

Led by Christ, we learn and grow together in God's family
We strive 'to be the best we can be'



OUR LADY OF VICTORIES
CATHOLIC PRIMARY SCHOOL
BEHAVIOUR POLICY

Reviewed October 2022
Next review date: October 2023

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Purpose of this policy:

This policy is underpinned by our Mission statement which reminds us that we follow Jesus' example in our relationships with each other. It upholds our desire to ensure that every child receives the support they need to achieve their full potential in a safe, healthy environment. We believe that good behaviour is essential to ensure that children can get on with learning and teachers can get on with teaching in a happy, secure and caring environment. We expect a high standard of behaviour and encourage all adults to be excellent role models for the children.

The main aims of the policy are:

- To ensure that children know what is expected of them and how to behave appropriately.
- To foster the necessary behaviour and social skills to promote effective learning.
- To enable children to feel safe and confident and to reach their full potential.

Strategies which are used to encourage good behaviour:

- All staff endeavour to be transparent in their relationships with children and to treat everyone fairly and equally.
- All staff have a collegiate responsibility for all of the children in the school. There is a high level of expectations in behaviour which staff apply consistently across the school.
- These expected behaviours are proactively taught and reinforced by teachers on a regular basis.
- Class teachers involve the children in establishing rules for behaviour within the classroom at the beginning of the year. These rules are phrased in positive terms "We will..., we always..." and they are displayed prominently in the classroom so that they are a visual reminder for children.
- Rewards for good behaviour and possible consequences of poor behaviour are clearly stated and understood by children.
- Verbal praise is used to identify well behaved children and will often spur others to copy good role models. Praise when given, is merited so that it retains its value.
- A code of conduct for behaviour in the dining room, around the school and outside at playtimes has been written with the children and these are displayed in the dining room and in the playground. They are reviewed annually by the School Council.
- Class, table or team points may be awarded, which may be rewarded with "golden time."
- Certificates are awarded to individual children at assembly for good behaviour or for a significant effort and improvement.
- Younger children may be rewarded with stickers or similar small tokens to reward good behaviour.

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- Once each half-term the head-teacher acknowledges those children who are good all-round role models of good behaviour in the Gold Book Assembly

The school rules are made clear at the start of each year. These are:

Kindness use kind and helpful words

Respect Respect yourself, others and our school

Make positive choices Make great choices to be the best you can be

These will ensure everyone is safe, valued and respected. It allows us to reflect on our options and learn from the choices we have made. It prioritises our well-being encouraging us to be the best we can be.

The following behaviours are expected from children:

- To treat all staff, including non-teaching staff and midday supervisors, with respect and cooperation.
- To speak politely and to listen respectfully to staff and each other
- To move quietly and responsibly around the school with regard to other people
- To treat others people's possessions with care
- To share equipment and resources with others
- To show respect for the classroom and whole school environment
- To keep their own space and possessions tidy
- To be helpful and willing to help others when asked
- To show kindness and consideration to others
- To make a real effort with their work
- To support others who need their help
- To follow the code in our school's anti-bullying charter and to say "No" to bullying.

Managing Poor Attitudes and Behaviour

The adult should make sure that the child understands **what** he/she is doing wrong and **why** it is wrong. Sanctions should be used when clearly understood class or school rules are broken.

- They should take place immediately.
- They must be fair and consistent and seen to be so
- They must be carried through
- They must be clearly understood -a sequence of sanctions, agreed by teaching and non-teaching staff and parents.
- Wherever possible, the 'punishment should fit the crime' e.g. cleaning graffiti during playtime.

As far as possible teachers should avoid confrontation in the classroom as this can force the child into worse behaviour to 'save face'. Children should never be left unsupervised, outside the classroom.

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The following behaviours are unacceptable either in class or around the school:

- Distracting others in class
- Speaking while the teacher is speaking
- Not being on task and preventing others from being on task through poor behaviour
- Not completing tasks including homework, providing these are reasonable and appropriate
- Poor standards of behaviour when moving around school (running, pushing, being over noisy)
- Telling lies
- Dangerous play or playing in unauthorised areas
- Using inappropriate language to staff or children
- Disregarding requests or instructions from supervising adults
- Being inside the building at break times without permission
- Lack of respect for school property or others' belongings
- Taking things which don't belong to you (stealing)
- Verbal abuse of any sort
- **Physical violence/fighting**
- **Bullying or cruelty/ intimidation, including cyber bullying**
- **Racism in any form**
- **Homophobic bullying**

The last four are viewed extremely seriously and will be dealt with appropriately.

The following points relate specifically to the playground and dining room for expected behaviours at playtimes:

We praise and reward good behaviour (kindness, gentleness, helpfulness, including others, sharing...) by naming children as 'playground /dining room stars' on the board. House points will be given for good behaviour.

Consequences for misbehaviour

These need to occur immediately and must be consistently applied by all adults. At lunch time midday supervisors are responsible for informing class teachers about poor behaviour and if this persists, the Deputy and/or Head will become involved.

