

Here in the St. Polycarp's Family we follow in the footsteps of Jesus through playing, praying, loving and learning together.

St Polycarp's Catholic Primary School



Behaviour and Anti-Bullying Policy

Reviewed: November 2023

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Review Date: November 2024

At St Polycarp's Catholic Primary School, we seek to develop a mutual respect, striving to ensure that everyone engaged in the life of the school will behave in a manner, which reflects the mission of our Christian Community:

Mission Statement

Through the teaching and nurturing of children, our St Polycarp's Behaviour and Anti-Bullying policy aims to provide children with embedded choices of behaviour that they will take with them throughout their lives. Our mission statement is:

**Here in the St Polycarp's family
We follow in the footsteps of Jesus
Through playing, praying, loving, and learning together.**

Positive learning and relationship experiences are important building blocks that we use to develop and grow. Through our nurturing approach, we understand that any behaviours of concern are an unmet need; understanding distressed behaviours are a form of communication is essential.

Recognising and understanding challenging behaviours as a form of communication rather than a behaviour of concern is essential, thus adapting our approach will ensure that we can effectively provide restorative approaches to help children learn and grow.

Intent

A school's culture and values are manifested through the behaviour of all children. Exemplary standards and clear rules reflect our school values and outline the expectations and consequences of behaviour for everyone. It is therefore the intent of this policy to:

- to encourage a calm, purposeful, safe, and happy school where all our children feel safe, supported and ready to learn.
- to foster positive attitudes where children are a valued part of our school community.
- all children should feel that their relationships with adults and children within the school are positive, consistent, and based on trust and mutual respect.
- to develop independence so that each child learns to accept responsibility for his/her own behaviour.

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- to have a consistent approach to behaviour throughout the school with staff and parental co-operation and involvement.
- to promote a love of learning, creativity, and independence, helping children to face challenges with confidence and resilience.

Scope of provision

This policy will take into account statutory and non-statutory related guidance, including but not limited to:

- Child Protection and Safeguarding Policy and in line with KCSiE (2023)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf
- Working together to Safeguard Children (2018)
https://assets.publishing.service.gov.uk/media/5fd0a8e78fa8f54d5d6555f9/Working_together_to_safeguard_children_inter_agency_guidance.pdf
- SEND Code of Practice (2014)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Behaviour in Schools (2022)
[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Behaviour_in_schools_guidance.pdf)

Partnership with our Parents

We strive to work in partnership with all parents and carers. Parents and carers have an important role in supporting their child at home and must be regularly communicated with to inform them of positive and negative behaviours. Building these relationships is key to our success as a school.

Behaviour code:

The fair and consistent implementation of our Behaviour and Anti-Bullying Policy is everyone's responsibility. Consistent expectations are important, and all members of staff must be proactive in the implementation of this policy. They should encourage all pupils to make good behaviour choices, not only in school, but also within our community.

Good behaviour must be the expectation rather than the exception. To help ensure this at St Polycarp's we have three rules:

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Be ready
Be respectful
Be safe

Implementation

A proactive approach to behaviour management is by far more successful than a reactive one, therefore, to ensure that the Behaviour and Anti-Bullying policy is implemented, and as recommended in the EEF Improving Behaviour in Schools Report (2019), all staff should:

- Know and understand their children and what influences them, good relationships are key
- Teach learning behaviours alongside managing undesirable behaviours
- Use classroom management strategies to support good classroom behaviour
- Use simple approaches as part of a regular routine
- Use targeted approaches to meet the needs of individuals
- Consistency is key

The school's code of behaviour is regularly shared with the children and staff.

There is consistent use of the code.

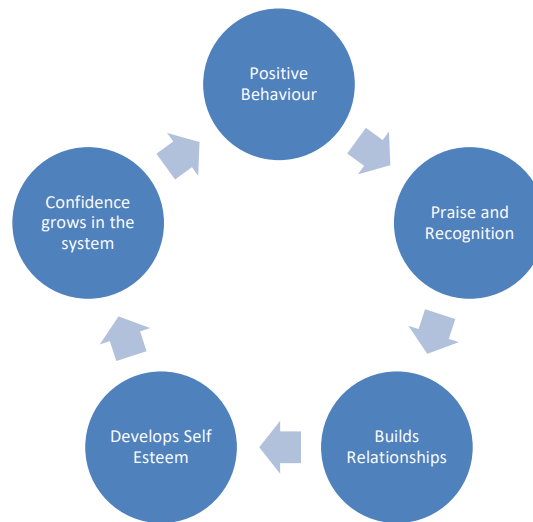
The code is displayed throughout the school.

