



FEDERATION OF
St Peter's and St Gildas'
INFANT AND JUNIOR SCHOOLS



Behaviour Policy

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Signed	

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This Policy is under Review Oct 2023

BACKGROUND

The Elton Report (1989) – Discipline in Schools and DfEE Circular 8/94 gave guidance on the promotion of good behaviour and discipline in schools.

The 2011 Education Act requires schools to pursue policies designed to promote good behaviour and discipline, and to publicise the measures entailed in such policies, to pupils, parents and all persons employed by the school, at least once a year.

The Schools Standards and Framework Act (1998) requires all maintained schools to adopt a home-school agreement and associated parental declaration, which should cover the ethos of the school and what the school expects of its pupils in terms of discipline and behaviour (amongst other issues).

Ensuring Good Behaviour in School (April 2011) sets out Government's expectations of pupils, parents, teachers and Head teacher and summarises the legal powers that govern behaviour and attendance in school.

Behaviour and discipline in school – guidance: 2011 guidance for governors provides statutory guidance to govern bodies on their responsibilities for their Children's Behaviour Policy.

RELATED POLICIES

This policy has been drawn up following consultation with teaching and non-teaching staff and Governors. The success of this policy is dependent upon a whole school approach. All staff must be totally committed and consistent in its implementation. Failure to do so will result in breakdown and failure.

This policy is in two parts to reflect the range of ages across our schools and the differences this presents in terms of how to manage and reward behaviour

This policy is one of the essential Safeguarding Policies of St. Peters' and St Gildas' schools.

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of childrenproviding first aid, school security, drugs and substance misuse, positive behaviour, etc. There may also be other safeguarding issues that are specific to the local area or population'.

Safeguarding Children and Safer Recruitment in Education DfES 2007

It should be read alongside the following policies.

SEND Policy

Local Authority Exclusion Policy

Use of Reasonable Force Policy

Haringey Schools Health Handbook.

Health and Safety Policy

Attendance Policy

Online Safety Policy

Safeguarding and Child Protection Policy

Whistle Blowing Policy

Peer on Peer Abuse Policy

GOVERNMENT GUIDANCE ON ENSURING GOOD BEHAVIOUR IN SCHOOL

St Peter's and St Gildas' believe that staff, parents and the children themselves must share

responsibility for the maintenance of high standards of behaviour in our schools. We have adopted the following Government guidance (The Department for Education, Ensuring Good Behaviour in Schools, April 2011):

Powers to Discipline:

"Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances."

"Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil's property. Head teachers can also decide to suspend or to permanently exclude a pupil."

Searching Pupils:

"School staff can search pupils with their consent for any item which is banned by the school rules. Head teachers and staff... authorised by the Head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items."

Use of Reasonable Force:

"All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom."

Exclusion:

"The headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community."

RESPONSIBILITIES OF GOVERNORS

- To ensure the school has a Behaviour Policy and procedures in place that are in accordance with Government guidance.
- To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and the safeguarding children board.
- To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.
- To nominate a governor to be responsible for liaising with the LA and/or diocese in the event of allegations of abuse being made against the head teacher.
- To review the school's policies and procedures annually and provide information to the LA about them and about how the school's duties have been discharged.

SCHOOL TRAINING AND STAFF INDUCTION

At St. Peter's and St Gildas' we believe that it is essential to adopt a shared approach to the encouragement of good behaviour and discipline. Good order and discipline is seen as the responsibility of all staff and it is important that everyone works together to achieve the school's aims. The behaviour policy and behaviour procedures have been formed in collaboration with all staff and the governing body. The Department for Education expects that 'every teacher will be good at managing and improving children's behaviour' (April 2011) and St. Peter's and St Gildas' maintains the same high expectations.

To support the encouragement of good behaviour and discipline, all staff receive appropriate and relevant training in behaviour management. All staff, including lunchtime supervisors, have opportunities to be involved in specific training in behaviour management. This allows for the updating of procedures and strategies as well as refreshing knowledge and understanding of the school's system.

Newly Qualified Teachers receive training and support as part of their induction. Their NQT induction tutor will support them with any concerns and issues regarding behaviour management strategies and the school procedures.

