



BEHAVIOUR POLICY (including ANTI - BULLYING POLICY)



HOLY CROSS CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY DOCUMENT (including ANTI-BULLYING POLICY)

'We share in Christ's life so He can guide our thoughts, words and actions.'

This policy was created in consultation with pupils, staff, parents and Local Governing Board.

The behaviour of all at Holy Cross School is based on the Gospel message of love and its values of respect, justice and tolerance. It is our responsibility and duty in a Catholic School that God's presence is felt and that a Christian perspective on life and relationships is at the heart of our existence.

Matthew 5:15-16 People don't light a lamp and put it under a basket but on a lamp stand, and it gives light to everyone in the house. In the same way let your light shine in front of people. Then they will see the good that you do and praise your Father in heaven.

Proverbs 22:6 Train up a child in the way he should go; even when he is old he will not depart from it.

St Teresa of Calcutta: "Spread love everywhere you go. Let no one ever come to you without leaving happier."

Our Behaviour Policy assumes that:

- children have the right to learn and teachers must be enabled to teach them
- success should always bring plentiful praise, recognition and positive reinforcement
- all pupils and staff will behave appropriately

In developing this policy, the Local Governing Board has taken account of the Education and Inspections Act 2006, Chapter 40, Part 7 - Discipline, Behaviour and Exclusion.

(This policy's approach will also be applied to our Kids' Club wraparound provision. This will be managed by the appropriate staff within Kids' Club. Please see Kids' Club behaviour guidance for children and parent/carers.)

Within the above context, the school aims to follow our Gospel Virtues:

- *To create a faith-filled community where God is at the centre in all they do.*
- *To ensure our children follow the school's mission statement in their daily thoughts, words and actions.*
- *To display generosity and gratitude towards our peers in order to create a friendly and welcoming environment for all children.*
- *Encourage our children to be loving and compassionate towards others around school, both in the classroom and outside.*
- *To develop in pupils a sense of self-discipline and teach them how to be learned and wise in their daily words and actions.*
- *To develop relationships based on mutual respect through integrity and truthfulness.*
- *To develop children's sense of attentiveness and curiosity towards our school and local environment.*

- To ensure children's right to be safe is respected by reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation.
- A shared approach which involves children having their right to be heard respected in regards to policies and procedures.
- Promote a culture of praise and encouragement in which all pupils can achieve.

These aims are best achieved in the framework of a relaxed, pleasant atmosphere in which pupils are able to give of their best, both in the classroom and in extra-curricular activities, and are encouraged and stimulated to fulfil their potential. This, in turn, demands a positive policy of encouraging good attitudes, rewarding and praising where possible and the setting of a good example.

Rights of the Child

The United Nations Convention of the Rights of the Child (UNCRC) is at the heart of our school's Planning, Policies, Practice and Ethos. As a Rights Respecting School we not only teach about children's rights but also model rights and respect in all relationships. This policy is underpinned by:

Article 3: Everyone who works with children should always do what is best for each child

Article 29: The right to become the best that you can be.

Article 31: Every child has the right to play and rest.

EMOTIONAL WELLBEING AND BEHAVIOUR MANAGEMENT

Behaviour Management within our school is firm but fair. Responsible behaviour by all children is an expectation. The school follows the Archdiocese's and LA's guidance and Academy's expectation, which require that pupils should regulate their conduct through self-discipline. All staff has an important role to play and it is they who determine the environment in which good staff/pupil relationships can develop. At all times, staff must consider themselves responsible for the behaviour of pupils, earning the respect of pupils by their influence, attitudes, teaching skills and rapport. Much support is of an informal nature. A prompt word of praise or an immediate checking of misbehaviour is taken as first steps in counselling. This extends to building up an understanding and relationship with the child which facilitates discussion regarding attitude, poor achievement or behaviour. It also provides an awareness of any underlying problems or personal circumstances that may impact on a child's behaviour choices. The Pastoral System of the school is such that the staff works as a corporate body, supporting each other. Each class teacher has specific responsibility for his/her pupils regarding behaviour and disciplinary problems both in the classroom and those raised by other colleagues. The class teacher's/teaching assistant's understanding of a pupil in his/her care enables discussion with other colleagues to be based on sensitivity, consistency and fairness.

