

**St. Joseph's  
R.C. Primary School  
Hartlepool**



**Behaviour Policy (2008)**

## **Statement of principles**

Our behaviour policy spells out our hopes and expectations for the children, parents and staff of the school and makes clear to all their responsibilities to the school community. It clearly sets out rules or expectations, our system of rewarding positive behaviour and the consequences if rules are broken.

The governors expect any policy or action to be in accordance with their responsibilities under equality legislation. To this end the school will actively promote equal opportunity and act to eliminate bullying or discriminatory behaviour. (See also *Gender, Race and Disability Equality Schemes*).

This policy has been agreed after discussion with governors, staff, children and parents.

## **Mission Statement**

We belong to the family of St. Joseph's school.

We love, live learn and celebrate together,

Building God's Kingdom

With Jesus our Lord.

## **Inclusion statement**

As the family of St. Joseph's school we are committed to ensuring that we all (children and adults) love, live, learn and celebrate together. We seek to develop the presence, participation and achievement of all in every aspect of school life.

In order to make the Mission Statement a set of realistic targets it is essential that:

- there are good relationships amongst all parties involved in the school;
- all adults accept equal responsibility in and out of the classroom and are able through their own lives to set a high standard of example;
- a well-planned curriculum for all ages and abilities is always available and in practice;
- teachers' expectations of pupils and their work is realistic, but high, and developmental;
- the school environment acts as a positive influence on all children in all situations; this environment needs to be 'owned' by the children and staff, thereby promoting a natural feeling of responsibility;
- there exists an equality of opportunity and general feeling of fairness throughout the school;
- there is a total involvement of the pupils in all aspects of school life;
- a positive partnership with parents is fostered and supported.

## WHAT BEHAVIOUR DO WE EXPECT AND PROMOTE?

### *Agreed Rules*

**We listen carefully and follow instructions**

**We talk at the right time**

**We use our voices in the right way**

**We keep our hands, feet and objects to ourselves**

**We walk calmly and quietly at all times**

**We don't hurt anyone even to get our own back**

These rules when decided will be on display in each classroom and in key areas around the school and reinforced and used **CONSISTENTLY**.

Adults are to act as good role models.

### **Supervision:**

In order to promote positive behaviour and minimise unacceptable behaviour these supervision procedures have been agreed by staff and it is expected that all adults will adhere to these.

1. A teacher will be on the yard at 8.40 am
2. The bell will ring at 8.55 am and the children will line up
3. Children's welfare before 8.40 am is the parents' responsibility.
4. Class teachers are responsible for dismissing their class and classes will be escorted to and from the playground by the class teacher and / or teaching assistant.
5. Children will not be in school unsupervised during break or lunch times. Children staying in for health or disciplinary reasons will be in the KS2 library.

6. During wet playtimes the teacher and TAs on duty will supervise corridors and classrooms. Y6 monitors attached to classes will help by playing with the children and reporting back to the teacher. Paper for drawing or a range of games should be available. Teachers should make it clear to assistants and Midday assistants what is and is not to be used for wet play times.
7. At the end of playtime the bell will be rung by the Y6 door monitor. Children will walk to their line and wait for their teacher. The children will be accompanied back to class, remaining in their lines and walking quietly in an orderly manner.

### **Rewards**

It is important that we work to 'catch the children being good' and reward good behaviour. It is also important that we engender a spirit of 'wanting to do the right thing because it is the right thing' and not just for what we can get out of it.

### **DESCRIPTIVE PRAISE:**

Genuine praise that makes clear what the child has done well and refers back to the rules is always effective, instantaneous, cheap and easy to organise.

Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

'Well done, J. you are keeping your feet and hands to yourself when you are on the carpet'. That was so helpful to the class, S. You really listened to those instructions'. Etc.

## HOUSE POINTS

The 4 houses will be names after Northern Saints: St. Hilda, St. Bega, St. Cuthbert and St. Bede.

Members of staff will be allocated to each house and will organise cross age activities throughout the year.

All adults in the school can award house points to children who:

Make an effort to improve work or behaviour

Consistently behave well

Show good manners

Are friendly and caring

### **Other rewards**

Individual positive notes home to parents

Being teacher's helper

Being given extra responsibilities

Being allowed to go first (or last)

More choices

X minutes golden time

Sent to the head teacher

Name into the Golden Book and note home to parents

We are not talking about rewards that cost money or that pupils can lose, fiddle or take from each other.

### **Consequences of not keeping rules:**

#### **FS/ KS1**

Warning

Thinking chair

Hold adult's hand

Talking to Parents at pick up time

## **KS2 moving through 4 stages**

- Warning
- Work alone in class area
- Loss of Golden Time
- Work alone in another class for time decided by teacher.  
Parents will be contacted and seen by the class teacher.