The code is shared with parents/carers via the website, Polygraph news and at parent meetings for new parents.

Praise and consequences

Positive praise and consequences are likely to encourage children to repeat the associated behaviour, thus contributing to a positive ethos being maintained within St Polycarp's, therefore ensuring a positive environment for teaching and learning.

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We use praise and give recognition and rewards to celebrate positive behaviour and build on self-esteem, alongside building and maintaining positive relationships between staff and pupils.

The school will use a balance of external, tangible rewards and intrinsic motivation, including:

- Personal praise
- Phone call to parents/carers
- merit badges
- house points
- certificates
- stickers
- displays of children's achievements
- sharing achievements in collective worship

When giving rewards or praise the following guidance should be adhered to:

Be Specific → It is important that the student being praised is aware of what they are being acknowledged for. When teachers add descriptions and expand on the positive feedback, this gives the child a direction of where they should be focusing their attention for learning.

Be Personal → Each child should be recognised for their individual talent, examples like, "That's a great piece of work! I can tell you put a lot of effort into it" or "This is a high-quality writing. I can see that you have really listened in class and understood the subject material", add a significant value to the recognition by personalising - not generalising.

Don't Be Focused on Ability → Remember to focus on effort rather than ability. If a student fails at a task or piece of work and has received ability focused praise, there is a higher risk that they may give up instead

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of trying harder next time. Children with a fixed concept about their ability don't always believe they can do any better.

Don't Be Too Critical → Avoid mixing praise with criticism. For example: "Well done on that test - but you need to write your answers more clearly next time" or "Your handwriting is really neat - but you need to practice your spelling more". The positive message will be lost. These are harmful to the child's self-esteem.

Consequences

Pupils need to learn that there are consequences if they break the 'be ready, be respectful, be safe' behaviour code.

Staff are to follow the stepped consequence grid.

Consequences will be given consistently and calmly to help pupils to learn responsibly.

Restorative conversations will be used at all steps.

Restorative conversations and approach:

At St Polycarp's school, we have high expectations of all of our pupils, at all times. We encourage all children to always try their best to achieve their goals. Everyone within our community understand that it is the responsibility of staff and pupils to uphold and maintain our school values and maintain and build relationships.

For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to improve our actions and learn for the future. We believe that by using this restorative approach we are giving pupils the life skills to independently make better and more informed choices both in and out of the classroom.

Our restorative approaches encourage pupils to think about how their behaviour affects other pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has not followed the school rules, they will be asked to put things right and adjust their behaviour so that it is not repeated. All children must be supported in a constructive way to take responsibility and accept consequences for their behaviour.

By using the restorative approach, it allows all those affected to have their say and be listened to.

About Restorative Language:

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When our pupils find themselves in conflict or upset, we will ask them:

What happened? (Story Telling)

How does everyone feel?

Who has been affected by this? (Impact)

What needs to happen now? (Solution Focus)

How can we move forwards?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Most situations can be dealt with fairly and promptly by using the above questions. If a child continues to make choices that are not in line with the 'Be ready, Be Respectful, Be Safe' code, teachers refer to the school behaviour overview.

Steps of Consequences for not adhering to the St. Polycarp's Behaviour Code	
Step 1	Verbal Warning - Follow St. Polycarp's script linked to key words of behaviour code.
Step 2 (i) Inside School	Follow St. Polycarp's script linked to key words of behaviour code. There will be a ten- minute consequence. The consequence will depend on rule broken. Examples: be ready: <ul style="list-style-type: none">• if the child is not ready for work, they will be given an appropriate time at break to complete work.• if they have not handed homework in after one warning, they will be given an appropriate time at break to start homework task. be respectful: <ul style="list-style-type: none">• if they have been disrespectful to a child or adult, they may be given the task of reflecting and writing an apology letter.• if they have been disrespectful towards the environment of the school, they may be given the task of clearing up or litter picking. be safe: <ul style="list-style-type: none">• if their behaviour has caused a safety concern, they can spend an appropriate period at break reflecting on their actions with their teacher.• if behaviour is a serious safety issue, then they may spend an appropriate period with a member of ML/SLT reflecting on their behaviour (escalated, only if required)