First example of behaviour which is not 'what is expected' or which 'breaks the rules'

Child is given a first warning and 5 minutes time out on the playground bench / by the wall

Second example of behaviour which is not 'what is expected' or which 'breaks the rules'

- The child is given a second warning.
- Child misses the rest of playtime or if it's near the end of play, part of the next playtime. If needed, the child can be asked to go to the school office or staffroom to wait with Miss Morrison or Miss Browne, (ie because the teacher is on duty and cannot supervise the child)

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- The behaviour is reported to their class teacher at the end of play.
- The teacher speaks to adult collecting child at the end of the day, requesting their support in helping child to understand and follow the playground rules.

If child continues to break playground rules they will be warned they could have further repercussions such as missing all playtimes for a set period; being sent to Miss Morrison, Miss Browne or Mr McPhilemy to discuss their behaviour, parents receiving a phone call from Miss Morrison, Miss Browne or Mr McPhilemy to discuss behaviour.

The following points refer to sanctions used for misbehaviour in class:

- Adults speak to the child about their behaviour and its consequences / the effect their behaviour has on others, giving the child an opportunity to reflect and to focus on what they should be doing.
- Child may be asked to spend break-time outside the staffroom / head-teacher's office. This may be spent completing a task or simply as time to reflect on their behaviour.
- Child may be asked to write an apology to the person/s that his/her behaviour has most upset.
- Child may be asked to complete unfinished work at home (this should be accompanied by a note to parents explaining that poor behaviour was the cause of the extra homework)
- Child may be separated from their peers within the classroom for a short time. *Children are never left unsupervised outside the classroom.*
- The child's parents may be spoken to by the teacher at the end of the day and asked to discuss and help the child to alter their behaviour
- The child may be sent to another class (previously agreed with colleague) to complete unfinished tasks. They should always be accompanied by another child

Sanctions used for more serious and persistent misbehaviour:

- The child will be sent to speak to the deputy head or head teacher (accompanied by another child or an adult)
- The Head-teacher will record the incident in the 'Behaviour Book'.
- Parents will be informed and consulted on a regular basis (a home-school liaison book may be used for persistent problems)
- The SENCo is consulted for strategies to improve behaviour and an Individual Education Plan (IEP) for behaviour may be set up.

Sanctions used for very serious misbehaviour

These are behaviours which involve **racism, homophobic bullying, physical violence, threatening behaviour or bullying**. They will be dealt with immediately.

- The child will be withdrawn from class to speak to the Head-teacher or Deputy head-teacher.

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- Parents will be invited to school to meet with the Head or in her absence the Deputy Head. The 'interview' should result in a written contract or agreement between the Head Teacher, the parent and the child specifying agreed behaviour target with a review date set.

If the child continues to misbehave and the written contract or agreement is broken, standard a formal warning letter is issued (see appendix). Parents are again invited to attend a meeting at school with the Head Teacher where the eventual option of using exclusion is clarified. Further support mechanisms are put in place such as involvement of Special Educational Needs Co-ordinator and outside behaviour support agencies.

If the behaviour remains unmodified, a fixed term exclusion will take effect. A letter of fixed term exclusion is issued. Once the child returns to school after the fixed term exclusion, in the event that the behaviour which caused the exclusion continues, permanent exclusion will take effect. This will only happen as a last resort.

Behaviour Strategies for children with Special Educational Needs

Special considerations need to be made for children with special needs where these behaviours are a direct result of their area of need. Positive reinforcement is essential.

Suggested strategies:

- Clear signs/symbols to help them monitor their own progress.
- A system which allows the child's rewards to fit in with the class reward system
- Behaviour Targets on Individual Education Plan (IEP) used alongside a reward system which is specific to the child.
- Plenty of warnings/time to explain the consequences of their actions. Help them to own their behaviour and give time out to calm down, if necessary.

All of the above strategies should be implemented with support and input from the Special Educational Needs Co-ordinator.

Recording incidents of poor or unacceptable behaviour

CPOMS is used across the school to record incidents of serious misbehaviour

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OUR LADY OF VICTORIES

CATHOLIC PRIMARY SCHOOL

Anti-Bullying Policy

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At Our Lady of Victories School all staff and children have a right to feel welcome, safe and happy. All pupils are entitled to receive their education free from humiliation, oppression and abuse. Both verbal and physical bullying are contrary to the ethos of our school and neither will be tolerated.

At our school it is everyone's responsibility to stop bullying from happening.

This policy contains guidelines for all members of the school community.

What is bullying?

Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves. Bullying can take many forms.

