



## **St. Aloysius' Catholic Primary School**

### **Behaviour Policy (Incorporating Anti-Bullying Policy)**

#### **School Motto**

"Be ambitious for the higher gifts"

At St Aloysius' School we draw on our Mission Statement to help all our pupils to grow in holiness by helping them to:

- know God, understanding that all that is good gives them a glimpse of Him;
- love God, recognizing Him in one another; and
- serve God, using their gifts to serve others.

What underpins our approach is the recognition that each individual is made in the image and likeness of God and is worthy of our respect, kindness and reverence. The inherent worth of 'the other' should underpin our approaches, for example separating the 'person' from the 'behaviours'.

We aim to set the highest expectations in everything we do, and strive to improve and learn from each other socially as well as academically. Excellent relationships in a calm environment where expectations are consistently applied and individuals are accountable are the key to creating a positive, secure atmosphere where all children have the opportunity to succeed.

#### **To achieve this, we have three inter linked approaches**

##### **1) The Five Pillars of Pivotal Practice**

Adults will:

- Exhibit consistent, calm behaviour
- Give 'first attention' to best behaviour
- Practice routines relentlessly
- Use scripted interventions where appropriate
- Use restorative follow up



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#### **2) Our Code of Conduct**

Our Code of Conduct has been devised by the School Council. The aim of the code is to provide a simple, easily remembered set of ground rules for the whole school community.

It states;

**Every day we walk in God's way by:**

**being READY to get on**

**being RESPONSIBLE for ourselves and everyone**

**being RESPECTFUL in what we do and say.**

**Together we follow the St Aloysius Way.**

The 'Three R's' should be brought to the attention of the children and give a focus for reflection and restorative approaches.

#### **3) PSICHE & The Virtues**

Our Mission is not simply about education (improvement in learning) but perhaps even more importantly formation (improvement in living or learning how to live a good and fulfilling life) and to address the question: what kind of people do we want to help you to be? Our emphasis on Universal Virtues through assemblies and the Alive to the World PSICHE scheme aim to give a whole school focus, enabling the Virtues to be brought to the fore at every opportunity.



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#### **Visible Consistencies Around School**

Praise and reward should not be devalued through over use or over generalisation but focus on specific actions or efforts.

Adults will highlight effort in work or behaviour that has gone above and beyond what can normally be expected. This may link to the particular virtues of the term or aspects of the Code of Conduct. This may be rewarded with a quiet word, a house point or a recognition award shared in our Friday Assembly.

Each class will have their own age appropriate reward systems to foster a sense of team work and common purpose.

Adults will practise 'relentless routines' for:

- transition times, moving around the class and school quietly and safely,
- stopping the class and doing good listening
- coming in from the playground and into the hall in an orderly and calm fashion

Pupil's names are highlighted for positive recognition and should never be flagged or written up for negative reasons in class. Time out in class or in a partner class should be for a specific time span.

All instances of negative behaviour that require timeout should be followed up by the member of staff who gave the time out. This should provide time for reflection and repair (apology and forgiveness). Time out at playtime or lunchtime must be supervised.

Debriefs with individuals should happen away from the rest of the pupils. Adults should imagine a child's parents being present. Staff should use the restorative follow up script printed on the back of staff ID badges to guide the conversation.

All adults will take collective responsibility for managing behaviour around the school grounds and building, for example highlighting calm, responsible movement around the building and ground rules at lunch time in the school hall.



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Some pupils may struggle with aspects of school life. This may be for a whole range of diverse reasons. In these instances, the staff team work together to identify strategies that are effective in providing the best possible outcomes for these individuals. The SENCO, class teacher, parents and a member of the SMT form the core problem solving group. All staff meet every other week on a Wednesday to discuss key individuals of concern and share strategies that work.

No adult should ever feel that they are dealing with challenging behaviour in isolation. If help is required send a message to the School Office.

