

# St. Joseph's Catholic Primary School



## Behaviour Policy

Policy updated: September 2022



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## Behaviour Policy

### School Mission Statement:

Inspired by the life and message of Jesus, and believing that every child is made in the image of the Father, Son and Holy Spirit, St Joseph’s Catholic Primary School is just like a family, where everyone is welcomed; where everyone is loved, respected and cared for; where everyone is helped to achieve their very best and where God is at the heart of everything we do.

**St. Joseph’s Catholic Primary School will be a safe, happy place of excellence in learning where all are:**

*“Inspired, to be our best”*

### School Values:

Our values are taken from the Catholic School Pupil Profile. These are the values that we seek to develop in our children during their time at St. Joseph’s where we nurture and develop the whole child so that our young people grow spiritually, academically, socially and emotionally.

2021 - 2022			
Autumn 1	Eloquent & Truthful	Autumn 2	Learned & Wise
Spring 1	Curious & Active	Spring 2	Intentional & Prophetic
Summer 1	Grateful & Generous	Summer 2	Attentive & Discerning
2022 - 2023			
Autumn 1	Compassionate & Loving	Autumn 2	Faith-filled & Hopeful
Spring 1	Eloquent & Truthful	Spring 2	Learned & Wise
Summer 1	Curious & Active	Summer 2	Intentional & Prophetic

These values provide the framework by which we live and relate to each other, with every individual being valued and respected and every person being both challenged and supported to discover the very best in themselves.

*We will be **attentive and discerning; compassionate and loving** in promoting positive behaviour in our school.*



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## Aims:

- to provide a safe, secure, happy learning environment in which all members of our school community are valued and enabled to thrive and flourish
- to equip our children with the skills and dispositions to become independent, resilient, loving individuals with a sense of responsibility and a desire to make a positive contribution to the world in which they live

*All decisions relating to behaviour management will be rooted in our belief that each individual is created in the image and likeness of God.*

## Principles upon which this policy is based:

- Pupils and adults alike have the right to work and learn in an environment where they feel safe – physically, mentally and emotionally
- All behaviour is communication and adults will seek to understand why a child is behaving in a certain way, recognising and acknowledging the feelings that led to the behaviour. The behaviour is separate from the person exhibiting it. Staff will maintain a professional curiosity and immediately report safeguarding concerns in line with the safeguarding policy
- Effective management of children’s behaviour begins with the behaviour of the adults and the effective relationships they establish with the children in their care. Every interaction, be it between an adult and a child, or between adults will model high standards
- Consistency is key in managing behaviour effectively and it is the responsibility of all adults to adopt a kind, firm, consistent approach which is in line with this policy
- Children are better able to behave well and thrive when they know they are valued and they have good self-esteem – it is the responsibility of the adults to seize every opportunity to build children’s sense of self-worth
- Children will learn to take responsibility for their actions. They will be taught to understand the link between their actions and consequences, both for themselves and others.
- All children make mistakes and all have the capacity for change – adults will take a restorative approach to poor behaviour and will support and guide children to make amends and make a fresh start
- Our children are growing up in a society where there are expectations, rules and consequences for all and it is school’s responsibility to work with parents in preparing them for this
- School and home must work in partnership in order to tackle behavioural issues – this gives children the best chance of improving their behaviour, being successful in school and beyond



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## School Rules:

At St. Joseph's rules are kept to a minimum – they are meaningful, phrased positively and they underpin our expectations of all behaviour:

*“Be Ready, Be Respectful, Be Responsible”*

These rules are reinforced through class discussions at the start of each term and during whole school and Key Stage assemblies. Class discussions identify specific examples of how these rules are lived out day to day and are displayed in classrooms for reference. Displays should be age appropriate and should include visual images/photographs to help reinforce meaning.

## Promoting Positive Behaviour:

In promoting positive behaviour staff will seize every opportunity to help pupils feel valued and to have a positive view of themselves. Where pupils struggle with this, staff will actively seek and plan opportunities for pupils to experience being seen by others in a positive light.

- Children's needs will be met through the provision of well-planned teaching and learning experiences
- Positive behaviour will be modelled by all adults
- Adults will make expectations clear to children
- Positive individual behaviour choices will be acknowledged and reinforced verbally through simple 'thank yous' and individual rewards (e.g. 'thank you' stickers, star of the week certificates in assembly, postcards/letters sent home)
- Peer approval has a significant role to play in promoting positive behaviour – House Captains will present 'star of the week' badges during Friday celebration assemblies and pupils will have significant achievements acknowledged on the 'House News' board
- Each class will have a 'recognition board' where names of children will be displayed in recognition of specific desired behaviours being demonstrated – the focus will change according to the changing needs of the class
- Class awards will be given for whole classes working together to achieve 'above and beyond' in specific areas
- Extra privileges may be given to individual pupils, groups of pupils or class groups e.g. going to lunch 5 minutes early, having a 'juice and biscuit' afternoon break.



