards one another looks like.

Children who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff of their choice.
- Reassuring the child that they have acted appropriately in reporting the incident.
- Being offered continuous support and monitoring procedures.
- Restoring self-esteem and confidence through regular discussion and support.

Children who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrongdoing and the need to change.
- Establishing what must be done to say sorry and atone for the bullying.
- Informing parents/carers to help change the attitude of the child.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in RE, PSHE, assemblies and other subject areas as appropriate, in order to reinforce that bullying is unacceptable.

Cyber bullying

- The Governors and all staff are aware that bullying can take place via mobile phones and the internet.
- Children are taught about the risks of new communication technologies and how to use them safely.
- All e-communications used on the school site are monitored.
- St. Joseph's uses the Bishop Wheeler Trust's IT Acceptable Use Policy for staff and children which is updated annually.

Appendix 1: Child Friendly Positive Behaviour Policy

	Say, 'Hello' and 'Goodbye'		Encourage others
	Walk calmly and quietly		Play kindly
	Be ready to learn		Show appreciation
	Listen carefully		Eat calmly
	Work calmly and try your best		Tidy up

	What happens when I make the right choices	What happens if I make the wrong choices
		
		
		
		Level 1: 5 minutes
		Level 2: 10 minutes
		Level 3: 20 minutes
		Level 4: Suspension
		