



St. John Lloyd RC Primary School  
Pupil Profile

# Wellbeing -Behaviour and Bullying Policy

## **1 Aims and expectations**

1.1 It is a primary aim at St John Lloyd R.C. School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2 Rewards and punishments**

2.1 We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children
- We distribute stars/certificates/badges to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

- All classes have an opportunity to take part in an achievement assembly where they are able to show examples of their best work.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect pupils to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task. In the case of repeated poor work the parents will be consulted and if appropriate the ALNCo will be involved;
- If a pupil has exhausted all sanction of the policy then exclusion will be the last resort. This will be carried out by the Headteacher or Deputy Headteacher in their absence. Return to school will be under a PSP working alongside the guidance of the LA.
- If the child behaves in an inappropriate way that seriously affects/places in danger physical / sexual nature there will be immediate exclusion;

### **3. Physical Restraint**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out by WG Guidelines: The Use of Force to Control or Restrain Pupils.

- Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.
- All identified staff are trained in Team teach and positive handling plan and incident forms are completed to minimise risk.

## **4. Consequence for unacceptable behaviour**

### 4.1 Pupil Action & Consequence

<https://primarysite-prod-sorted.s3.amazonaws.com/st-john-lloyd/UploadedDocument/8d2661d0-f712-4ab2-8341-4fb4e76cccc9/behaviour-policy.pdf>

4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher will put together a risk assessment on return from a fixed term exclusion and will expect parents to meet with the Headteacher prior to the child returning to the school so that together plans and concerns can be shared and together work at a solution alongside a PSP.

## **5 The role of parents**

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.

5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the

concern remains, they should contact the headteacher/ Deputy headteacher and if the concern remains, the school governors where a formal grievance or appeal process can be implemented.

Parents will need to make an appointment prior to the excluded child returning to school in the interest of partnership and as the first educators of the children to work with the school in supporting the child as well as the policies and aspirations of the school;

## **6 The role of Governors**

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The Governors have to elect an Appeals Committee that will support or overthrow the decision of the Headteacher, following Guidelines from the WG

## **7 Fixed-term and permanent exclusions**

7.1 Only the Headteacher or Deputy has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. For persistent offenders the number of fixed days should be increased. Behaviour and Anti Bullying Policy 2017 The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.3 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

7.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

7.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **8 Monitoring**

8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to her on account of bad behaviour.

8.3 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. In the event of a lunchtime fixed term exclusion the TA will supervise pupils for their lunch before handing the child over to the parents in the main entrance of the school.

8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **9 Review**

9.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. The policy operates within the confines of the school ground whilst the children are in the care of the staff of the school.

## **BULLYING**

Bullying/ racist incidents are never tolerated and will be acted on immediately according to policy.

- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour this includes Cyber bullying (see eSafety Policy).
- While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and this is reflected in our expectancies,

An expectancy to be able to teach; An expectancy to be able to learn; An expectancy to be safe- physically and mentally (The school is a Rights Respecting School)

## **DEFINITION OF BULLYING**

Bullying is aggressive, hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

### **Types of Bullying**

Bullying can be;

\*Physical bullying – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact.

\*Attacking property – such as damaging, stealing or hiding a person's possessions

\*Verbal bullying - such as name calling, using derogatory or offensive language , threatening someone, insulting someone, making offensive remarks, using offensive names when addressing someone, or ridiculing someone's appearance, way of speaking or personal mannerisms

\*Indirect bullying – teasing or spreading malicious rumours about someone or their family, excluding someone from social groups, sending malicious emails or text messages on mobile phones \*Psychological bullying- such as deliberately excluding or ignoring people

\*Cyber-bullying – such as using text, e mail or other social- media to write hurtful things about someone, or to share pictures of someone without their permission in order to embarrass, humiliate or hurt them. Cyber-bullying and misusing technology (internet or mobile phones) is a growing form of bullying in all school communities. Cyber-bullying can be difficult to trace and can continue outside school, however we take every instance very seriously and work with relevant partners to stop it. Bullying can be based on any of the following things:

\*Race (racist bullying)

- \*Religion or belief
- \*Culture or class
- \*Gender
- \*Sexual orientation
- \* Additional Learning Needs or Disability
- \* Appearance or health conditions
- \* Home or other personal situations
- \* Relationship to another vulnerable group of people
- \*Age

## **REPORTING BULLYING**

Bullying can only be stopped and the problems it creates dealt with if it is reported. Silence gives the bully the confidence to carry on. A pupil who is the victim of bullying or witnesses bullying should report it to a parent, teacher, buddy, friend or member of the school support staff. Report to a class teacher or any other teacher or teaching assistant

## **RESPONDING TO BULLYING**

A pupil who has been bullied is supported by the following;

- \*having their concerns listened to and the investigation of the incident by interviewing separately the victim, any witnesses and the bully
- \* restorative work with the bully where appropriate
- \*THRIVE supervisor
- \* when necessary involving outside agencies

### **Sanctions**

- \*Use the Restorative Process to obtain an apology from the bully to their victim where appropriate
- \*Considering possible sanctions against the bully which can include a verbal warning, a School Detention or in more serious cases a period in the Internal Exclusion area, isolation or a fixed term exclusion and record in pupils file on My Concerns .
- \*Recording the bullying on My Concern

Parents will be part of the process (done by a member of the Senior Leadership Team) to;

- \*Reassure the parents of the pupil experiencing bullying behaviour that the matter is being addressed

Actions to prevent Bullying- developing a culture of Anti Bullying;

\*Class wellbeing time which provides opportunities for pupils to discuss issues that may arise

\*Assemblies which raise awareness of the implications of bullying for both the victim and the perpetrator

\*Anti bullying displays

\*Playground Leader & School Council program

\* Running activities and Assemblies during Anti-Bullying week every November Conducting pupil surveys of each year group as part of the Listening to Learners programme by the school council

\*Worry monsters

\*ICT work on raising awareness of Internet Safety which addresses the responsible use of technologies and e-safety so as to combat cyber-bullying and help pupils deal confidently with any problems that arise. Continuing to support pupils in their transition from Year 6 to Year 7

