

# **St. Benedict's Primary School**

## **Positive Relationships, Behaviour and Anti-Bullying Policy**



September 2024

# A Behaviour Policy for St. Benedict's Primary School

## School Aims

St. Benedict's Primary School is a Rights Respecting School and the United Nations Convention on the Rights of the Child is at the heart of everything we do.

We aim for our children to be:

Enjoying their rights, fulfilling their dreams.

Ambitious: To take pride in learning, make progress and achieve.

Resilient: To face challenges with perseverance and determination.

Respectful: To be inclusive, enjoy their rights and respect the rights of others.

## Policy Aims

At St. Benedict's Primary School, we acknowledge children's behaviour is central to the learning process and is an intrinsic element of our education. As a school we recognise the importance of having clearly stated values and shared beliefs among all staff which underpin expected standards of behaviour and the quality of relationships. This is promoted through our school aims, Rights Respecting Approach and **Class Charters**.

All adults working with St. Benedict's children have a responsibility for behaviour. Children also have a responsibility to behave well and the right to expect others to behave well towards them.

At St. Benedict's Primary, we believe in setting good examples and in having high expectations. It is our belief that behaviour is learnt and therefore can be changed. Through the use of Rights Respecting language and the curriculum, we teach children how to behave well and how to be considerate and self-disciplined individuals.

## Expectations

We expect children to enjoy their own rights and to respect the rights of others. Fundamental to our school's ethos is our commitment to supporting children to make the right choices and to encourage children to express their emotions appropriately.

Children are expected to take responsibility for their own behaviour – acknowledge the impact of their action(s) and try to 'put things right'. This must be done in a way that recognises the child's increasing capacity to take responsibility and make their own choices.

The strategies we use, build the capacity in our children to self-regulate their own behaviour and participate positively in school life.

We expect our children to:

Article 28 (right to education)

- arrive in school on time each day
- learn well and to the best of their ability
- support the learning of other children by behaving well

- help others to learn
- respond appropriately to teaching and support staff and parents/volunteers
- look after the school building and equipment
- share resources and responsibilities

#### Article 13 (freedom of expression)

- talk to everyone in a polite and courteous way
- listen to everyone carefully and try to see each other's point of view

#### Article 30 (children from minority or indigenous groups)

- enjoy and respect each other's culture and background and differences

#### Article 31 (leisure, play and culture)

- To play in a safe way

### What type of behaviour will not be tolerated in our school?

- Ridicule, name calling or verbal abuse of any kind but especially sexist, racist, homophobic, religious or ability/disability name-calling. *Article 8 (protection and preservation of identity). Article 2 (non-discrimination). Article 30 (children from minority or indigenous groups) Article 23 (children with a disability). Article 31 (leisure, play and culture).*
- Deliberate acts of aggression. *Article 19 (protection from violence, abuse and neglect)*
- Bullying (threatening, picking on, excluding or intimidating another person) *Article 19 (protection from violence, abuse and neglect). Article 14 (freedom of thought, belief and religion)*
- Stealing or destroying property. *Article 41 (respect for higher national standards).*
- Swearing or using offensive and insulting language *Article 8 (protection and preservation of identity).*
- *Leaving the school building, learning area or grounds without permission. Article 3 (best interests of the child)*
- Stopping others from learning or interfering with others' learning. *Article 28 (right to education)*
- Refusing to follow a reasonable instruction. *Article 3 (best interests of the child)*
- Arriving late or missing school without a good reason. *Article 28 (right to education)*

## **How do we promote Rights Respecting behaviour?**

Our approach to good behaviour at St. Benedict's Primary School is based upon the understanding that positive actions are more effective than negative ones.

Through our curriculum children are involved in stories, assemblies, planned activities, learning opportunities and games which teach them about good and appropriate ways of behaving. We support children to become caring, contributing and conscientious members of our local community. We teach children about independence and about our dependence upon each other and how important it is to recognise their rights, their responsibilities and their relationships with the wider world.