#### **Physical Management of Children**

Any member of staff may make a physical intervention with a child in certain circumstances in order to fulfil their duty of care. This may range from guiding a child to restraint. Any such decision to use physical intervention has to be justified according to the Department for Education guidelines; Was it reasonable? Was it proportionate? Was it necessary? Was it in the child's best interests? These circumstances are predicted on whether there is a foreseeable risk that the child will; harm themselves, harm others, damage property or act in a way that is prejudicial to the maintenance of good order and discipline of the school or among any of its pupils. Risk assessments and positive handling plans will be put in place for children as and when the need arises. These will be shared with parents. If restraint is used a record must be kept (see Appendix A) and at least two members of staff should be present at all times. A Critical Incident Reflection Meeting will take place after serious events. This will always involve a member of the Leadership Team. (see Appendix B). For further guidance see Model Positive Handling Policy.



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#### **Exclusions**

Exclusion (internal or external) is a last resort. The decision to exclude a pupil from the classroom or the school can only be taken by the Headteacher or, in their absence, the Deputy Headteacher. The possibility of exclusion would only be raised with the parent or carer as part of a planned strategy discussion involving the Headteacher.

See Appendix C – Hierarchy of Consequences

#### **Additional Documents For Reference**

- Safeguarding Policy 2018-19
- Code of Conduct- Guidance for Staff to Promote Safer Working Practice for all Adults Who Work With Children and Young People
- Model Positive Handling Policy for Schools and Similar Children Settings
- DfE guidance on exclusion



## **St. Aloysius' Catholic Primary School**

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#### **Anti-Bullying Policy**

##### **Statement of Intent**

At St Aloysius Catholic Primary School 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 our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

##### **What Is Bullying?**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying differs from other forms of aggression in that it occurs over a sustained period of time.

##### **Bullying can be:**

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology e.g. camera & video facilities



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#### **Why is it Important to respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. We also acknowledge that a child exhibiting bullying behaviour is, or has, often been a victim themselves.

Schools have a responsibility to respond promptly and effectively to issues of bullying. Safeguarding issues can manifest themselves via peer on peer abuse. Please refer to our Safeguarding Policy and 'Managing Allegations against other Pupils Policy'

#### **Objectives of this Policy**

- All governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and support staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

#### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering



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- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

#### **Procedures**

- Bullying incidents should be reported to staff by any concerned parties.
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
- The bullying behaviour or threats of bullying must be investigated by a senior member of staff. Staff must be informed to monitor the situation around school/on the playground.
- An attempt will be made to help the bully (bullies) change their behaviour.
- Where a case of bullying is suspected (for example where there is a repeated pattern of behaviour, a record of incidents must be kept and collated).
- For further guidance on 'peer on peer abuse' please refer to our 'Managing allegations against other pupils' policy.



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#### **Outcomes**

- The bully (bullies) may be asked to genuinely apologise. The bully will be asked to consider the effect of their behaviour on the victim. Other consequences may take place.
- Exclusion will be considered in serious cases (this includes where a pupil at the school has been a victim of cyber bullying by another pupil/pupils)
- If possible, the pupils will be reconciled.
- After the incidents have been investigated and dealt with, each case will be monitored by Staff to ensure repeated bullying does not take place.

#### **Monitoring and Accountability**

Recorded incidents of bullying are reported termly through the Headteacher's Report to Governors. This policy will be reviewed annually.

Signed ..... Head Teacher

Signed ..... Chair of Governors

Date September 2018

Review September 2019



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#### APPENDIX A

##### Incident Record

Pupil: ..... Date: .....

Location: ..... Time: ..... am/pm

Reported by (Name): .....

Staff Involved (Names): .....

.....

Others present (names): .....

##### A brief description of the incident (including antecedents)

##### How incident was resolved

Pupil calmed down  Talked through incident  Pupil apologised

Returned to class  Period at home  Time Out

Work completed later  Unresolved  Home contacted

Exclusion  Time out of class

Other .....