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<p>Step 2 (ii) Outside at break</p>	<p>Follow St. Polycarp's script linked to key words of behaviour code.</p> <p>The child will stand next to break time supervisor for an appropriate amount of time. Class teacher is informed by lunchtime supervisor at the end of break.</p>
<p>Step 3</p>	<p>Sent to Phase leaders</p> <ul style="list-style-type: none"> • If a child repeatedly breaks an aspect of the behaviour code, they will be sent to the relevant Phase Leader. • SLT will be informed at weekly meeting. • They will reflect on behaviour. • Parents will be informed by telephone call or (preferably) face to face conversation with class teacher – Class teachers must also inform parents of any positive behaviours the child had shown. <p>(If Phase Leaders are not in the vicinity for any reason, then a non-teaching member of SLT can be informed)</p>
<p>Step 4</p>	<p>Sent to a non-teaching member of SLT DSL/DDS If a child's behaviour causes safeguarding concerns eg:</p> <ul style="list-style-type: none"> • Violence towards an adult or another pupil • Any form of child-on-child abuse <p>The person that reports the incident is to fully brief the member of SLT and in a timely fashion document the information on CPOMs.</p> <p>Depending on the seriousness of the incident, the member of SLT will decide who is to inform the parents/carers.</p>
<p>Step 5</p>	<p>Suspension/Exclusion</p> <p>If a suspension or exclusion is considered, then the Xavier Suspension and Permanent Exclusion Policy will be followed.</p>

St Polycarp's Catholic Primary school respects the uniqueness of the individual and as such takes into account SEN needs and the circumstances of other vulnerable pupils.

A child's individual needs, known to the school, may require additional intervention in order to enable him or her to conform with behavioural expectations. Adaptations to the behaviour guidelines can be made as appropriate to reflect strategies included in pupils' individual SEN Support Arrangements or EHCPs.

Restorative conversations will consider the child's SEN needs and adapted appropriately for the child. In some circumstances, external professionals support will be provided to help the child move forward from the distressed behaviour they are displaying.

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Steps of Consequences - Exceptions	
Certain instances of behaviour may be a need to directly reported to a member of ML/SLT	
A	Out of character behaviour
B	Intentional harmful physical contact with a child or adult
C	Deliberately intending to endanger another child or adult
D	Racial, cultural, homophobic or any discriminatory behaviour
E	Sexual violence, Sexual Harassment, Sexting, Up-skirting, unwanted sexual behaviour that causes humiliation, pain, fear or intimidation, any bullying behaviour with a sexual element
F	Stealing
G	Biting
H	Deliberately damaging any property
I	Any other significant breach of the behaviour code may result in an immediate escalation to a further step

Use of Reasonable Force

When considering the use of reasonable force, staff at St Polycarp's follow the guidance outlined in the DfE document: Behaviour in Schools (July 2022) which states: There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

In our school we recognise that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as swimming and gymnastics, various forms of therapy and the administration of first aid. It is also used to reassure and comfort children.

On occasions, school staff may need to use reasonable force involving the use of positive handling techniques to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep everyone safe.

If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported. Examples of circumstances when proportionate use of force may be reasonable:

To protect people

To move children to a safer place

To prevent children from behaving in such a way that seriously disrupts school activities.

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All positive handling incidents must be recorded on CPOMS, discussed with the Headteacher or Senior Assistant Head, then the parents /carers are informed. A positive handling plan, a behaviour support plan and a risk assessment will then be agreed and put in place following the incident.

The school will continue to manage the situation using restorative approaches. Positive handling techniques should only be used by staff who are trained. Staff must seek help from a trained member of staff if they require assistance.

Any member of staff who has used physical restraint should ensure that the facts of the incident are fully and promptly reported to the Headteacher or Senior Assistant Head and fully recorded. Any incident, which could be misconstrued, by a pupil or parent must be discussed with the Headteacher and fully recorded following Surrey Guidelines.