Throughout the school, we encourage and remind children to follow the 'five golden rules' which are rooted in our Gospel Virtues and linked to Bible Scripture.

Jesus guides us to...

- **Show perfect presentation** (both in our writing and our school uniform)
- **Use kind words and hands**
- **Listen to one another**
- **Respect each other and our environment**
- **Be considerate to others by displaying good manners**

To support everyone in achieving our school's mission statement, we have agreed class charters to support our school's aims, underpinned by our Gospel Virtues in conjunction the rights of the child are used daily to support and prompt our children and staff about our expectations of each other.

Trained Peer Mentors (KS2) and Playground Buddies (KS1) are available at playtime and lunchtime to support children who are upset or lonely within their own class. All staff have the support of the Head of School and Executive Principal and access to external professional support services where needed.

DEFINITIONS

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination - not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying - a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Peer on Peer Abuse (including online and harmful sexual behaviours)
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour" depending on the behaviour breach.

REWARDS - THE POSITIVE SIDE OF BEHAVIOUR MANAGEMENT

The emphasis is always on the positive approach of encouragement and praise. Staff actively look for opportunities to 'catch' children being good. Praise is given in many ways and includes the following: -

Rewards Systems

- Each child is a member of a Holy Cross Saint teams. In each classroom, there is a Recognition Board, where children record the Saint Points they receive. Points are awarded for children demonstrating the Gospel Virtues and a weekly score is calculated. The Recognition Board in the School Hall reflects the running tally of weekly Saint winners displayed in stars. The winning team earns a reward e.g. extra playtime every term.
- The school Rewards System is an incentive for the children to do well in all aspects of school life. Each week, at a 'Gifts from God Assembly', individual children from each class are awarded certificates for good work, effort, polite conduct, Christian attitude, etc. Staff also has the opportunity to nominate an 'Angel of the Week', to a child who has behaved in a way that reflects our Mission Statement and/or the Gospel Virtues.
- In addition, one child is chosen each week by the Lunchtime staff as an example of good behaviour and/or manners. The Lunchtime Staff also choose a Best Class of the Week- paying particular attention to playground behaviour/lining up/dismissal etc. Lunchtime staff feedback to a named person any incidents.

In addition, staff may use approaches such as:

- Sharing a child's work via email to another member of staff, another class, the Head of School or Executive Principal for commendation, e.g. verbal comment, Saint points.
- An exercise book comment, whole class rewards e.g. selecting specific points or ideas which give pleasure.
- A quiet word, a smile, etc.
- Conferring of special responsibility, e.g. class monitor.
- Acknowledgement of achievements, Christian attitudes, etc., outside school hours.
- Nomination for afternoon tea with Chair of Local Governing Board and Executive Principal
- Mission Award - annual award for children 'living our mission' during academic year.
- Use of school reports, Twitter, Home/School Reading Records, Friday Newsletter, Parents' Evenings to comment favourably on good work, behaviour, attitude and achievement.
- Letters commending the school from outside agencies on display.
- Positive Behaviour System for whole class/table rewards e.g. earning points equating to amounts that can be exchanged for certain reward or treats.

SANCTIONS

When self-discipline is inadequate, a variety of sanctions may be imposed for misconduct but corporal punishment is not permitted. **Our school motto is 'Praise in Public, Reprimand in Private'.** The following approaches are used in school: -

Sanction System:

1. First verbal reminder (staff then note down their name in a private place e.g. teachers' desk)
2. Second verbal reminder
3. Short time out (1-5 minutes) isolated from group within the classroom at the discretion of the teacher. Complete 'reflection sheet' in class with a set of rosary beads (see appendix 2). This must be recorded on CPOMS by the class teacher and the completed reflection sheet must be scanned and uploaded on to CPOMS. *The reflection sheets are used to monitor patterns of behaviour and allow children time to reflect on their behaviour choices and develop better accountability.*
4. Referred to Key Stage Leader and parents informed.

**A behaviour monitoring sheet may be implemented at this point.*

5. Sent to the Head of School

Lunchtime Sanction system

1. First verbal reminder- staff to communicate to other lunchtime staff that the child has received a verbal reminder
2. Second verbal reminder
3. Child to have 5 minutes' reflection time with SLT member in charge of Lunchtime.
4. Third verbal reminder- staff to send child to the Head of School or a member of SLT and parents to be informed. Upload behaviour incident onto CPOMS.

