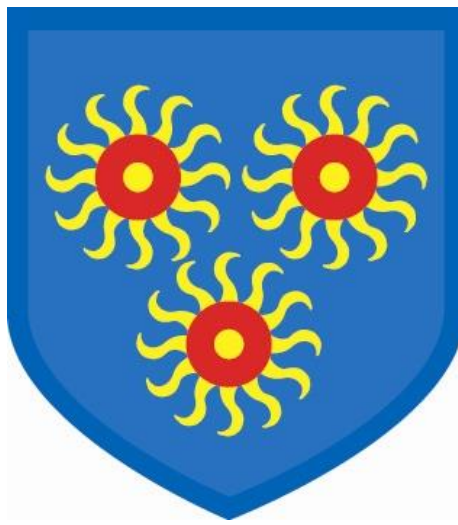


St Edmund's Catholic Primary School



Positive Behaviour and Anti- Bullying Policy

Agreed: 11th October 2021

Signed:

To be reviewed July 2024

We believe in working together for excellence for all. We have 6 Golden Rules to help us to do this.

- 1 Do be kind and helpful – do not hurt anyone's feelings.
- 2 Do be gentle – do not hurt anyone.
- 3 Do look after property – do not waste or damage anything.
- 4 Do listen to people and show respect – do not interrupt or be rude.
- 5 Do work hard – do not waste your time or that of other people.
- 6 Do be honest – do not cover up the truth.

Teachers have a right to teach and children have a right to learn.

Golden Time

This is a time of special choice that takes place once a week in each class. It lasts for 30 minutes. Activities and games will be kept solely for use during this time and children are allowed to choose activities. Children may lose up to 25 minutes from their Golden Time if they have repeatedly and wilfully broken the Golden Rules. Minutes are deducted as and when necessary. Children should, however, always be given the opportunity to regain time or they may well give up and lose the will to improve their behaviour.

Promoting Good Behaviour

Leaves are given to reward children who keep a Golden Rule that needs publicly acknowledging. Our emphasis should constantly be on praise. Children can be given leaves at any time of the school day. The leaf should have the child's name and what Golden Rule that have followed. Each class has leaves of one colour so everyone can see which class the leaf is from. Children should put their leaves in the Golden Box in the reception area, ready to be placed on the Golden Tree.

Leaves are for individual children.

Each class has chosen an animal to represent them. Class teachers can nominate their class to be 'Class of the Week' – to be announced in the Friday Assembly. The class of the week can either have extra time in the football area, or extra Golden Time. The Headteacher makes the final decision about the class of the week and gives reasons for the decision. The class of the week will put their animal picture on the tree.

The BIG BOOK OF BRILLIANT BEHAVIOUR is a way of publicly praising children in school. Children and parents enjoy looking at the book and seeing the names of the children who have been nominated. This is for children who have achieved something in the week that the class teacher would like the school to celebrate. Each class teacher can nominate two children per week. At the Friday assembly, the children will be called to the front and given stickers or badges to celebrate their nomination.

The BIG BOOK OF BRILLIANT BEHAVIOUR and the Leaves are to reinforce, not to replace systems expected to be in place in each class for promoting the Golden Rules and rewarding children. We need to show our appreciation of the children who can demonstrate the expected behaviour.

Incentives and rewards must be promoted by the whole school community. They operate on an individual basis as well as whole classes working together. At the end of each term, children with most leaves in

each class will be awarded a special prize and the class with most animals will have a whole afternoon of Golden Time.

We will also send home 'Good News' letters to children who have been particularly good during the day and children can receive special star stickers from the mid-day meal supervisors for brilliant behaviour at lunchtime.

Code of Conduct for parents and other adults visiting the school.

Please keep to the following code so that we can help maintain a calm and non-threatening working atmosphere for our children.

- 1 Always report to the reception desk on arrival in school (except when you collect and drop-off children at the beginning and end of each day).
- 2 Treat all adults and children courteously and with respect.
- 3 Do not smoke in the playground.
- 4 Do not shout or swear anywhere on school premises.
- 5 Do not use physical violence.
- 6 Do not bring pets into the playground.

The Governors wish the school to be a harmonious place for children, parents and staff.

Responsibilities

For our Behaviour Policy to work, everyone has to take responsibility.

