



St Benedict's Catholic Primary School

Social and Moral Development (Pupil Management Support) Contains Anti-Bullying, Behaviour Policy

Date last reviewed	Autumn 2018
Reviewed by	Governing Body
Date of next review	Autumn 2020



Our Vision

We at St. Benedict's share a common philosophy. We want all pupils, regardless of race, gender or ability to have an equal opportunity to learn in a safe, happy, homely, caring and essentially Christian environment. As a Catholic school St. Benedict's is based on the teachings and values of Christ, as shown in the Gospels. These include:

- **Truthfulness**
- **Honesty**
- **Fairness**
- **Respect for ourselves, respect for the rights and property of others, and obedience and respect for those in authority.**

We at St. Benedict's see the education of our children as a partnership and we seek the involvement of governors, parish, school support staff and parents in helping us promote these values.

Our vision is supported by children's individual responsibilities in addition to the school rules, which are both reasonable and fair.

A Place of Happiness

To put our vision into practice we aim to create an environment in which all of us feel safe and happy, each of us being valued and respected. Parents are given information on how to raise and nurture their child's self-esteem on admittance into the Reception Class and all new families are welcomed into the school and as far as possible the whole atmosphere should be one of partnership and mutual trust with parents and pupils, not confrontation or criticism.

- **Celebration of Children's Work**
Children's work is displayed around the school and in classrooms. Children are encouraged to have a sense of pride in their surroundings.
- **The Building/Environment**
The governors are committed to maintaining the building and school grounds to the best standard achievable within the budget. The children are encouraged to care for plants both inside and outside the school. The children are taught how to care for animals and to respect their natural habitat.
- **The Playground**
To ensure the safety of the children two adults are on duty during morning play. Infant and Junior children have separate morning playtimes. In the summer term and early autumn term the children play on the field as well as the playground and are allowed to use a variety of small apparatus e.g. balls, skipping ropes etc. A quiet area has been established for those children who prefer to spend their time sitting quietly. For pupils who have no-one to play with a friendship stop has been established which means that someone will come and play with them. Children have friendship buddies and are watched over by the School Council.



- **Equal Opportunities**

We value all our pupils equally and all children will be treated fairly. Equal opportunities will be reflected in our relationships and the sharing of all our resources.

- **Supply Teachers**

All teachers working in our school will be given an outline of our approach to dealing with children so that a consistency of approach can be ensured

Bullying/Racism Comments

All forms of bullying and racist comments will be taken seriously and will not be tolerated.

Parents and children are encouraged to inform the school of any such incidents

Once it is known that an incident of bullying has occurred then we are committed to take immediate action.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

DFE, 2017

All forms of bullying and racist comments will be taken seriously and will not be tolerated. Parents and children are encouraged to inform the school of any such incidents.

Once it is known that an incident of bullying has occurred then we as staff are committed to take immediate action. (As described on Page 2: Anti-bullying policy – Procedures section).

A variety of strategies are used within the school to counter bullying.

- Using circle time, creative writing, class discussions, PSHE lessons, drama, and assemblies, children are encouraged to foster empathy with the feelings of others, in particular the bullied child.
- Encourage both bullied and bullies to talk or write about the incidents.
- Monitor areas/situations where bullying is likely to occur.
- Encourage children to tell their teacher or an adult if they are being bullied or someone they know is being bullied.
- Inform the Head who will keep written records of more serious incidents.
- Seek the co-operation of the bullies by adopting a no-blame approach initially.
- Lego Therapy
- Involve the parents when necessary.



- Ensure that all teaching and non-teaching staff are aware of the approaches to the problem and act consistently.
- Aim, through discussion, to help both the bullied and bullying pupils in their perception of the situation.

Policy into Practice

A. The Classroom

We aim to develop a child's self-esteem within a caring classroom in which effective learning takes place. We try to be proactive and have the classroom arranged so that a minimum of disruptive behaviour occurs. We try to do this by:

- Having an aesthetically pleasing and well organised room.
- Ensuring all lessons are carefully planned with differentiated activities to stimulate all ability groups.
- Checking that there are enough materials and resources.
- Communicating clear expectations.
- Have clear classroom rules. These will be negotiated with each class in September and worded in a positive way e.g. "Don't shout" becomes "work quietly".

Strategies for Maintaining Discipline in the Classroom

We need to have clear rules and expectations. We, as teachers, need to be firm, clear, predictable, confident and relaxed with the children. It is important to focus on the positive rather than the negative. It is not the child who is naughty but rather what he/she has done that is naughty.