The 4 main types are:

- Physical i.e. hitting, kicking, taking belongings
- Verbal i.e. name calling (including racist, homophobic or other insulting remarks)
- Indirect i.e. spreading unpleasant stories about someone, excluding them from social groups
- Cyber bullying i.e. using devices such as phones or online platforms to cause harm

Our aims:

- To prevent bullying at our school
- To be vigilant for signs of bullying
- To always take reports of bullying seriously and to investigate them thoroughly
- To raise pupils awareness of bullying behaviour and the school's anti-bullying policy
- To challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school
- To continue to develop playtime facilities so that interesting and stimulating environments are provided and well supervised.

Some reasons for becoming a victim may be:

- Race/religion/gender/background
- Having a disability
- Appearance
- A child with a family crisis
- A child who is new to the school
- Timid/shy children who may be on the 'edge' or outside the group

Some reasons for using bullying behaviour may be:

- Having been a victim of violence or bullying themselves
- Enjoyment of power/creating fear
- Not being allowed to show feelings
- Copying behaviour seen at home or on TV
- Feelings of unhappiness/insecurity
- Self-hating

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Early signs of distress/indications of someone who is being bullied may be:

- Being withdrawn
- A deterioration of work
- Spurious / repeated incidents of absences due to illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/ anxiety/ fear
- Repeated late arrival
- Crying themselves to sleep
- Bed wetting
- Unexplained cuts/bruises
- Unexplained missing possessions

Class teachers will:

- **Be alert to any changes in a pupil's behaviour / demeanour which may need further investigation**
- Use the curriculum to increase awareness of bullying
- Help children develop appropriate strategies to combat it.
- Help children to be confident in dealing with bullying through discussions and role play/circle time
- Treat complaints of bullying seriously and investigate them fully
- Help children to resolve issues and to plan a way forward
- Record incidences of bullying using CPOMS
- Report incidents to the Head-Teacher or Deputy Head-Teacher who will record the incident in the Behaviour File and deal with it as set out in the Behaviour Policy.

Playtime and midday supervisors will:

- Ensure that all pupils are adequately supervised
- Patrol secluded areas such as toilets, corridors and doorways
- Be vigilant for behaviours which indicate a problem (see above)
- Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher
- Inform the class teacher and if necessary senior school leaders of any concerns
- Encourage positive behaviour and use of play time equipment

Senior Leaders (Head-teacher or Deputy Head-teacher) will:

- Treat complaints of bullying seriously and investigate them fully
- Inform parents and keep them updated about the steps being taken
- Keep a record of serious incidents and our response to them using CPOMS
- Seek support from outside agencies if necessary

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- Raise awareness of school anti-bullying policy through National Campaigns and school events, assemblies, school council meetings, displays in school.

Persistent bullies will be dealt with using the behaviour management guidelines set out in the school's Behaviour Policy.

Parents

Involvement of parents at an early stage is essential. Parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken. If further problems exist, the involvement of outside agencies may be sought such as the Behaviour Support Service.

Anti- Bullying Week

Each year in November we will participate in activities related to the National anti-bullying campaign. This will be co-ordinated through the School Council.

This policy should be seen as part of the School's Behaviour Policy. It is shared with the School Council and discussed with the children in class and at assemblies. Pupils' opinions are included in the policy and displayed on the School Council notice board. Please also refer to our Anti-bullying Charter and school rules written by the children.

Reviewed and updated October 2022

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PUPIL ANTI- BULLYING CHARTER

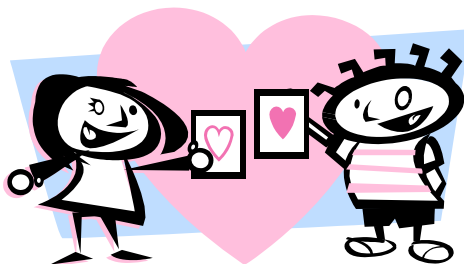
We agree that **any form of bullying is unacceptable** at Our Lady of Victories and we shall do all that we can to prevent it.

We know that we are all made in the image and likeness of God.

*We will treat **all** people with respect, regardless of their age, race, religion, gender, disability, the colour of their skin, where they are from or their sexual orientation*

We will:-

1. **Avoid getting involved** in any kind of bullying even at the risk of becoming unpopular with friends.
2. **Intervene to help** any child who is being bullied, unless it is unsafe to do so.
3. **Report** any instances of bullying to a member of staff.
4. Have the courage to **speak out** and **get help**. Don't be afraid to tell someone.



Proposed by the School Council and agreed by all pupils during anti bullying week each year.

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WE PROMOTE ANTI-BULLYING AT
OUR LADY OF VICTORIES

WHAT IS BULLYING?

Bullying is when people are mean to someone or hurt them on purpose, often repeating their actions or words.

Bullying occurs when the behaviour is persistent.

These are some of the ways children describe bullying:

- Being teased or called names
- Being hit, kicked or punched
- Having your things taken from you
- Being ignored or left out
- Being picked on because of your appearance, religion, colour of your skin or where you are from
- Being picked on because you have a disability
- Being called names or talked about in a negative way online or other messaging (cyber bullying)
- Being called names because of your gender (homo-phobic bullying)