Children's responsibilities are:

- To follow the Golden Rules to the best of their ability
- To treat all adults and other children with respect and politeness
- To help keep the school a clean and pleasant place to be
- To do what the adults in the school ask
- To learn to take increasing responsibility for their own learning

Staff responsibilities are:

- To treat all children fairly and respectfully
- To listen to children carefully when they are having difficulties with behaviour
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To help each child to do their best

Parents' responsibilities are:

- To make sure children arrive on time and are ready to work
- To encourage children to sort out difficulties without hitting, fighting or swearing at home or in school
- To encourage respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievements
- To encourage children to talk about school and to listen to what they have to say each day

Playground and Lunchtime Behaviour

Following our Code of Behaviour, we expect our children to behave well at all times – both in the school building and in the playground.

We believe it is important for children to see that playtime behaviour is also part of our Behaviour Policy.

Children who are helpful and kind in the playground will have star stickers given to them by the staff so that everyone can see they have been great at lunchtime.

Children who become involved in over-excited play will be asked to stand over to one side of the playground. Blue sanction slips will be given to class teachers if children refuse to take control of their own behaviour. Blue slips fit into the class system and may be recorded in the Class Incident book. This allows us to monitor children's behaviour and to give leaves and letters to children or groups that improve their behaviour at lunchtimes.

Children with Special Educational Needs

We expect all children at St Edmund's to follow the Golden Rules. As much as possible we want to keep children with special educational needs within the code of behaviour. However, this will be more difficult for some children at certain times.

Children at School Action and School Action Plus of the SEN system with behavioural difficulties may:

- Have regular meetings between parents, teacher and child
- Be placed on report by a member of the leadership team. A mutual decision is made involving the child when the report is no longer necessary. Parents will see the report form weekly.
- Have a 'behaviour book' to modify and closely monitor behaviour
- Have targets of improving behaviour on their IEP
- Meet regularly with the SENCo to discuss progress

Children who have a statement of special education needs may need the code of behaviour to be modified to help them manage their behaviour – some children may not comprehend the rules and structures of the school and be unable to meet expectations without additional support. Practical ideas include individual planning and reviews. A formal meeting should take place each half-term between parents, school staff and any involved outside agencies. We should refer to the SENCo for setting achievable targets.

Useful Strategies

Public praise and private criticism

Public acknowledgement of good behaviour is a powerful incentive for children. Usually criticism should be as private as possible – lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too. Some children find direct praise hard to handle and so praise should be as descriptive as possible and you should be sensitive to the impact. Try saying "I really like the way you". Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Three positives before a negative

This can apply to individuals as well as classes. Before criticising a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

Acknowledging feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Be consistent

Children have a need for the world to be as reliable as possible. When we act consistently and reliably, we make the child feel safer and, therefore, less anxious. This, in turn, will make it less likely that events will trigger off poor behaviour.

Model desired behaviour

It is important for adults in school to model the kinds of behaviour that we expect from children in terms of respect, concern, fairness, apologies and resolution of difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low-key and matter of fact.

Scan the classroom

Children are impressed by teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head! Put yourself in a position where you can see what is going on and scan for children that are off-task. Re-direct children **before** behaviour has become disruptive. Listen for changes in patterns of conversation which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to children that you are aware of and recognise their feelings. 'You seem cross, did something happen?' Follow-up concerns raised and complaints made – if you say you will deal with it later, you **MUST** deal with it. Children need to feel able to share things with us.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well. For children who have difficulty maintaining concentration, ensure you make frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will

be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they can actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents consider the following:

- Your position in the class

- Your proximity to disruptive children

- Your expression, tone of voice, choice of words and use of eye contact

Do they all communicate your confidence and authority? Do they tend to calm the situation or inflame it?

Catch the children being good!

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

Procedure to follow if rules are broken

Teachers have the right to teach and children have the right to learn. Children who break from our school rules stop teachers from teaching and stop themselves and others from learning.

There are times in every classroom when children disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so. A record is kept in the class incident book of what level the child takes control of their own behaviour, so that over time improvements can be seen.

Level 1 – Strategies within the classroom

Tell the child quietly and politely that they need to manage their behaviour.

If they do not do so, tell them that they have a Level 1.

Child has to write their name in the incident book.

The class teacher, should put the date into the book at the beginning of the day.

Level 2 –

Child is moved to the 'time-out' area (chair or table) and told that the behaviour is unacceptable.