We help children to:

- recognise right and wrong
- follow good examples
- share and take turns
- learn and play co-operatively
- use resources wisely and carefully
- help others
- know when to report problems to adults who can help

Children's behaviours are viewed in the context of their needs and they are supported through a Graduated Response. There are three levels of support: Universal, Targeted and Specialist Support.

Universal Support: All children are supported through 'The 3 Stage Approach to Behaviour': the 'Reminder', the 'Caution' and the 'Last Chance'. These strategies are used flexibly, according to the needs of the children. Positive relationships are nurtured through Rights Respecting actions and language. Behaviours are named, behaviour directions are given and a forced choices may be offered in a predictable and consistent way.

All teaching and support staff are committed to recognising and promoting good behaviour. This involves noticing it, commenting upon it, sharing it with others using Rights Respecting language as appropriate.

'Well done (name of child) for lining up so quietly and sensibly. We are a Rights Respecting School all children have a right to learn without being disturbed.

'Thank you (name of child) for saying excuse me and for not pushing past. All children have a right to be safe, well done.'

Rights Respecting behaviour is celebrated through Rights Respecting Stamp Cards which are presented in assembly.

Language is the gateway to all learning and we therefore use consistent scripted responses to challenging behaviour.

When necessary we use these key universal strategies as part of **The 3 Stage Approach to Behaviour**:

- Describing behaviours
- Providing directions
- Giving choices
- We ask Restorative Questions to help children to understand the impact of their behaviour.
- Adults help children to put things right using an 'Emotional Coaching' script.

Targeted Support: If a child's behaviour is proving to be a problem for themselves and for others we will take measures to observe and record the behaviour patterns in order to have an accurate and realistic picture of the problem. This will help to identify the reasons for the behaviour and possible solutions. We understand that some children may need additional support to keep on track. This may include 'Now and Next', sticker charts, marbles in a jar.

Specialist Support: Some children will need a bespoke individualised response to their behaviour. These children may have external agency support, a risk assessment, a restraint reduction plan and/or intensive Thrive.

#### What if your child's behaviour causes serious concern?

Children here usually behave well and relationships are good. However, we do recognise that for some children behaviour is a problem and impacts on their own and other's learning, safety and well-being. For these children we may need to adopt a specific course of action to help the child learn how to behave appropriately.

This may include:

- full involvement of the family in order that they are fully aware of the nature of the concern and are enabled to support the school
- referral to the Deputy Headteacher/Thrive Practitioner who will draw up an individual learning plan. This will identify specific targets for improvement and support to be provided by school and home
- assessment by an Educational Psychologist
- a One Page Profile will detail specific strategies to support emotional security and development.
- referral to Forward Thinking Birmingham or other external professionals

#### Reflection Time

The purpose of Reflection Time is to provide the opportunity to have a restorative conversation and problem solve with an adult.

School will decide whether it is necessary to inform the pupil's parents/carers.

#### Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to supporting pupils who are frequently removed from class, this will include a Thrive Action Plan and referrals multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal, .

### Physical Restraint

We only use physical restraint if it is necessary to hold children to stop them hurting themselves or others. Please refer to the Positive Handling Policy.

### Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Exclusion from school may be:

- for a lunchtime only
- for a fixed period (e.g. 3 days)
- for an indefinite period
- permanent

Please refer to our exclusions policy for more information.

### **Building a partnership with families**

We recognise that when a child's family and school agree and work together the child is more able to behave well because the child is receiving consistent and supportive messages.

We aim to build a partnership with parents and carers by:

- regular communications with families about each child's learning, behaviour and well being
- regular opportunities to meet and share ideas

- informing families if difficulties arise
- encouraging families to keep teachers informed of any difficulties that may arise for the child
- dealing with difficulties and problems in a confidential, professional and open-minded way
- letting families know about school policies, arrangements and practices
- encouraging parents and carers to trust the school to deal appropriately and sensitively with difficulties that may arise.

## **Anti-bullying statement, procedures and reporting**

### **Our commitment**

We are committed to providing a caring, friendly and safe environment for all of our children and adults so that they can learn, play and communicate in a relaxed and secure atmosphere.