(When this stage has been reached twice in a half term the parents are contacted and asked to meet with the Head teacher, the child is issued with a detention for lunchtime and also loses a privilege.)

- Sent to the head teacher

## **Severe Clause:**

Sent to Head teacher, parents contacted and asked to come into school. Serious misbehaviour will result in the severe clause being implemented immediately

Parents will usually be contacted by phone but if that is not possible a standard letter for teachers contacting parents is shown in the appendices.

Each new day brings a fresh start. Records will be kept by teachers of when warnings and time outs were given, in order to monitor regular offenders and recognise patterns. These will be checked regularly by the SMT. If a child is moving to another teacher or TA (Music, French, PPA etc.) the teacher needs to be informed of the stage the child has reached so far that day.

The school will work closely with parents to help improve a child's behaviour, may appoint a mentor for the child. We will also liaise LA Behaviour Support Team, CAMHS and our locality BESD network etc.

Ongoing or serious issues will be referred to the governing body and may result in exclusion.

Exclusion can be permanent or fixed term and is only used in extreme circumstances or when all other options have been tried.

Repeated serious misbehaviour at lunchtimes will result in the child being excluded at lunchtimes for a fixed term.

### **Taking account of SEN**

Each child will be treated according to their particular needs and circumstances. Every vulnerable pupil has a key person in the school who knows them well, has good links with the home and can act as a reference point for staff when they are unsure how to apply the disciplinary framework. This can be the class teacher or TA.

The list of these will be kept in Miss Hodgson's office and note will be made in children's Record Sheet.

Vulnerable pupils have an agreed means of withdrawing themselves from situations where tensions are escalating.

PHSE lessons and circle time are used to teach all pupils appropriate behaviour as well as responding to misbehaviour - some pupils are given additional intervention support according to their needs.

### Bullying

Bullying may be defined as 'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. Children who are bullied feel that the bully is in control; they lose their self esteem, often

feeling inferior and frightened. There is evidence that a substantial amount of bullying is fuelled by prejudice - racial, religious, and homophobic - and against children with special educational needs or disabilities or who are perceived as different in some way.

Governors, teachers, pupils and parents have a collective responsibility to rid our school of bullying incidents. We aim to reduce bullying by:

- Having an agreed set of rules and sanctions
- Enabling children to have the courage to report incidents, whether or not they are the victim.
- Encouraging children to accept that they do not need to be victims
- Increasing self esteem of both bully and victim
- Encouraging co-operative behaviour
- Having an agreed procedure for dealing with bullying allegations

All allegations of bullying will be taken seriously and investigated. If a child feels they are being bullied they should report it immediately to the adult on duty who will investigate the allegation and report to the class teacher.

If an incident of bullying is reported to a member of staff, the following procedure should be adhered to:

- Investigate allegations as soon as possible
- Interview both the alleged bully and victim
- If the allegation is substantiated, the incident should be recorded by the class teacher
- Any repeated or serious incidents, and any racist incident, should be reported to the Headteacher, who will inform the parents of both bully and victim

- Incidents reported to parents, of which school staff are unaware or which parents feel have not been dealt with, should be communicated, by the parents, to the Headteacher.

### **Cyberbullying**

New media, such as mobile phones, internet sites and chat rooms can be exploited by pupils in order to bully or embarrass fellow pupils or members of staff. The use of defamatory or intimidating messages/images inside or outside of school will not be tolerated and disciplinary sanctions will be applied to perpetrators. Specific guidance on how the school will respond to such incidents is listed in Appendix 4. Further information on how to deal with misuse of ICT is also available in the school's Acceptable Use of ICT policy,

### **Homophobic bullying**

If casual homophobic language is not challenged, pupils may think that homophobic bullying is acceptable. Pupils need to know that homophobic language will not be tolerated in school. It is considered offensive and is treated like any other name calling incident. Staff should record any incidents in the class or playground behaviour monitoring book. Guidance on how to talk to pupils about homophobic language is listed in Appendix 5. Detailed guidance in a DCSF publication called 'Homophobic Bullying' (2007) is available in the school office.

### **Confiscation of items**

the following are a list of criteria used to indicate whether confiscation of an item is appropriate;

- An item poses a threat to others: e.g. a laser pen is being used to distract and possibly harm other pupils or staff;
- An item poses a threat to good order for learning; e.g. a pupil uses a personal music player in class;
- An item is against school uniform rules: e.g. a pupil refuses to take off a baseball cap on entering a classroom;
  - An item poses a health or safety threat: e.g. a pupil wearing jewellery in P.E.

