

Our Lady of the Wayside Catholic Primary School Behaviour Policy including Anti-Bullying Policy (incorporating behaviour principles)



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1. Introduction

Good behaviour is central to a good education. At OLW School, high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to inappropriate behaviour and the relationships between staff, pupils and parents. We place an emphasis on providing a calm, safe and supportive environment where children can learn and reach their full potential.

As a Catholic school, we believe that everyone is created in the image of God and should be valued and respected. Our ethos is underpinned by the Gospel values, where we encourage and guide children to live out the values of Jesus Christ in their daily lives. This is embodied in our school mission statement, 'Learning and growing together, rooted in Christ'.

This policy takes into account OLAAS MAC behaviour principles. OLAAS vision is to provide the best possible education for all of the children and young people in the family of schools, helping them to be successful in all they do both now and, in the future, putting the dignity of every child and young person made in the image of Jesus Christ at the heart of everything.

OLAAS vision is underpinned by the Children's Charter:

- All Saints have a love for others,
- All Saints use their gifts wisely,
- All Saints are servants of Christ,
- All Saints are risk takers,
- All Saints have a love for the world around them.

OLAAS MAC believe that effective behaviour management requires the following features:

- A clear approach that everyone understands
- Rewards for appropriate behaviour
- A system for resolving poor behaviour choices and restoring relationships
- Increased support for pupils and their families who have difficulty with their behaviour

It believes that each member of the community should be treated with equal respect and given equal opportunities regardless of race, gender, age, sexuality, religion or disability.

They have the right to feel secure and happy and share the responsibility to make sure that these are the experiences of all members of the community. (Appendix 1)

This policy also draws on relevant and up-to-date Government policy: The following documents are incorporated into our policy:

Behaviour in Schools – Advice for headteachers and school staff (September 2022)

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – Guidance for maintained schools, academies, and pupil referral units in England (September 2022)

2. A whole-school approach to behaviour

Code of Conduct

A simple, clear and well communicated Code of Conduct based on respect underpins expectations of behaviour at OLW. All members of the school community are requested to RESPECT each other, self, property, environment, children and teachers. Respect posters are displayed in all classrooms and other key areas. (Appendix 2)

Learning behaviours

The classroom climate for learning can be improved through the explicit teaching of learning behaviours. Learning behaviours are behaviours which support learning. At OLW School, children are explicitly taught about the following 6 main learning behaviours:

1. **Motivation** – We want children to try to be the best they can; challenge themselves and always look at how to improve.
2. **Cooperation** – We want children to work well with others; respect and value everyone’s ideas and to share their ideas and opinions with others.
3. **Pride** – We want children to believe in themselves; talk about work which they are proud of and talk about what they enjoy learning.
4. **Independence** – We want children to try to be organised; act on advice and feedback and to listen to instructions so that they know what to do.
5. **Curiosity** – We want children to ask questions to find out more; try to discover things for themselves and take an interest in the world around them.
6. **Perseverance** – We want children to stick at something even when it is hard; make good choices so that they can concentrate and try their hardest from the beginning to the end of a task.

Learning behaviour posters are displayed in all classrooms. (Appendix 3)

Classroom Management Strategies

Effective routines and classroom management strategies are essential in creating and maintaining calm, safe and supportive environments. Staff expertise and continual professional development reflects the high priority of maintaining positive behaviour at Our Lady of the Wayside and staff are expected to regularly review routines and practice in order to create the right learning environment for our children. Research tells us that children respond best when effective strategies and routines are in place. Generic whole school and phase appropriate strategies are in place in school. (Appendix 4)

3. Roles and Responsibilities

In order to achieve our aims and objectives we recognise that different groups of people in our school community play an important role in developing and maintaining good behaviour. The responsibilities of each stakeholder are outlined below.

The role of school leaders

- Set and maintain the behaviour culture and an environment where everyone feels safe and supported
- Routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture
- Be highly visible
- Ensure that all staff understand the behavioural expectations and importance of maintaining them.
- Ensure that all new staff are inducted clearly into the school's behaviour culture.
- Ensure that staff have adequate training to meet their duties and functions within the behaviour policy.

