



ST. EDMUND'S R.C.
PRIMARY SCHOOL

BEHAVIOUR & ANTI-BULLYING POLICY

<i>Date ratified by Governors:</i>	<i>06/03/2024</i>
<i>Date of Next Review:</i>	<i>Spring 2025</i>

BEHAVIOUR POLICY

'The children who need love the most will always ask for it in the most unloving ways.' (Russel Barkley)

We come to a Roman Catholic School and so believe that Jesus was born, died and rose again for everyone. We aim to help, encourage and show God's way to our families and friends, making sure that our Catholic traditions and faith are kept alive. Each year at school, we learn a little bit more about our faith so that we can all grow to love God and each other more.

At St. Edmund's, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice.

We are also guided by the 6 principles of nurture in everything that we do.

Aim

The aim of this policy is to support a whole school approach to behaviour which fulfils legal requirements and which has a clear framework of rights and responsibilities of all stakeholders with regard to good pupil behaviour.

To create a calm, safe and supportive environment for all children which they want to attend where they can learn and thrive.

To design, build and maintain the desired climate and culture of our schools which all stakeholders have a shared understanding and responsibility to uphold.

To encourage and teach self-regulation in all pupils, helping them make positive choices and to recognise the consequences of their actions.

To provide an approach where there is consistent implementation which helps create a predictable environment which everyone understands as well as equitable expectations which support all children to meet the behaviour expectations successfully.

At St. Edmund's we want our children, family and community to have a good understanding of themselves and others, to see themselves as valued and represented so that they can live together in peace and harmony showing mutual respect and tolerance for both gospel & British values.

Rationale

This policy sets out the expectations of behaviour for children and adults working together at St. Edmund's. We believe that the relationship between everyone in our school community should be happy, caring and purposeful and should reflect our mission statement.

As a Roman Catholic school our mission is to love our children and help them to live by the gospel values. Alongside the academic learning that children receive we teach them about gospel values and essential life skills. Through our house system, we reward our children for displaying them.

Childhood is a learning journey and the skills and values children gather on their journey through school help them to become happy, well balanced and successful adults.

We help children understand that, whilst we sometimes cannot condone their behaviour, they, as individuals, are loved and valued. Any sanctions/consequences imposed will therefore be in this context. The emphasis is on rewarding the specific behaviour rather than the individual and in the same way to support those who find it a challenge to do so by referring again to their behaviour rather than the individual. There are plentiful opportunities to reward, celebrate and reinforce desired behaviours for learning and play and we also acknowledge that there are many complex factors that influence behaviour, and it is important not to sanction where help is the appropriate response. Examples of these opportunities are outlined later in this policy.

Included within this policy are our expectations for adults in school and this includes all staff as well as parents/carers as we acknowledge that all members of staff are leaders of behaviour and therefore have a shared responsibility of upholding our behaviour policy consistently. At St. Edmund's we are very fortunate to have supportive and understanding parents/carers. Our parents recognise that educating children is a process that involves partnership between home and school and understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we welcome and encourage parents/carers to participate fully in the life of our school. This policy supports the implementation of the home-school agreement that all parents agree and sign when their child starts here. On occasions when a child needs support with their behaviour, we will refer back to the home-school agreement. Parents and child will be asked to support it and sign the agreement so that we can find ways to help a child move forward in improving behaviour. A copy of the home-school agreement can be found in Appendix A.

Our Behaviour Curriculum

At St. Edmund's we recognise that we have really high expectations of our children which are based on our gospel values. We expect all members of our school community to try their best to live by these values and we like to reward children's behaviour when they follow them.

We might have high expectations of behaviour and the expected 'social norms' of our school but we can't expect all children to be able meet them automatically. We understand that children need to learn about behaviour and be given opportunities to practice it. In order to create a positive school culture, we know that we need to design, model and revisit the social norms that we want to see reproduced in our school community. We know that we need to explicitly teach our behaviour expectations and then revisit and re-learn about behaviour and culture regularly throughout the year and that is why a consistent approach and practice is essential. Children will learn about our nine gospel values, what each one means and be given stage appropriate examples from the staff working with them. Children are rewarded for displaying behaviour which reflect our gospel values:

Respect: This is perhaps the most important one as it incorporates Jesus Christ's new commandment, 'love one another as I have loved you.' To treat others the way you want to be treated. This also includes having respect for school resources, the environment, your own and other people's belongings.

Honesty: being truthful with yourself and others even when this might mean we face a sanction/consequence for a mistake we have made.

Tolerance: having patience, tolerance and understanding for yourself and others. This includes valuing each other; classmates, friends, family, the school, parish and wider community. To understand the world beyond your own experience. This also includes getting on with each other and with the adults who work with you in school.

Kindness: being thoughtful and gentle towards others in what you say and what you do. This includes looking for ways to be kind so that children aren't left out of games or left alone in the playground or dining hall. We expect everyone to use kind words, kind hands, kind feet.

Sharing: to be able to work alongside others, sharing space, classroom & playground resources in a friendly, kind and tolerant way.

Perseverance: to do your best and keep trying even when it is hard. This includes class work, physical activity, relationships and trying to improve our behaviour.

Courtesy: remembering our good manners in words and actions. These include, 'please', 'thank you', smiles, holding a door open, letting someone pass in front of you, offering for someone to go in front of you in the lunch queue. This includes communicating appropriately in a range of situations in the classroom, playground and dining hall with other children, staff and visitors. This also includes doing as you are asked the first time and listening to others when they are talking.

Responsibility: taking care of your own actions and words. This includes thinking about the consequences of our actions, positive or negative, and reflect on the impact of them on others. This also includes taking responsibility for our work, our homework, our belongings and our learning.

Forgiveness: to be able to forgive when someone has hurt or upset you. This includes forgiving yourself. True forgiveness is being able to forget what has happened in the past. This is probably the most challenging gospel value and one which some of us struggle with.

