

# St. Benedict's Primary School

## Positive Relationships, Behaviour and Anti-Bullying Policy



September 2022

## 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 believe that by understanding their own rights, children learn to respect and value the rights of others.

We aim for our children to be:

- Successful Learners: who enjoy learning, making progress and achieve.
- Responsible and Rights Respecting Citizens: who are self-assured and socially aware – who have pride in their own history and heritage and respect for that of others.
- Confident Individuals: who are able to live safe, healthy and fulfilling lives.

The following articles underline our Aims;

#### Article 3

"The best interests of the child must be a top priority in all our actions."

#### Article 29

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment."

### 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 make an effort 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 assessments, 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 Inclusion Manager or Inclusion Team 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

#### 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

Very rarely it may be necessary to exclude a child. The Headteacher is responsible for decisions regarding exclusion from school.

Exclusion from school may be:

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

Parents are always notified of the reason for and length of an exclusion and have the right to appeal against an exclusion to the Governing Body.

A child who has been excluded for a period will be brought into school by their parent/carer to attend a reintegration meeting with the Headteacher.

### **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.

### **Defining**

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

#### **What kind of behaviour constitutes bullying behaviour?**

- hitting, kicking, pushing, threatening
- nudging, whispering, sniggering, facial expressions, gestures
- making someone do something they don't want to do
- preventing someone from doing something they do want to do
- putting someone down (belittling or embarrassing or humiliating)
- being domineering or controlling (bossy)
- forcing someone to be your friend – making it uncomfortable or risky for them if they are not
- making fun of someone's race, ethnic origin, faith, culture, religion, name, appearance, accent or family
- making sexist or sexually abusive comments
- using homophobic language as insults, putting people down on the basis of sexuality or the sexuality of family members
- online or cyberbullying e.g. posting offensive messages on websites or chat rooms, sending offensive text messages or emails or bullying the victims via their mobile phones
- any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs

#### **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.

**Patricia Clayton**  
**Assistant Headteacher (Pastoral).**

**September 2021**

### **Behaviour Toolkit – September 2021**

Appendices 1 -The 3 Stage Approach to Behaviour – Classroom  
Appendices 2 – The 3 Stage Approach to Behaviour – Additional information  
Appendices 3 - One Page Summary of Strategies v4 September 2020  
Appendices 4 – Rights Respecting Cards