NB - It may not be appropriate for all sanctions to be followed methodically - some instances may require action immediately at level 4 or 5.

- A minor penalty, where possible relevant to the offence, such as picking up litter for those who drop it.
- Referral to Key Stage Lead/ Head of School.
- Loss of privileges, e.g. the opportunity to attend extra curricular activities and football at playtime, loss of playtime and use of playground equipment.
- Restitution of some kind, i.e. removal of graffiti, repair of damage and/or payment for it.

Occasionally if staff believe the whole/majority of the class have made the wrong choice, they might decide that in order to enable further investigation/reflection, the class may remain in class for part of their break time/lunchtime.

A child may be referred to the Executive Principal at any stage if deemed a serious breach of behaviour.

Children in Kids' Club also follow a warning system. Occasionally if deemed necessary, child may need 'time out' away from the group with an adult. The child is then fully supported to rejoin the group and

engage in an alternative appropriate activity. Kids' Club staff must communicate any issues/misbehaviour to the relevant class teacher at the start of the school day.

ISOLATION ROOMS

- The school may decide to move pupils to a separate room away from other pupils for a limited period- these are known as isolation rooms (Head of School office/ Rainbow Room).
- The school will only move pupils to isolation rooms where absolutely necessary.
- The school will ensure that pupil's health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as special educational needs, are met.
- The amount of time that a pupil spends in the isolation room is up to the school to decide.
- The Head of School will request that the pupil's class teacher(s) sets them appropriate work to complete.

BEHAVIOUR OFF SCHOOL PREMISES

- Teachers are able to reprimand pupils for misbehaviour outside of the school premises.
- Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:
 - Wearing school uniform
 - Travelling to or from school
 - Taking part in any school-related activity
 - Bringing the school into disrepute on social media
 - In any way identifiable as being a pupil at the school
- The school will impose the same behaviour sanctions for incidents and bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- The Executive Principal also has the right to inform the police if the behaviour is criminal or poses a serious threat to another person. If there were concerns about the mistreatment, neglect or abuse of a child, the school would follow the safeguarding policy.

PARENTAL CONSULTATION

The school is committed to have a positive with the parents. In the event of problems arising, parental consultation at an early stage is an effective measure, as it enables parents and teachers to work together consistently. In such circumstances therefore, parents will be consulted. If the Head of School or Executive Principal considers the problem serious enough, the parents will be invited to school to discuss the matter and to seek their co-operation, which ultimately is the best means of maintaining high standards of discipline and behaviour in school.

- Where behaviour or attitude is unacceptable and/or persistent, parents will be informed and a record of behaviour (CPOMS) will be kept by the class teacher and/or teaching assistant as

appropriate. Individual incidents may combine to present a picture of a child in need of additional support or intervention.

- Children may be removed from classes for a pre-defined period of time, with work to the Key Stage Leader or Head of School.
- Lunchtime Play Coordinators will report any misbehaviour warranting referral initially to the member of SLT on duty and if appropriate they will refer to respective class teachers. Serious misbehaviour will be referred directly to the Key Stage Leader or Head of School (Dining Hall expectations Appendix 1)
- Children may be invited to join nurture groups (Rainbows) where staff has been trained to support children who have difficulty controlling their emotions.

MORE SERIOUS BEHAVIOURAL PROBLEMS IN SCHOOL (See Appendix 3)

Exclusions

Where there is a serious misbehaviour, the Executive Principal will exclude the child at their discretion. This is very rare, but will be used if a child causes danger to themselves or others, persistently break school rules and thereby affect the well being of other children or cause disruption to teaching and learning. Such decisions are never taken lightly and always follow the agreed procedures laid down by BCC. Further sanctions, of which parents would be informed, are

- Lunchtime exclusion
- Fixed term exclusion
- Permanent exclusion.
- Possibility of a managed move to another school/transfer to an LA organised unit for disruptive pupils.

