

Saint Joseph's Catholic Primary School The Borough



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Behaviour and Anti-Bullying Policy (Addendum) Updated: June 2020

Review Date: November 2021

Agreed by: Headteacher / Governors

Signed:  (Chair of Governors)

Signed:  (Headteacher)

MISSION STATEMENT

And the child Jesus increased in wisdom, stature and in favour with God and men.

Such an understanding of the meaning of the life of every person born into this world offers the model for everything we do at Saint Joseph's Catholic Primary School.

We keep a **safe and healthy school** to which parents are happy to bring their children.

More importantly, we try to keep a feeling of **love and trust and respect** for all the different people who make up our family. We are a small mixed team, welcoming, joyful and relaxed; a family of faith, ready to meet each other's needs.

The **power** we seek is to know the wonders of God's world. It is fun to discover, learn and explore.

We are all **special** with our own gifts and talents. We try to bring out the best in ourselves and in everyone. We never give up on anyone.

Our **prayers** as a school family help us love God's Word and the Catholic Church.

We look **beyond our school** to our homes, to local people, to local schools and workplaces. We are happy to show and to share what we ourselves love the most.

In all this we look to the future: we need help to become more independent to prepare us for whatever life will give us and ask of us.

The angel of the Lord said to Joseph: Do not be afraid.

At Saint Joseph's we expect high standards of behaviour and good manners. Children are taught respect for themselves, for one another and for those in authority over them, at home and at school. It is hoped that by this encouragement, they will develop self-discipline and become caring, responsible, courteous and respectful members of the community. In order to achieve these ideals, certain principles and rules have to be understood and adhered to by all who work and are associated with the school. We acknowledge that the whole school behaviour policy may not always be appropriate for children in the Foundation Stage or those with Special Educational Need or Disability (SEND).

The expectations of the children will be discussed with them frequently, displayed prominently around the school and will be referred to regularly.

THE SCHOOL'S RESPONSIBILITIES

- Everyone working in the school has the responsibility for maintaining high standards of discipline by establishing authority firmly, calmly and fairly.
- School adults will consistently model the behaviours they expect to see evident in the children.
- We will encourage the children to take responsibility for their behaviour.
- Staff will be positive in the way they deal with the children, e.g. reminding pupils '*walking please*' as opposed to '*Don't run*'.
- The school will provide an engaging, varied curriculum that fosters high levels of focus and motivation through Quality First Teaching that delivers up-to-date, differentiated and challenging learning, with particular focus on e-safety.
- The learning environment will be welcoming, attractive, clean and tidy with resources made readily accessible and visual prompts displayed where appropriate.
- Regular Pupil Progress meetings will identify vulnerable pupils and outline strategies for them.
- Incidents involving bullying will not be tolerated. These will be dealt with quickly and firmly. Detailed, signed records will be kept by the Senior Leadership Team.
- When a behaviour problem arises, staff will listen and establish the facts, and only make a decision when certain.
- If an incident cannot be resolved by class teachers or support staff, or is of sufficient severity, it will be referred to the SLT.
- Parents will be involved in behaviour matters at the discretion of the class teacher or a member of the SLT. Detailed, signed records will be kept.

- Sanctions will generally not be used for whole groups and should not humiliate children.
- The SLT will ensure that any sanctions are applied consistently by all members of staff, and that there is a flexibility to take into account individual circumstances.

REWARDS

Staff will use constant praise for children's efforts and achievements. For exceptional pieces of work, children will be invited to show a senior member of staff. Teachers will endeavour to inform parents of children's special efforts or achievements.

Each week there will be 'Golden Book' (achievement) assemblies for Key Stage 2 and Reception/Key Stage 1. Three children will be nominated by the class teacher for particular effort or achievement with one receiving a 'Well Done' strip. These children will be recorded and photographed and the pictures displayed in the Golden Books which are on display in the school entrance for parents and carers to view. At this assembly, Year 6 Stair Monitors will also nominate two children for good behaviour around the school. At the end of each term there will be a special 'Golden Book' assembly during which one child will be nominated by the class teacher for sustained effort and achievement over the course of the entire term.

