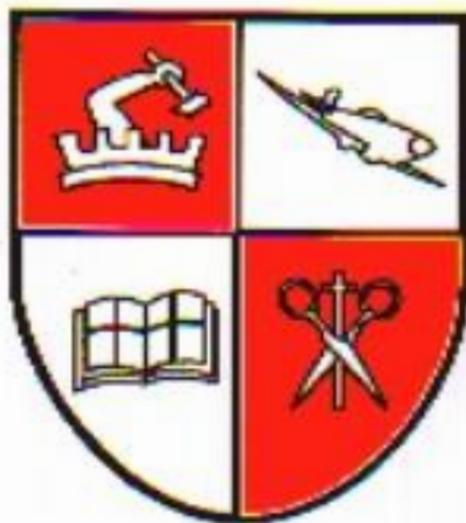


ST. GERARD'S CATHOLIC PRIMARY SCHOOL



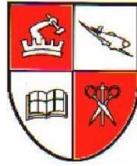
BEHAVIOUR AND DISCIPLINE POLICY (Including Anti Bullying)

Our Mission Statement

'With Christ at our side and St. Gerard as our guide we live, love, learn and pray together.'

Reviewed: October 2018

Next Review: October 2021



St. Gerard's Catholic Primary School Behaviour and Discipline

'With Christ at our side, and St. Gerard as our guide - we live, love, learn and pray together'

This Policy has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, January 2016). It reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance. The Behaviour Policy is publicised to staff and families on the school website.

Principles

1. The Governors of St Gerard's Catholic Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all the pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
2. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
3. St Gerard's Catholic Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation, religious belief (or lack of belief) or background are clearly set out and regularly monitored. This policy considers the school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils.

1. Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has high expectations for behaviour, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the School community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. School Courtesy Code:

Do....

Smile and welcome visitors

Let adults (and young children) through doors first

Offer to hold doors open

Remember “**please**” and “**thank you**”

Walk quietly in school

Wait for a break in conversation, say “**excuse me**”

3. Rewards and Sanctions

3.1 The class teacher discusses the school expectations with each class. Each class has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class as part of the P.H.S.E. curriculum.

3.2 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children;
- Teachers give children house points/stickers in class for good behaviour.
- We distribute these house points or certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- We hold a celebration assembly each ½ term.
- All pupils have an opportunity to show examples of their best work.
- We also celebrate achievements that have been made outside school (football, swimming etc.)

3.3 The school employs a number of sanctions to ensure expectations are enforced, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instruction in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- Teachers reserve the right to employ appropriate and reasonable sanctions in order to maintain the schools high expectations for behaviour.

3.4 Action for children whose behaviour is deemed inappropriate:

These actions are listed in the order in which they are to be imposed for disruptive behaviour within a day or a period of time appropriate for their age. The hierarchy is progressive, becoming gradually more substantial.

1. First Warning – reason for warning is clarified with child

2. Second Warning – reason for warning is clarified with child
3. Time Out – reason is clarified with child, a loss of playtime proportionate to the inappropriate behaviour (in the classroom) or a ‘time out’ (if already outside)
4. Child takes work to a different class and Deputy Head informed.
5. Head Teacher informed and Parents called into school

Children will be sent to a pre-determined class, taking with them the work to be carried out. They will stay there for a period of time appropriate for their age. A space will be found for them to work quietly on their own until the work is finished or until the end of that session. Parents will not automatically be informed if their child is sent to another class, unless the poor behaviour continues. Warnings given during break or lunchtime count and are fed back to the class teachers.

3.5 The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If a child threatens, hurts or bullies another pupil /adult, the class teacher records the incident and the appropriate sanction is administered. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child’s parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

3.6 For more serious or recurrent offences parents will meet with the Head Teacher, Deputy Head teacher, class teacher and the SENCO if this is felt necessary. At this meeting appropriate strategies will be put in place which may include; an Individual Education Plan for behaviour, a home/school liaison book/report, a referral to an outside support agency. Staff of the school will work with parents and outside agencies, if necessary, to devise targets with rewards as part of a process of reducing the frequency of poor behaviour. Such plans need to be shared with the staff, including dinner supervisors, so that all adults are consistent in their approach.

3.7 If an incident or series of incidents of sufficient severity occurs, a child may receive an internal exclusion which will mean they spend either a half day or a whole day out of the class. They will usually remain with a senior member of staff, the Head teacher, the Deputy Head or the SENCO, in a room away from other children.

3.8 Where possible the use of restraint should be avoided. However, we do recognise that there are times when the use of restraint is appropriate and that it should be used in a way that maintains the safety and dignity of all concerned. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in **Use of reasonable force- advice for Headteachers, staff and governing bodies and the Education Act 1996 (section 550A: The Use of Force to Control or Restrain Pupils)** and which are included in the schools Care and Control Policy including situations in which reasonable force may be used include removing a disruptive pupil from a classrooms or preventing them from leaving and the definition of reasonable force is defined.