We encourage good behaviour in a variety of different ways.

- Children are given verbal and written praise either individually or to the whole class or to the whole group.
- Children are given responsibilities for a particular job.
- Peer group praise is encouraged.
- Dojo points are used to encourage all children to contribute to creating and maintaining a caring and safe school.
- Each week a teacher chooses a St. Benedict's Superstar for behaviour and a Learner of the Week who are awarded a badge in an end of week Celebration assembly.
- Each term a celebration assembly takes place.
- Children's work is celebrated at assembly and in display work around the school.



If children are not on task or are causing a disruption these are the strategies that are used to overcome the problem. Obviously these may not all be used as it depends on the needs of the individual child.

- **Tactically ignoring behaviour (T.I.B.)** - This purpose is to reinforce good behaviour, the teacher gives no direct eye contact for unacceptable behaviour. If this strategy is to be used on certain children inform the Classroom Assistant and the other children where applicable. (Never ignore the safety aspect of bad behaviour).
- **Simple direction** - Don't discuss the 'problem' state simply what you want the child to do using please and thank you and go straight back to the group/child being taught.
- **Positive reinforcement** - pick up acceptable behaviour and acknowledge it.
- **Rule reminders** - simply re-state the rule. Don't get caught up in discussion.
- **Simple choices** - give a choice that puts the responsibility back on the child.
- **Question and feed back** - break into a disruptive cycle with a question. Start with what not why.
- **Exit Policy** - this is to be used as the last resort in exceptional circumstances. The child is to be removed to another class for a limited time. They are to be escorted by either the Teaching Assistant or another pupil to Key Stage Leader's classroom or Deputy Head. During that time they must sit in silence and reflect upon why they have been removed. Children may be required to write a letter of apology. This must not be seen as a form of escape from work. All work missed must be caught up with later.



BEHAVIOUR POLICY

DISCIPLINE PROCEDURES

The Discipline procedure will at all times conform to the School Policy of Social and Moral Development, and guidelines as issued by the DfE until superseded by the department of education and skills.

It is important for everyone, teachers, parents and pupils to understand that no school can effectively educate its students without introducing consistent rewards and sanctions, however no policy can operate in a vacuum, it will by necessity evolve with the school implementing changes and refinements to this policy in order to develop both effective and supportive systems.

Actions and Consequences.

It is very important for everyone to understand that if a pupil chooses to work outside the rule then they will face a consequence. A consequence is a way of making a connection in the pupils mind between the behaviour they choose and the outcome we can provide to help and assist them in making better choices. Our aim is to be consistent, so that both pupil and parents know the school's expectations.

A "Child Incident" form is completed by the relevant member of staff when necessary, in extreme circumstances parents are requested to see Head teacher, Deputy Head or KS1 Leader.

There are two strands to the action, the first is an immediate punishment, and this can be:

- Temporary withdrawal from an activity
- Extra written work
- Withdrawal of break or lunchtime privileges
- Undertaking a useful task within the school
- Tactical ignoring of behaviour (T.I.B. –Pupil Management Support)
- Rule reminder – a simple re-statement of the rules
- Putting the responsibility back on the pupil.
- Talking to parents – home/school liaison/contact books/sheets.

These are just a few indicators of an immediate punishment. Obviously the needs of the individual child must be taken into account.



The second is the long term management of pupils to support them in conforming to the school's expectations and this is a stage programme.

This may be in the form of:

- Mentoring of the pupil by staff
- Support of outside agencies e.g. Behaviour Support, CAMHS, Child and Family Therapy
- Individual Education Plans
- Pastoral Support Programme
- Use of various forms of detention.

These are not all the steps the school can take Children who are assessed as having ~Special Education Needs, or who are children with Medical Needs – then there are specific regulations which have to be followed (RR393)

Parents and Pupils are reminded that:

- Those who are constantly disruptive
- Those who are bullying others
- Those who keep repeating bad behaviour
- Those who use aggressive or threatening behaviour
- Those who abuse a teacher or member of staff
- Those who are caught stealing or carrying out damage to property

Are liable to be placed on a fixed term exclusion, this may well result in a disciplinary hearing with the school discipline committee. In some cases this can lead to Permanent Exclusion.

Types of Exclusion.

Lunchtime Exclusion.

- Pupils may be excluded for lunchtimes only. For those pupils entitled to free school meals, arrangements will be made to provide a meal.