Possible reasons for exclusion are:

- physical assault against another pupil or an adult, which includes fighting, violent behaviour, wounding, obstruction and/or jostling
- verbal abuse and/or threatening behaviour against another pupil or an adult, which includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, or carrying an offensive weapon
- bullying, which can be verbal or physical, and this category includes homophobic and racist bullying
- racist abuse, which includes racist taunting and harassment, derogatory racist statements, racist bullying and racist graffiti
- sexual misconduct, which includes sexual abuse, assault and/or harassment, lewd behaviour, sexual bullying, sexually inappropriate language and sexual graffiti
- drug and alcohol-related behaviour, which includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol and/or other substance abuse
- damage, which includes damage to school or personal property belonging to any member of the school community e.g. vandalism, arson, graffiti
- theft, which includes stealing school property, stealing personal property from a fellow pupil or an adult, stealing from local shops on a school outing
- persistent disruptive behaviour, which includes challenging behaviour, disobedience and/or persistent violation of school rules

At the discretion of the Head of School and/or Executive Principal, a formal written warning may be issued to a child who has demonstrated any of the behaviours above. A formal written warning outlines the misbehaviour, the consequences and the time frame of the given warning; this may include the

possibility of a fixed term exclusion. In all cases the school endeavours to work in partnership with parents and seek advice from other available professional colleagues.

The school will retain the information, to which reference may be made during the child's time at Holy Cross, thereby fostering a continuous and consistent approach to the child's behavioural development.

Seeking Outside Support for Continuous Disruptive Behaviour

In the event of children exhibiting continuous disruptive behaviour, the school reserves the right to initiate multi agency assessment and/or involve other agencies, including:

- The education psychology service for issues to do with behaviour inside school
- The child and family unit for issues regarding behaviour at home
- SENAR/Our Place for advice to do with issues of behaviour or welfare in school
- The school nurse for issues regarding health

Screening and searching

At Holy Cross, children are not routinely screened, however if staff believe that a child has about their persons an item which could cause harm to either themselves or others, they reserve the right (with the permission of the most senior member of staff on duty) to search that child. If a child is to be searched, there must always be two members of staff present.

Reasonable force (Positive Handling)

Schools do not require parental consent to use force on a child; in exceptional circumstances, schools have the legal power to use reasonable force. All Teaching and Learning staff at Holy Cross have received Positive Handling Training. In a school, force is used for two main purposes; to control pupils or to restrain them.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk through physical outbursts, of harming themselves or others or from damaging property.

Positive Handling should always be proportionate and used for no longer than necessary.

If Positive Handling has been used, the incident must be reported immediately to the most senior member of staff on duty and an incident log must be completed. Parents must also be informed.

When using reasonable force, the staff at Holy Cross is aware of the needs of children with Special Educational Needs and will make the necessary reasonable adjustments for them as necessary.

Cyberbullying

Schools have rights and responsibilities in relation to cyberbullying and we aim to work together to create an environment in which pupils can learn and develop safely, free from harassment and bullying.

Cyberbullying will be handled as a community issue for the whole school. Incidences of cyberbullying outside school can affect children's behavior in school.

Parents have the right to raise concerns about issues of cyberbullying within and out of school. Parents should keep any evidence, screenshots, photographs, etc. and report them to a member of SLT. School can request that the perpetrator removes the offending comments. Where the perpetrator is known to be a current pupil, school will implement our mediation and disciplinary measures / sanctions as outlined in this behaviour policy and parents of the pupils will be involved and informed accordingly.

Any sanctions applied must be proportionate. In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Staff at Holy Cross Catholic Primary School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' Child Protection and Safeguarding Policy.

If the comments are threatening or abusive, sexist or of a sexual nature or constitute a hate crime, school may consider contacting the local police as online harassment is a crime. The mechanism to report this kind of material is through the following website:

http://report-it.org.uk/reporting_illegal_online_hate_material_to_the_p

At Holy Cross Catholic Primary School, we take measures in school to ensure pupils are kept safe from online abuse and inappropriate material. An Online Safety curriculum is in place and delivered to the children across all key stages. Pupil access to the Internet is through a filtered service, which should ensure educational use made of resources is safe and secure, while protecting users and systems from abuse. Parental permission is sought from parents on entry to the school, before pupils access the internet. Further information about how we protect pupils when using the internet can be found in our School Internet Policy.

Further information on safer internet advice for parents can be found on the following website:

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

Pastoral Care for school staff

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Local Governing Board should instruct the Executive Principal to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Allegations that are found to be malicious will be removed from personnel records; also any that are unsubstantiated, is unfounded or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The School will consider whether to apply an appropriate sanction, which could include fixed term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

The Anti-Bullying Policy

This policy was created in consultation with pupils, staff, parents and Local Governing Board.

