



**St Philip's Catholic Primary School,
Arundel**

BEHAVIOUR, DISCIPLINE AND ANTI-BULLYING POLICY

Revised January 2016
Agreed by Governors: January 2015
Review due: January 2018

At the centre of the St Philip's behaviour and discipline policy are the following aims:

- Teachers have a right to teach and children have a right to learn
- To promote inclusion through reasonable adjustment (see Appendix C)
- As Christians, to follow the teachings of Jesus
- To maintain a whole school ethos which encourages good behaviour
- Bullying is unacceptable
- To have a clear, consistent approach to bullying (see Appendix B)
- To promote good behaviour (see Appendix A)
- To have a clear set of guidelines to follow regarding challenging behaviour (see Appendix B)
- For all of the school community to be stakeholders in our policy and accept responsibility for it
- For our behaviour policy to be reflected outside of school and to be a part of education for life

We see positive behaviour promoted through:

- Promotion of our school ethos
- Promoting pupil ownership of school values
- Teaching and implementation of the Gospel Values
- Explicit class teaching and celebration in assemblies
- Maintaining Healthy Schools status (refer to Appendix A)

We know our policy is working through:

- Monitoring
- Ongoing Professional Development and training of staff (Teachers, Learning Support Assistants, Lunchtime Supervisors, Office Staff)
- Observations
- Work scrutiny
- Reporting
- Feedback from all stakeholders

The sanctions shown attached on the Behaviour Management Plan (appendix B) are applied when there is unacceptable behaviour.

Appendix A

Encouraging good behaviour

i. Ownership of our school values:

- School Council
- Class council
- Paired classes
- Faith buddies
- Year 6 playtime monitors
- Monitors: PE/ICT/Library/Cloakroom/ Classroom etc.
- Playground: play leaders, adult and pupils
- Liaison and work with parents: individual behaviour plans (IBPS) Individual Education Plans (IEPs), Home School Agreement, Parent/Teacher consultations.
- Housepoints for sustained good behaviour and/or effective role modelling

ii. Explicit Teaching:

- Positive people
- Circle time
- EPR
- Visitors eg community services, Local police, Local clergy
- Self-esteem: child of the week
- Anger management
- Choices/consequences
- Anti-Bullying
- Pupil targets
- Transition work
- Training of staff (including involvement of Inclusion Support Team)
- Working with Outside Agencies e.g. Family Link Worker)
- Sociogram work
- Setting good examples
- School Mission Statement
- Catholic ethos
- Headteacher newsletter to keep parents informed and up to date with activities carried out in school.

iii. Healthy Schools:

- Fruit & Vegetables only allowed at morning and afternoon playtimes
- Breaks – split plays facilitate maximum use of space
- Rewards: golden time, housepoints, praise, stickers, celebration assembly
- Lunchtime clubs i.e Rosary Club
- All children are given a water bottle when they start at school which can be accessed during learning time as well as access to water fountains at playtimes.