Children who demonstrate good behaviour, politeness or a caring attitude will be given a 'Saint Joseph's Award' postcard to take home to their parents/carers. These postcards will be issued by any school adult that recognises the published attributes in a child.

Collective rewards for groups and classes, e.g. marbles in a jar, class star charts will be encouraged because they build a conscientious, team ethic within cohorts. Individual reward schemes, e.g. visual behaviour charts (+reward) may be employed for children with identified needs. Physical rewards such as stickers will be discouraged in an attempt to build a culture of internal motivation for the children.

SANCTIONS

The following *progressive* stages will be followed if a child misbehaves:

- verbally or non-verbally warn the child
- give him/her the opportunity to improve by making the correct choice
- explain what will happen if he/she continues to misbehave.

Continued misbehaviour will lead to:

- withdrawal from an activity in the classroom, time-out table
- curtailing of playtime/lunch playtime
- withdrawal of a privilege involvement of parents (class teacher to inform in person or through phone call)
- 'Time-out' in another classroom. Recorded for monitoring. See appendix for proforma.
- involvement of a member of the SLT. May seek to meet parents. See appendix for behaviour incident proforma.
- internal exclusions (authorised by Head teacher, Deputy Head Teacher)
- involvement of outside agencies, e.g. Educational Psychologists (EP), Pupil Referral Unit (PRU)
- exclusions – fixed term or permanent (authorised only by Head teacher).

At every opportunity children will be encouraged to reflect carefully on their choices/actions after an incident.

Children in the Foundation stage and those with SEND may require a more personalised approach that runs alongside elements of the whole school system.

RECORDING AND MONITORING INAPPROPRIATE BEHAVIOUR

Incidents of inappropriate behaviour will be recorded in 'time out' logs, behaviour incident records, bullying records and racist incident records (see appendix). The SMT will monitor and evaluate the trends and patterns of behaviour with identified individuals, groups and whole cohorts. Strategies will then be developed to address any concerns.

BULLYING

At Saint Joseph's we acknowledge that, when high standards of behaviour breakdown, bullying can occur - indeed, it would be unrealistic to believe that it does not.

Bullying is purposeful and repeated action (to threaten, frighten, disempower or hurt) conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation.

It can take many different forms (see appendix for possible indicators):

- verbal bullying: use of threatening, provocative, racist, sexualised, homophobic, gender, physical, social disability language
- psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual
- physical bullying: hitting, kicking, grabbing an individual; taking or hiding another's property etc
- cyberbullying: e.g. posting of unpleasant, embarrassing messages/images/videos via social media on mobile telephones, tablets etc.

It is our aim to:

- ensure that all children and adults within school have a common understanding of what constitutes bullying
- minimise all forms of bullying
- communicate clearly to children and parents the school's robust response
- stress that the whole school community acts together on this issue
- continually work to maintain a warm and harmonious atmosphere within school.

Principles

- All allegations of bullying will be carefully and thoroughly investigated by the SLT.
- Pupils, parents and staff will be encouraged to talk openly about the issues.
- As part of the curriculum, greater understanding of bullying in all its forms will be developed and children will be taught strategies to help them deal with bullying situations which they may encounter both within and outside school premises.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- Annual 'Safer Communities' (Anti-bullying) week, coinciding with the national initiative to raise awareness of current issues and how to combat them effectively.

Procedures for dealing with bullying

- Children know that there are a number of 'trusted adults' in school available to whom bullying can be immediately reported. This will usually be their class teacher, but it could also be another teacher known to them, another school adult (teaching assistant, sports coaches and regular supply teachers) or a member of the SLT.
- The adult will discuss the problem with the children involved (victim(s) and perpetrator(s) to investigate the situation and talk through any issues. An early resolution will be sought using these tactics. Detailed, signed records will be kept.
- Both bullied and bullying parties are informed that the situation will be monitored by the class teacher/s and SLT.

- Parents may be informed at the discretion of the SLT. Detailed, signed records will be kept.
- Support will be given to *both* the victim(s) and perpetrator(s) to raise their self esteem, develop appropriate social skills and empower the individuals.