At our school we understand that our younger children find it much easier to forgive. Some of our older children find it more difficult and sometimes 'carry' and remember friendship issues and fallings out they've had in previous years. At our school, we teach a motto, 'forgive, forget and move on.' We think this is true forgiveness. We also understand the importance of restorative conversations and giving children the opportunity to reflect on their behaviour, the consequences and to discuss how to move forward positively in order to maintain our agreed school climate and culture.

The six principles of nurture

A child's welfare, well-being and safety is of the utmost importance to us. A child can't learn or make any progress in school if they don't feel safe or secure. We all know they need to be happy and we are here to ensure all of our children are nurtured to reach their full potential.

The six principles of nurture support us to do this by understanding:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children

The staff at St. Edmund's know our children well. We recognise that as well as routinely teaching our children how to behave with a consistent approach, we also need to nurture them so that they develop essential life skills. Closely linked to positive behaviour choices, some of our children will need additional support to learn, develop and practice these essential life skills. Children will learn about our nine essential life skills, what each one means and be given stage appropriate examples from the staff working with them. Children will be rewarded for displaying these essential life skills:

Our nine essential life skills

Co-operation: successfully working with someone else in class without arguing resulting in good work. Playing with another child or other children in the playground without arguing or fighting so that the game is a success and everyone is happy.

Confidence: getting better at something, you can build your own confidence by practicing your skills. You can boost someone else's confidence by praising them or congratulating them on something they found challenging.

Resilience: this is a challenging but essential life skill. We have to learn how to recover when something hasn't gone to plan or something has gone wrong. Sporting individuals and teams are often examples of great resilience. We have to build our resilience by *learning to lose*, discussing what to do if & when this happens. Staff can teach about resilience during active time in morning break.

Patience: this might be with someone or something. We need to learn to be calm and to wait without getting annoyed. Our children are very good at showing patience to younger children but sometimes need to practice with their classmates and themselves.

Support: to offer support to someone else by encouraging, praising or complimenting them with your words. Children are very good at supporting others through their charitable actions and deeds.

Listening: God gave us 2 ears to hear and 1 mouth to speak! We can reward children for respectfully listening to their classmates during discussions or when resolving a dispute in the playground.

Problem-solving: Children have plentiful opportunities to problem solve in their learning but we don't always explicitly reward it. Pairing up children who don't usually co-operate well to solve a problem will build resilience and friendship.

Encouragement: Words of encouragement, 'you're doing really well', 'keep going, you're nearly there.' Staff can teach children how to encourage others by modelling but also by teaching children to encourage each other and rewarding them accordingly.

Communication: All behaviour is communication but we can encourage children to use their words to communicate. We can teach them that using positive behaviour and language is good communication.

Effective teachers invest time to create an atmosphere of team-work and joint success in their classrooms where children understand each other and nurture their classmates to be the best class they can be.

Reward system

At St. Edmund's we have house teams which support our reward system. Each child is allocated into one of our houses, appropriately named after the gospel writers, Saints Matthew (green), Mark (yellow), Luke (red) and John (blue). Each house has a colour and staff in school reward children with a house point (a coloured token) each time they notice a child displaying one of the above gospel values or essential life skills. The adult will tell the child why they are being rewarded the house point and refer to the specific behaviour that the child has shown. E.g. 'Thank you for holding the door...have a house point for being so courteous.' 'Thank you for remembering to bring in your homework this week...I'd like to reward you a house point for taking responsibility for your learning.' 'You showed great resilience outside today, even though you lost, I'm rewarding you with a house point.' Children can also report to an adult if they notice another child displaying gospel values and then the adult will reward the house point. Each week our house captains collect and collate the house points and the winning house is announced in our celebration assembly on a Friday. The house points are displayed in the hall so that everyone in the school community can see who is winning and the house cup is moved above the winning house. In the penultimate week of each half term,

the house captains tot up the house points and the winning house for that term is announced, again in the celebration assembly on the Friday. The winning house get to have an hour (2-3 p.m.) of fun and games on the final Tuesday of each half term. This will be organised and implemented by the house captains and the Deputy Headteacher. The tubes are emptied of house point tokens and we start again. The house captains and Deputy Headteacher keep a cumulative score and the winning house is announced in the final assembly at the end of the year. The winning house will be given a treat on the final day.

We only give one house point for each positive behaviour noticed and we do not give out blanket house points to either the whole class or groups of children. Class teachers may wish to reward a house if they have the most house points to encourage in house competition in class.

This reward system is the most successful and is at the forefront of the strategies we use at St. Edmund's.

Positive behaviour has positive consequences so we also reward children for their effort and behaviour in other ways. Examples of other rewards are:

- All children in class are assigned roles and responsibilities which means they can make a positive contribution to the management and organisation in the classroom. As a school, we know that our children respond positively to having positions of responsibility.
- Older children in the school are rewarded with prefect positions
- Some older children are part of our leadership teams and enjoy making a positive contribution to leading and managing the school
 - Words and actions of praise and encouragement
 - Notice children displaying positive behaviour and tell someone (another adult, other children, their parent/carer)
 - Certificates awarded by the class teacher & presented in the weekly celebration assembly
 - Public acknowledgement in the classroom*
 - Communication with parents, e.g. letters of praise from the headteacher, speaking to parents at the end of the day, telephone calls home at the end of the day, end of the week
 - Positive feedback in a child's exercise book, 'thank you for your contribution in today's lesson, you were a great listener.'
 - Stickers from teachers and the headteacher for worthy work
 - Bring a child to another teacher or headteacher
 - Showing worthy work to another teacher or headteacher
 - Other specific individual rewards/recognition from the class teacher
 - Children are rewarded by representing the school at sporting or other external events

**some children will struggle with public acknowledgement and staff are expected to adapt accordingly to support any children.*

What does our behaviour policy & curriculum look like in the classroom?