Children have a right to be safe and bullying of any kind is unacceptable in our schools. If bullying behaviour does occur all children and adults should be able to tell and know that all incidents will be dealt with promptly and effectively.

We believe that ignoring bullying is wrong.

St. Benedict's is a Rights Respecting School and everyone who witnesses or knows about a bullying incident has a duty to intervene, to get help and to report it.

### **Definition of Bullying**

We define bullying as any or all of the following:

- a repetitive series of actions by an individual or group which causes long lasting fear, anxiety or harm to another person or group of people
- verbal or physical actions which are designed to intentionally hurt and intimidate or to make the person who is at the receiving end feel unhappy, embarrassed or insecure about themselves.

TYPES OF BULLYING	EXAMPLES
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPES OF BULLYING	EXAMPLES
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

### **What kind of behaviour is not bullying?**

- occasional loss of temper
- hurting by accident
- having a joke which is received in good spirit
- falling in and out with friends
- minor disagreements
- not being friends with someone, not inviting someone to your party
- a disagreement or fight between two people of equal strength or qualities

### **Recognising**

We recognise that when bullying takes place some or all of the following features may be present:

- it is constant, frequent or repetitive
- it is deliberate
- it is often accompanied by a threat not to tell
- it is not always obvious who the bully is or might be
- it can be a group of people, sometimes led by a bully
- it is often focused on individual differences (colour, size, ability, home circumstances)
- it can be emotional or psychological (for example whispering about someone, excluding them from a group, staring and laughing)
- it is often subtle and not easily detected by adults who could respond
- the bully is usually seen to be more powerful or empowered than the receiver (either by being stronger or bigger or older or cleverer or by belonging to a majority group)

We define bullying by how a person who is bullied feels, rather than what a bully does. In our schools the person who feels bullied will be called the receiver and the person who is bullying will be called the bully.

Children are encouraged to 'support and report' – if you know someone has been bullied support them, but also report the incident or knowledge to an adult.

### **Taking action**

We will ensure that all incidents are dealt with fairly and consistently.

In all incidents of bullying we will:

- gather as much information as possible straight away from the receiver and any possible witnesses
- report the incident to the class teacher(s), Headteacher and/or senior leader
- record exactly what has happened on CPOMS



- make sure that all teaching and support staff know about the incident in order for them to be vigilant and responsive
- contact parents of the bully and the receiver in order to enlist their support
- enlist peer support if appropriate.
- explain the consequences of the incident(s) to all parties concerned

## **Responding**

In all cases of bullying behaviour, we will:

- show that there is a united response, this is one of strong disapproval
- reinforce our belief that behaviour is learned and can be changed and help the bully to change their behaviour
- implement strategies to help this change
- involve the bully in the solution
- register the bully on the school's learning support record for emotional and behavioural difficulty and being in need of support

When we know a child in school has been bullied we will:

- respond quickly and praise the reporter
- listen to and reassure the receiver
- reaffirm, boost or repair their self-esteem
- demonstrate our support by taking the matter seriously
- negate what has been said or threatened
- create a network of support by informing friends of the receiver, child's parents
- teach or suggest ways the receiver might assert themselves or respond to future incidents
- report to the child's parents/carers and ask them to monitor and report

## **Monitoring**

It is well recognised that bullying often happens in secret and is accompanied by threats not to tell. In order for us to be able to find out about bullying we will:

- ensure that the Headteacher and/or senior leader always responds to phone calls, letters or emails from parents concerning bullying behaviour
- ensure that all staff are vigilant and investigate concerns and contribute to any log or record being maintained so that we have a full picture
- ensure that all staff are kept informed about reported incidents and appropriate follow up procedures
- give the governing body a termly report on the nature, scope and frequency of bullying incidents in order to monitor and evaluate the effectiveness of this policy

## **Bullying incident reporting**

Each term the number and nature of any incidents are recorded and reported to the LA and to the governing body, including if it is a nil return. This is done through the Safeguarding Audit 175.