The role of staff

- Develop a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

The role of pupils

- Follow the Gospel values
- Understand and act out our school mission statement, Learning and growing together, rooted in Christ
- Adopt positive learning behaviours
- Provide feedback on school behaviour culture
- Be aware of school behaviour standards
- Understand the school rules and guidelines, including the different rewards and sanctions
- Commit to those rules and guidelines, accepting any consequences for inappropriate behaviour
- To regulate, reflect and reconcile with others

The role of parents

- Know the school's behaviour policy
- Take part in the behavioural culture of the school
- Reinforce school behaviour policy at home as appropriate
- Concerns about behaviour management follow escalation procedures

4. Responding to good behaviour

Positive recognition and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Examples of praise and rewards include:

- Whole school House Point reward system (Saint Houses)
- Non-uniform day for winning house each term
- Bowling trip for a member of the winning house each term
- Golden Book entry
- Golden Book assembly
- Marvellous Me message sent home
- Stickers/stamps
- Personalised reward chart
- Visit to another teacher/HT/DHT for commendation
- Positive conversation with parents e.g. phone-call home

Privileges

A system of privileges is used throughout the school to develop responsibility, trust and independence. The nature of privileges and the way they are given varies within phases and is age dependent. The important difference between rewards and privileges is that a reward, once given should not be taken back; whereas a privilege can be withdrawn if a child behaves inappropriately.

Privileges include:

- Duties and monitors
- Representing the school off site via the School Council, Choir, etc
- Class monitors
- Prefects

5. Responding to inappropriate behaviour

Staff will respond to inappropriate behaviour predictably, promptly, assertively and in a consistent, fair and proportionate manner so that pupils know with certainty that inappropriate behaviour will always be addressed.

At OLW, we have a 'stepped approach' for addressing low level behaviours.

Step 1 - 1st verbal warning

A child is told that their behaviour is inappropriate (label behaviour) and the impact that it is having on others. They will be offered a chance to change their behaviour and make a good choice.

Step 2 – 2nd verbal warning

The child is reminded that their behaviour (label behaviour) is still inappropriate and how it is impacting on others. They will be given another chance to change their behaviour and make a good choice.

Step 3 – Time out in the classroom

The child is told that they have been spoken to twice about their inappropriate behaviour (label behaviour) and that they will have some time out in the classroom to help them change and reflect on their behaviour.

Step 4 – Time out in another classroom

The child will spend time in another class for a period of no more than 5 minutes away from the classroom environment again to help them change and reflect on their behaviour.

Step 5 – Loss of some lunchtime break supervised in class

Children missing part/all of lunchtime break will be supervised in a classroom on a rotational basis within a phase.

This stepped approach is clearly visible as a Consequence Ladder poster displayed in each classroom. At each stage, staff will try to identify the reasons for a behaviour and help a child to reflect and change their behaviours. (Appendix 5)

For more serious behaviours, an investigation by the class teacher should take place with the pupil(s) involved. Information should be gathered around the context and intent and a decision made as to a proportionate consequence e.g. loss of some/all lunchtime break. If the incident is deemed very serious, referral should be made to a member of the SLT (Phase Leader/DH/Headteacher)

When there is a significant incident, restorative practice is adopted. This approach focuses on the behaviour rather than the child and it gives a child the opportunity to regulate, reflect, and reconcile with others. The following questions will be asked when investigating an incident:

1. What happened?
2. How were you feeling at the time?
3. How has it affected others?
4. What could you do next time?
5. How can this be repaired?
6. Has this incident been dealt with fairly?

If a child feels that an incident has been dealt with unfairly, the incident should be escalated to a Phase Leader.

If a parent feels that an incident has not been dealt with appropriately, they are invited to follow the escalation pathway. (Appendix 6)

A think-sheet may be used to help support a child with regulating their emotions, reflecting on the effects of their actions on others and reconciling with others. (Appendix 7)

A think-sheet is a tool to support staff in understanding the nature and cause of a behavioural incident and it is not an expectation to always refer to one. Staff are asked to use professional judgement and also look at other alternatives and strategies that may be appropriate at that time.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

For repeated inappropriate behaviour, different levels of intervention are adopted.