It is expected that teachers invest time at the start of each term (or more often if stage appropriate) to teach children about our behaviour expectations, the gospel values, the essential life skills as well as the rewards and sanctions/consequences. This helps to provide a consistent approach that children can understand, know what to expect and see as fair, predictable and equitable. When taught well, children can articulate to others what the behaviour systems are.

Each classroom offers a safe space for all children to learn.

Each classroom clearly displays the gospel values, the essential life skills & expectations for children's behaviour.

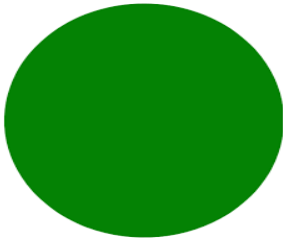

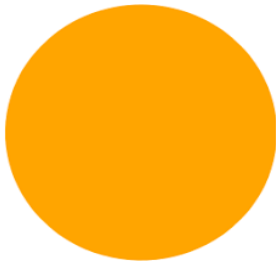

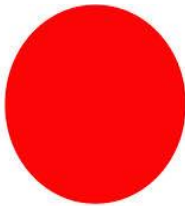

Expectations of behaviour

- Respect everyone in our classroom
- Follow instructions from adults
- Try our best with our work
- Stay focused on our own work
- Be an active listener
- Keep in our own space
- Use kind words, kind hands, kind feet

Each class has a 'classroom charter' written by the children with the help of their teacher. All children and adults working with the class have signed the charter. The charter is a contract where children and adults have agreed to try their best to follow the gospel values, essential life skills and expectations of our school. It can have examples of what this positive/negative behaviour looks like in their classroom. This is on display and is there to support the class team.

- In Early Years and Year 1, each classroom/area displays a sun/cloud/rain. From Year 2 – Year 6, each class displays a traffic light chart.
- All children start each teaching & learning session on the green/sun.
- Children will be given the opportunity and every chance possible to return to green/sun as soon as they are showing that they are trying their best to follow the gospel values and essential life skills.
- Adults will give out house points as rewards to children who are consistently following the gospel values and essential life skills.
- Adults will provide additional & possibly alternative ways to support children to get back to green before the end of the session. (There are further notes and guidance for teachers and staff in: *'Putting our Behaviour Policy into Practice - additional guidelines & advice for teachers & staff'* document. This can be found in the staff shared on the network.
- Children are on task and able to follow instructions calmly and sensibly.
- There is no shouting in the classroom. If there is shouting, other adults in school will know there is something wrong and will come to help.
- Adults and children are calm, concentrating and considerate.

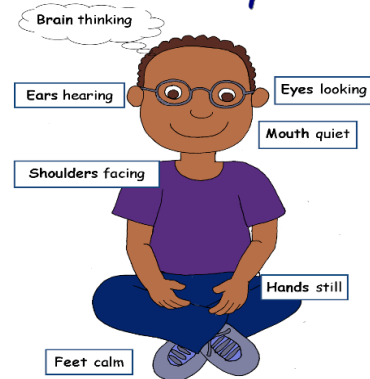
Steps to follow in the classroom

	<p>Every child starts every session on the green/sunshine. This means every child gets a fresh start for each session. Any concerns from a previous session should have been addressed by the class teacher and the child so that everyone starts afresh. Children stay at green if a gentle reminder is all that is needed to help a child to self-regulate their behaviour and is able to meet expectations. Children who are on green at the end of the session should be congratulated and thanked.</p>	
	<p>After a second, gentle reminder, children will be moved to amber/ cloud. The class teacher, other adults should do their best to notice the smallest improvement to be able to move the child back to green. If not, the child and class teacher will spend an appropriate amount of time (normally 2-5 minutes) during the child's leisure time discussing a way to put things right to help self-regulate their behaviour in the next session. If in agreement, the child will start the next session on green/sunshine.</p>	
	<p>Children move here after they have had 3 or more reminders and have not been able to put things right to self-regulate their behaviour either on their own or with support from an adult. This means they will have some time out from their leisure time so that they can discuss with their teacher how to put things right in the next session. If this happens in an afternoon session and there is no leisure time, the child will be asked to move to another area of the classroom away from other children. The concerns will then be discussed at the end of the day. However, at all times, the teacher & other adult should be looking for the smallest signs of improvement to move the child back to amber and green.</p>	

*Session: A session is 9:00 a.m. – break, after break until lunch, after lunch until home time (unless there is an afternoon break).

Our staff are committed to creating a positive, safe and happy classroom and learning environment. Just as we expect our children to try their best to use the gospel values to help them meet our expectations, our staff will try their best too. For example, they will persevere in their efforts to help and support a child to succeed with their behaviour. Adults will show kindness and respect. They will be gentle and calm in their manner and be understanding and tolerant of children's needs. For example, some children need longer to process information so it might take longer for an instruction to register with them. Adults will be more patient in these instances. Adults will forgive, forget and move on, just as we ask the children to. Adults will not bear a grudge against a child for a mistake they have made. We understand the importance of building and maintaining positive relationships between adults and children in school, we know that these relationships may become strained when children are given sanctions as a result of the behaviour they have shown. Therefore, we understand the importance of adults addressing this as soon as possible, facilitating an opportunity for restorative conversations so that both adult and child can move forward positively. Adults will show children they have forgotten about it by smiling, being gentle, showing kindness and continuing to help them. Teachers understand that behaviour has to be taught. This has to be done with patience and it needs to be consistent. We can't just expect children to remember to behave.

Be a Whole Body Listener



At the start of each session, the class teacher will ensure that each child's name is on green and will give brief reminders of how they'd like children to show they are ready to learn. For instance, teachers may refer to a display which reminds the class team of the expectations.