The school has a 'duty of care' towards its pupils with regard to bullying in that the Principal and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

At Holy Cross Catholic Primary School, this duty of care is set in the context of Gospel values, as we believe that all children are unique and loved by God. In keeping with the school mission statement, we aim to educate children to become loving, caring and spiritual adults who will take Jesus Christ as their example. Bullying is therefore viewed by the school as being unacceptable.

1. a) Definition of Bullying

Bullying can be defined in a number of ways. We follow DfE guidance which defines bullying as:

"Bullying is deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another".

(DfE)

It is also when there is an imbalance of power. Bullying has been described by pupils as:

- name calling
- teasing
- physical abuse e.g. hitting, pushing, pinching or kicking
- having personal possessions taken e.g. bag or mobile phone
- receiving abusive text messages or e-mails
- being forced to hand over money
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.
- Comments about parents, siblings or other family members

b) 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:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Sexual bullying - this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or disability - These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

Text/internet bullying and the use of mobile devices - this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous callers. It must be noted that although the school does not allow pupils to have mobile phones in classrooms, they can be left in the office for safe keeping during the day. The school has no position on pupils using mobile phones on the way to and from school and leaves this matter to the discretion of parents.

These examples are not exhaustive.

Why is bullying different from unacceptable behaviour?

- It is deliberately hurtful behaviour aimed directly at an individual or group and **it is repeated over a period of time.**
- It is difficult for those being bullied to defend themselves physically or verbally. Bullying is unprovoked behaviour which intimidates or causes fear.

Holy Cross 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 and promptly.

2. School Statement of Intent

As the ethos of this school is based on the principles of the Catholic faith, we aim to maintain an atmosphere of mutual respect.

At Holy Cross Catholic Primary School (and Kids' Club) we:

- Do not tolerate bullying
- Inform all parents of our policy before their child starts school
- Work towards the prevention of bullying through the planned RE/RHE/SMSVC curriculum
- Deal with bullying as and when it occurs
- Support the victims of bullying
- Support the child who does bully, to change their behaviour.
- Reduce the potential risks pupils/students face of being exposed to violence, extremism, exploitation, or victimisation

Holy Cross School Council says we:

- Do not accept bullying

- Tell all parents what we think about bullying before children come to school
- Respect every child's right to be safe
- We show through our lessons how not to be a bully and make the right choice
- We sort out bullying straight away
- We help the people being bullied
- We teach people who bully how to do the right thing

3. Aims of the Policy

- to assist in creating an ethos in which attending school is a positive experience for all members of the school community
- to make it clear that all forms of bullying are unacceptable at school
- to enable everyone to feel safe while at school and encourage pupils to report incidences of bullying
- to deal effectively with bullying
- to support and protect victims of bullying and ensure they are listened to
- to help and support children who bully to change their attitudes as well as their behaviour and understand why it needs to change
- to liaise with parents and other appropriate members of the school community
- to ensure all members of the school community feel responsible for combating bullying

4. Role of the school

All staff have a valuable 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. In every case a written record is made and the Executive Principal/SLT are informed. If another adult in school receives a complaint about bullying, other than a teacher, they must pass this information on to a teacher immediately to enable an investigation to take place.

Staff will:

- Be watchful, observe the social relationships between pupils in their care and take action where they perceive bullying may be taking place
- Investigate and record incidents of reported bullying by listening to the views of the children
- Encourage children to talk about bullying through the RE and PSHE/SMSVC curriculum
- Always treat the incident confidentially - although school staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child Protection procedures must be followed when any disclosures are made.
- Always praise anti bullying behaviour
- Always state that it is the bullying behaviour not the child which is unacceptable
- Question the bully or any other children involved. Ensure that the bully understands the effect his/her actions have had on someone else
- Teach pupils about the effects of bullying through assemblies and circle time.
- Always investigate incidents thoroughly and fairly
- Support both the victim and the child who has done the bullying, keeping both informed
- Inform a senior member of staff
- Inform parents of the victim and the child doing the bullying of the outcome and any actions taken (in line with the behaviour policy).
- Monitor the effectiveness of the action taken
- Work out strategies with the victim to give them support