Fixed Period

- The Law allows that only the Headteacher or acting Headteacher to exclude a pupil for up to **45 days in a school year**. However individual exclusions should be for the shortest time necessary, normally a period of between 1 and 4 days is considered the norm, as exclusions longer than this make it difficult for the pupil to re-integrate into the school. In all cases of fixed term exclusion, any period of more than one day's exclusion, work should be set and marked.

The Headteacher, when excluding a pupil for more than **15 continuous school days in a single block in a term** must plan:

- To enable the pupil to continue their education
- How to use the time to address the pupils problem's and with the LA, what educational arrangements will best help the pupil to re-integrate into the school at the end of the exclusion period.



Before the Headteacher or acting Headteacher excludes a pupil for what ever reason, they must satisfy themselves that all the procedures and guidelines have been fully complied with.

- Have the parents been fully consulted at all times
- Have outside agencies been used
- Pastoral Support and Individual Educational Programmes been put into place
- CAMHS and other Medical Professional services been used (if SEN EBD)
- All school sanctions been expended.

The school (Headteacher or Acting Headteacher) will inform parents or guardian, the discipline committee and where appropriate the LA and Welfare Authorities (in the case of children who are fostered, or placed in care) and follow the recommended procedures by the Government as laid out in the guidelines,

Permanent Exclusion,

The decision to exclude a pupil permanently is a serious one. It is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed, including the use of the Pastoral Support Programme. It is also the acknowledgment by the school that it can no longer cope with the pupil. Pupils who are admitted into school with a Statement of Educational Need are dealt with under separate regulations. The Secretary of State does **not expect a Headteacher to normally exclude permanently a pupil for a “one off” or first time offence.**

The Head should make this decision as a last resort and in consultation with the Chair (or Vice Chair in the Chair’s absence without prejudice to the Discipline Committee).

The school (Headteacher or Acting Headteacher) must immediately notify the parents or guardian, the Welfare Authority (in the case of Children who are fostered or placed in Care), the LA and the discipline committee.

The Headteacher must immediately inform the LA if in the case of **Permanent Exclusion and/or Fixed Term exclusion**, if the exclusion would result in the opportunity to take any public examination.

It is stressed that at all times the procedures, as laid out in the guidelines, should be followed.

All cases where exclusion is for 10 days or more, it is required that the school’s discipline panel meet. The procedure for this is contained in the Headteacher’s letter to parents.

The Secretary of State has made it very clear that Headteachers and Acting Headteachers have the power to permanently exclude violent or very disruptive pupils who prevent other pupils from learning, or who threaten the health and safety of themselves or others at the school, or Serious actual or threatened violence against another pupil or member of staff



or pupils who exhibit persistent and malicious disruptive behaviour – including open defiance or refusal to conform with agreed school policies, for example discipline and or dress code.

When Exclusion is not Appropriate.

The Headteacher or Acting Headteacher is reminded that exclusion should not be used for:

Minor incidents such as failure to do homework or bring dinner money

- Poor academic performance
- Lateness or truancy
- Breaching school uniform policy, including hairstyle or the wearing of jewellery
- Punishing pupils for the behaviour of the parents

Conclusion.

Most children's behaviour can be managed without reference to this policy; however for some it is needed. In most cases developing good relationships with parents, early intervention in the management of behavioural problems, and setting good habits should ensure that the children are educated in an atmosphere of respect in which all individuals are cherished.

It is emphasised that a child can be permanently excluded without any history of bad behaviour, if in the Headteacher's view the pupil has committed such a serious breach of discipline, which merits permanent exclusion.



SOCIAL AND MORAL DEVELOPMENT **(ANTI BULLYING POLICY)**

Synopsis

Bullying is the deliberate conscious act of hurting, threatening or frightening someone, either verbally, physically or by intimidation. The victim is made to feel unhappy not wanted or liked. In extreme situations this can lead to a child becoming ill and needing medical attention, which may require long term treatment. In certain cases the bully may become addicted to the feeling of power experienced when bullying others.

