



St. Gregory's Catholic Academy

Behaviour Policy (including Anti Bullying)

Reviewed: March 2015

Reviewed by staff and governing body: March 2015

Next review date: March 2016

Legal framework of the policy.

DfE guidance, 'Behaviour and Discipline in Schools' (2014), has been taken into consideration when producing this policy. It outlines that:

- 'Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the Head of School says otherwise) with responsibility for pupils, such as teaching assistants.
- Head of Schools, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.'

Rationale and Aims

Our Mission Statement

“Forward together in the Love of Christ”

St. Gregory's Catholic Academy aims to encourage all children to see Christ in themselves and others in a caring environment which allows them opportunities to develop to their full potential.

Our mission statement underpins all that we do at school. It is the moral compass that guides our relationships with all who enter the school and its community: staff, pupils, parents, families, governors, outside agencies etc. It points towards striving for a harmonious community with Christ at the heart, permeating all our interactions with one another. Therefore, it follows that our policy is centred around a positive and consistent management of pupils' behaviour.

Codes of Conduct

It is important that all pupils are aware of classroom routines and rules for behaviour. These include routines for activities such as how to enter and leave the classroom, moving around the class, the use and care of apparatus and equipment, clearing away, acceptable working noise and the avoidance of low-level disruption. High standards of behaviour will be expected from pupils at all times.

We aim to promote positive behaviour by:

- adults acting as exemplars
- all staff sharing high expectations of pupil behaviour
- encouraging self-discipline through respect for self and others
- giving appropriate praise and encouragement
- operating a consistent system of rewards and sanctions
- ensuring that all children understand the consequences of their actions
- ensuring that when a child is reprimanded, s/he understands that it is their behaviour which is unacceptable, not her/him as an individual

We recognise that parents are the first educators of their children and play a crucial part in the formation of their children's personalities and attitudes.

- The pre-school years at home are important for establishing attitudes and values on which any community must be based.
- The school years become a shared responsibility, which require the mutual respect and support of staff and parents.

Classroom rules

Each key stage/age band will have a common set of class rules. These should be reviewed annually and referred to regularly. At the beginning of each academic year, pupils are involved in writing their own class rules based on the school rules.

Class Dojos is an online system whereby parents are able to log in at home and see their child's dojo score and the breakdown of awards. Parents receive a weekly email, informing them of their child's behaviour that week. Teachers will log in to Class Dojo every morning, ready for dojos to be awarded from the start of the day. Dojos can be achieved for a variety of tasks and teachers are free to add their own which are relevant to their own children. Similarly, dojos can be deducted for a range of reasons, again with teachers being able to add their own. For major incidents, teachers to complete an incident letter to go home with the child and reply slip to be returned to school to acknowledge receipt. Dojos will run from Monday- Friday. At 1.30 on Friday, children will convert their dojo points into house points. If a child receives 10 or more dojo points that week, they tick their name on the class dojo board. These children will then be awarded with 10 minutes sport time, 3.00 - 3.10, where a range of sporting equipment will be available for them to use. Year 6 children will collect house points from each class on Monday morning and reset the charts. Children will be awarded for different amounts of ticks on the class dojo chart as follows:

- 5, 10, 15 ticks – a dip in goody box (a range of 20p gifts)
- 20 ticks - Garden/Sport activity (hula hoop, ball, bubbles, etc. for £1)
- 25 ticks - £5 voucher to spend on a toy from Argos (to be redeemed at school by staff)
- 30 ticks - Children to be awarded in final week of term with a sporting event at school, e.g. climbing wall, circus skills, archery.

Reception

Class teachers use the dojo system in a slightly different way. In the same way, children can collect dojos for a range of positive behaviours, however, daily stickers are awarded as follows:

- Metallic sticker – Positive number of dojos
- Class sticker – Remained static
- No sticker if negative dojos have been awarded.

Y1 – 6 parents are given a password, enabling them to log in to view their child's behaviour record. Open dialogue is encouraged using the website's email facility.

Around the school

At St. Gregory's, we expect our pupils to look their best at all times. Positive recognition of wearing a school uniform correctly should be promoted by all staff around the school.

Corridors

All our pupils are encouraged to walk around the school in a quiet, calm manner at all times (including walking into the hall for lunch). Staff should deal with any child whose behaviour is causing concern even if the child is not in his/her class.