- An item which is counter to the ethos of the school: e.g. material which might cause tension between one community and another;
- An item which is illegal for a child to have: e.g. racist or pornographic material. Protocols for how to deal with such items will be agreed with the local police.

### **What to do with confiscated items**

Staff should keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. Mobile phones and other objects of value will be stored in a locked drawer in the school *office* until 3.15 p.m. If a child needs to bring a mobile phone to school, due to concerns for their journey home, then these will be stored in the school office until home time. In most cases, items will be returned at the end of the school day. It may be appropriate, e.g. in the case of a cigarette lighter, for a responsible family member to collect the item.

### Behaviour of pupils outside of school

This policy also highlights the need for positive behaviour off the school site. This includes behaviour on activities such as educational visits and sporting events, behaviour on the way to and from school, and behaviour when wearing school uniform in a public place. Factors include:

- To maintain good order on transport or educational visits
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school
- To provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

Behaviour at breakfast club (at Ward Jackson school), after school club and other after school activities is dealt with in the same way as for any on-site activity.

The rules determined by the Headteacher can also include, as far as is reasonable, measures to regulate behaviour outside school premises when pupils are not in the charge or control of members of staff.

### Abuse or intimidation of staff outside school

The Headteacher adopts firm measures against abuse or intimidation of staff. This includes unacceptable conduct by pupils when not on the school site, and when not under the lawful control or charge of a member of staff of the school. Staff are made aware that;

- they have the same rights of protection from threat as any citizen in a public place;
- they should use their professional judgment about immediate action to take in circumstances when a number of young people are present and displaying intimidating behaviour;
- their first concern must be for their own personal safety;
- they should make clear that the pupil has been recognised, even if in a group of young people;
- they should then use their judgment about how to leave a difficult situation without provoking further confrontation.
- The school will apply appropriate disciplinary sanctions when the pupil is next in school.

### **Complaints Procedure**

If a pupil or parents feels that the measures or sanctions in the behaviour policy are unfair or have been unfairly applied, then they can

lodge a complaint through the school's complaint procedure, which is available from the school office.

Appendix 1: Playground supervision guidelines (see also MDA handbook)

All classes are to accompanied to the yard by an adult

Soft footballs are allowed.

If the ball goes onto the roof, into the car park or out of school, then it should be left until it is easy to retrieve. The key for the gates is available in the green bum bag?

Books and magazines and cards are allowed on the yard as long as children realise it is their responsibility to look after them. If use of these items causes a problem then the individual or class may be banned from bringing them to school. It is essential that other staff are kept informed of any bans. whiteboards in staff room and kitchen.

Playground equipment will be stored in crates with lids and returned at the end of playtimes.

At the end of playtime the bell will be rung by the Y6 door monitor. Children will walk to their line and wait for their teacher. The

children will be accompanied back to class, remaining in their lines and walking quietly in an orderly manner.

Wet playtime supervision. Paper for drawing or a range of games should be available. Teachers should make it clear to assistants and Midday assistants what is and is not to be used for wet play times.

## **Appendix 2 Playtime rules and consequences**

- Adults will speak to children with respect. Children will treat adults with respect and not answer back
- We play safely and take care of others
  - We walk to our lines as soon as we hear the bell or see others lining up.
- We don't mess about in the lines
- We keep out of puddles and mud

Consequences:

1. Verbal warning referring back to the rule
  - 'G. You talked back to me. If you do that again you will walk around with me for 5 minutes'
2. Walking round with adults for 5 minutes

3. If another incident that playtime then name is given to teacher or written in incident book incident book - shown to teacher
4. 3 times in incident book in a half term means parents contacted and you may be walking round with an adult all lunch time / kept in at lunchtime or asked to home for lunch.
5. Severe clause: sent to Miss Hodgson or Mr. Mason at any time.

Appendix 3 (on headed notepaper) letter from class teacher to parent

Dear

I regret to inform you that \_\_\_\_\_'s

behaviour today has resulted in a warning, time out, and working in another classroom as part of our procedure for behaviour management, I would like to talk to you as soon as possible regarding this behaviour. Please return the reply slip below to indicate receipt of this letter and contact the school as soon as possible.

Yours sincerely,

Class teacher

#### Appendix 4: Responding to cyberbullying

There are particular features of cyberbullying that differ from other forms of bullying and need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- \* Impact - the scale and scope of cyberbullying can be greater than other forms of bullying,
- \* Targets and perpetrators - the people involved may have a different profile to traditional bullies and their targets.
- \* Location - the 24/7 and anyplace nature of cyberbullying.
- \* Anonymity - the person being bullied will not always know who is attacking them.
- \* Motivation - some pupils may not be aware that what they are doing is bullying.
- \* Evidence - unlike other forms of bullying, the target of the bullying will have *evidence* of its occurrence.