There are many types of bullying: they can however be put into seven categories:

- **Physical**
This can be; pushing, kicking, hitting, punching, any form of violence or threat of violence. The raising of the fist at another person in anger could be construed as a form of physical violence, or of a threat of such physical violence.
- **Verbal**
This can take the form of: name calling, foul language, swearing, sarcasm, spreading rumours, persistent teasing.
- **Emotional**
Normally takes the form of: tormenting, ridiculing, humiliating and exclusion from groups or activities.
- **Racist**
Will usually be in the form of; gestures, racial taunts and or graffiti.
- **Sexual**
Normally takes the form of abusive comments. However this can be in the form of unwanted physical attention from others, both in and out of school.
- **Cyberbully**
Any use of electronic communication to cause emotional, racial, sexual or homophobic bullying. (See e-Safety Policy)
- **Homophobic**
Will usually be in the form of abusive comments , exclusion from groups, graffiti or gestures



Pupils who are being bullied may show signs, these may include:

- Unwillingness to come to school
- Withdrawn or isolated behaviour
- Complaining about missing possessions, forgetting to bring school kit etc.
- Refusing to talk about their problem
- Being easily distressed
- Feigning illness.

All teaching and non-teaching staff should be able to use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying.

Aims and Objectives.

- To enable children to attend St. Benedict's school free from the threat of being bullied
- To encourage our children to report all incidents of bullying through their parents, a friend or by direct contact with member of the staff, with whom they have confidence.
- To ensure that all reported incidents of bullying are taken seriously, thoroughly investigated with sensitivity.
- To help all staff understand the nature of bullying and it's various form
- To inform parents of those children being bullied and when it is apparent that this is repeated, to involve them in a programmed support plan
- To ensure that all incidents are recorded and that records are held in the personal files of both the victim and the perpetrator.

Procedure

It is vital that an atmosphere is created in our school, where those children being bullied or others who know about it, feels that they will be listened to and believed, and that action taken will be swift but sensitive to their concerns and needs.

All problems related to bullying must be taken seriously, not only by the staff, but also by the parents of the children concerned. If a case of bullying is reported, by a child, parent or member of staff the following guidelines should be used.

- Incident(s) should be investigated promptly and thoroughly
- The perpetrator(s) and the victim(s) must be interviewed separately
- If necessary obtain any witness information
- Keep a written record of the incident, investigation and of action taken
- If it is of a serious nature, the Headteacher or Acting Headteacher must be informed as soon as possible.
- Inform Headteacher or Acting Headteacher (if not the investigating person)
- Log the incident and place in the child(s) personal file
- Inform the parent(s) of the action taken.



It is important that action is taken to prevent further incidents such action may include:

- Inviting the parents to discuss ways and means to alleviate the problem with the school
- To provide support through the use of outside agencies
- Use of sanctions in line with the pupil management programme
- Providing both the bully and victim, with outside support in order to prevent a reoccurrence of further incidents
- Involving of Behaviour Solutions and other support agencies
- Serious incidents of bullying may lead to disciplinary and or exclusion procedures being instituted.

The Staff both teaching and non-teaching are required to watch out for any signs of bullying, within the boundaries of the school, and are to immediately take such steps as may be required in accordance with this policy.

All staff are reminded that the times and places where children are more vulnerable are at break, at lunchtime, on the playground and associated areas including toilets and corridors.

It is important that all parents are aware of the school complaint's procedure and are assured, that should they make a complaint that their child is being bullied, the matter will be taken seriously and dealt with accordingly.

School Council

The school has introduced a School Council with membership consisting of:

- Head Teacher or Acting Head Teacher
- 4 x Y6 Elected by class
- 2 x Y5 Elected by class
- 2 x Y4 Elected by class
- 2 x Y3 Elected by class
- Infant School Council Y2 and Y1 and YR (terms 5 and 6).
- The purpose of the School Council is to celebrate the schools successes and looking at how we can get better. The council will meet at least once each half term.

Resources In School

- PSHE curriculum
- Assembly programme
- E-Safety curriculum
- Anti-bullying week celebrated
- Year 6 young leaders programme
- Social stories



Agencies Offering Support

- Behaviour Solutions who offer in-service training to support staff and midday supervisors and give advice to teachers who have children with behavioural problems
- Educational Psychology Service offer support to school on issues affecting wellbeing of pupils.
- Educational Welfare Service offer support over attendance issues
- Community Police Officer who arranges a programme of talks throughout the year.

Monitoring and Review

The Management of behaviour within the school is constantly monitored and the policy will be reviewed annually.

The Pupil Management Support

Anti –Bullying and Discipline Policy, together, form the Social and Moral Development Policy used at this school. This policy document will be reviewed bi-annually.

Amendments to the discipline policy will be made in accordance with the government guidelines and current legislation. All parents will be informed of any such changes, through the newsletter.