Appendix B

St Philip's Catholic Primary School, Arundel

Behaviour Management Plan

| Positive support / action | Child's behaviour | Sanctions / action taken |
|--|--|---|
| <p>Individual class rewards Housepoints Class Behaviour Targets leading to Golden Time/ Agreed Rewards. Children praised In Celebration assembly</p> | <p>Child learns with their peers in class context.</p> | <p>Warnings by staff. Stay in at playtime to do / complete work (purple slip) Class Teacher to contact parents if concerned / ongoing. Parents to contact school if concerned. Discuss with Inclusion Officer or Deputy Headteacher if ongoing Class issues explored in class (Circle Time) Whole school issues explored at assembly. Strategies put into place & monitored</p> |
| <p>Housepoints given. Individual class rewards Children's positive behaviour identified & recognised in Celebration Assembly. Extra playtime negotiated with classteacher for class good behaviour</p> | <p>Child participates in playtimes with their peers.</p> | <p>Name entered on weekly Monitoring sheet Class Teacher to contact parents if concerned / ongoing. Parents to contact school if concerned. Discuss with Inclusion Officer and/or Deputy Headteacher if ongoing. Class issues explored in class (Circle Time) Whole school issues explored at assembly. Strategies put into place & monitored</p> |
| <p>Agree what needs to be done to enable child to return to own class. Identify what the required behaviour "looks like". Inclusion Officer, Deputy Headteacher and /or Headteacher involved.</p> | <p>Child interrupting or stopping learning in classroom.</p> | <p>Child removed from classroom. Work outside the class, in the office or another classroom. With agreement, work in another class under supervision. Work under supervision of Inclusion Officer, Deputy or Headteacher. Parents informed by Class teacher, Deputy Headteacher or Headteacher.</p> |
| <p>Give options: choices and consequences. Track behaviour on Monitoring sheet. Implement Playtime Log if appropriate Re-integrate under supervision. Identify key member of staff for that child so they know who to go to if there is a problem. Inclusion Officer, Deputy Headteacher and/or Headteacher can be involved.</p> | <p>Child behaving antisocially or disregarding rules at playtime.</p> | <p>Child removed from playground. Use of "Time Out" bench. Request assistance from other staff eg Key Workers, Inclusion Officer, Deputy Headteacher or Headteacher Name put on Monitoring sheet. Child not allowed out to play:supervised by Inclusion Officer, Deputy Headteacher or Headteacher. Parents informed by Class Teacher, Deputy Headteacher or Headteacher.</p> |
| <p>Parents, class teacher, Inclusion Officer, Deputy Headteacher and/or Headteacher involved. Explain choices and consequences to child. Inform child of gradual re-integration to class/play. Put on Individual Monitoring Sheet for close monitoring. Possible use of Time Out Box from Rainbow Room. Identification of a "Safe Place" for child to go to if necessary.</p> | <p>Ongoing or serious disruption in the classroom or at playtime.</p> | <p>Child "internally excluded" by Deputy Headteacher or Headteacher. Work tray removed from class and usual class privileges removed. Child works in another class/Rainbow Room/with the Headteacher. Parents involved. For children at risk of exclusion set up Pastoral Support Programme.</p> |
| <p>Emphasise seriousness of Fixed Period Exclusion at re-integration meeting Class teacher likely to be present at this meeting. Discuss with parents and child what is expected of them in our school. Emphasise that help and support is available for the child (and parents). Pastoral Support Programme implemented or maintained involving fortnightly meetings with all stakeholders.</p> | <p>Persistent and serious disruption with blatant disregard for school rules. Serious disregard for rights of others and serious interruption to others' learning.</p> | <p>FIXED PERIOD EXCLUSION Implemented by Head Teacher following County guidelines Letter written to parents Chair of Governors informed. County informed via required paperwork. Re-integration meeting planned for parents & child with the Headteacher.</p> |
| <p>Discussions take place between County, Diocese, Parents and other schools to decide which school will receive the child.</p> | <p>Escalating and persistent breach of school rules and rights of others with no evidence of progress over time. Strategies in place not effective.</p> | <p>PERMANENT EXCLUSION. Parents informed in writing. County informed via required paperwork. Chair of Governors informed. Governors' Exclusion Committee meets.</p> |

Appendix C

Range of Possible Reasonable Adjustments

- Opportunity to talk to teacher if child needs to leave the class. Child needs permission. This is instead of using Exit Card at child's request.
- Teacher adjusts child's seating in the class according to needs.
- When 'out of class', give opportunities for child to feel valued and build self-esteem, e.g. sharing success or having quality time with member of Leadership Team.
- Banned from breaktime football. Red and yellow cards set up and instructions to Lunchtime Supervisors written down for consistency.
- Facilitate team- building opportunities for a child to build on positive times in school and develop self-esteem.
- Give child an opportunity to be an Office Angel if we know child's organisational skills can be developed and valued in this role. It also gives child a focused activity at morning break.
- Map showing safe places in the school, and where child is allowed to go.
- Flexibility with the 'additional hours' so that we can be proactive rather than reactive. Liaise with County to get these if urgently required.
- Teacher or other identified member of staff sits with child quietly talking child through his/her work or calming him down to reduce escalation of anger and mounting inability to cope.
- Review child's behaviour during the day and have conversation with parents about whether child should attend the after school club.
- Monitoring sheets in place for playtime, lunchtime in the hall, lunchtime on the playground and on the field. This enables us to identify vulnerable times or places for child.
- Weekly monitoring sheet: the objectives on this are adapted as necessary. A copy of this sheet is sent home every week for parents.
- Time Out Box available for use when necessary.
- Key LSA workers identified to support individual children.
- Social stories in place for different challenging situations e.g. supply teachers, swearing or friendship issues.
- Regular discrete checks by appropriate member of Leadership Team with class teacher to check there are no problems in class.
- Regular reminders about what is expected and what child can do if he is finding it difficult to cope.
- Visual coloured prompts to warn child that he is close to going beyond the acceptable boundaries encouraging him to stop and think.
- Child making a model/ card/reminder to keep in pocket to remind child of expected behaviour.
- EH attended physical restraint training in Spring 2014 ensuring that reasonable restraint can be carried out if and when a child's behaviour is considered to be endangering any other pupil, member of staff or the child him/herself.

The school will actively seek advice and support from outside agencies whenever necessary, including making referrals to Family Link workers to support home/school, Holistix report completed.

ANTI-BULLYING POLICY

Rationale

In St Philip's School we believe that every person should be able to come to school without fear of being bullied. We value each person and celebrate the differences that make us unique individuals. Any bullying in our school will be treated seriously and dealt with promptly. This Anti-bullying policy is directly linked to the Catholic ethos that is promoted in our school.