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## Responding to Poor Behaviour:

In addressing poor behaviour choices, staff will always aim to help pupils understand the consequences of their actions, both for themselves and others. Staff will aim to support pupils in taking personal responsibility in an age-appropriate way.

Staff will:

- In the first instance address poor behaviour choices themselves
- Use the language of choice and consequence, with consequences which are age-appropriate and appropriate to the behaviour
- Use agreed, scripted responses
- Follow up with a restorative conversation so that the child has the opportunity to reflect on how to do things differently next time
- Give children a fresh start following a poor behaviour choice, and not label them as a result of it
- Send an agreed signal to the nearest member of the Senior Leadership Team, if a child is behaving in a way that is dangerous or disruptive to learning
- Use physical restraint when necessary and only when they have been trained to do so, if a child is being unsafe towards themselves or others
- Report incidents of racist abuse, homophobic abuse, gender discrimination or sexual harassment directly and immediately to the Headteacher or Deputy Headteacher
- Inform parents of serious incidents or if a pattern of behaviour is developing
- Record serious incidents on the school tracking system

Consequences of poor behavioural choices, depending on the seriousness of the behaviour may include:

- Time to calm down in another class or a quiet area under the supervision of staff
- Loss of some or all of play to reflect on behaviour or to complete missed learning – in this instance children will always be given the opportunity for a comfort break
- Internal exclusion to allow for 'cooling off' and to give the class a break from ongoing disruptive behaviour
- Repairing a situation in an appropriate way e.g. writing a note of apology, picking up equipment which has been thrown on the floor etc.

These are just some examples and not an exhaustive list. Consequences will always be age appropriate.

While the school considers exclusion from school as a 'last resort' it may be that this is the only option available. This could be for a 'one off' extreme event or persistent poor behaviour. While the school will do all it can to avoid this, it may be necessary in some cases. Exclusion from school may be for a fixed period (fixed term exclusion) or in exceptional and extremely serious circumstances, exclusion may be permanent (permanent exclusion).



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## Working with Parents

Teachers:

- Will seek to keep parents well-informed through regular parent consultation meetings and school reports
- Will contact parents to inform them of serious incidents (e.g. intentionally hurting another person verbally or physically, using racist, sexist or homophobic language)
- When contacting parents, staff will communicate, without judgement, the unwanted behaviour and do so in a solutions-focused manner
- Will make every effort to ensure conversations with parents are private

Parents:

- Will be expected to work in a transparent way with the school to identify possible causes of poor behaviour
- Should inform school of any circumstances which may impact on their child's behaviour
- Raise any concerns with the class teacher in the first instance. Teachers can be contacted through email or telephone call to the school office
- Are expected to treat all members of our school community with respect in line with our Code of Conduct for Parents/Carers

The school will always endeavour to work closely with parents in addressing poor behaviour and seeking to support pupils in improving their behaviour.

## Children with Additional Needs (SEN)

Our school policy applies to all children. However, we recognise that for some children it will be more difficult to behave according to school rules and expectations than others. In preparing children to live in a society with rules and expectations, school will provide additional support to help them. This may include advice from outside agencies and making reasonable adjustments within our context as a mainstream setting. For those children who are unable to make the necessary changes, despite our best efforts and the involvement of outside agencies, then consideration will be given as to whether mainstream school is the appropriate setting for them.



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## Anti-Bullying Policy

### Statement of intent

At St. Joseph's our anti-bullying policy is rooted in our mission statement and in the Gospel values. We believe that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. We acknowledge our duty of care to our pupils with regard to bullying and that school staff stand in loco parentis (in place of parents). We aim to educate our children to become loving, compassionate individuals who understand their responsibility to themselves and to others.

Bullying is regarded as unacceptable in our school and all staff, parents and pupils work together to prevent and reduce any instances of bullying.

This policy outlines how bullying is prevented and how instances of bullying are dealt with.

### Definitions:

For the purpose of this policy, we follow DfE guidance which defines bullying as “deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another”.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Bullying is based on unequal power balance in relations.

