



St. Anthony's Primary School Behaviour policy

At St. Anthony's our vision is to *create a healthy, happy and safe learning environment, which promotes high achievement and mutual respect, within a Christian ethos. The school community will be strengthened through celebrating the Sacraments and liturgies of the Church's year. All will be encouraged and supported to develop a personal relationship with Jesus through prayer.* In line with this vision we aim to ensure that all the children of St. Anthony's School are taught positive behaviours to improve their life chances and enable them to make good progress and show respect to those around them. All staff have high expectations of behaviour and academic achievement. They all take responsibility for encouraging children to make the right choices. All members of St. Anthony's School, pupils, staff and parents work to ensure a happy, caring atmosphere where everyone can enjoy their work and take part to the best of their ability, always endeavouring to push their knowledge and understanding further and to attain a high standard in all they do.

The Golden Rules of St. Anthony's School

- Be kind and care for others
- Take care of all property
- Be honest and truthful
- Listen carefully and follow instructions

Explicit instruction in the wider concepts of these rules is undertaken by teachers and at assemblies to ensure that all children have a clear understanding of the expectations of the school. They will also be communicated to parents and carers to ensure that they fully understand the way in which these rules will be enforced.

All staff, at all times, will use calm low voices and give clear instructions to pupils concerning behaviour and the consequences of making wrong choices. They may use many ways to do this.

- Non-verbal cues – a look, hand signal, gesture, touch
- Verbal prompt – sit up, sit down, put down, look this way etc.
- Verbal Warning – this must include the consequence of non-compliance.

All verbal instructions will be delivered, quickly, clearly and calmly in a non-confrontational way. Engaging in argument with children is not productive and does not ensure good behaviour or respect. Shouting at pupils is not acceptable although we recognise that at times assertive voices may be needed to ensure attention, however normal voice levels must be assumed as soon as attention is gained.

Rewards – there are many ways in which we reward children for the way in which they behave and participate in school life. These include -

- Praise
- Stickers
- House Points
- Certificates
- Letters home
- Class Dojo
- Kind & Caring Cards
- Value Leaves

Praise is always given for those who follow instructions, make the right choices and give their best efforts to their activities in school.

Stickers may be given as individual rewards (particularly with the youngest children).

House points are given for rewards and these help to ensure that all pupils are working for the good of the community not simply for themselves.

Certificates – can be given for behaviour or academic achievement over and above the norm. All staff can use any of these rewards for all pupils at any time.

Praise and Expectations

All staff should have high expectations of children's work and behaviour. The staff are the role models for the children and therefore need to make it a professional one at all times. The frequent use of praise is the quickest and most effective route to promoting a positive atmosphere in the classroom and school.

All staff should:

- praise frequently
- make praise genuine
- praise achievements and efforts
- be sincere
- use praise as part of the teacher/pupil relationship

Comments like: *That's really not like you* when they misbehave, rather than nagging them is far more effective.

Comments like *When I look at you I see.....* paints the pupil a positive picture of themselves & gives them aspiration.

Strategies before Time Out

- Eye contact
- Quiet time
- Use of warnings
- Removal of distracting items
- Touch control - touching the child on the arm or shoulder
- Proximity - moving close to the child

- Voice control
- Help the child who is finding a situation difficult

Emphasising the Positive

Whilst we have the necessary sanctions in place our main focus and energy should be put into recognising and praising children's efforts, achievements, good behaviour and work, etc. Staff should look for the **GOOD** and reward it at all times. Never make up a sanction of your own - always use the school system. Try to gag the nag and think and act positively.

IMPORTANT

The most important aspect of behaviour we teach is the reparation. All children need the opportunity to make reparation and will need to be taught how to make amends. To this end all staff should be using basic Restorative Approaches, getting pupils together to resolve issues. We are aiming for a true Community Based Approach.

Letters home will be issued where children have achieved rewards over a half term or targets set for specific behaviour have been achieved. Refer to SEN policy for Behaviour Targets

We aim to get things right, but recognise that things will go wrong sometimes. However, our focus is to maintain a positive ethos that promotes self discipline and celebrates achievement.