Anti-Bullying

Bullying - a definition (<https://www.gov.uk/bullying-at-school/bullying-a-definition>)

Although as the government document stated that there is no legal definition of bullying, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally.
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
-

For clarity at St Polycarp's the following is defined as bullying:

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What is bullying?	
A bully is someone who hurts someone else by using behaviour which is meant to hurt, frighten or upset another person. This behaviour is deliberate and repeated frequently.	
Emotional	hurting people's feelings, leaving you out
Physical	punching, kicking, spitting, hitting, pushing
Verbal	being teased, name calling.
Cyber	saying, sending unkind things by text, e-mail or online
Racist	calling someone names because of the colour of their skin
Sexual	any bullying behaviour with a sexual element
Homophobic	calling someone names using homophobic language

All staff are alert to signs of 'bullying'.

The use of the term 'bullying' will be clearly defined and explained to the children using:

- the 'Is it Bullying?' poster' Appendix B
- the 'St. Polycarp's Happiness and Friendship booklet

The 'Is it Bullying?' poster is to be displayed throughout the school.

There will be a climate in which 'telling' is encouraged both on behalf of self as well as others.

A worried child will be re-assured that staff are dealing with the problem and be offered a simple, manageable coping solution whilst matters are investigated.

The 'Is it Bullying?' poster and 'Happiness and Friendship leaflet' will be shared with parents on the website and at meetings when their child initially joins the school and is available at Enclosure 1.

Reported incidents will be treated seriously and escalated to a member of SLT.

The school recognises and responds to the needs of the victim, the bully and the onlookers.

Child on child abuse

All children have a right to attend school and learn in a safe environment.

All members of staff at St Polycarp's Catholic Primary School recognise that children are capable of abusing other children. St Polycarp's believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Children must be taught to:

- be aware of and respect other people's personal space.
- respect one another's views.
- be sensitive to one another's feelings and needs.

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- seek support from an adult if they have any concerns or worries.

Allegations of child-on-child abuse will be dealt with under our Child Protection and Safeguarding Policy and in line with KCSiE (2023), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up.

DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges (Sep 21):

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

St Polycarp's Catholic Primary School recognises that child-on child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying.
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment
- 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery')
- Initiation/hazing type violence and rituals.

In order to minimise the risk of child-on-child abuse, St Polycarp's staff will:

- implement a robust behaviour and anti-bullying policy.
- provide an age appropriate RSE and PHSE curriculum which includes healthy and respectful relationships, respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.
- provide a range of reporting processes including worry boxes, information on how to report abuse.

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663.

Monitoring and evaluation

All negative incidents of behaviour and behaviour concerns **must** be logged by teachers, specialist teachers and support staff using the CPOMS behaviour system at the earliest convenience. **If the incident is deemed as safeguarding, then a DSL/DDSL must be informed immediately.**

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P.E. coaches and supply teachers will inform the class teacher of any concerning behaviour to be logged.

SLT/ML will monitor behaviour weekly.

The Senior Assistant Headteacher will report to SLT once a term about the:

- implementation of the behaviour policy
- general patterns of behaviour across the school
- behaviour concerns
- impact of measures that have been put in place.

Teachers will be updated at weekly briefings if trends show children need more guidance on behaviour.

The Senior Assistant Headteacher will report to governors on behaviour trends and actions.

The Behaviour and Anti Bullying Policy will be evaluated in accordance with school procedures.

Staff

All staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.

Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff should challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct at all times.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

Parents

To support the school, parents should be encouraged to get to know the school's behaviour and Anti-Bullying policy and, where possible, take part in the life of the school and its culture.

Parents have a critical role in supporting the school's behaviour and Anti-Bullying policy and should be encouraged to reinforce the policy at home as appropriate.

Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

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Safeguarding

The teachers are required to maintain good order among the pupils and to safeguard their health and safety, both when they are authorised to be on the premises and when they are engaged in authorised school activities elsewhere.

All staff should be aware of the measures outlined in the school's behaviour policy and how they should implement these measures – this is one of the key systems in place in schools which supports safeguarding.

It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE).

KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

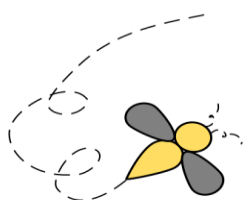


Is it Bullying?



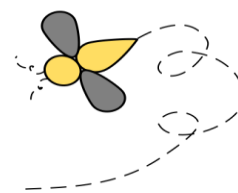
When someone says or does something unintentionally hurtful and they do it once.

That's RUDE



When someone says or does something intentionally hurtful and they do it once.

That's MEAN



When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you're upset.

That's BULLYING

www.elsa-support.co.uk