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**APPENDIX A**

**Was any form of Physical Intervention required?** Yes/No (If yes please write a record of the incident in the record book kept in the locked Child Protection Cabinet.

**Did anyone sustain an injury?** Yes/No (If Yes provide details and any medical attention required):

**N.B. Staff must always complete a "PVA" form (Physical /Verbal Abuse Form. Access on line – see Office Staff.**

**Details of Injury:**

Signed  
(compiler): ..... Name: .....

Signed  
(witness): ..... Name:.....

Date: .....





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#### **APPENDIX B**

##### **Critical Incident Reflection Meeting**

###### **Welcome**

The purpose of this meeting is to provide time for quality reflection following a serious incident.

To give everyone the chance to speak and be heard.

To highlight what worked well.

To enable reflection that might inform future actions.

The format of the meeting takes three sections:

Section 1) The What?

Section 2) So What?

Section 3) Now What?

Each person in the group has the opportunity to say what happened.

Each person in the group has the opportunity to explore the effect of the incident in more detail: feelings/emotions- pre /during /after

Each person in the group has a chance to say what they would do differently or the same next time? What are the key points/lessons to be shared. How will we do this?



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#### Behaviour Strategies and Sanctions

Sanction	Comments	Responsibility
<b>Tactical ignoring</b> Teacher attends to pupil when on-task, ignoring pupil when not	Praising others for appropriate behaviour also supports this.	Class Teacher Teaching assistant
<b>Rule reminder</b> Teacher briefly reminds pupil of the rule	Use Code of Conduct displayed on the classroom wall to support this. Be upbeat and positive.	Class Teacher Teaching assistant
<b>Consequences</b> Teacher makes clear the consequence of continued disruption <i>If ... then you'll have to ...</i>	Includes finishing work during break time or at home, tidying up and generally making reparation. Consequences must be relevant, respectful and be time appropriate.	Class Teacher Teaching assistant
<b>Thinking time</b> In class, short and supervised	Pupil moved within the classroom. Time set at the start and teacher explains what is expected of the child.	Class Teacher Teaching assistant
<b>Thinking time</b> Away from class (partner classroom), short and supervised*	Pupil moved to partner classroom and relevant work should be provided. Partner teacher should be dispassionate and matter of fact.	Class Teacher Partner teacher
<b>Behaviour chart/Phase Leader meeting-where movement to a partner class is happening frequently.</b> Discussion about positive behaviour choices with Class Teacher and Phase Leader. A behaviour chart is introduced.	Pupil has meeting with class teacher and KS Leader to discuss behaviour, positive strategies and consequences. Negative behaviour is clearly identified and the difficulties this causes are highlighted.	Class Teacher Phase Leader Parents are made aware and may be invited to the meeting. Outcomes of meeting shared with parents.



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<p><b>Discussion with Head Teacher/ SENCo</b></p>	<p>Pupil has meeting with the Head to discuss behaviour, positive strategies and consequences. Negative behaviour is clearly identified and the difficulties this causes are highlighted. Plan is implemented.</p>	<p>Head Teacher/Phase Leader/SENCo/Parents/Class Teacher.</p>
<p><b>Internal exclusion</b> Pupil moved out of class for a fixed period time to show willingness to return to class</p>	<p>Independent work must be provided for the pupil and they should know what they need to achieve to earn their way back to class.</p>	<p>Headteacher/DHT/SENCo/Class teacher/Phase Leader  Parents should be informed immediately.</p>
<p><b>Fixed Term/Permanent exclusions</b></p>	<p>These are drastic sanctions when pupil behaviour is so aggressive or disruptive that they are a risk to themselves or others and all support and strategies have failed to provide the pupil with the stability and structure that they need to fit into the School Community.</p>	<p>Headteacher/DHT  <i>Parents should be contacted immediately. Reintegration meeting organised.</i></p>

\*at this point if after being asked to leave the classroom, the child refuses, a senior member of Staff should be sent for. The member of Staff who is 'on call' will be notified at morning briefing.