Any new members of staff will receive training in the schools behaviour policy and procedures as part of their induction.

Part 1- St Peter In Chains

SCHOOL COMMITMENT

In line with our Mission Statement we believe that every child has the right to feel valued and respected, and be treated fairly and well. We also believe that every child has the right to an education which offers him/her the best opportunity to reach their full potential. We are committed to creating a safe and secure environment in which children can learn and grow in self discipline and responsibility. We recognise that every member of the school community has a responsibility for promoting good behaviour and this policy is designed to support the ways in which all members of the school can live and work together in a supportive way.

PRINCIPLES

The principles of our Policy reflect and support the school's Mission Statement:

Following the example of Jesus and inspired by the 'message of the Gospel', we celebrate the unique gift that every child is and we work hard to enable each child to become all that they are capable of being. We endeavor to create and live in community where Christian values are at the heart of all we do.

At St. Peter-in-Chains R.C. Infant School we believe that:

- Every pupil can be successful
- Central purpose of our policy is to encourage and praise good behaviour, rather than punish bad behaviour
- It is our duty to teach pupils how to behave appropriately and to set high standards for ourselves and our pupils
- We need to celebrate success and raise self esteem of all members of the school community
- In specific circumstances sanctions may be used, but their use will be minimal and aimed at setting clear limits to unacceptable behaviour
- All our efforts are focused on preparing pupils to be future citizens

In St Peter's we take a proactive rather than reactive view to behaviour management.

We foster the development of appropriate behaviour by:-

- Having a clear framework for behaviour, realistic goals and consistent high expectations for all of our pupils
- Providing good role models

- Actively teaching the behaviour that we expect
- The positive recognition of good/improved behaviour
- Raising self-esteem by recognising achievement in all areas of pupils lives
- Working in partnership with parents and carers (parents are invited to sign a home-school agreement). This sets out the aims and values of the school, or responsibility to the pupils, the responsibility of parents/carers as well as our expectations of the pupils
- Establishing procedures which determine a clear and consistent approach to unacceptable behaviour

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Rights and Responsibilities

Rights of Child	Responsibilities of Child
To know what is expected of them	To ask for help when necessary
To be able to learn without threat	To listen to adults and follow instructions
To feel safe	To not hurt anyone with words or actions
To be treated fairly, with respect	To do their best at all times
	To look after the school property and property of others
	To work and play together
	To move sensibly and quietly in and around the school (on right hand side of the corridors)
	To share in celebrating the achievements of all members of the school community
	To speak politely to all children and adults at school and address them by name
	To take responsibility for their own actions
	To do as they are asked straight away
	Line up quickly and quietly

Rights of Staff	Responsibilities of Staff
To be able to teach	To comply with school policies and procedures
To be supported by parents	To use rules and sanctions clearly and consistently
To be treated with respect	To treat pupils fairly and with respect

	To communicate effectively and regularly with parents
	To inform the Head teacher of any concerns
	To maintain high expectations of pupil behaviour and learning
	To raise children's self-esteem and develop their full potential by offering high quality learning experiences
	To be a good role model for behaviour
	To provide an interesting, relevant and challenging curriculum
	To create a safe and stimulating learning environment
	To recognise each child as an individual and to take into account the needs of each child

Rights of Parents	Responsibilities of Parents
To know that their children are safe	To get children to school on time
To be treated with respect	To treat people with respect
To be able to share concerns with staff	To tell teachers if their child is upset
	To show an interest in all their child does at school and to support homework
	To inform school immediately of the reason for any pupil absence
	To encourage independence and self-discipline in their children
	To encourage respect and good behaviour and to make their children aware of inappropriate behaviour
	To establish good communication with school staff and support the behaviour policy

REWARDING GOOD BEHAVIOUR

Reward systems are in place across the school. Staff will reward effort and achievement of individuals for work as well as behaviour by:

- Stickers, stamps
- Being sent to Head teacher for special commendation
- Positive verbal feedback
- Star of the week award

- Class monitors
- Good behaviour award
- Informing parents through reading diary, etc.
- Displaying work
- Use of a class-based reward system
- Merit charts, marbles in a jar etc.,

ADDRESSING INAPPROPRIATE BEHAVIOUR

At St. Peters we recognise that children also need to face the consequences of their actions. In particular if the behaviour impacts on the learning or safety of themselves and others. The consequences are presented to pupils will be of the least punitive level necessary and are clearly aimed to show disapproval of the behaviour rather than of the pupil.