CHILDREN'S RESPONSIBILITIES

The school rules (displayed around the school) that the children are expected to follow are:

- be polite, respectful and kind to everyone
- always try your best
- allow yourself and others the right to learn and the adults the right to teach
- listen to school staff and then make the right choices
- take care of our school and equipment
- keep hands, feet and objects to yourself

In addition, they are expected to:

- arrive on time
- help each other
- be sensible at all times
- not run or shout inside the school, unless involved in PE sessions
- keep to the left of the staircase and corridors
- take responsibility for telling others if they don't like the way they are being treated.

PARENTS' and CARERS' RESPONSIBILITIES

It is for the benefit of all the children and the happy atmosphere of the school, that parents share in the responsibility for managing their children's behaviour. We always aim to reach agreement about the nature of the problem and what needs to be done about it.

- Parents/carers should lead by example by modelling high standards of behaviour for their children. They are the first, and most important, teachers.
- If parents have any worries about their (or another) child's behaviour then they should discuss these with the class teacher (in the first instance) at the earliest opportunity.
- Incidents of bullying (particularly cyberbullying) that occur outside the school (and the school day) should be reported to the SLT.
- Whilst on school premises, parents/carers should not interview any child or parent about a behaviour incident that has occurred. All problems will be dealt with by a teacher or the Head teacher *in private*.
- Parents should work in partnership with school staff to ensure that children understand the importance of high standards of behaviour, and that there is consistency in expectations.
- Parents should stay aware of the key school rules and work towards the common aims they promote. The school rules are displayed on the information board in the playground and this policy can be found on the school website.
- If a problem cannot be resolved, parents should make an appointment to see the Head teacher or Deputy Head teacher.

Behaviour & Anti-Bullying Policy Addendum (Covid 19) June 2020

Context

From 1st June 2020 schools and all childcare providers were asked to consider the wider reopening of schools for children other than children of keyworkers and those classified as vulnerable.

This addendum of the Saint Joseph's Catholic Primary School, The Borough, Behaviour & Anti-Bullying Policy contains details of our individual procedures and systems that are altered or amended in response to Covid-19.

Despite the way the school is currently operating (in response to COVID-19) being fundamentally different to 'business as usual', our values and ethos remain the same.

Our school's Behaviour & Anti-Bullying Policy continues to apply during the Coronavirus pandemic. This temporary Addendum to our Policy highlights any rules and procedures which are different or additional to our existing policy.

Additional and emphasised school rules during this time

The existing rules as set out within the School's Behaviour & Anti-Bullying Policy continue to apply. Below are some additional and some emphasised school rules which apply during this time to keep us all safe. All pupils in school will be taught and then expected to:

- Follow any altered routines for arrival or departure
- Follow school instructions on hygiene, such as regular handwashing and sanitising in line with the school risk assessment
- Move around the school as per specific instructions (for example, maintain social distancing when moving around school)
- Follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching mouth, nose and eyes with hands
- Tell an adult if experiencing symptoms of coronavirus
- Follow rules about sharing any equipment or other items (ordinarily children will use their own equipment which will be on their desk)
- Follow amended expectations about breaks or play times, including where to play and what may be used;
- Follow procedures for the use of toilets
- Follow expectations about keeping a safe distance apart from others, in line with government guidance;
- No spitting, coughing or sneezing, or pretending to spit, pretending to cough, or pretending to sneeze, at or towards another person or another person's belongings.

Breaches to safety rules

If a child is unable to follow the safety rules, or intentionally breaches them (e.g. Intentionally spitting in someone's face), parents will be informed, and an individual risk assessment will be completed. Their place in school will be reviewed.

Individual risk assessments

An individual risk assessment may be completed to assess if it is safe for a pupil to return to school if an individual child is unable to follow the extra Covid-19 rules and their behaviour causes a potential threat for their own safety or the safety of those around them during the current restrictions. If the risk assessment concludes that the child's behaviours can be managed safely and effectively, they will be invited to return to school.