Intervention Level 1 - Teacher keeps an ABC record to record behavioural concerns.

'A' stands for **antecedents**, that is, what happens immediately before the inappropriate behaviour and can include any triggers, signs of distress or environmental information.

'B' refers to the **behaviour** itself and is a description of what the behaviour 'looked' like.

'C' refers to the **consequences** of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person. (Appendix 8)

Intervention Level 2 – A meeting is held with Phase Leader, pupil, teacher and parent. A Behaviour diary is introduced. (Appendix 9)

Intervention Level 3 - Referral to the Behaviour Lead. A Behaviour Support plan is put in place. (Appendix 10)

Intervention Level 4 - Referral to the SEMH specialist teacher.

Intervention levels for repeated inappropriate behaviour

| Level of intervention | Staff member involved | Records |
|-----------------------|-------------------------|-----------------------------------|
| Level 1 | Teacher | ABC record |
| Level 2 | Phase Leader | Behaviour diary |
| Level 3 | Behaviour Lead | Individual Behaviour Support Plan |
| Level 4 | SEMH Specialist teacher | Report with recommendations |

6. Behaviour expectations and pupils with SEND

At OLW we consistently promote high standards of behaviour and provide the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. We recognise that some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction.

Therefore behaviour is considered in relation to a pupil's SEND, although it does not follow that every incident of inappropriate behaviour is connected to a pupil's SEND.

When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

In accordance with the Equality Act 2010, we take steps as is reasonable to avoid any substantial disadvantage to a disabled pupil and following the Children and Families Act 2014, we use our 'best endeavours' to meet the needs of those with SEND. If a pupil has an Education, Health and Care Plan, we will ensure that provisions outlined in the report are in place.

An essential part of meeting the needs of pupils with SEND is as far as possible, to anticipate likely triggers of inappropriate behaviour and put in place support to prevent these. Some examples of preventative measures used at OLW include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

7.The use of reasonable force

There are circumstances when it is appropriate for staff 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'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

8.Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension and permanent exclusion would only be used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

9.Behaviour outside of school premises

Inappropriate behaviour outside of school will be addressed with reasonable sanctions if deemed necessary. Examples include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

10.Monitoring and evaluating school behaviour

Continued low level disruptive behaviours and more serious behaviours are recorded electronically using the school's internal monitoring systems (CPOMs). This provides an up-to-date monitoring log of any incidents and actions. It allows patterns of behaviour and effective ways of approaching individual behavioural challenges to be regularly analysed and assists in reporting on the behaviour culture in school

11.Responding to specific behaviour issues

Child-on-child sexual violence and sexual harassment

At Our Lady of the Wayside School, sexual violence and sexual harassment is not acceptable, and pupils whose behaviour falls below expectations will be sanctioned. We encourage all staff about the importance of challenging all inappropriate language and behaviour between pupils.

We would never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; demonstrating and modelling manners, courtesy and dignified/respectful relationships.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE is used in providing guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

All victims will be reassured that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

As with all safeguarding matters, the designated safeguarding lead will be involved and make referrals into support services as appropriate.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. At OLW it is made clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

12.Appendices

Appendix 1 – OLASS Behaviour Principles

Appendix 2 – Respect poster

Appendix 3 – Learning behaviours poster

Appendix 4 – Classroom management strategies

Appendix 5 - Consequence Ladder

Appendix 6 – Parent escalation pathway

Appendix 7 – Think Sheet

Appendix 8 – ABC record

Appendix 9 – Behaviour diary

Appendix 10 – Individual Behaviour Support Plan

1. Statement of Intent
2. What is Bullying?
3. Procedures for Dealing with Bullying Behaviour
4. Monitoring, evaluation and review

1.Statement of Intent

At Our Lady of the Wayside Catholic Primary School, we are committed to providing a caring, friendly and safe environment for all our children so that they can learn and grow in a relaxed and supported atmosphere underpinned by Gospel values. Children are encouraged to tell any adult if they feel they are experiencing bullying. We are committed to educating our children about bullying behaviour, so they understand what it is, how to identify it and its effects, and how to report it. We believe that bullies are not wholly responsible for their behaviour and need support, as do the victims of this behaviour. We endorse that bullying is not and never will be accepted at OLW and therefore strive with the aid of children, staff and parents to deal successfully and quickly with any issues that arise.