Teachers and adults should do everything they can to help a child get back to green before the end of the session and will spot any signs of better behaviour. When necessary, the class teacher will invest time to help a child with their behaviour during either the morning break or lunchtime. The class teacher will determine an appropriate and fair length of time. This can often take place in the playground, whilst going for a walk and discussing the problem. Adults will not ask children to stand at the wall during leisure time as this only humiliates a child and can fuel the problem further. It is important that all children get some good quality active time during leisure time so that they feel refreshed and are better equipped for the next session.

Support for children who find it difficult to regulate their behaviour

Just as we would with a child's learning, we provide support for all children to help them to succeed when managing and regulating their own behaviour. In most cases, this support is provided by the class teacher but all adults are committed to building positive relationships with children and will take the time to do this. We do acknowledge that reinforcing behaviour expectations is the responsibility of all staff in school but that the class teachers have the overall responsibility for supporting children with their behaviour (Teachers' Standards document, section 7).

We encourage our children at all times to make good choices about their behaviour and meet our expectations but we can only do this if we invest time to teach them about the nine gospel values and nine essential life skills. Adults in school are also committed to noticing children from other classes who are displaying and using the gospel values/essential life skills. Adults in school will reward children when they notice this, particularly if they are in the dining hall, in the playground and at particular times in the day, for example, breakfast club, lunchtime and after-school clubs. Adults carry house point tokens and will physically reward children when they notice them using our gospel values/essential life skills and will tell the child why they have rewarded it to them, again referring to the specific behaviour. If an adult does not

have the tokens, they can still award house points and ask the child to put their token in the tube when they return to class. Class teachers and support staff will actively encourage in-class house competitions to help build team work and positive relationships between children.

Negative behaviour requires supportive consequences

When a child reaches red or the rain and the class teacher has been unable to support the child to regulate their behaviour during a session, there will be a need for additional supportive consequences. As aforementioned, this can be time out from leisure time. It will be the class teacher who supports the child at this time. If a child is causing so much disruption that learning cannot take place, the class teacher will use another member of staff to support them.



This will usually be a more experienced teacher or a teacher who has taught the child before and has a positive relationship with them. The child can go to the other teacher's classroom to have a chance to think and reflect about their actions. The other teacher will keep the child with them until the end of this session and then talk to the child about how s/he can help the child to put things right. If ready and able, the child will re-join the class for a fresh start at green and the class teacher will continue with renewed & perhaps alternative support for the child. It is important that the child feels supported at this time and understands why adults have provided additional support. It is important that the class teacher keeps their own log of any such incidents so that they can learn how to support the child in future. (There are further notes and guidance for teachers and staff in: '*Putting our Behaviour Policy into Practice - additional guidelines & advice for teachers & staff*' document. This can be found in the shared area on the network or on request from a member of SLT.)

Other supportive consequences which are reasonable and proportionate can include:

- A child can be asked to sit at an alternative table. This should be seen as a constructive and supportive consequence for a child as it will remove them from any distractions.
- Time out for 2, 5 or 10 minutes (depending on the development stage of the child) – to help calm the situation immediately. This enables the class teacher to continue teaching and for the rest of the class to continue learning. Again, this should be seen as a constructive and supportive consequence for a child as it will enable them to calm themselves so that they can relax, reflect and then prepare themselves to learn.
- Support from another colleague. This can be in the way of the class teacher seeking advice and asking for help with a child. This can be done either with or without the child present and can be done during lunchtime.
- Support from a member of the SLT. Again, this can be done by seeking advice and asking for help with a child. A member of the SLT can come and observe a child in the classroom environment and offer support, advice and alternative strategies to the class teacher and child.
- Meeting with parents to discuss both positive and negative behaviours. This will then be followed up by more regular communication between the class teacher and parent. The class teacher will be committed to communicating positive behaviour choices so that improved behaviour is rewarded and positive relationships can be built.

All of the above strategies need to be shared with a class so that children know there is consistent approach to behaviour; the teacher is creating a predictable and fair environment.

There are more examples of negative behaviour and possible supportive consequences in Appendix B.

Nurturing approach

Some children, on occasions, may need a different approach for a short period of time according to their own individual needs or disabilities. If this is the case, a member of the SLT will support the child and class teacher.

Examples of additional support include:

- Meeting with parents & SLT to discuss the needs of the child
- Agreed SMART targets (stage appropriate) for the child
- An agreed record system like a target book or reward chart
- Support from SLT
- Support from home
- Agreed sanctions
- Agreed short term time frame

(See appendix C for a meeting form)

Additional intervention & support

If and when a child needs additional support further than outlined above, school leaders will continue to work with parents/carers so that the school can provide the necessary support as well as ensuring that other children in the school are kept safe from harm. This work will be done in conjunction with the parent/carer, class teacher and child and dealt with on a case by case basis based on our knowledge of the child's personal circumstances and needs. This will be a personalised behaviour support plan with intense support from school leaders.

If a child has been supported via a personalised behaviour support plan this will be recorded on CPOMs and may be transferred to any new provision they attend. It is likely that when there is additional intervention required, the child may be supported via a reintegration plan.

Supporting pupils following a sanction/consequence

At St. Edmund's we are committed to supporting pupils following any sanction/consequence. We will help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. This will include working with parents, putting preventative measures in place, risk assessments and gradually increasing levels of independence to trust the child. We will endeavour to do as much as possible to ensure that the child doesn't fail and we will reward and praise the smallest steps in the right direction. We often give a child who needs support additional responsibilities as this gives them an opportunity to gain trust, show they can be responsible and make a positive contribution to school life.