5. Role of the pupils

Children themselves have an important role to play in the prevention and reporting of incidents of bullying. At all settings in Holy Cross Catholic Primary the children are:

- Encouraged to report 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
- Encouraged to be with a friend at all times. If children are with someone else, they are less likely to be picked on
- Always report witnessed incidents of bullying to an adult in school
- Tell an adult if they feel they are being bullied
- Write a note and give it to an adult in school
- Show respect for all other children in school
- Act as an example for younger children in the school
- Talk to parents about how they feel at school regularly
- Encouraged to walk away from bullies and tell an adult. Children shouldn't try to retaliate - it only makes matters worse. This is not easy as children may be told to 'give as good as they get' outside school, but two wrongs don't make a right.

It is the behaviour of the bully that we strive to change by ensuring that the bully realises the impact of their action on another person and thereby violating their rights as expressed in our school's mission statement, philosophy and aims. We do not label the bully as a person, but the behaviour.

6. Role of the Local Governing Board

The Local Governing Board of Holy Cross School will review this policy annually and will be responsible for its implementation. They will also determine its success through the Executive Principal by monitoring reported incidents and actions taken. In the event of bullying incidents not being dealt with to the satisfaction of parents, the governors will also receive representations via the Academy's Complaints Procedure.

7. Role of parents

Parents agree to support the policy in the following ways. *If your child has been bullied:*

- calmly talk with your child about his/her experiences
- make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- reassure your child that he/she has done the right thing to tell you about the bullying.
- explain to your child that should any further incidents occur he/she should report them to a teacher immediately
- make an appointment to see your child's teacher
- explain to the teacher the problems your child is experiencing

When talking with teachers about bullying:

- try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school and let them know if things improve as well as if problems continue

If you are not satisfied:

- check with the school anti-bullying policy to see if agreed procedures are being followed
- make an appointment to discuss the matter with the Principal and keep a record of the meeting
- if this does not help write to the Chair of the Local Governing Board explaining your concerns and what you would like to see happening.

If your child is bullying others:

- talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how he/she can join in with other children without bullying
- make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when he/she is co-operative or kind to other people

If your child is experiencing any form of online bullying:

- ensure your child only has access to age appropriate sites
- ensure your child is careful to whom they give their mobile phone number and e-mail address
- check and print (or copy) the message and note exactly when a threatening message was sent
- report the incident to the school in the first instance and, where necessary, report incidents to the police.

8. Sanctions

The school will impose sanctions in line with the whole school Behaviour Policy. These sanctions will always be applied fairly and consistently but in conjunction with positive behaviour management strategies. The school views bullying as totally unacceptable, and therefore if evidence of sustained or serious cases of bullying are proven; it may lead to exclusion.

9. Lunchtime support

Many children require assistance if they are to learn to play well with their peers. Playground games involve social, emotional and behavioural skills in a real context and therefore are worth teaching. They also provide opportunities to develop leadership skills and enhance a sense of school as a community through enabling children to take responsibility for practical tasks that benefit all. This is an important role for lunchtime play coordinators.

Children can be engaged in a variety of ways such as;

- Teaching/leading games
- Getting out / putting away equipment
- Talking to lonely children

It is also important to recognise that children like to relax in different ways. Lunchtime play coordinators can accommodate these different play/relaxation styles on the playground by zoning activities. This ensures that the playground is shared more fairly so that games like football don't dominate it.

Copies of all letters sent to parents regarding behaviour will be scanned on to CPOMS. Parents and children have a statutory right to see all records kept by school (Data Protection Act 1998).

10. Equal Opportunities

At all settings in Holy Cross Catholic Primary School we expect high standards of behaviour from all pupils. Our procedures for managing behaviour are fair and are applied equally to all regardless of age, gender, religion, race, sexuality and disability and are based on the on the Gospel message of love and its values of respect, justice and tolerance and taking children's individual needs into account. It is our responsibility and duty in a Catholic School that God's presence is felt and that a Christian perspective on life and relationships is at the heart of our existence - where everyone is valued and treated equally.

Pupils, staff, Local Governing Board, Board of Directors and parents know that any language or behaviour that is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable. Racial incidents are recorded on CPOMS.

Responsibilities

The Local Governing Board, Board of Directors, Principal and SLT will ensure that the school complies with all relevant equalities legislation.