When things do not go as planned

At St. Anthony's we recognise the uniqueness of each individual and our Inclusion Policy shows that this means that special arrangements may need to be made to enable some children to work within boundaries set. Where children have a known, specific disability or problem extra support will be put in place to ensure that they are able to achieve the expected behaviour outlined in our policy.

Sanctions Where children deliberately refuse to respond to early warnings and prompts there must be consequences. The following sanctions will be used for unacceptable behaviour. They will be used for certain behaviours but any refusal to accept a sanction will mean that the next level of sanction will automatically be applied.

Time Out – Time out will be used for low level disruption and will be managed by the class teacher - 5 minutes in a designated place within the classroom or playground to reflect on which rule they have found difficult and how to put it right. The child must then report to a member of staff on what they have decided. If unacceptable behaviour becomes consistent this will escalate.

A record of time out is kept by the class teacher on the format provided in the green folder at the 'time out' table. It is important that teachers analyse 'time out' patterns and highlight concerns.

Missed Play Time– Missed playtimes should be viewed as a restorative process and are given for breaking the golden rules. If the child corrects their behaviour immediately after being spoken to by an adult there may be no need to give a sanction. Pupils will be given a missed playtime slip at the end of assembly or just before break time. They will be encouraged to reflect on their behaviour, identify who has been affected and how relationships can be restored. Up to 15 minutes would be spent in the main hall. A member of staff will dismiss the child at the end of their time in the hall.

Details will be logged on SIMS and a letter (signed by the teacher) will be sent home to ensure that parents are informed of this sanction.

If a pupil receives five missed playtimes in any half term then a letter is sent home and parents asked to attend a meeting at which a Pastoral Support Plan level 1 may be set up with appropriate targets. Children who progress to PSP level 2 will be entered onto the Special Needs Register at SEND with support as special attention will need to be given to supporting them in making right choices in behaviour.

Referral to Head Teacher- If a child is struggling to maintain positive behaviour in the classroom or the playground and other strategies have not improved the situation then make an immediate referral to Head Teacher. Call Head Teacher on 202; if the Head Teacher is not available then call Family Worker on 207.

All instances of unacceptable behaviour resulting in missed playtimes or other sanctions will be entered onto the school system for reference.

Internal Exclusion – a number of days in the school exclusion facility - work set with a member of staff to supervise. Outdoor activities (playtimes) will be taken alone supervised by an adult and meals eaten alone. The number of days (from 2– 3) will be dependent on the severity of the incident leading to this sanction.

This will be used for - Racist/homophobic/sexual harassment incidents (which are always reported to Bromley) unprovoked fighting, unprovoked physical violence including spitting, bullying and swearing directly at a person. Reliable proof of these incidents will be required. A thorough investigation will be undertaken and all parties spoken with before the sanction is applied.

Fixed Term Exclusion – Pupils are excluded from the school and must remain at home during school time. Work will be provided. The number of days (from 3 – 5) will be relative to the reason for this. Parents will be asked to attend a re-integration meeting and a PSP 3 will be set up. This will be used in cases of – a pupil exceeding 2 internal exclusions in any school year. Extreme verbal abuse of staff. Physical violence against staff including spitting. Extreme unprovoked physical violence. Bullying. Threatening behaviour. Sexual assault and bringing inappropriate or illegal substances into school (In these last two instances Social Services will also be contacted).

Permanent Exclusion If after exclusion and the support of a PSP 3 and target setting there is no improvement in behaviour and exclusions continue to accumulate. It will be deemed that the school is unable to meet the needs of the pupil and 5 days exclusion may be issued with the option to make this permanent. Any pupil found deliberately carrying a weapon (knife or other offensive weapon) will automatically be permanently excluded.

Bullying

Definition of Bullying Behaviour

What is Bullying?

One person or a group can bully others. Bullying is a behaviour, usually repeated over time that intentionally hurts another individual or group physically or emotionally.