Removal from class

At St. Edmund's, removing a child from class will be used as a consequence/sanction for a serious breach of our behaviour policy. This should not be confused with other circumstances where a child may briefly step out of class for a conversation with an adult. In addition, there are some children in our school who have a pre-arranged agreement with their class teacher to enable them to have 'time out' of the classroom. This is to help them regulate their emotions because of identified sensory overload as part of a planned response.

At St. Edmund's, removal from class is used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment: and
- To allow the pupil to regain calm in a safe space.

We will inform the parent/carer of the child when they have been removed from class so that we can discuss the next steps to support the child, taking into consideration the safety and education of the other children and staff in the classroom.

Very often at our school, removal from class for a day, serves as a suitable consequence/sanction for children and has been a good deterrent when used in the past.

Removing a child from class for a period of time is a consequence/sanction to serious misbehaviour and usually because a child has persistently been disruptive to learning or is persistently unable to keep themselves and others safe. In such cases, the EHT working with the SENCo and DSL will make decisions about what steps to take so that the child's education can continue in a safe and supervised location. They will then work in close partnership with parents and devise a reintegration plan.

Bullying

At St. Edmund's, we believe it is important that:

- All children feel safe whilst learning to play and relate to others
- All children are treated fairly, with respect and no loss of dignity
- We listen carefully to what all children have to say
- We treat reports from all children seriously and take prompt, appropriate action

Online safety and behaviour

Our children are taught how to keep themselves safe during our computing and PSHE lessons and this includes how they should behave and conduct themselves. Therefore, the same standards of behaviour are expected online as apply offline and that everyone is treated with kindness, respect and dignity. We know our children well and there are occasions when children forget these expectations when they are away from school. Any misbehaviour online which occurs outside the school day and off the school premises, the school considers to be the responsibility of parents and therefore we expect parents to issue their own sanctions. However, if a pupil's misbehaviour online poses a threat or causes harm to another pupil and/or could have repercussions for the orderly running of the school, the school will issue appropriate sanctions/consequences. The school has an additional online safety policy available on request and on the website.

Preventative Measures to help avoid suspensions or a permanent exclusion

At St. Edmund's we adopt a range of intervention strategies to help pupils manage their behaviour and to help reduce the likelihood of suspension and permanent exclusion.

With all the preventative measures/interventions used, we work with parents so that together we can help the child understand our behavioural expectations. Some children will need more support, time and

practice than others and we will take a developmental stage approach as well as taking into consideration all individual circumstances such as safeguarding, SEN/D, protected characteristics or mental health needs. However, teachers and leaders will use their professional judgement to decide whether one of the above has affected the child's misbehaviour.

Pastoral Support Plans

- This is a time limited plan (up to 14 weeks) to support a child to stay in school
- To prevent an exclusion or following an exclusion we may place pupils on a Pastoral Support Plan (outlined within DfE attendance guidance) to support them with reintegrating back to school.
- The DfE sets out guidance where a school may consider the use of a Pastoral Support Plan:

'In exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.' DfE Attendance Guidance 2017

St. Edmund's also utilise either a 'preventative placement' (working in a different year group) as a supportive mechanism or as a consequence, usually within school, for a period of time agreed with parents. Alternatively, a child could spend time and be educated at our partner school, St. Patrick's RC Primary School, again for a period of time agreed with parents.

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. This can be seen as a positive and supportive measure if all other supportive consequences have been unsuccessful. St. Edmund's would always try and work with our partner school, St. Patrick's in the first instance. This is because many of our staff have worked at both schools and know our families. However, this would be considered on individual basis depending on the needs of the child potentially moving, the needs of the class and the experience of the teacher.

Suspension and permanent exclusions

At our schools we are committed to providing all pupils with an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Executive Headteacher will use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved despite the supportive measures that have been put in place.

The Executive Headteacher knows our children very well and will take into consideration all of the individual circumstances when considering whether to suspend or permanently exclude a child. She will permanently exclude as a last resort once all other preventative and supportive measures have been exhausted or if an isolated extreme violent incident has taken place.

Following a suspension, we may place pupils on a pastoral support plan (outlined within DfE attendance guidance) to support them with reintegrating back to school.

The school will follow guidelines and procedures from Manchester Local Authority regarding suspensions and permanent exclusions. We will also refer to 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance.'

The exclusion process

Before deciding whether to exclude a pupil, the Executive Headteacher will:

- Make sure that an appropriate investigation has been carried out
- Consider all the evidence available, taking into account the school's behaviour and equal opportunities policies, and, if applicable, any equalities legislation.
- Talk to the pupil to hear his/her version of events if practical/possible.
- Talk to other pupils and staff involved who may have witnessed any incidents relevant to the process.
- Check with the incident may have been provoked, for example by bullying or by racial or sexual harassment.
- If necessary consult others but not anyone who may later have a role in reviewing the Executive Headteacher's decision, such as a member of the governors discipline committee.

A child can only be excluded after the Executive Headteacher has taken the steps above, and is satisfied that the pupil did what he or she was accused of. A pupil may be suspended for one or more fixed periods, but these must not exceed 45 days in any one school year. Suspension for an indefinite period of time (sometimes called an informal exclusion) is unlawful.

The Executive Headteacher will notify the Chair of Governors when she makes a decision to permanently exclude a child but will not discuss the details. The Executive Headteacher will inform the governing body of any suspensions in her half termly reports.

Safeguarding

As a school, we are committed to safeguarding all of our children. We will always take into consideration any safeguarding concerns as being a cause of unacceptable behaviour. We will always consider any potential barriers to the disclosure, recognition and addressing of safeguarding issues. We will always address any safeguarding concerns as a priority and will offer safeguarding support to all children that need it.

SEN/D, Mental Health & Protected Characteristics

At St. Edmund's, we will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

We do not assume that because a pupil has SEND/mental health needs/protected characteristics, it must affect their behaviour on a particular occasion. This is a question of judgement and will be dealt with on a case by case basis, taking into consideration all of the facts, circumstances and challenges a child may face.