The Local Governing Board, Board of Directors, Principal and SLT, will ensure that the policy and related procedures and strategies are implemented and complied with consistently. All staff, pupils and parents have an active part in the evolution, development and maintenance of this policy.

Monitoring and Review

This policy will be monitored and reviewed regularly and updated annually to ensure it is in line with local and national guidance. All incidents of bullying are reported termly to the Local Governing Board in the Principal's Report.

Conclusion

At Holy Cross Catholic Primary School, there are many people. We believe that people in our school are caring individuals, who are well behaved and in whom we have great pride.

Occasionally an individual may require more attention for a behaviour problem, but we do not ignore this - we do something about it so that we can raise tolerance, achievement and understanding.

ACTIVE COMMITMENT TO AND IMPLEMENTATION OF POLICY

There will be regular analysis and review of current behaviour and discipline at termly staff meetings. Staff and parents are invited to share concerns/problems at any time. Behaviour and Discipline will be an agenda item at meetings of the L report at Local Governing Board meetings each term. Any concerns will be forwarded to the Local Governing Board. The Local Governing Board will hear action appeals.

Adopted by Local Governing Board: November 2021

To be reviewed: November 2022

Appendix 1

Procedures for Good Behaviour

Playground Expectations

1. We are gentle (We don't hurt others)
2. We are kind and helpful (We don't hurt anybody's feelings)
3. We listen and show respect (We don't interrupt and answer back)
4. We care for the playground (We don't damage or spoil anything)
5. We are tidy (We put rubbish in the bin)
6. We are honest (We don't cover up the truth)
7. We respect other children's right to play and be safe.

Dinner Hall

1. We enter the hall in a quiet, calm manner and remain seated at all times when eating.
2. We walk in the hall at all times; when entering or leaving.
3. We are polite using "please" and "thank you" and by taking turns; we always use our manners.
4. We talk to each other quietly using 'indoor' voices and only talk to others on our table.
5. We leave the hall and our place clean and put waste food away in bins provided.

Hall Assembly

1. We walk in lines silently and smartly on entry to, and exit from, the hall.
2. We sit on the floor quietly ready to listen and respond.

Cloakrooms

1. All PE bags and coats on the pegs.
2. Hang up coats found on the floor as a service to others.
3. All lunch boxes placed neatly on the lunch trolleys.
4. Speak quietly in the pods.

Movement Around School

1. We walk quietly and calmly at all times and in single file if in a group.
2. We hold doors open and give way to others.
3. We make sure we are dressed correctly in our uniform.

Visits

1. Walk quietly and calmly with a partner at all times.
2. Always use seat belt (if available); sit quietly.
3. Be polite with a "please", "excuse me" or "thank you" to helpers, drivers and attendants.
4. Be polite by letting other visitors go first, holding doors or asking sensible questions.
5. Listen for and follow teacher/group leader instructions as quickly as possible.
6. Don't drop litter or leave anywhere untidy or damaged.

Courtesy and Good Manners

- Saying "please" and "thank you" to others for doing what is wanted.
- Allowing others through a door first by standing back and waiting.
- Greeting each other by first names only.
- Taking turns to use things, in queues and when waiting for attention.
- Letting others speak without interrupting and waiting until they have finished.
- Leaving a room tidy with equipment replaced and chairs under the desk.



- Offering help without being asked.
- Including and encouraging others in games and other group activities.
- Using words carefully to build others up rather than tease or upset them.
- Putting litter in bins.

Appendix 2

KS1 Reflection Sheet

Name:	Year:	Date:
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Circle which action(s)/virtues I did not demonstrate:

- **Perfect Presentation** (attentive & discerning; grateful & generous)
- **Kind Words and Hands** (Eloquent & Truthful; compassionate & loving; faithful & hopeful)
- **Listen to one another** (Curious & active; compassionate and loving)
- **Respect each other and our environment** (Attentive and discerning, intentional and prophetic)
- **Be considerate to others by displaying good manners** (Learned & wise)

Reflect on what you feel was your barrier to learning at the time:

I was finding it hard to focus.	I was feeling tired.
I found the learning too difficult or too easy.	I didn't want to learn.

What I could do to prevent this/these barriers:

I need to get more sleep!	I should improve my diet.
I need to speak to an adult.	I need to do more exercise.

