

# Behaviour and Anti-Bullying Policy

## Aims

To ensure that the behaviour of the children makes a positive contribution to their education, both academically and morally.

To prevent the misbehaviour of some children adversely affecting the happiness or education of others.

To provide a safe and secure environment at school for all members of the school community.

## Context

As our Mission Statement makes clear, Stella Maris is a Christian community “where life is lived according to Gospel Values”.

Consequently:

- We will make school a happy place where children feel able to express themselves, make mistakes and seek help.
- We always adopt a positive attitude which enables the children to grow and change in an atmosphere that reflects Christ’s love.
- The Catholic ethos of the school is reflected in the way we talk to and deal with other members of staff, the parents, visitors to the school and, above all, the children.

## Who is affected by the policy?

All members of the school community, together with any visitors to the school, are affected by the policy.

All members of staff have a shared responsibility to see that it is carried out fairly and consistently.

The headteacher has ultimate responsibility for the implementation of the policy, particularly (but not exclusively) in serious cases where temporary or permanent exclusion is a consideration.

The governing body is responsible for agreeing this policy statement and ensuring that appropriate measures are in place to see that it is applied fairly and consistently. In cases of suspension/exclusion the governing body must either confirm or over-rule the headteacher’s decision.

## School rules - how we treat each other

There are only two school rules:

**Treat others the way you would like to be treated yourself**

**Act sensibly at all times**

and to support these two rules, we have five words that we think all of our children would want to consider that are part of the things they do on a daily basis

**Care**

**Share**

**Love**

**Trust**

**Respect**

These rules are fundamental to the way we expect each other to behave in school. They apply to everyone, adults and children. They are prominently displayed around the school and in the classrooms so that anyone who is in breach of them may be given a reminder of what behaviour is expected of them. Some classes may wish to add extra rules of their own - however the above are standard

Many kinds of misbehaviour break at least one of these different rules in different ways. Foul language, for example, is not acceptable because it is a particularly unpleasant kind of name calling - there is no place for it in our school.

### **School rules - health and safety**

There are other rules that affect the way we should behave. These have more to do with the safe and smooth running of the school. They are important, however, and persistent disregard for them shows a lack of consideration for the comfort and safety of others which is out of place in our school.

These rules include:

- No running in the corridor.
- Only fruit or healthy cereal bars are allowed for the children to eat at break time.
- Keep the school tidy - don't drop litter.
- The banks are out of bounds.
- Move around the school building quietly.
- Children are not allowed inside the school building before school or during break (except to use the toilets) without the permission of a member of staff.
- During break times only soft (sponge) balls are allowed on the playground, and then only when it is dry. No hard balls (eg cricket, rounders) are allowed anywhere.
- Balls are allowed on the playground before school, on the field at playtime and on both the field and the playground after 1.00 p.m. at lunchtime.
- No rough play

### **Encouraging good behaviour**

To encourage and promote the best possible standards of behaviour, we will:

- 'Look for the good' in what the children do
- Reward the whole class with a 'class treat' when a whole-class target has been achieved
- Use stickers and individual sticker charts to reward targeted pupils
- Distribute Bronze, Silver, Gold and Platinum 'merit cards' at Friday assemblies for pupils who achieve the following 'milestones' on the class tally chart (see below):
  - Bronze: 20
  - Silver: 40
  - Gold: 60
  - Platinum: 80.
- Teach the children about ways to manage their emotions and avoid through conflict, using the SEAL programme (the Social and Emotional Aspects of Learning).

### **Green sheets**

The school operates a "green sheet" system of recording positive behaviours in the classroom and around the school. Children will receive these sheets for a range of specific positive behaviours and will keep them in a personal folder. Using green sheets ensures that positive reinforcement is specific and recorded. We would also hope that parents will have an opportunity to see these by allowing children to take them home overnight and

returning them the next day, wherever possible. They will also be available to see during the open evenings.

A weekly tally chart will be put on the wall in the classroom so the children and their teacher as well as any visitors can see a measure of positive behaviours in the classroom. The children will be encouraged to colour in their own charts as well as sticking their sheets in their own book.

## **Celebration**

Within each classroom, there is a celebration board with all of the children's photos. Each week, during circle time, the children and the teacher take the opportunity to nominate individuals for success in different categories.

For example: most helpful, most improved, hardest working, most cheerful, best team leader, best speaker etc. These headings can be chosen by the class or by the teacher and all children will have an opportunity to be successful. The children's pictures will stay up for one week after which the board will be reviewed.