Equality Act 2010

We will consider whether a pupil's SEND/mental health needs/protected characteristics has contributed to the misbehavior and if so, whether it is appropriate and lawful to sanction the pupil.

We will consider whether any reasonable adjustments need to be made to the sanction in response to any SEND/mental health needs/protected characteristics the pupil may have. We will endeavour to understand the underlying causes of behaviour and what additional support is needed.

The use of reasonable force

At St. Edmund's we follow the advice published by the DfE in September 2022.

“There are circumstances when it is appropriate for our staff to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed.’

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.....When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEN/D, mental health needs, protected characteristics or medical conditions.”

Behaviour outside of St. Edmund's premises

At St. Edmund's we have the same expectations of behaviour for our children when they are off-site because we are teaching them to follow our gospel values and essential life skills. This will be stage dependent. We will implement the same sanctions/consequences if misbehaviour outside school is reported to us.

Behaviour outside the school premises, including online behaviour that we would sanction pupils for include misbehaviour:

- When taking part or spectating any school-organised or school-related activity
- When travelling to and from school
- When wearing school uniform
- When in some other way identifiable as a pupil at the school
- That could have repercussions for the orderly running of the school
- That poses a threat to another pupil
- That could adversely affect the reputation of the school

For example, if a child is walking home independently and misbehaves towards a member of the public and this is consequently reported to us, the child will miss some of their leisure time. During the missed leisure time, we will discuss their poor behaviour, how they've brought the school into disrepute and they will write a letter of apology. This would usually takes 2-3 lunchtimes.

Reporting misbehaviour

At St. Edmund's we use CPOMS (Child Protection Online Management System) for recording any serious behaviour incidents. It is the class teacher's responsibility to report any serious negative behaviour from a child during lessons, snack time, assemblies, prayer & worship, play times (see examples from Appendix B). It is the responsibility of the Teaching Assistants on duty to report any serious negative behaviour from a child during lunchtime either in the dining hall or in the playground. The member of staff who deals with the incident, makes the report, including the action that has been taken. It is expected that staff report the incident once it has been dealt with and has been resolved. At times, staff may need to ask for advice from another member of staff or SLT as to how best to resolve an incident. At our school, our staff are committed to helping each other to support children's behaviour. It is absolutely essential and the expectation that staff in our school will seek out a child who has received support to check on how they are improving to manage and self regulate their behaviour, reward them and inform the class teacher and parent. This will show the child that they have made a good choice, done the right thing and that their negative behaviour has been forgiven, forgotten and that we have all moved on.

LEISURE TIME TO SUPPORT BEHAVIOUR

At St. Edmund's we know our children well. Like most children, they enjoy playing outside with their friends and particularly enjoy any extra play they are rewarded say for example, exceeding the attendance target, behaviour in Mass or winning the half termly house competition.

Active time and playing games

From observing children during morning breaks, staff have noticed that children have been less active than they were previously and if and when playing games, children have been struggling to co-operate, support and play in harmony. Staff at school now teach our children how to be active by teaching them playground games as well as rewarding them when they show any of the essential life skills. Each class goes outside for 15 minutes each morning to do 'Active time.'

What does our behaviour policy look like at lunchtime?

At St. Edmund's we recognise and understand that lunchtime is many children's favourite time of the school day and so it should be! During this hour children, eat, let off steam, relax, have fun with their friends, play games they enjoy, learn to play co-operatively and develop those essential social skills to enable them to become rounded citizens. Therefore, our lunchtimes are well thought out, planned for and active so that children have the opportunity to learn about these essential life skills. We don't want the children missing out on these opportunities and therefore, we keep 'lost leisure time' to a minimum.

Again, we want to have consistent implementation of our behaviour policy throughout the school day so that our children know that it is fair, easy to understand and predictable. Constant work and positive reinforcement is required.

What can the children expect at lunchtime?

In the dining hall

- Plenty of time to eat their lunch
- To sit with their classmates
- To chat and socialise with classmates & younger/older children
- Consistent staff who they know & are first aid trained
- The timetable stays the same each day

In the playground

- Plenty of time in the playground
- Plenty of space to play
- A designated space for the footballers
- Consistent staff who they know & are first aid trained
- Plenty of playground equipment to play with

In addition

- there is an option for children to use the school's book den on a rota basis
- some children enjoy visiting younger siblings in EYFS
- a weekly music club
- a weekly forest school/gardening club
- helping out in the dining hall
- helping SLT with jobs to make a positive contribution to school life

However, we also recognise that children will have fall outs, disagreements & arguments as they learn to co-operate with their peers. Therefore, they will need lots of help and support from the adults in the playground and dining hall. Sharing playground resources, sharing space, taking turns, working as a team are all essential skills that will take time to learn and our staff recognise this. Children will need help from adults when sorting out who goes first and the rules of various games. This is all part of their personal & social development and the adult's role is to nurture this, taking time to teach children about behaviour.

All children start on a 'virtual green' – it is not practical to have charts outside or in the hall. Children will not be sent out at lunchtime by teachers to stand at the wall. If a child has to lose some of their leisure time, they will spend it with their class teacher (or the teacher who has made the decision) so that they can discuss how we can help put things right so that things will improve in the future. At all times, teachers should be mindful that 'lost leisure time' is kept to a minimum. If a child is required to lose some leisure time, it is the responsibility of the teacher to come and collect the child from the dining hall.

Movement around school during lunchtimes should be kept to a minimum. Children should either be in the dining hall or outside in the playground. Children should visit bathrooms before coming to the dining hall and then again at the end of lunchtime, going back to class before lessons start.

At St. Edmund's our staff are committed to ensuring that our school playground is a safe, welcoming and happy playground for all our children so that they can relax, play and join in a wide range of activities.