Child is given Level 2 form or picture to fill in, or work to complete. Time out here should only be for up to 15 minutes at the maximum (3 minutes in Reception, 5 minutes Year 1 and so on).

Level 3 –

Child is sent to foster class and is told the behaviour is unacceptable.

Child will be sent with a Level 3 form and work to be completed. Child will be accompanied by another child or adult. The child can only be out of class for one session. If the work is not done, the teacher must collect the child and work will have to be completed in a playtime.

Level 4 –

Children who get to Level 4 because of an isolated serious incident, or because they have not responded to several Level 3s and are still choosing not to try and manage their own behaviour will be sent to the Head or Deputy. They may miss their playtimes for a given period. The child's name is written in the Level 4 book, kept in the Head's room, and a letter is sent to the parents. If three letters are written in any one half-term this will normally result in an automatic one day exclusion.

Violent behaviour is totally unacceptable and will always go straight to the Head or Deputy for investigation and a Level 4 letter.

This does not affect the Headteacher's right to take immediate action in the case of any serious incident.

Things to ‘Catch Them Being Good’ at.

- Coming into the classroom quickly and quietly
- Treating books and equipment carefully
- Looking at the teacher quickly and quietly when asked to listen
- Starting work quickly
- Following an instruction the first time asked
- Keeping books and possessions tidy, keeping physical appearance tidy
- Being polite
- Moving from one task to another without teacher reminders
- Supporting another child with a task
- Tidying up and cleaning up
- Getting all equipment needed for a task without being told
- Working hard on a piece of work
- Telling the truth
- Holding the door open for others
- Listening quietly, looking at the speaker and paying attention
- Handing in homework on time
- Lining up quickly and quietly
- Catching up with unfinished work or work missed due to absence
- Being a good friend
- Saying ‘please’ and ‘thank you’
- Willing to answer questions and make contributions to class discussions
- Asking for help when they need it
- Remaining calm in a difficult situation
- Walking quietly around the school
- Sharing equipment or activity with a classmate
- Listening well in assembly
- Showing reverence during liturgies
- Taking care with, or putting thought into, a piece of work
- Working well with a group of classmates
- Finding something appropriate to do when they have finished work early

- Listening to another's point of view
- Speaking well in class assemblies or school plays
- Telling the teacher of a problem in the playground rather than fighting
- Being willing to try something new or difficult
- Letting a teacher know if someone is bullying another child
- Asking before they borrow something
- Carrying out a classroom job willingly and doing it well
- Taking a visitor to their destination rather than just directing them
- Offering to help without being asked
- Bringing appropriate books and equipment to lessons
- Taking turns and waiting for others

Anti-Bullying Policy

We believe that bullying is intolerable. We aim to create a structure within which we can identify bullies and an ethos that protects individuals and helps children to learn new behaviour.

What is bullying?

- Intimidation
- Threats
- Power that is abused
- Physical harassment
- Constant teasing
- Action that the victim does not want
- Deliberately causing fear or unhappiness

Why is bullying intolerable?

- It makes peoples' lives a misery
- We cannot teach unhappy children
- It is inappropriate to deal with issues through violence
- Bulling contravenes both teachers' and children's rights to be safe
- It worries parents and can make them angry enough to say 'hit back'

We aim to prevent bullying by:

- Using circle time to promote a positive ethos and to deal with problems before they escalate
- Using older children to be playground pals and help children who are having difficulties
- Keeping a record in the class incident book of which children are involved in incidents: this helps spot patterns of behaviour which may indicate bullying
- Keeping a similar book (kept by senior MDMS) of incidents that happen at lunchtime, but which are not put in the class incident book.

If bullying does occur we will always:

- Keep a written record of events in an incident file
- Give children involved a chance to talk through events with an appropriate adult
- Inform the parents of all children involved by phone or in person and follow up this initial contact
- Agree targets for action, to be completed within a set time-frame and hold a further meeting at the end of the time to review progress

Action taken may also include:

- Asking the bully and the victim to write down incidents for discussion
- Discussing the problem at circle time
- Holding a smaller conference with the children involved and a mediating adult
- Create a support group for the children to teach new behaviour and rebuild confidence
- Exclude the bully from the playground or certain class activities for a set period
- Provide opportunities for the bully and the victim to work or play together to build a different kind of relationship
- Develop strategies to help the victim

We never bully the bully – this gives credibility to their behaviour. We MUST model the behaviour we expect