Which metacognitive skill do I need to develop:

Reading skills: I need to use my phonics and Fred in my head.	Listening skills: being able to listen with full attention.
Interpersonal & Team - work skills: I need to be a teamwork tiger and listen to others.	Self-regulation & mental discipline skills: I need to be calm and ready to learn.

KS2 Reflection Sheet

Name:	Year:	Date:
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Circle which action(s)/virtues I did not demonstrate:

- **Perfect Presentation** (attentive & discerning; grateful & generous)
- **Kind Words and Hands** (Eloquent & Truthful; compassionate & loving; faithful & hopeful)
- **Listen to one another** (Curious & active; compassionate and loving)
- **Respect each other and our environment** (Attentive and discerning, intentional and prophetic)
- **Be considerate to others by displaying good manners** (Learned & wise)

Reflect on what you feel was your barrier to learning at the time:

I was distracted by my own thoughts and emotions and found it difficult to concentrate.	I had low levels of energy, effort and/or motivation.
I found the learning activities weren't suited to my learning style. I find it easier to learn in a different way.	My own attitude and behaviour was an obstacle to learning.

What I could do to prevent this/these barriers:

I need to get more sleep! I'm not getting my eight-hours and it leaves me feeling tired in class.	I should improve my diet so that my brain is properly nourished: less sugar, less junk-food and more real food with nutritional value.
I need to practise metacognitive skills that would boost learning such as: organisational skills, reading-skills, listening - skills and note-taking skills.	I should lead a more active lifestyle: regular exercise would be good for my brain-health and energy levels.

Which metacognitive skill do I need to develop:

Reading skills: such as deep-reading, speed-reading and being able to fully engage with texts.	Listening skills: being able to listen with full attention so as to better absorb information.
Interpersonal & Team - work skills: My learning would be boosted if I could work with others more effectively and productively.	Self-regulation & mental discipline skills: I need to learn to regulate my thoughts and feelings so that I can focus more on learning.

Which of the 'Rights of the Child' have you not respected?

- All children at Holy Cross Catholic Primary school have the right to be safe (19)
- All children at Holy Cross Catholic Primary school have the right to learn (28)
- All children at Holy Cross Catholic Primary school have the right to be heard (12)
- All children at Holy Cross Catholic Primary school have the right to non-discrimination (2)

Teacher comment:

Pupil comment:

Now take some time to pray and ask for forgiveness.



Which of the 'Rights of the Child' have you not respected?

- All children at Holy Cross Catholic Primary school have the right to be safe (19)
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- All children at Holy Cross Catholic Primary school have the right to be heard (12)
- All children at Holy Cross Catholic Primary school have the right to non-discrimination (2)

Teacher comment:

Pupil comment:

Now take some time to pray and ask for forgiveness.



Every child has the right to an education. (Article 28)
Education must develop every child's personality, talents and abilities to the full. (Article 29)
Every child has the right to the best possible health. (Article 24)
Every child has the right to be safe (Article 19)

Appendix 3

Procedures for Dealing with Major Breaches of Behaviour

- Withdrawal from the classroom, following a serious incident. The child will be sent to the Head of School or the Executive Principal (or the Head of School or Executive Principal will be summoned to the classroom) with incident recorded. Children must never be sent out of class alone - they should be accompanied by another adult or child as appropriate. In order to summon help immediately, staff can send a child to the main office carrying a red hand. At that point the most appropriate adult available will go to the classroom. SLT will be informed. A letter from the Head of School or Executive Principal will be sent to parents, informing them of the incident and inviting them to a meeting, if appropriate at this point.
- If the incident is repeated for a second time, then a meeting with parents will be held in order to discuss strategies to improve behaviour. A behaviour monitoring sheet will be introduced, involving the child and all adults. This will be monitored daily.
- Should a child not respond to the above channels of support then the SENCO and class teacher will consider 'school action' and if appropriate, will prepare a 'Pupil Profile'. This will indicate the nature and extent of a child's needs. It will outline short-term targets support arrangements from other agencies, parental involvement and review arrangements.
- An attack on an adult or serious physical harm with intent to another child will result in the above procedures being abandoned and LA guidelines being instigated and risk assessment and action plan completed if necessary/appropriate.
- If the problem is severe or recurring then exclusion procedures are implemented by the Principal, following LA guidelines.

Adopted by Local Governing Board: November 2021

Review date: November 2022