Sanctions will be set in relation to the nature and seriousness of the behaviour.

In many situations a warning and putting things right, or a discussion followed by an apology, will be the most appropriate action.

However, if poor behaviour persists, a 'stepped' approach will be followed (unless of course the incident is very serious).

- Child will be given a warning.
- If spoken to again they will be moved from carpet, seat, playground or wherever they are.
- If spoken to a third time they will miss a privilege.
- If a child is persistently difficult in the day or is involved in a serious incident they will be sent to another classroom (for 10 minutes). If this happens parents must be informed verbally or in writing and a meeting set up (either there and then or as soon as possible thereafter).
- If a child's behaviour is consistently difficult the parents must be informed and meet with the class teacher and head teacher. If necessary a child is put on a behaviour chart.

In extreme cases the child will be sent straight to the Head teacher or Deputy Head teacher. The Head teacher or Deputy will consider the nature and circumstances of inappropriate behaviour and will make a decision as to whether the child can return to class or work in isolation. Zero tolerance is given to kicking and biting.

- Any incident which causes concern should be documented on the school safeguarding software MyConcern

The above procedures do not affect the head teacher's right to exclude a child from school at any time in the case of serious misconduct.

In all cases teachers will still use their own judgment to move through these stages very quickly or override them.

INCIDENTS OF A VERY SERIOUS NATURE

Incidents of a very serious nature e.g. bullying, will be referred to and dealt with by the head teacher or deputy head teacher in her absence. Bullying will not be tolerated at our school. Parents/carers should contact the school in person or in writing if they have any worries about any possible bullying of their child.

The [school's anti-bullying statement](#) outlines action to be taken to combat bullying in St. Peters.

KEEPING RECORDS

It is essential that a written record of behaviour is kept in case further action is required. All serious or regularly occurring incidents should be recorded on My Concern and the Headteacher & Deputy Head informed.

PARENTAL/CARER CONTACT

Where there has been a significant event such as illness, a separation, death (and sometimes birth) in the family, this can trigger a change in the behaviour of some pupils. School staff can support pupils in such circumstances much better if they are aware of this situation. Parents are asked to make sure that school is aware of the facts in this case in person or in writing as outlined in the Home-School contract.

If parents/carers have any concerns about their child's behaviour at school, then they are asked to contact the school in person or in writing and make an arrangement to discuss the situation as soon as possible at a mutually convenient time.

If parents/carers are unhappy with anything that happens within the school, then they should in the first instance discuss this with the class teacher. If this does not resolve the situation then parents/carers may discuss this with the Head teacher.

POLICY MONITORING AND REVIEW

This policy will be reviewed annually or when there are significant changes to behaviour that warrant it. It may also be reviewed earlier should it no longer comply with the legal requirements of schools.

This Policy is under Review Oct 2023

Part 2 St Gildas'

At St Gildas, through our teaching the children become aware of the love that Jesus showed for everyone, through His compassion and understanding for those around Him. They learn that they should show the same kindness, understanding and compassion for others.

Our aim is to maintain an orderly, happy atmosphere in school where all children can reach their full potential intellectually and socially and for each child to grow in self-discipline and responsibility.

For this to be achieved, we expect all children to be courteous, to show respect for each other, for adults and their environment, both in school and when representing the school off site. They are required to follow school rules, a code of conduct and the instructions of supervising staff. All children are expected to work together with other pupils and adults to promote a happy, hardworking atmosphere where everyone is valued and everyone has an important contribution to make. It is essential that parents share this responsibility and promote values and attitudes, which are consistent with these aims through their own example and in the way they educate their children.

St. Gildas' School Commitment

Mission Statement

"Through our actions we will try to live as Jesus lived"

AIMS

General:

To provide a balanced, coherent education based on R.C. principles, which will enable all children to develop their full potential and equip them to take their place in an ever-changing society.