Why do we take bullying behaviour so seriously?

We believe that:

- everyone has the right to be treated with dignity and respect
- bullying makes people unhappy and leads to low self-esteem
- children who are experiencing bullying are unlikely to concentrate fully on their schoolwork and therefore likely to underachieve
- some children avoid bullying by not attending school
- children who observe unchallenged bullying may think this form of behaviour is acceptable and start to copy it
- children who are displaying bullying behaviour need to learn different ways of behaving
- Support and counselling will be offered to those who display bullying behaviour/are identified as bullies

2. What is Bullying?

At Our Lady of the Wayside School, we define bullying behaviour as: When someone intentionally sets out to hurt a person or actively encourages a third party to do so. They make the person feel scared and unhappy by hurting them physically or by hurting their feelings. Bullying usually happens repeatedly and can involve more than one person. We identify that there are three main types of bullying:

- Hurting someone physically (includes breaking or taking their belongings)
- Hurting someone by what we say
- Silent bullying (including sending horrible notes, spreading rumours, text messaging and other popular forms of social networking)

Our school motto for anti-bullying is: **See it, Say it, Stop it**

3. Procedures for Dealing with Bullying Behaviour

At Our Lady of the Wayside School we have clear procedures for dealing with incidents of bullying. These have been developed in collaboration with staff, children, parents and educational professionals.

The following steps will be taken when dealing with suspected incidents of bullying:

- If bullying is suspected or reported to a member of staff, child or parent, the incident will be dealt with immediately by a senior member of staff where an Incident Report Form will be completed and any other information, including the form, will be stored on the school's CPOMs data base.
- A decision will be made, in line with the school's definition of bullying, whether this is a bullying incident or an incident of poor behaviour.
- If the incident is identified as bullying a clear account of the incident will be recorded using a Bullying Concern Form – all documentation will be stored using the CPOM's database.
- All children concerned will be interviewed and their views recorded on the Bullying Concern Form. Sanctions will be put in place.
- The senior member of staff or Behaviour Lead will feedback to the person who reported the incident.
- Parents of both parties will be informed and invited to discuss the proposed action/sanctions.
- An action plan will be put into place.
- All paperwork will be stored on the school's CPOMs database system for future reference.

The school's belief in reconciliation and the implementation of Gospel values coupled with the consistent application of the school's behaviour policy is the first step in guarding against bullying. School rules are based around the word 'respect' and can be found in all classrooms. Children are explicitly taught about the 'respect' rule system. The school and individual classes have a reward system to promote and reward good behaviour. Good practice is shared throughout the whole school via 'Golden Assemblies'. Our Lady of the Wayside Catholic Primary School actively endorses the use of peer support for children identified as vulnerable.

Children who have experienced bullying behaviour will be supported by:

- An opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil and explaining the action that has been taken
- Offering continuous support and monitoring to ensure the bullying behaviour has stopped
- Activities to restore self-esteem and confidence
- Support from the SEMH Team if required

Children demonstrating bullying behaviour will be supported by:

- Discussing what happened with a senior member of staff
- Establishing the wrong doing and the need to change this form of behaviour

- Working with parents to help change this type of behaviour
- Support from class teacher/specialist teacher in school or external professionals
- Structured behaviour plan to support their future behaviour

If the bullying continues the school reserves the right to use a range of further disciplinary steps, including:

- official warning from the Governing Body
- exclusion from certain areas of school premises at specific times – in house exclusion
- Suspension
- Permanent exclusion

Within the curriculum the school will raise the awareness and understanding of bullying behaviour. This will include:

- School assemblies
- Personal Social and Health Education (PSHE) activities
- RE – focus on respect and dignity of individual
- Workshops from outside professionals
- Use of questionnaires

4. Monitoring, evaluation and review

Mrs Ashcroft (Deputy Headteacher) will monitor all incidents of bullying behaviour in school and the action taken. Information will be shared with School Governors.