Children should take pride in their school environment. Therefore, corridor displays and paintwork should be kept tidy and never damaged by pupils.

Hall (assemblies, collective worship)

Collective worship is a key part in the life of our school. Children are reminded that they enter a sacred space when they walk into the hall for assemblies and therefore silence should be observed. Teachers lead their classes into the hall at the start of an assembly. During assemblies, staff discreetly address any misbehaviour through non-verbal communication with the child in order to support SLT/staff member leading the collective worship/assembly and maintain a climate of respect, conducive to prayer and reflection. Teaching staff lead classes back to classrooms silently at the end of an assembly.

Breaktime Routines and Protocols

No class should be allowed to enter the yard at breaktimes unless the member of staff on duty is present.

Before registration (start of school day) and at end of breaktimes and lunchtimes:

At the start of the day (before registration), Reception-Y6 pupils should enter the school via the side gates and walk straight onto the playground staff will enter the yard and remain until the bell rings and they quietly to line up and stand silently facing front.

All teachers promptly bring their class into building. This will ensure that no class is left waiting without a member of staff.

As our pupils walk into school the Teacher remains within the class and the Teaching Assistant stands in the doorway to have clear view of children in classroom and those on their way in to ensure the children remove coats and bags quickly and quietly.

During breaktimes and lunchtimes:

Our children remain on the playgrounds at all times unless TA/teacher/LSA has given permission to go inside building.

Our children should not play on/in:

- Pavement area in front of KS2 classroom windows
- Trees around the playground

Indoor breaktimes and lunchtimes

In the event of adverse weather, pupils will remain indoors. If staff are uncertain as to whether the playground/field is suitable for breaktimes/lunchtimes, they should consult a member of the SLT before allowing children outside.

Staff on duty during indoor lunchtime periods should actively encourage and reward positive behaviour observed in classrooms. Our children are expected to follow individual classroom rules during indoor breaktimes and lunchtimes. This includes being seated as much as possible during activities and walking around classroom to collect/return items. Children should seek permission from the staff member on duty before leaving the classroom to go to the toilet or elsewhere.

No class should be left unsupervised during indoor lunchtimes/breaktimes.

Behaviour out of school

St Gregory's is committed to ensuring our pupils act as positive ambassadors for us. We expect the following:

- Good order on all transport (including public transport) to and from school during educational visits
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Incidents off-site:

Under the Education and Inspections Act (2006), St Gregory's has the right to exercise discipline beyond the school premises. This includes misbehaviour:

- on activities arranged by the school such as educational and sporting events
- on the way to and from school
- when wearing the school uniform in a public place
- which could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- which could adversely affect the reputation of the school

In response to non-criminal bad behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the school will investigate the incident, communicate with parents and discipline pupils accordingly.

Incidents involving technology (e.g. mobile phones/chat rooms/internet sites):

Mobile phones must not be used inside the school premises. The use of defamatory or intimidating messages/images inside or outside of the school will not be tolerated. Disciplinary sanctions will be applied to perpetrators.

All mobile phones are handed to the office at the start of the day for safe keeping. Phones are collected at the end of each day.

Malicious Allegations Against Staff and Other Adults Working in the School

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Local Governing Body and Directors of Carmel Education Trust have a duty to safeguard and promote the welfare of children at St Gregory's and create and maintain a safe learning environment.

Our school staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to malicious allegations. In order to fulfil its commitment to the welfare of children, St Gregory's has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school reference can also be made to the Carmel Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Carmel Education Trust Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Head of School will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Body and Directors of Carmel Education Trust.

Any pupil found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Referral to Senior Staff

The class teacher, teaching assistant or lunch time supervisor in charge of the group of children at the time has prime responsibility for maintaining good behaviour; this cannot be 'delegated upwards' without undermining her/his authority with the children, so referrals to senior staff must be the exception. Where this is considered necessary (e.g. for significant violence) the child(ren) should be dealt with first by the appropriate key stage leader. Referral to Deputy or Head of School must remain a 'last resort'.

Partner Classes

From time to time, pupils displaying persistent minor misbehaviours may be sent to a partner class. This is to take the child out of a difficult situation, and to allow the rest of the class to get on with their work.