Should the risk assessment show that risks cannot be reduced enough to ensure that safety of pupils and staff, then the child will not be able to attend school until such time as deemed safe to do so in-line with Covid-19 government guidance. The school will continue to provide remote access to school work at this point. Any decision requiring a pupil to be educated at home, will be made by the SENCo / Head Teacher and parents in consultation with the governors and with full consideration given to the pupil's additional needs or a disability as well as their level of cognitive ability and understanding.

Rewards and sanctions

Rewards will continue as set out in the School Behaviour & Anti Bullying Policy where it is safe to use them, but clear thought will be given to the way in which the rewards are given e.g. verbal recognition as spoken praise will routinely replace more tangible rewards.

Any pupil who does not follow the school rules, including the additional and emphasised school rules set out above, may be sanctioned using sanctions set out in the School Behaviour & Anti Bullying Policy, but the 'sending' of a child anywhere within the building – such as to another classroom, to another member of staff or to the Head Teacher is, clearly, not possible at this time without breaking the 'Groups' established within the school to protect children and staff. Behaviour logs will continue to be completed where necessary.

Changes to normal procedures will be as follows:

Missed play times will take place outside, in the child's normal playtime, on the side of the playground in their designated area.

If a child is misbehaving within their group in class or the playground, they will be spoken to by their group teacher and given a warning. If this continues, they will be spoken to and reminded of the normal expectations and rules. If they have to be spoken to again, the group teacher will inform the parent at the end of the day or by telephone and also inform a member of SLT who will monitor.

Group Teacher/ adult in charge will complete behaviour log as standard and ensure that SLT receive during next break. SLT will communicate with group teacher to resolve.

If on the next day, misbehaviour continues, a decision will be made by SLT whether or not the child continues to attend school in consultation with the child's parents.

If the misbehaviour escalates within the school day and the group teacher makes an informed decision that the sanctions they have applied are not having any effect or that the child, other children or the staff are at risk, the group leader will telephone to school office to speak to a member of SLT. The child will be spoken to and a final warning given.

If it is a serious violation of rules and expectations, then the Headteacher may make the decision to send the child home and phone the parent, requesting they come and pick the child up immediately.

Our normal school policy on jewellery and nail varnish still applies.

Face masks and coverings - Wearing a face covering or face mask in schools or other education settings is not recommended by government guidance.

Covid-19 Bullying - If bullying is suspected or reported, including any Covid-19 related bullying, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-Bullying Policy will be followed. Staff member to inform SLT as per normal procedure and policy and a record will be logged.

Behaviour at the school gates - This addendum applies to all pupils at this school when they are in school, and in some circumstances, at the discretion of the Head Teacher, when they are out of school, including when at the school gates and when entering and leaving school.

This addendum will remain in place until further notice.

1.6.20



Appendices

Saint Joseph's, The Borough behaviour incident record (2020-21)

Child's name:	
Year group:	
Teacher:	
Date:	
.....has been sent to see Mr O'Kane (HT), Mr Fulton (DH) or Ms Hannam (AHT) for: <i>(tick one or more)</i>	
	being violent
	being verbally/physically rude to children and/or adults <i>(to include; not following repeated instructions and 'answering back' with adults)</i>
	<u>purposefully</u> damaging or breaking school resources or equipment
	being <u>repeatedly</u> disruptive <i>(to include; talking when teacher is talking, calling out, leaving seat without permission etc.)</i>
Further details <i>(if required)</i> :	
Child's reflective comments <i>(completed while with SLT)</i>	



Saint Joseph's, The Borough; bullying incident record (2020-21)

Perpetrator(s) Year group(s)	
Victim(s) Year group(s)	
Reporting adult (teacher, TA, SLT, parent, other)	
Date(s)	
Indicate 'category' of incident(s) with details recorded below. Make clear if incident occurred online, using social media etc.	
Race	
Gender	
Sexual orientation	
Faith	
Appearance (e.g. height, weight, clothes, glasses, hair etc.)	
SEND	
Social class	
Cyberbullying	Yes: _____ No: _____
Further details, including actual language/actions used, timings, location, witnesses, repetition etc.	