## **Poor behaviour choices**

To reduce the incidence of poor behaviour choices, we will:

- Use 'Circle Time' to discuss feelings and to share responsibility for good behaviour.
- Speak politely to each other at all times.
- Avoid situations where the children feel frustrated or unable to cope.
- Review the organisation of the classroom when behaviour problems persist.
- Review the organisation of the school day when behaviour problems persist.
- Check that the work is matched to the ability of the child - neither too hard nor too easy.
- Encourage children to see that we value their work by displaying it whenever possible, particularly when children have made a good effort.
- Celebrate good work at the Friday 'Celebration Assembly'.

## **Sanctions for poor behaviour choices**

The reasons why we impose sanctions for bad behaviour are as follows:

- To give the children an opportunity to repair the consequence of a poor behaviour choice
- To remind children why their behaviour is unacceptable.
- To make a positive change in the children's behaviour using a coaching approach to build necessary skills like resourcefulness and resilience

To make sure that sanctions are effective, they must be seen by the children to be **fair** and **consistent**. Over-reaction must be avoided. There is no place for sanctions based on retribution or revenge at Stella Maris. Forgiveness and the opportunity to start again with a 'clean slate' must be central to the way we use sanctions.

## **Sanctions and support**

*"Even the best behaviour management programme doesn't guarantee good behaviour"* - Mike Temple

## Coloured sheets

The school operates a "coloured sheet" system of recording and managing poor behaviour choices in the classroom and around the school. These sheets will record a range of specific negative behaviours and pupils will keep them in a personal book. These sheets have three different levels:

### Blue - low-level – these will be filled in by staff in September

Leaving Class without permission	Misusing school equipment
Not having equipment	Poor punctuality
Rudeness	Swearing at others or out loud
Task refusal	Walking away from an adult

### Amber - medium level

Aggression	Blatant defiance
Bullying	Fighting or rough play
Harassment/Teasing	Inappropriate behaviour
Swearing at adults	Theft

### Pink - high-level

Cruelty	Inappropriate sexual behaviour
Leaving the school premises	Persistent bullying
Persistent disruption	Racist behaviour or comments
Unprovoked extreme aggression	Vandalism

Should children make a poor choice with respect to their behaviour then the following procedures will be followed:

For a **blue level** behaviour, it would be normal for this to be resolved within the classroom by the class teacher or the assistant.

- Change seating arrangements in the class by offering choices

- A short discussion about the consequences of their actions and the possible choices they could make in the future
- A verbal apology
- Additional work relating to the activity (but teachers must remember that they are responsible for supervising any children left in class during break times).
- Staying with the Teacher/Midday Meals Supervisor during break for a period of time.
- Sitting on a bench in the playground or by a wall for 5 or 10 minutes i.e. time-out

For an **amber level** behaviour it would be appropriate for the class teacher to initiate the resolution within the classroom but may also want to inform or have the assistance of an additional member of staff, for example: perhaps if there is an issue over rough play which may require discussion with playground supervisors in order to facilitate a suitable approach that ensures success.

In addition it may be appropriate to:

- Give the child the choice to work in a secluded place in the classroom
- Send the child (positive, proactive exit and reception) to another buddy teacher's class (make sure they the child leaves in a good emotional state).
- Write a letter of apology (copied from a template when needed).

For a **pink level** behaviour, the most serious, it is essential that the SMT are involved at the earliest opportunity. This is to ensure that any additional information is brought to the resolution of the issue. It may also be appropriate at this point for parents to be contacted. This is the only level that requires the intervention of SMT. It is essential not to communicate your action to the pupil as this may cause unnecessary stress.

Only pink level behaviours can be considered for exclusion and this should be entirely at the head teacher's discretion and should never be considered automatic. Information about exclusions is sent to the county exclusions officer for monitoring.

If a child is sent to the headteacher the following additional sanctions might be used:

- Writing a letter home to the parents.
- Meeting with parents to discuss the behaviour.
- Setting up a 'report and support booklet' between school and home.
- Banning a child from travelling on the bus (for misbehaviour during 'bus play' and provided parents have been given at least one written warning concerning the child's behaviour).
- Fixed period exclusion (this could include sending a child home at lunchtimes over a fixed period)
- Permanent exclusion.

This includes situations where it is deemed necessary for parents to be asked to collect their children from school during the school day. If it is felt that urgent action is needed for the protection of other children and a fixed period exclusion is not possible, then children should be isolated from their peers (by working in a secluded environment, for example) for as long as is necessary to protect other children and to avoid any recurrence of the misbehaviour that has occurred.)