### Specific Examples of Bullying

#### Racist bullying

An incident which is perceived to be racist by the victim or any other person.

This can be in the form of:

- name calling, verbal abuse – use of racist language, racist jokes, offensive mimicry
- physical threats or attacks
- displaying provocative / offensive views in any way – badges, insignia, graffiti
- bringing written racist information into school
- inciting others to behave in a racist way
- Refusing to co-operate in work or play



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## **Sexual bullying and child-on-child abuse**

This is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty, sexual acts
- inappropriate and uninvited touching
- use of homophobic language
- looks and comments about sexual orientation or appearance
- causing someone to engage in sexual activity

## **SEN or disability**

Pupils with SEN or disabilities are often at greater risk of bullying.

This can be characterised by:

- name calling
- comments about appearance, voice, physical dispositions
- comments with regard to perceived ability and achievement levels.

It is essential that all staff exercise good judgement in a number of instances. For example, but not exclusive to use of language when addressing children, grouping of children, giving feedback on children's work and sharing information about progress.

## **Text/internet bullying and the use of mobile devices**

With children's increased access to mobile devices and the internet, there is an increased risk of them experiencing bullying online. This can include receiving threatening or disturbing messages, being excluded from online games and or conversations and having things posted about them online.

It must be noted that although the school does not allow pupils to have mobile phones in classrooms, we understand that parents of children in Years 5 and 6 may wish children to bring a mobile phone to school if they walk to and from school unaccompanied by an adult. These are kept in the school office during the school day.

Children in Year 5 and 6 bringing mobile phones to school for this purpose is up to the discretion of parents.



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## How is bullying different from unacceptable behaviour?

There is a range of behaviours which are unacceptable but are not bullying. These behaviours can be unpleasant and often require the intervention and management of a member of staff. The difference between unacceptable behaviour and bullying stems from the intent of the individual or individuals concerned and the balance of power in relations. There is usually an element of fear whereby victims are fearful of speaking up.

### What Bullying is not:

**Mutual conflict** involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

**Dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

**Single episode acts of nastiness or physical aggression** are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness should be ignored or condoned as these are unacceptable behaviours.

All unacceptable behaviour will be managed in line with our Behaviour policy, whether it is bullying or not.

St. Joseph's Catholic Primary School will not tolerate bullying by any member of its community, be they pupil, member of staff or visitor.

Bullying will be taken seriously and dealt with quickly in line with this policy.

### Prevention:

The school clearly communicates its whole school commitment to addressing bullying through our Gospel values, Mission Statement and School Rules which are regularly promoted in assemblies, RE lessons, as well as day to day interactions in school.

All members of our school are made aware of this policy and their responsibilities in relation to it. This policy is a regular item on staff meeting agendas.

Our curriculum teaches our pupils about healthy and respectful relationships, stereotyping, prejudice and equality, self-esteem and how to keep themselves safe.



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Staff will encourage pupil co-operation and the development of interpersonal skills using group and paired work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided.

### **Prevention of child-on child abuse:**

At St. Joseph's we have a zero-tolerance approach to child-on-child abuse including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, all staff will:

- Be aware that children of any age and gender are capable of abusing other children
- Be aware that abuse can occur inside and outside of school settings
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual "jokes" or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. The Headteacher will always be informed of any such incidents and will take the appropriate actions as Designated Safeguarding Lead.



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All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

## **Roles and Responsibilities**

### **The role of all school staff**

It is the role of all school staff to play their part in creating a culture where bullying is not tolerated. All staff have a key role to play in the prevention and management of incidents of bullying. When bullying is reported an initial investigation is carried out by the teacher receiving the information and appropriate action is taken.

A written record is made and the Headteacher / SLT are informed. If another adult receives a complaint of bullying, other than the teacher, they must pass the information on to a teacher immediately to enable an investigation to take place.

School will always work with parents in supporting both the victim and perpetrator of bullying.