Perpetrator(s') response:

Victim(s') response:

Actions taken by reporting adult/teacher/SLT (to include parental involvement, sanctions, follow up support for victim(s) and perpetrator(s) etc.):

Possible signs and symptoms of a child who is upset, worried and potentially experiencing bullying.

A child may:

- be frightened to walk to or from school alone
- not want to travel on public transport
- ask to be taken/driven to school
- change his/her usual routine
- be unwilling to go to school
- have poor attendance (increased absence)
- become withdrawn, anxious and/or lack confidence
- begin stammering in their speech
- self-harm
- cry themselves to sleep at night or experience nightmares
- feel ill in the morning
- begin to perform poorly in school work
- arrive home with torn/soiled clothing or damaged property, e.g. bags, books, etc
- report their possessions as damaged or "missing"
- ask for money or begin stealing money (if being forced by a bully)
- report dinner or other monies continually "lost"
- have unexplained scratches, cuts or bruises
- become aggressive, disruptive or unreasonable
- begin bullying other children or siblings
- display changes to their appetite
- be frightened to say what is wrong when asked
- give improbable excuses for any of the above when asked
- display a change in their attitude.

Advice for Children

If you see someone being bullied:

Don't rush over and take the bully on
Do let a teacher or other staff member know
Do try to be a friend to the person being bullied
Don't be made to join in
Do try to help the bully stop bullying.

If you are a victim of bullying:

Tell a teacher or another adult in school
Tell your family
Take a friend with you if you are scared to tell someone by yourself
Keep telling people until someone listens
Don't blame yourself for what has happened.

Helpful hints for staff

Out and about the school

All informal contact contributes to standards of behaviour. Staff should take the initiative at every opportunity to:

- greet the children
- deal with misbehaviour - to ignore it is to condone it
- set high standards of speech, manner and dress
- enjoy a good relationship with the children
- ensure that the children are in an orderly and quiet line before entering the school premises
- lead the children in an orderly and quiet manner to activities - P.E., lunch, playtimes etc.

In the classroom:

- be well prepared for the day and every session
- keep everyone engaged and interested
- extend and motivate all the children
- display the children's work in an attractive way
- praise the children and build relationships
- keep calm
- listen carefully
- know the children as individuals.

Avoid:

- humiliating - it breeds resentment
- shouting - it diminishes you
- over-reaching - the problems grow
- blanket punishment - the innocent will resent it
- sarcasm - it damages you
- leaving children outside classrooms.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way we deal with them.



Saint Joseph's, The Borough Online Safety incident record

Date:	
Time:	
Name of person (s) reporting incident & designation, e.g. pupil, parent, staff etc.	
Location of incident, e.g. school, home, public area etc.	
Names of person(s) involved in incident:	
Nature of incident (tick one or more areas):	
	Cyberbullying , e.g. harassment by posting offensive, insulting, humiliating, intimidating or threatening messages or images; spreading rumours and gossip; exclusion from group activities etc.
	Accessing hate content , e.g. racist, extremist, gender, sexual orientation etc.
	Accessing inappropriate content , e.g. pornography, child abuse, self-harm, suicide etc.
	Sexting , e.g. sharing of naked, semi-naked, sexual photos
	Grooming- building of trust and emotional connection for the purpose of sexual exploitation, abuse
	'Friending' or communicating with strangers , e.g. through social networks/games
	Sharing of personal information , e.g. name, age, address, school, etc.
	Other (give details)
Please specify which online platform was used during incident, e.g. Facebook, Twitter, Youtube, Snapchat, Whatsapp, OoVoo, Vine, Instagram, Kik, Askfm, Twitch, Google Hangouts etc.	
Give details of incident, e.g. was content created, was content accessed/shared deliberately/ accidentally, was content viewed on screen/ printed/ distributed?	
Action taken by SMT, Online Safety Lead, e.g. report to parents, referral to Social Care, police informed, online safety briefing with pupils, policies reviewed/ amended, incident reported to website/ app etc.	
Outcome:	