### **How sanctions should be applied**

In all cases, staff should ensure that:

- Children know why the sanction is being applied.
- The sanction should have a learning outcome where possible
- Sanctions should be linked to the context where possible

- Sanctions are matched appropriately to the levels of behaviour.
- Staff remain calm and polite while talking to the child.
- The headteacher is informed of any serious incidents, particularly if parents are involved.
- The safety of all children is the priority when dealing with any incident.
- They allow take-up time for those children who are emotionally stressed

### **Bullying**

There is no place for bullying at Stella Maris. It is direct contradiction of the Gospel Values on which our community is based.

We are determined to deal effectively with bullying of any kind, however it arises.

We will not tolerate bullying by anyone within the school community and we will work to support any member of the community who is subjected to bullying by anyone else.

### **What is bullying?**

There are three main types of bullying:

- physical - hitting, kicking or taking belongings
- verbal - name-calling, insulting, making racist remarks
- indirect - spreading nasty stories about someone, excluding someone from social groups. This also includes cyberbullying – using technology, mobile phones and the internet

Bullying is also:

- deliberately hurtful behaviour
- repeated often over a period of time
- difficult for those being bullied to defend themselves against.

### **Who can be affected by bullying?**

Everyone, regardless of age, ability, race or gender. We will not tolerate bullying at the school whether it is:

- by a child against another child
- by an adult against a child
- by a child against an adult
- by an adult against another adult.

### **How we will work to prevent bullying taking place**

In addition to the steps set out in the section on *Encouraging good behaviour* (above) we will:

- make extra support (e.g. Circle of Friends) available to any children who are having difficulties with relationships - this might include bullies as well as those who have been bullied.
- Explore the availability of support from outside agencies (e.g. Causeway) for children having difficulties with relationships.
- raise awareness of bullying as an issue through Circle Time discussions, class discussions and assemblies
- work at raising and maintaining the self-esteem of everyone in the school community through praising their efforts, listening to their point of view and taking them seriously whenever they make a complaint about their treatment by someone else.

### **What we will do when bullying takes place**

In addition to the steps set out in the section on *Sanctions for bad behaviour* (above), we will:

- ensure that the perpetrators are made aware that their behaviour is a form of bullying and that bullying is not acceptable at the school
- adopt a 'problem solving' approach if the incident is not too serious - by focusing on finding a solution and stopping the problem recurring it is sometimes possible to give the bully a genuine opportunity to reform and empowers the victim by giving him/her a direct input into finding the solution. This can be done using a 'Restorative Justice' approach where victim and perpetrator meet and discuss their feelings and issues
- keep a detailed record of incidents (including the dates) so that a full picture can be built up whenever we suspect that a persistent campaign of bullying is being conducted against someone
- inform the headteacher of our suspicions if we believe that bullying is taking place
- involve the parents of both the bully and the victim if serious bullying takes place.
- be sensitive to the needs of the bullies as well as those who have been bullied. Remembering that one of the purposes of our behaviour policy is to make a positive change in children's behaviour, we will do our best to find out why children are bullying and what can be done to help them stop.

## From the Website

### Behaviour

At Stella Maris we place great emphasis on good behaviour, and we believe that it should be founded on self-discipline and high self-esteem. According to our school Behaviour Policy, our aims in this area are:

- To ensure that the behaviour of the children makes a positive contribution to their education, both academically and morally
- To prevent the misbehaviour of some children adversely affecting the happiness or education of others
- To provide a safe and secure environment at school for all members of the school community.

To support these aims we have a system of rewards for good behaviour - children who demonstrate good learning and social behaviour and make a positive contribution are awarded green sheets and merits. Children can also work as a team to earn a 'Class treat'. Merit certificates and other awards are regularly distributed at Friday assemblies.



Classes also operate a variety of other reward systems, and stickers are used regularly to promote and reward good behaviour.

Children whose behaviour does not live up to expectations, either in class or in the playground, will have an appropriate sanction applied.

The sanction

- should have a learning outcome where possible
- should be linked to the context where possible
- is matched appropriately to the levels of behaviour.

In extreme circumstances, the Headteacher will ask the parents to come in to discuss the problem and exclusion may be considered (either for a fixed period or, in extreme cases, permanently).

Exclusion is rarely used but the Headteacher does have the right to exclude immediately in the event of a very serious breach of discipline, particularly where the health and safety of other children or members of staff are at risk.