Ethos:

To create a secure, harmonious, caring and stimulating environment in which there is a sincere respect for the uniqueness of each person.

Religious and Moral:

To foster the children's faith and begin to understand the story of their own lives in the light of God's love and appreciate God at work in others.

To develop the ability to exercise initiative, choice and responsibility in a range of situations and have a growing religious, social and environmental awareness and concern.

Intellectual Development:

To foster and develop the children's sense of wonder and curiosity about the world. To help them realise their full potential across the curriculum.

Personal and Emotional:

To help the children to develop as independent, self-confident, self-disciplined, well-adjusted individuals who are able to make sense of the world and cope with their daily lives.

Aesthetic Development:

To enable the children to express themselves creatively in a variety of art and design activities and to provide an aesthetically pleasing environment in which children can develop an appreciation of the arts and value their own creativity.

Social Development:

To help the children understand the interdependence of people and the need for co-operation. To help the children to develop an understanding and respect for other people within a multicultural, multi-racial society.

Physical Development:

To help the children develop their physical skills.

Home/School Links:

To work in partnership with parents to further the children's education.

At St. Gildas' we show respect for ourselves, others and our environment. Therefore, we do not tolerate name-calling, aggression, bullying or defiance.

This means we should all be:

Kind and Considerate:

being polite honest and helpful at all times;

A good friend:

Respecting each other's differences, feelings and points of view;

Co-operative:

being willing to work and play together;

Hardworking:

doing our best at all times;

- Quiet and Calm:** listening to others, speaking respectfully to everyone and being silent when asked;
- Responsible and Sensible:** taking responsibility for our actions;

Help to make our school a happy place for everybody.

St Gildas' School Rules

- Do as you are asked by adults the first time
- Do not talk when the teacher/adult is talking to the class
- Keep hands, feet and objects to yourself
- Walk quietly, on the left, without running in and around the building; do not jump on the stairs
- Do not leave class without permission
- All fighting, violence, rough play and name calling are forbidden. Pupils must not retaliate but must seek the help of an adult to sort out disputes
- Sweets, toys and other valuables are not permitted in school
- All adults and pupils are to be treated with respect and courtesy, no inappropriate body language/non-verbal communication
- Discriminatory remarks (which include racist, homophobic, sexist) are unacceptable and parents will be notified if pupils use them. Racist incidents are reported on a termly basis to the Governors, via the Headteacher's termly report.
- All bullying, in whatever form, is unacceptable, regardless of how it is delivered or what excuses are given to justify it (refer to the school policy on bullying)
- Good manners should be evident at all times, e.g. Saying please and thank you, greeting adults, holding doors open for others, allowing people to pass through doorways etc.
- No swapping/trading of personal property
- No stealing

Rewards and Sanctions at St Gildas'

We use a positive approach to achieve our expectations of good behaviour. Through praise and encouragement, children feel recognised and their efforts valued. In this way they experience and have a sense of their own success. We aim to raise self-esteem by communicating a sense of importance and by maximising opportunities for pupils to take responsibility for themselves and their actions.

Class based reward system

Class teachers may operate their own class-based reward system that supports the rules and agreements within their individual class for example Class Marble Jar, Golden Time etc.

Merit Stars

These are given to individuals for good behaviour, hard work and exceptional effort. Individual prizes and a certificate are awarded at Celebration Assembly as pupils achieve the following number of merits:

- 50 merits - Sticker
- 100 merits –Certificate from teacher
- 150 merits –Good news postcard sent home
- 200 merits –Head teacher certificate
- 250 merits –Treat with SLT

Gold Award

We aim to support good behaviour in our school through positive reinforcement of school rules and rewarding good behavior. However in the rare incidences where our practice of encouragement and praise is not successful in motivating a good attitude and behaviour, then sanctions will be used. These will be appropriately set in relation to the nature and seriousness of the behaviour.

Behaviour that disrupts learning and prevents the teacher from engaging effectively with the class is unacceptable and will be dealt with in a fair and consistent manner.