We agree with the DfE guidance which defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to). Bullying can also take place via text messages, instant messenger or any other social media system. We understand that bullying can occur regardless of age, sex, denomination, race or role in school.

What bullying is not

It is important to understand that bullying is not the odd occasion when children fall out with their friends, one off name calling or arguments, or when the occasional trick is played on someone. It is bullying when it is done Several Times On Purpose (STOP).

Children sometimes fall out and say and do negative things when they are upset in the heat of the moment. When occasional problems of this kind arise it is not classified as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, a one-off episode of name-calling or a hurtful childish prank. Parents and school staff will work hard to teach our children how to deal with these particular types of situations and how to develop social skills to repair relationships.

Through regular assemblies, circle time and EPR topics, we aim to teach pupils these subtle differences in the relationships they have with others.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing and maintaining a school ethos in which bullying is regarded as unacceptable.

We aim as a school to produce a safe and secure environment where all can learn without anxiety, and where measures are in place to reduce the likelihood of bullying. We aim to make all who are connected with our school aware of our intolerance of bullying, and we make clear each person's responsibilities with regard to the management of any bullying incidents which may occur either in school or on any social media systems.

The governing body:

- supports the Headteacher and members of the Leadership Team in all attempts to eliminate bullying.
- reviews the effectiveness of this policy.
- requires the Headteacher to keep records of all incidents of bullying and to report to the governors on request about the effectiveness of anti-bullying strategies used in school.
- responds in 10 school days to any request by a parent to investigate incidents of bullying. A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. In all cases the governing body notifies the

Headteacher, and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

The Headteacher:

- implements the school anti-bullying strategy and ensures that all staff are aware of the school policy, and know how to deal with incidents of bullying.
- reports to the governing body about the effectiveness of the anti-bullying policy on request.
- ensures that all children know that bullying is wrong and that it is unacceptable behaviour in the school.
- ensures that all staff receive sufficient training to identify and deal with all incidents of bullying.
- sets the school climate of mutual support and praise for success, so making bullying less likely.
- will contact the parents of a victim of bullying if it has been ongoing over a period of time or for a very serious incident.
- will contact the parents of a perpetrator of bullying if it has been ongoing over a period of time or for a very serious incident.
- will collate and file all records of bullying in an appendix in the Child Protection Register/Safeguarding File.
- will use assemblies to explore strategies for avoiding bullying behaviour, dealing with bullying, and creating a positive atmosphere where all are valued.

The teachers and support staff:

- take all forms of bullying seriously and seek to prevent it from taking place.
- record all incidents of bullying on a Behaviour Report Form and forward these to the class teacher or Deputy Headteacher or Headteacher. All Behaviour Report forms which log bullying must be forwarded to the head teacher for monitoring and filing.
- do all they can to support a child who is being bullied.
- routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- use a range of methods and strategies to help prevent bullying and to establish a climate of trust and respect for all.
- remind children of the Golden Rule and to model this at all times to all children.
- will explore with the children, through formal curriculum delivery and informal discussions, how it feels to be bullied, and help pupils to practise the required restraint to avoid bullying behaviour.
- use Circle Time to praise, reward, celebrate the successes of all the children, thus creating a positive atmosphere.
- receive training on positive behaviour strategies and be aware of anti bullying strategies such as the Friendship Box (FB)
- a nominated office member of staff will open the Friendship Box (FB) twice weekly and refer it to the head teacher.

The parents:

- who are concerned that their child might be being bullied, or may be a perpetrator of bullying, should inform their child's class teacher immediately. If they are not satisfied with the outcome they should contact the headteacher. If they remain dissatisfied, they should

follow the school's Complaints Procedure outlined on the website and available from the school office.

- have a responsibility to support the school's anti-bullying policy.
- should actively encourage their child to be a positive member of the school community.

The pupils:

- take part in activities across the school and in assemblies.
- are encouraged to tell anyone they trust if they are being bullied and if the bullying continues they must keep on letting people know.
- are invited to tell us their views about a range of school issues, including bullying, in a variety of different ways e.g. questionnaires, Class Councils, School Council, Peer Mediators' reviews, assemblies and in Circle Time.
- are aware of the Class Rules and School Rules which are explored in assemblies, classes and School Council meetings.
- School Council help to review the Anti Bullying Policy when necessary.

Monitoring and Review.

The Headteacher will monitor this policy on a day-to-day basis.

The Headteacher will report to the governors on the effectiveness of this policy on request.

This anti-bullying policy is the governors' responsibility and they now plan to review its effectiveness annually. This will be done by examining the behaviour Report Forms which log incidents of bullying and by discussion with the headteacher.

Governors will analyse information for patterns of people, places or groups. They will look in particular for racist bullying or bullying directed towards children with disability or special needs or those children who are particularly able.

This policy will be reviewed every two years, or earlier if necessary.