Nursery to Reception

Reception to Nursery

Yr1 to Yr2

Yr2 to Yr1

Yr3 to Yr4

Yr4 to Yr3

Yr5 to Yr6

Yr6 to Yr5

Sanctions and Intervention Strategies

When behaviour is inappropriate staff should always refer back to the common classroom rules, playground rules or other core routines. All staff should consistently maintain class, playground and hall rules and routines in order to maintain discipline and an orderly school environment.

Sanctions are more likely to promote positive behaviour if the pupils see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the pupils
- impose sanctions fairly and consistently
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour
- attempt to link the concept of sanctions to the concept of choice, so that the students see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour
- avoid whole group sanctions that punish the innocent as well as the guilty never issue a sanction which is humiliating or degrading

REWARD SYSTEMS

- A whole school Achievement Assembly is held each week.
- A House System operates for Years 1 to 6, each child being a member of St Andrew's, St David's, St George's or St. Patrick's House. Dojo points are turned into House Points at the end of each week.
- The Supervisory Assistants recognise individual good behaviour by awarding Dojo cards that the children can take back into class and exchange for Dojo points. They also award certificates and a prize for one child from each key stage that have been identified for good behaviour in the dining hall and playground. These are presented at the Achievement Assembly.
- Systems such as 'Star of the Week', stickers, smiley faces and certificates are also used by individual class teachers.
- Children's work is celebrated each week during Celebration Assembly. Teachers will choose a child for good work and they will be presented with a certificate.

Awards to be awarded in celebration assembly.

- Teaching and Lunchtime staff to use Time out zone in playground for children who are misbehaving during breaktimes.
- Letter home/phone call home for any ongoing/major incidents – *Letter template can be found on the shared area.*
- If children fail to complete set tasks during class time, they must complete the tasks during break times using the break out areas on corridor.

If the need arises, St Gregory's may also consider, under authorisation of the SLT, the imposing of sanctions on an individual case basis but will always act lawfully, reasonably and proportionately and will draw from a range of strategies including:

- One to one admonishment
- Immediate withdrawal from classroom
- Behaviour/Monitoring reports
- Multi agency assessments

- Withdrawal of access to the school's IT system (e.g. if the pupil misuses it)
- Confiscation of property - the school reserves its right to confiscate, retain or dispose of a pupil's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the school's uniform rules/an item which poses a health or safety threat/illegal items). It also has the power to search without consent for prohibited items including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, caused personal injury or damage to property
 - Any item banned by the school rules e.g. chewing gum

Records of confiscated items will be kept and items will be stored safely and returned to the pupil and/or parent as appropriate – normally at the end of the school day. However, illegal items will be handed over to the police.

- A variety of forms of detention (e.g. break and lunchtimes)
- Withholding participation in a school event/trip/sporting activity
- Withdrawal of break or lunchtime privileges
- A fixed period exclusion (note: pupils excluded from school for more than 5 days will receive full-time education elsewhere from the sixth day)
- Permanent exclusion – see also DfE and LA guidance. Permanent exclusions will be considered for:
 - Serious actual or threatened violence against another pupil or adult;
 - Sexual abuse or assault;
 - Supplying an illegal drug;
 - Carrying an offensive weapon
 - Persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises.

Any incidents with pupils and communications with parents regarding persistent serious behaviour will be recorded in a school Behaviour Log. This is kept in the Head School's office. It is the responsibility of the Head of School to keep this up-to-date. In the absence of the Head of School, the Deputy Head Teacher will assume responsibility.

Incidents of bullying should be followed up according to the Anti-Bullying Guidance and dealt with quickly (see Appendix 1).

In cases of extreme misbehaviour, (e.g. behaviour which threatens the safety of students and/or staff, the services of external agencies such as the police or social care may be called upon.

Classroom Management

Teachers should maintain high standards at all times and should impose sanctions when pupils fail to adhere to these standards. Behaviour management will be a regular feature of teacher training especially for new, inexperienced or staff who may require additional support.

Use of reasonable force- see also CET Policy

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance. The school will ensure that staff have safe handling training that complies with this guidance.

Associated Policies and/or reference documents

- Safeguarding
- Racial Equality Policy
- SEN and Code of Practice
- Home School Agreement
- Use of Reasonable force - CET
- Exclusions guidance LA and DFE

St. Gregory's Catholic Academy

Bullying Policy and Guidelines

What is Bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies' (DfE 2014), bullying may be defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with the Carmel Education Trust E-Safety Policy.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents may decide to inform the school. Wherever possible we will support parents and may impose a sanction upon the pupil where this individual is recognisable.