Stepped approach

- Verbal warning/reminder of expectations
- Time out in class
- Loss of privileges
- Or, if at playtime, remains off the playground
- Discussion with parents
- Escalate to Deputy Head Teacher

Following discussions with the family the pupil's behaviour will be monitored and there will be opportunity for regular dialogue with the class teacher.

In cases of extreme bad behaviour parents will be informed immediately, e.g. intentionally causing injury to others, damaging property, bullying, and discrimination.

INCIDENTS OF A VERY SERIOUS NATURE

Incidents of a very serious nature e.g. bullying, will be referred to and dealt with by the head teacher or deputy head teacher in her absence. Bullying will not be tolerated at

our school. Parents/carers should contact the school in person or in writing if they have any worries about any possible bullying of their child.
The [school's anti-bullying statement](#) outlines action to be taken to combat bullying in St. Gildas'.

At Playtimes/lunchtimes

All staff can award merit stars for good behaviour, the child is informed verbally and will adjust their class merit chart accordingly.

If pupils misbehave at playtime, they will be asked to take 'time out' for ten minutes under the supervision of duty staff. If behaviour is deemed seriously unacceptable the Deputy Head Teacher will be called.

Exclusion

A decision to exclude a pupil for a fixed term or permanently will be taken by the Head teacher for a serious breach of the school Discipline Policy, where sanctions and strategies to modify behaviour have failed or when the health, safety, welfare or education of pupils/staff is threatened.

This Behaviour Policy should be read in conjunction with [the Anti-Bullying statement](#) Use of Reasonable Force Policy, Staff Code of Conduct and Special Educational Needs Policy.

What Can Parents Do to Help?

- Encourage their children to develop high standards of behaviour, a sense of self-respect, reliability and responsibility.
- Make their expectations of good behaviour clear to their children and to be consistent in responding to unacceptable behaviour.
- Positively encourage their children to do their best and praise their efforts.
- Show an interest in all that their child does in school.
- Teach their children to respect the feelings, needs and opinions of other people and to develop a positive attitude towards everyone involved in the life of the school.
- Expect their children to take care of their own and others' property and the environment in and out of school.
- Form a good relationship with the school so that all children can see that the key adults in their lives share a common aim.
- Act in a way which recognises the importance of adults as role models for children.
- Support and reinforce the implementation of the School Behaviour Policy.
- Follow the requirements set out in the Governors' Complaints Procedure.

Parents are welcome to contact the school and are encouraged to discuss any problems with the class teacher or the Deputy Head Teacher. Parent's first point of contact should be the class teacher in the first instance.

All staff are willing to make arrangements to see parents after school at 3.15pm. However, for longer discussions an appointment should be arranged.

Parents will be notified of any behavioural difficulties or concerns at an early stage and a home/school partnership set up to support the child.

To ensure that the School Behaviour Policy is effective, we rely on pupils, parents and staff consistently supporting its implementation.

Policy Updated: January 2022
Review Date: September

Appendix (i)

SCHOOL ROUTINES AND PROCEDURES

It is essential that everyone understands and adheres to the routines and procedures which form the necessary framework of the day.

Morning

- The school gate opens at 8.45am
- Children should enter through the playground gate
- Children can go directly to class and will be supervised until the start of the day
- Parents must report to the office if their child is late.

During the day

- Children should walk quietly round the school at all times.
- Children should walk on the right hand side.

Dinner time

- Children should be calm at all times.
- Remember to use a knife and fork and say please and thank you.
- They should stay in their seat until they are told to collect their dinner.
- When children have finished their dinner they should walk out of the dining room and go straight to the playground. They should not go into their classroom (except the toilet areas) unless accompanied by an adult.
- The bell will be rung just before 1.00pm. At the first bell the children stop playing and at the second bell the children should line up.
- Reception teachers will collect children from the playground and the SMSA's will bring Year 1 and Year 2 children into the classroom (teachers should be in classrooms at 1.15pm).