### **Staff will:**

- Be watchful of the social relationships between pupils in their care and be vigilant for signs of bullying
- Take action (including seeking the advice of the SLT) where they perceive bullying may be taking place
- Investigate and record incidents of reported bullying
- Listen fairly to the views of the children to establish a clear understanding of what has happened
- Encourage children to talk about bullying through the RE and PSHE curriculum
- Whilst treating incidents confidentially, ensure that proportionate information is shared with the right people e.g. school staff who may need to adopt a specific, agreed approach. However, staff cannot promise that they will not tell anyone if approached by a pupil for help. Safeguarding procedures must always be followed where there is a concern for a child's safety. The Headteacher must always be informed of any incidences of bullying.
- Promote a culture of safety
- Separate the bullying behaviour from the child – it is the behaviour which is unacceptable, not the child
- Under the guidance of senior staff, liaise sensitively with parents, ensuring they know that bullying is not tolerated
- Provide support for the child who has been harmed, keeping them informed of steps being taken
- Provide support for the child who has harmed by enabling them to see the impact that their actions have had / are having on someone else



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- Under the guidance of senior staff, inform parents of the child who has been harmed and the child who has harmed of the outcome and any actions taken (in line with the behaviour policy).
- Monitor the effectiveness of the action taken

### **Role of the pupils**

Children themselves have an important role to play in the prevention and reporting of incidents of bullying. This includes:

- Following our school rules of being Ready, Respectful and Responsible
- Reporting all incidents of bullying to a trusted adult. If adults are not informed of incidents of bullying, they cannot help! All adults in our school will investigate any bullying reported to them, or will pass on the information to someone in authority
- Being with a friend if they are feeling vulnerable or worried. If children are with someone else, they are less likely to be picked on
- Tell an adult if they feel they are being bullied or write a note and give it to an adult in school
- Telling someone to stop if they do not like how they are treating them – if the behaviour continues, do not retaliate, go to a member of staff immediately
- Follow the guidance and direction of school staff in keeping themselves and others safe
- Talk to parents about how they feel at school regularly

### **Role of the Headteacher**

The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Monitoring and reviewing incidents of bullying, including which type of bullying has occurred, to allow for analysis of incidents, patterns and trends
- Arranging appropriate CPD for staff members.

### **Role of the Local Governing Board**

The Local Governing Board is responsible for:

- The overall implementation, monitoring and review of this policy
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction



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- Ensuring that the school is inclusive and adopts a tolerant and open-minded approach towards difference.
- Monitors instances of bullying to establish patterns and reviewing this policy in light of these
- Ensuring that pupils are taught how to keep themselves and others safe, including online

## **Role of Parents**

Bullying is best dealt with when parents work and school work together to address incidences of bullying, whether the child has been harmed or has harmed another/others.

Parents whose child reports that they have been bullied should:

- Listen calmly to their child and give them the opportunity to talk about their experiences
- Make a note of what their child says, including who is involved, how often it has happened, along with when and where
- Reassure their child that they have done the right thing in telling them
- Explain to their child that if it happens again, they should tell an adult in school immediately
- Make an appointment to see their child's class teacher
- Explain their concerns to the teacher, giving details of who is involved, when and where it has taken place
- Make a note of the actions school intends to take
- Arrange a follow-up conversation with the class teacher – either by phone or in person
- Ask if there is anything they can do to help at home

Parents whose child is bullying others should:

- Talk with their child and explain that what they are doing is unacceptable and makes other children unhappy
- Talk to their child about how they can join in with other children without bullying
- Make an appointment to see the class teacher and explain the problems their child is experiencing as well as discussing how to work together with school to stop them bullying others
- Regularly check with their child how things are going at school
- Give their child lots of praise and encouragement when they are co-operative or kind to other people

If parents think that their child is experiencing any form of online bullying they should:

- Ensure their child only has access to age appropriate sites
- Ensure they know who has access to their child's mobile phone number and email address
- Praise their child for telling them
- Check and print (or copy) any concerning messages and note exactly when they were sent
- Report the incident to the school and, where necessary, report incidents to the police



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## Sanctions

Where the Headteacher is satisfied that bullying has taken place, the child who has harmed will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Headteacher will inform them of the sanctions e.g. service-based activities and future sanctions if the bullying continues.

If possible and appropriate, reconciliation will be attempted and an apology will be obtained from the child. This will either be in writing to the child who has been harmed, and/or others who have witnessed this if appropriate. The apology may be face to face, but only with the full consent of the other child and their parents. Discretion will be used here – children will never be pressurised into taking part in face to face meetings.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school's focus when handling bullying will be on supporting the development of more positive behaviours, preventing bullying behaviours in the future and reparation and reconciliation wherever possible.

## Support

In the event of bullying, children who have been harmed will be offered the following support:

- Emotional support and reassurance from a trusted adult in school
- The opportunity (with parental consent) to speak with our school counsellor
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to let a member of staff know immediately
- Building positive, supportive relationships with other pupils

## Monitoring and Review

The Senior Leadership team regularly monitors this policy through Leadership meetings. The Headteacher reports on behaviour to Governors in termly Headteacher reports.



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