We have four 'golden' rules to follow in the playground:

- ✓ Use kind words
- ✓ Use kind hands & feet
- ✓ Be a good friend and let people join your game
- ✓ Be gentle when you play so that people don't get hurt

Teachers may display them in their classrooms if they so wish. Leaders also reminds children of these golden rules in the celebration assembly on a Friday.

Our staff will ensure that there is an appropriate amount of equipment and resources available in the playground for our children to play with. Our staff will consult with the children about what games they would like to play or equipment they would like to use so that children are participating in healthy activities which they enjoy. We recognise that when children are engaged in physical activities that they enjoy, they are less likely to end up in disputes. Also, staff understand the importance of children needing this participation to impact on their mental health and well-being.

Just as in the classroom and other areas around school, adults will be doing their best to notice children following the four 'golden' rules, displaying our gospel values/essential life skills and meeting our expectations. They will be keen to point this out to children and reward them with house points. Class teachers will actively seek out a behaviour report from staff on lunchtime duty so that they can praise and congratulate their children.

Rewards will include:

- Words of praise and encouragement
- Reporting the good news to the class teacher, particularly when there has been a recent improvement
- Reporting the good news to a child's parent
- Giving out 'good behaviour' stickers
- Class teachers can reward an extra 5 minutes play at the end of the week if reports from staff are consistently good during a week

- Rewarding with gold behaviour stickers only available from SLT
- A treat at the end of the day, for example, their favourite story, joke/show time, wink murder, heads down, thumbs up, twenty-one etc

In our playground, our staff will use yellow and red cards (similar to a sports referee) if a child presents negative behaviour and needs reminding of our 4 rules.

Step 1 – a child will be given a gentle reminder

Step 2 – a child will be given a 2nd reminder and shown a yellow card

Step 3 – a child will be given a 3rd reminder, shown a 2nd yellow card

In between these steps, the member of staff on duty should be using their best endeavours to notice and reward the child for making any good choices.

At this stage (stage 3), the adult will have a conversation with the child to remind them of our 4 lunchtime golden rules. The child needs to be made aware of what consequences will follow if they are going to continue to struggle to self regulate their own behaviour. It is helpful if the adult takes the child for a walk around the playground at this stage so that the child feels calmer and more relaxed before re-joining a game.



Step 4 – red card. This should be a last resort because we do not want children missing their leisure time. The child misses the rest of their leisure time and this is reported to the class teacher. The class teacher makes a decision as to the next steps. This might be that the child spends part of their next leisure time discussing ways in which the teacher can help put it right and improve their behaviour in future. We recognise and understand that some of our children will struggle to accept such a sanction and we've often heard, 'it's not fair.' This is why it is essential that teachers repeatedly teach and remind children about acceptable and unacceptable behaviour in the playground. Everyone needs to understand what is fair so that any consequences/sanctions are predictable.

If a child receives 2 red cards in a week, the class teacher will follow the same procedures we use for supporting children in class. This will start by asking for support from a more experienced colleague if necessary. (There are further notes and guidance for teachers and staff in: '*Putting our Behaviour Policy into Practice - additional guidelines & advice for teachers & staff*' document. This can be found in the staff shared on the network.)

Steps 1-3: Staff who are on duty at lunchtime do not need to inform the class teacher of children receiving reminders and yellow cards.

Physical altercations: If there is a fight between 2 children, this is a red card offence and the class teachers & SLT need to be informed. In the first instance, the children are brought to members of the SLT so that they can be given the appropriate support and attention. Children are going to be upset in this situation and staff need to support them, provide first aid possibly and help them to calm down. As a sanction for fighting, the children will miss their leisure time the next day and spend it with their class teacher, DHT or EHT, discussing the related issues and reasons for the altercation. Children should then help the class teacher with some classroom jobs and reconcile with the other child. Class teachers and SLT will make the decision about informing parents. If a child is injured and particularly if it is a head injury, first aid must be administered and parents need to be informed.

In extreme cases, say if a child is persistently disruptive during lunchtimes, the school may withdraw the invitation for a child to stay on the school premises during lunchtime (excluded from lunchtime). Parents will be asked to collect their child at the start of lunchtime and then return them in time for the afternoon session.

Our expectations of staff (including visiting staff) working at our school

At St. Edmund's we have the same high expectations of our own behaviour and conduct as we do for our children. We believe that if we use the gospel values in our own daily practice, with the nurture principles and our school's agreed climate and culture in mind as well as developing the essential life skills, our behaviour policy will be successful. Behaviour management also needs to be stage appropriate as opposed to age appropriate and everyone needs to be consistent in managing behaviour in accordance with this policy. Consistent implementation creates a predictable environment that can be understood by all. Our children appreciate and respond to a consistent approach because they see it as fair, safe and predictable so they know what to expect. This also promotes pupil well-being, helps build self-esteem and an 'I can' attitude amongst all our children. There are further notes and guidance for teachers and staff in: '*Putting our Behaviour Policy into Practice - additional guidelines & advice for teachers & staff*' document. This can be found on the staff shared area of the network and is available on request from a member of the senior leadership team.

Our expectations of parents/carers & other visitors to our school

The purpose of this section is to provide a reminder to all parents/carers and visitors to our school about expected conduct so that we can work together to ensure an orderly, safe and nurturing environment for our children.

We expect all adults to uphold our school culture and show respect and concern for others by:

- Supporting the Catholic ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community at all times.
- Working together for the benefit of all of our children. This includes resolving any issues of concern through calmly discussing and clarifying specific events in order to bring about a positive solution for the child.
- Respecting the school environment, including keeping the school tidy by not littering.
- Following our parking rules to keep our children safe when dropping off and collecting children from school.