- Years 3-6 will be collected by their classteacher from the playground
- SMSAs should report any incidents, accidents to the class teacher at 1pm
- Any serious incidents/accidents should be reported to Deputy Head teacher or Head teacher straight away and logged on MyConcern at the earliest convenience

Home Time

- Hometime for all classes at St Gildas' is 3.10pm

After School Club

- Children who go to the After School Club will be collected from the playground at St Peter's and will go straight to the after school club room once dismissed by the classteachers at St Gildas'

The Playground

- During break times children will be supervised by teachers and support staff and at lunchtime by school meals supervisory assistants (SMSAs).
- Year 1, 2 & 3 play together and Reception play separately.

To ensure the Health and Safety of all children the following guidelines must be adhered to. They are expected:

- To keep to designated play areas. Children should not climb or play on the railings.
- Not to talk to people through the fence.
- To ask for permission to leave the playground.
- To stand still when the lunch bell has been rung and line up immediately after the second bell.
- To apologise if they have hurt anyone.
- Not to retaliate but report any incident.
- To show consideration for others.
- To use equipment sensibly and fairly (i.e. should not climb over lighthouse or roll over top bar of climbing frame/wooden area and they should walk on the climbing frame in the correct direction) and when it is their turn.
- If it has been raining not to use the slide or climbing equipment, or area under the trees.
- To remember that the garden is a quiet area at St Peter's
- To use seats for sitting, not standing and respect garden areas and not pull up flowers or walk or sit on flower beds.
- Sit down if they are eating (this applies at morning break when the children have fruit).

Climbing Frame/Wooded Area/Muga

All areas of the playgrounds are timetabled for individual class use – please refer to school specific timetables

Wet Play

- All class rules apply.
- In addition children should not use scissors, computers or any another potentially dangerous equipment.
- Classroom should be left clean and tidy ready for a prompt start to the afternoon.

Appendix (ii)

THE HOME SCHOOL AGREEMENT

Once a pupil starts school, all parents/carers are invited to sign a home school agreement. This sets out aims and values of the school, our responsibility to the pupils, the responsibility of the parents/carers as well as our expectations of pupils.

Code of Conduct - Our Golden Rules

The Code of Conduct governs behaviour in the schools: -

Children are expected to

- *Speak politely to adults and children alike and address them by name*
- *Listen to adults in the classroom and around the school*
- *Do their best all times*
- *Respond to requests straight away*
- *Look after school property and property of others*
- *Work and play together co-operatively*
- *Line up quickly and quietly*
- *Move around the school quietly and properly on the right hand side*
- *Take responsibility for their own actions*

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This Code of Conduct will be discussed with all children at the beginning of each year. The class teacher and the children will work out class rules (based on this code) and these should be displayed and referred to frequently. Rules should be positively phrased and describe observable behaviour.

This Policy is under Review Oct 2023

Child's responsibilities:

- I will walk quietly inside the building.
- I will always do my best.
- I will be polite and friendly to everyone.
- I will take good care of my school and everything in it.
- I will not hurt anyone with words or actions.
- I will never call anyone names.
- I will take responsibility for the things I do.
- I will look after school property.
- I will work and play nicely with others.
- I will listen to adults at all times.

Signed Date
(Child)



FEDERATION OF

St Peter's and St Gildas'

INFANT AND JUNIOR SCHOOLS



St Peter's and St Gildas' Home School Agreement

This agreement should be read in conjunction with the school's prospectus (including the School Mission Statement and details of the School's Attendance and Behaviour Policies).

1. Parents: I/We will:

- Ensure that my/our child attends school regularly and on time (8.55 am), suitably dressed and not wearing any jewellery.
- Support the Christian values of the school community by attending school celebrations whenever possible.
- Be accountable for my/our child's behaviour and support the school's policy for maintaining good behaviour and discipline.
- Encourage my/our child to show kindness and consideration for others.
- Give my/our child opportunities for home learning and support the completion of their homework in a quiet place.

- Inform the school of any concerns, which may affect my/our child's learning.
- Attend parent's evenings and discussions about my/our child's progress.
- Support the Catholic community and the Governors in their responsibilities for maintaining the school buildings in good repair.
- Follow the school's communications policy and refrain from using social networking sites to voice concerns regarding school issues.