In accordance with the academy's Mission Statement and Aims, bullying either verbal or physical, cannot be tolerated in the academy.

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Wherever possible incidents should in the first instance be referred to the pupil's class teacher who will then inform a member of the SLT. Appropriate action will be taken and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHCE and during class/circle time. A log will be maintained of racist incidents and information on incidents of bullying.

It is everyone's responsibility to prevent it happening and with this in mind the following guidelines are to be followed when and wherever possible.

The academy will react firmly and promptly where bullying is identified. There is a range of strategies available to staff depending on the perceived gravity of the situation.

The Academy will endeavour to:

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying and involve parents at an early stage.
- Use PSHCE programme, circle time or opportunities that discusses issues such as diversity and anti-bullying messages, including anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies both whole school and class that promote a sense of community
- Class discussions and role plays in English and R.E. that draw out anti-bullying messages
- Acceptable Internet Use policy is signed by all and e-safety is discussed in ICT based lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform
- Home school agreement signed by all pupils and parents when pupils start school
- Support children where it is established that bullying is taking place.
- Help bullies to change their behaviour.
- Take bullying seriously and find out the facts of any incidents.
- Meet those concerned individually.
- Use peer group pressure to actively discourage bullying.
- Break up bully groups where it seems necessary.
- Help children develop positive strategies and or assertiveness?
- Be equally concerned about bullying to and from the academy.
- Record incidents of bullying in a consistent way that allows for monitoring of behaviour.
- Discuss with and involve children in agreed class and academy rules and behaviour.
- Request help from Behaviour Support Services and Education Psychologist where necessary.
- Involve the police when deemed appropriate/necessary.

Sanctions for Dealing with Bullying

These include:

- Engage promptly with parents to ensure their support and involvement. Make clear the high expectations of pupils' behaviour.
- Agree a consistent approach/action with staff that reflects the seriousness of the incident
- Set a regular review period
- Work with the educational psychologist or other outside agency, if necessary.
- Provide additional staff training, if necessary.
- Withdrawal from favoured activities.
- Missing playtimes - (break or lunchtimes).
- Exclusion from the academy during lunchtime.
- Only in extreme cases should a managed move or exclusion be considered. The LA Fair Access protocols should be followed

How to support those affected by bullying

- Gather sufficient information from pupils, parents and staff before determining actions
- Engage promptly with parents to ensure their support and involvement.
- Implement monitoring and support strategies that seek to protect the child
- Discuss with individual staff or staff team so that all are clear and consistent in their approach to the support given to the pupil/s affected
- Regularly review the impact of strategies with pupils, parents and staff

All incidents of bullying as defined in this appendix will be reported to Governors and Directors in the Annual Bullying Report.

General Pastoral Advice

PARENTS

Talk with your children about academy life and chat about friends and activities in and out of the academy. As well as keeping up to date with your child's friendships you may learn about difficulties and/or disagreements.

Watch for signs of distress in your children. There could be an unwillingness to attend the academy, minor illnesses and/or complaints, real or imagined. Toys or equipment going missing. Requests for extra pocket money etc. There could be many reasons why a child is unsettled at the academy. Bullying is one possibility.

If you suspect your child is being bullied inform the academy immediately or speak to your child's class teacher

If you are dissatisfied with the outcome request an interview with the Head Teacher.

All reports will be investigated urgently but please allow the academy time to investigate the problem thoroughly.

CHILDREN

If you are being bullied:-

1. Try not to show that you are upset (this can be difficult).
2. Try to ignore the bullying.
3. Walk away quickly and confidently - even if you don't feel that way inside.
4. Try being assertive, shout loudly.
5. Get your friends together and say no to the Bully.
6. If you are different in any way be proud of it - it's good to be an individual.
7. Avoid being alone in places where bullying happens.
8. If you are in danger get away as quickly as possible.
9. Tell an adult you can trust.

You can help stop bullying in our academy:-

1. Don't stand and watch - fetch help.
2. Show that you and your friends don't approve.
3. Give sympathy and support to children who may be bullied.
4. Be careful about teasing or personal remarks - try to image how you might feel.
5. If you know of bullying going on tell a trusted adult. It's not telling tales, the victim may be too scared or lonely to tell.