How Does Bullying differ from banter?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent. This possibility should be considered, particularly in cases of sexual, sexist or racist bullying or when children with disabilities are involved.

What forms does bullying take?

Bullying includes:

- Name calling, taunting, mocking, making offensive comments
- Kicking, hitting, pushing
- Taking belongings, damaging property
- Inappropriate touching,
- spreading hurtful and untruthful rumours, giving disdainful looks
- producing offensive graffiti
- Always leaving someone out of groups
- Singling out specific individuals or groups because they belong to a particular group or wear certain clothing
- Cyber-bullying
- Cyber bullying- sending inappropriate text messages, emails or instant messages, posting malicious material online (e.g. on social networking sites), or sending or posting offensive and degrading images and videos.

Reporting and responding to bullying

Incidents which are reported must always be investigated. Children (and parents) can use the word 'bullying' to indicate a disagreement or a retraction of friendship among pupils. Staff should try to find out exactly what the incident involved and then make a decision based on our definition of bullying as to whether to proceed further. Action taken under the behaviour policy will be used to deal with matters that are not deemed 'bullying'.

All cases of children being bullied should be reported to the Head, Deputy or a member of the SMT. It is the responsibility of the adult receiving the report to demonstrate a caring and listening approach.

- When an incident is reported verbally – staff decide whether this is a 'bullying' incident.
- The victim, parents, other school staff and/or bystanders should provide evidence. A written report **including dates and times should be made.** A record of all incidents will be kept in a central file by the Head teacher.
- The investigator(s) should obtain witnesses if possible and advise the Head teacher

- If bullying is found to have occurred parents of all parties are informed by letter.
- The victim should be offered support to raise confidence build self esteem
- Discussions with the perpetrator should follow which confronts the details of the incident (s) and makes it clear that 'bullying' will not be tolerated at St Anthony's.
- The perpetrator(s) will be secluded for 3 days to allow work to be undertaken with the victim to raise self esteem and improve assertiveness.
- The perpetrator will be offered support to change through 1:1 work with the family worker.

Involvement of outside agencies

Where necessary the Behaviour Support Team, Counsellors, NHS Primary Care Trust or Social Services may be involved in working with pupils and families to remediate the effects of the 'bullying'. At all levels parents are involved and Governors and LA informed of incidents and progress.

Staff Concerns

We acknowledge that bullying does take place in the workplace and that colleagues can be victims or perpetrators. At St Anthony's we expect all staff to behave in a professional and respectful manner. When conflict or differences of opinion arise, the onus is on the individuals concerned to resolve this **privately**, without involving other members of staff. However, if this is not possible mediation should be sought from the Head teacher or Deputy.

Where there are genuine issues of bullying as defined in this policy, staff should refer to the discipline and grievance procedures.

Recording bullying and evaluating the policy

A referral sheet will be used to record incidents of bullying (see Appendix 1). It is important to avoid personal views about the incident (s). Only the facts are to be recorded with relevant dates and times. Action to be taken should be clearly recorded. The Deputy Head will be responsible for co-ordinating the recording system and analysing patterns. Referral sheets are available on the shared area along side this policy.

Findings will be shared appropriately with pupils, staff, parent/carers and governors and used to improve practice and policy. Bi yearly surveys and interviews with focus groups will be conducted to ascertain whether the policy is working or not. The policy will be reviewed and updated every two years. All stakeholders will be involved specifically, pupils, parents/carers, staff & governors via meetings, interviews and questionnaires.

Strategies for preventing bullying

- Where possible, all concerns about bullying should be raised as the 1st agenda item at weekly staff meetings.
- Our on going work with SEAL in PSHE should be used to address issues around relationships, anger, resolving conflict and raising self esteem
- Appropriate sanctions will be applied depending on the severity of the bullying which may involve loss of break times, golden time, withdrawal from favoured activities, internal, fixed term or permanent exclusion.