Signed Date
(Parent/Carer)

- Inform you of any concerns regarding your child's work, behaviour, or welfare.
- Set, mark and monitor homework suitable to your child's needs.
- Keep you informed about school policies and activities through meetings, newsletters, workshops, etc.

Signed
(On behalf of the Governing Body)

2. **School: We will:**

- Provide a secure, stimulating Christian environment in which your child can learn.
- Provide a well-planned, broad and balanced curriculum taking account of individual needs.
- Demonstrate our faith – by what we teach and the way we live and worship in our school.
- Ensure that your child is valued and helped to make good progress in his/her spiritual, moral, emotional and academic development.
- Set targets for your child each half term.
- Encourage your child to do his/her best at all times.
- Arrange regular consultations during which your child's progress will be discussed.
- Provide an annual written report on your child's progress.

Anti-Bullying Statement Appendix (111)

Definition of Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include-

- An imbalance of power: Young people who bully use their power-such as physical strength, access to embarrassing information or popularity – to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes such actions as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason eg size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Aim

At our schools we are committed to providing a caring, safe and happy learning environment for all our children. This statement forms part of our Behaviour policy and ensures that we are able to maintain such an environment where bullying will not be tolerated. We aim to have a whole school approach through all three key stages based on the Mission Statements of both schools

Objectives

To prevent bullying from happening at St. Peter-in-Chains and St Gildas'.

To clearly outline procedures for dealing with incidents that are clear to children, staff and parents.

To ensure a climate of trust where children feel safe to discuss any difficulties, knowing there will be immediate, effective response.

To monitor and review regularly the number of incidences and strategies for prevention.

Procedures

Listen carefully to any child's complaint and take any incident or report seriously.

Talk to all the pupils involved and take action as quickly as possible.

Make it clear to the bully that their behaviour is unacceptable.

Report details of any incident to the Head teacher/Deputy Head

If necessary the Head teacher will interview all concerned and decide on further appropriate measures to be taken.

Parents of the bully and the victim will be informed of serious incidents and will be asked to meet with the Head teacher.

If appropriate the bully will be sanctioned.

Incidences should be followed up to prevent recurrence and ensure that appropriate responses are put in place regarding the wider cross school environment.

If necessary outside agencies will be contacted and invited into school.

Any form of racial incidents will be reported to the Local Authority.

Prevention

All school staff are expected to reinforce and model the school's behaviour policy and promote and reward positive behaviour.

All parents of pupils entering the school will sign the home-school agreement showing that they agree with the school's behaviour policy, including the anti-bullying statement

Preventing and raising awareness of bullying is essential in keeping incidents to a minimum in our schools. The topic of bullying will be addressed through the curriculum of Personal, Social, Health and Citizenship Education, circle times, collective worship and assemblies. The school council will also lead on anti-bullying initiatives throughout the schools.

The schools will also take part in National Anti-Bullying Week.

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that makes the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Educational Needs (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Signs of Bullying

All staff at our schools should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Staff development

Staff will attend courses appropriate to:

- National initiatives
- School needs
- Personal needs

This Policy is under Review Oct 2023

Useful Reading

Appendix (iv)

Clarke, D. & Murray M. (1996)

Developing and Implementing a whole School Behaviour Policy London: David Fulton

Department of Education and Employment (8/94)

Pupil Behaviour and Discipline

Department for Education and Employment (9/94)

The Education of Children with Emotional and Behavioural Difficulties.

Department for Education and Employment (10/94)

Exclusions from School

Department for Education and Employment (4/95)

Drug Prevention in Schools

Department for Education and Employment (1998)

Home-School Agreements. Guidance for Schools

Department for Education and Employment (1998)

Social Inclusion: Pupil Support. Draft Guidance

Department for Education and Employment (1998)

Protecting Young People – Good Practice in Drug Education in Schools and Youth Services

Department for Education and Employment (1989)

Discipline in Schools (The Fulton Report)

Sammons, P. Hillman, J. and Mortimore, P. (1995)

Key Characteristics of Effective School. London: Institute of Education

Department for Education

Ensuring Good behaviour in School (2011)

Department for Education

Behaviour and discipline in schools (2011)

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