Procedures for reporting and responding to incidents of bullying will be appropriate for the majority of cyberbullying cases. In addition to existing procedures, staff should be particularly aware of the following during any response to cyberbullying incidents:

- Supporting the person being bullied
- Recording and investigating incidents
- Working with the bully and sanctions

### Support for the person being bullied

As with other forms of bullying the target of cyberbullying may be in need of emotional support. Key principles here include reassuring them that they have done the right thing by telling someone; recognising that it must have been difficult for them to deal with; and reiterating that no-one has a right to do that to them.

It is important to advise the person being bullied not to retaliate or return the message. Replying to messages, particularly in anger, is probably just what the bully wants, and by not replying the bully may think that the target did not *receive* or *see* the message, or that they were not bothered by it.

Instead, the person should keep the evidence and take it to their parent or a member of staff,

Advise the pupil to think about the information they have in the public domain and where they go online. It is important that pupils are careful about who they give their mobile phone number to, and that they consider whether they should stay members of chatrooms, for example, *where* people are treating them badly,

Advising the children to change their contact details, such as their Instant Messenger identity or their mobile phone number, can be an effective way of stopping unwanted contact. However, it is important to be aware that some children may not want to do this, and will see this as a last resort for both practical and social reasons, and they may feel that they are being punished.

### Try to contain the incident

Some forms of cyberbullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the 'spread' of this. If bullying content, e.g. embarrassing images, have been circulated, it is important to look at whether this content can be removed from the web. Please refer to the school's Acceptable Use policy. Detailed advice on how to remove images and contact service providers is contained in the DCSF publication 'Cyberbullying' (2007) which is available in the school office. Please refer any incidents to the E-Safety Co-ordinator, Mr. Holmes .

Members of the school workforce are also vulnerable to being bullied online, with insulting comments and material posted about them. This material should be dealt with seriously and incidents contained in the ways described above to ensure the well-being of staff.


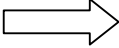

Leaflets containing key advice to parents and carers about cyberbullying and key advice to pupils are available from the school office.

## Homophobic and racist language flowchart

### Appendix 5

#### How to talk to pupils about homophobic or racist language

<p>A pupil makes a homophobic remark such as "That's so gay" or "Oi, pass me a pen you dyke". "You, pakis should go home".</p> <p>Does the school have an explicit policy stating homophobic and racist language is unacceptable?</p> <p style="text-align: center;">YES ↓</p>	<p style="text-align: center;">NO →</p>	<p>Staff cannot intervene effectively and respond to homophobic language if it is not part of policies and procedures.</p>
<p>Tell the pupil that homophobic or racist language is not acceptable in school. Explain that homophobic or racist language is offensive and a form of bullying.</p> <p>Does the pupil understand?</p> <p style="text-align: center;">NO ↓</p>	<p style="text-align: center;">YES →</p>	<p>There may be some lapses, and you may have to say it again, but pupils begin to understand that homophobic language is unacceptable and it stops.</p>
<p>The pupil continues to make comments, as does the rest of the class. Explain in more detail the effect that homophobic or racist language bullying has on people. Does it stop?</p> <p style="text-align: center;">↓</p>	<p style="text-align: center;">YES →</p> <p style="text-align: center;">PARENTS RESPOND</p>	<p>invite parents in to discuss the attitude the pupil. Even if parents, and pupils, think gay people should be treated differently,</p>

No	NEGATIVELY	this does not mean
<p>Remove the pupil from the classroom and talk to them in more detail about the effects of homophobic bullying. Outline that homophobic language is a form of bullying. Does the pupil understand?</p> <p>No</p> 	<p>YES</p> 	<p>The culture of a school is changing. In the same way pupils understand racism is unacceptable, they begin to understand that homophobic bullying and language is unacceptable</p>
<p>Involve senior managers. The pupil should understand the sanctions that will apply if they continue to use homophobic language. Does this help?</p> <p>No</p> 	<p>YES</p>	<p>Pupils need to understand that homophobic or racist bullying is a form of discrimination and is taken seriously by the school. Pupils who understand this should stop using homophobic or racist language. Pupils who experience homophobic or racist language bullying will be more confident about discussing other incidents with you if the school is seen to tackle incidents. It takes time to teach young people that homophobic or racist bullying is unacceptable, especially if it has not been challenged in the past.</p>
<p>Take time to explain to parents why this policy is important as part of the anti-bullying policy of the school. Explain that all pupils should be able to feel safe at school. Reiterate that they have an obligation to help schools uphold policies.</p>		