- Separate discussions with parents of the perpetrator and the parents of the victim should take place and complaints dealt with promptly
- Restorative justice approaches should be in such discussions
- Vigilant monitoring of the situation by all staff should be carried out particularly in 'hard to police' areas.
- Weekly updates should be given in staff meetings

Our behaviour policy states that,

"...our main focus and energy should be put into recognising and praising children's efforts, achievements, good behaviour and work, etc. Staff should look for the **GOOD** and reward it at all times." However, we must take real incidents of bullying seriously and act to address it fairly and consistently.

In doing so we will train all pupils to report bullying when they see or hear it. We will encourage the role of play leaders so that children are not isolated during break times. We will also promote the buddies' bench to support positive friendships

Total refusal to accept any sanction at any level will automatically lead to the next level of sanction being put in place.

Incidents of unacceptable behaviour during travel to or from school but reported to the school will be dealt with under this policy.

Review September 2023

Review September 2024

APPENDIX A

COMMON MISTAKES TO AVOID!

- Expecting and assuming there has been/will be misbehaviour. *Show trust and belief in the child - expect and ask for the good stuff!*
- Never accuse with questions and the tone of your voice. *Ask questions politely and listen to the tone of your voice. Apply the sanction if you have seen a child misbehave, do not look for confessions.*
- Label the behaviour clearly when giving a time out.
- Getting into a flap ourselves does not help the child to see the situation clearly. Do not put your emotional log onto the fire! *Stay calm, be clear, be clear and keep it brief!*
- Broadcasting the problem. *Avoid reprimanding individuals in front of peers if at all possible.*
- Play Gotcha! *Looking for the child being Good, not the child misbehaving! Do not engage in negative approaches.*
- Playing the Child's game. Do not get sucked into power games with children - *avoid arguments, etc.*
- Inconsistency. *Know the rules and apply them consistently - do not make excuses for the children.*
- Failure to give clear instructions. *State clearly what you want the child to do quickly and calmly.*

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APPENDIX B.

Following behaviour audit in autumn 2010 the following strategies have been added to enable staff to deal confidently with incidents of inappropriate behaviour. (See behaviour management action plan).

Strategies for a child refusing to work.

- Remind of target.
- Talk about playtime/work time.
- Work with different adult.
- Ask about problem.
- Build up their self- esteem.
- Reward rest of class.
- Miss a treat
- Earn reward.
- Humour
- Pair them up with a 'Friend' or a peer.
- Be firm.
- Change the work.
- Differentiate the work.
- Offer to scribe.
- Compromise quality/ level/ quantity.
- Offer an alternative way of doing the work.
- Check child understands what needs to be done.
- Break down into small manageable steps.
- Take to support room.
- Make it a race.
- Set challenges e.g. Do 1 in 10 secs.
- Sit with child/ 1:1 attention.

Strategies for a child swearing.

- Wait until they are calm.
- Reward rest of class for not joining in.
- Remind them that we don't talk to them like that.
- Don't react.
- Ignore.
- Choices.
- Swearing minutes at end of lesson.
- Correct them in private.
- Refuse to talk to them until they are calm.
- Talk about during targets.
- Try to understand why they are angry.
- Offer time out of class.

Strategies for a child running around class/ standing on furniture.

- Remind them of health and safety.
- Warn them of danger.
- Be firm- you need to stop!
- Offer a place where running is ok.
- Remind them of target.
- Reminder of nice things coming.
- Distraction.
- Close down their own space- needs 2 adults.
- Set firm boundaries.
- Remind them about acting their age.
- Give them options/ choices.
- *Don't chase them.*

Strategies for a child under a table.

- Distraction/ bribery.
- Humour.
- Go under with them.
- Remove from class.
- Be firm.
- Time/ Timer to come out.
- Reminder of target.
- Allow them to stay there.
- Ignore.
- Reminder of job.
- Reward rest of class.
- Remind them of good things they've done.
- Empathy.
- Change of adult.
- Move table.
- Remind about trips etc.
- Take class out.
- Offer time out.
- Limited choices.
- Stress positives of the lesson.
- Give 2 choices.