3.9. School staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The reasons for searching pupils

should be made explicit along with information on what will happen to any banned items found as a result of a search and what sanctions will be applied. Parents do not have to be informed before a search. Governors expect authorised staff to be appropriately trained in how to carry out a search. School staff can seize any prohibited item found as a result of a search.

4. Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti Bullying Policy). Serious offences such as bullying, physical violence or abusive language will result in the child being sent directly to the Deputy Head teacher /Headteacher and parents will be informed.

5. Action taken against pupils who are found to have made malicious accusations against school staff

Details of procedures regarding dealing with allegations of abuse against staff is detailed in the schools Safeguarding Procedures. In the event that a pupil is found to have made malicious accusations against school staff the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it.

6. Lunchtime Supervision

Children are expected to display acceptable behaviour during the lunchtime period. If a child's behaviour gives cause for concern this should be reported to the class teacher on the day it happened. If a child is involved in a serious playground dispute (e.g. fighting, swearing, racial abuse, name calling or being cheeky to a supervisor) the matter should be reported to the Deputy Head/Head Teacher and this will be noted in the schools behaviour log.

7. The role of the class teacher

7.1 It is the responsibility of the class teacher to ensure that the school behaviour policy is enforced in their class, and that their class behaves in a responsible manner.

7.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

7.3 The class teacher treats each child fairly and enforces the classroom code/ behaviour policy consistently. The teacher treats all children in their class with respect and understanding.

7.4 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

8. The role of the head teacher

8.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, monitor its proper use and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

8.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

8.3 The Deputy Head teacher keeps records of all reported serious incidents of misbehaviour.

8.4 We are aware at St Gerard's that a very serious incident may take place resulting in the headteacher excluding a pupil. When applying the policy to all pupils including those with SEN, the LA suggests that head teachers and governors should use exclusion: 'In response to serious breaches of a school's disciplinary policy and after a range of alternative strategies has been tried and seen to fail, and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.' The Headteacher will endeavour to make immediate contact by telephone with parents or carers should an exclusion be instigated. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment.

8.5 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti social behaviour, the head teacher may permanently exclude a child. The chair of governors is notified of any external exclusion.

9. The role of parents

9.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

9.2 We explain the school's approach to behaviour management in the school prospectus, and we expect parents to read these and support them.

9.3 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

9.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, then deputy head and headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

10. The role of governors

10.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

10.2 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

11. Fixed-term and permanent exclusions

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti social behaviour, the head teacher may permanently exclude a child. The chair of governors is notified of any external exclusion.

12. Monitoring

12.1 The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

12.2 The school keeps a variety of records of incidents of misbehaviour. Lunchtime Supervisors record and report minor incidents that occur at dinner-time to the class teacher/ deputy head.

The deputy head teacher records those incidents where a child is sent to him on account of inappropriate behaviour.

12.3 The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

12.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

13. Review

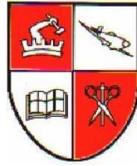
The governing body reviews this policy every 3 years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

14. Further Guidance

This policy takes into account

- a) Equality Act 2010
- b) Education Act 1996, 2011
- c) Behaviour and discipline in schools 2016
- d) Use of Reasonable Force Guidance July 2013
- e) School Standards and Framework Act 1998
- f) Searching, Screening and Confiscation January 2018

Policy Reviewed: October 2018



St. Gerard's Catholic Primary School Anti-Bullying Policy

'With Christ at our side, and St. Gerard as our guide - we live, love, learn and pray together'

Introduction

This policy statement outlines the prevention and management of bullying within our school.

Rationale

St Gerard's is a school where we welcome everyone to live, love and learn together in the light and example of the life of Christ.

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.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching 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.

What is bullying?

Bullying is the willful, conscious desire to hurt, threaten or frighten someone else. It can be a one-off incident, but is often prolonged and repetitive. It can involve one or a group of people.

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 or focussing 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, i.e. camera & video facilities

- The policy is an active whole school policy and forms part of a Behaviour and Discipline system.

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
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- 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 starving (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

The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly

1. Class teacher to be notified of incident
2. In all cases of bullying, class teacher will pass on relevant information to the Deputy Headteacher/Headteacher. In serious cases parents will be informed and will be asked to come in to a meeting with the Deputy Headteacher/Head teacher to discuss the problem.(see Behaviour and Discipline Policy)

3. An attempt will be made to help the victim through follow up support via the class teacher and the leadership team. Also the bully (bullies) will receive additional support to enable them to change their behaviour/choices.

Outcomes.

- 1) The bully (bullies) will show repentance and seek forgiveness.
- 2) In serious cases, exclusion will be considered.
- 3) In every instance possible, reconciliation will be sought.
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place (for example through the behaviour logs).

Prevention

Curriculum teaching, school council work, prayer time, assemblies focusing on our mission and a consistent vigilant presence by staff will support our measures to reduce the likelihood of bullying occurring.

Conclusion

The aim is to foster an attitude of care between the children, staff and the wider community, and to develop effective relationships built on trust and understanding, where respect for the individual is paramount.

Policy Reviewed: October 2018