In addition, for parents/carers:

- Correcting your own child's behaviour, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour.
- When discussing issues relating to your child with their teacher the child should not initially be present without the teacher's agreement.
- Not approaching other parents about an issue between their children (this includes phone calls, texts, via social media).
- Not approaching a child about an issue between their children.
- Not discussing issues with other parents.

In order to support a calm, safe and nurturing school environment we cannot allow:

- Disruptive behaviour which interferes with the operation of a classroom, an office area or any other part of the school grounds. This includes during breakfast club and after-school activities.
- Use of derogatory, loud and/or offensive language or displaying temper.
- Threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises. (Some actions may constitute an assault with legal consequences.)
- Damaging or destroying school property

- Abusive or threatening emails, phone or social network messages aimed at children or school staff
- Smoking and consumption of alcohol or other drugs or accessing the school site whilst intoxicated

The above behaviours on school premises will be reported to the appropriate authorities and Governors will, where necessary prohibit an offending adult from entering the school grounds to safeguard our school community.

(For further information, see our 'Managing aggressive behaviour' policy)

School uniform

We have a separate school uniform policy which we expect parents to support and adhere to. We know our children well and on occasions some of our older children might introduce some of the following: jewelry other than watches or studded and 'sleeper' earrings, make-up, false nails, shoes/trainers that aren't black. Usually, a gentle reminder of the school uniform policy is sufficient. However, if a child persists, then sanctions/consequences will be put in place.

Mobile phones

Mobile phones are strictly prohibited during the school day. Many of our older pupils have one of their own. Parents are expected to write a note of authorisation to their child's class teacher giving the reason why their child needs to bring their phone to school. Such a reason could be that the child makes their own way to and from school and the parent wants assurance that their child is safe. All mobile phones have to be handed into the class teacher in the morning and these are kept safely in the class stockroom. On occasions, a child can forget to hand it in and usually a gentle reminder is sufficient. However, if a child persists, then sanctions/consequences will be put in place.

Mechanism for policy monitoring evaluation and review

As part of our school's robust self-evaluation cycle, our behaviour policy, procedures and practice are evaluated regularly. The policy is reviewed on an annual basis and the behaviour curriculum is continually being taught. The Junior Leadership Team are the voice of the children and are consulted annually to review and evaluate the policy. Weekly celebration assemblies are another mechanism used to monitor and evaluate practice.

Collecting and reporting data

- CPOMS is used to log all behaviour incidents, including any removal from the classroom. These logs are used to analyse any patterns of behaviour, to identify groups, identify possible factors and to help school leaders improve systems as well as providing CPD for staff.
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys from staff, pupils, parents and other stakeholders on their perceptions and experiences of the school behaviour culture.

Behaviour is reported to governors on a half termly basis. The policy is reviewed annually. Staff training is provided annually. Evidence will be gathered on a regular basis as to the effectiveness of the policy.

Next review date is Spring 2025

Other related policies/documents

Safeguarding

Online safety

Equality

Relationships & Health

SMSC

PSHE

Promoting British & Gospel Values

Appendix A

Home School Agreement

Pupils achieve their best when teachers and parents support each other to nurture them.

In partnership, parents expect the school to:-

- ❖ Provide a Catholic education, employing, whenever possible staff who are practising Catholics.
- ❖ Provide a happy, safe, orderly, nurturing and spiritually aware school environment.
- ❖ Prioritise children's welfare, well-being and mental health alongside their academic achievements.
- ❖
- ❖ Provide a curriculum and teaching that will enable all children to achieve their best.
- ❖ Encourage personal, spiritual and social development, respect and self-regulation.
- ❖ Issue regular information about pupil progress and achievement and early notification of any problems.
- ❖ Be open, welcoming and supportive of parents, visitors and members of the parish and local community.
- ❖ Provide a positive & nurturing approach to discipline by encouraging good behaviour.
- ❖ Provide information on curriculum areas, so that support can be given at home.
- ❖ Prepare children for transfer to secondary school.

In partnership, the school expects parents to:-

- ❖ Support the school's Mission Statement.
- ❖ Support their children in participating in the practices and observance of the Roman Catholic Faith and the Sacramental Programme.
- ❖ Ensure children attend school every day, arriving punctually.
- ❖ Follow the school dress code, ensuring that it is correctly labelled and bring the required equipment and books.
- ❖ Take an interest in progress, homework, school activities and attend parent meetings.
- ❖ Support the standards, rewards and sanctions in the school's discipline and behaviour policy.
- ❖ Make staff aware of any concerns or problems that affect the child's life at school.
- ❖ Support the expectations of behaviour which are expected of all adults in the school.

In Partnership, the school and parents expect each pupil to try their best to:-

- ❖ Participate in the religious life of the school.
- ❖ Work and play amicably with other children.
- ❖ Arrive in class on time.
- ❖ Bring reading books, homework and P.E. kit as required.
- ❖ Respect the learning of others.
- ❖ Follow the class and school rules.
- ❖ Try their best in all areas.
- ❖ Show respect to all staff, other children and visitors.
- ❖ Demonstrate respect for the school premises and its resources.
- ❖ Take and deliver communications between home and school.

Signed: _____ (on behalf of the school)

Signed: _____ (parent/carer)

Signed: _____ (pupil)

Date: _____

Appendix B

Expectations of behaviour in the classroom

- ✓ Respect everyone in our classroom
- ✓ Follow instructions from adults
- ✓ Try our best with our work
- ✓ Stay focused on our own work
- ✓ Be an active listener
- ✓ Keep in our own space
- ✓ Nurture each other by using kind words and actions
- ✓

We have categorised our high expectations of behaviour and have listed consequences to encourage children to follow them. At St. Edmund's we understand the importance of a consistent approach and as teachers, support staff and children, we agree that these supportive consequences are fair, support our gospel values, essential life skills and nurture principles. At the same time, we understand that our children are learning all the time and will of course, make mistakes. To ensure we help and nurture children with their social, emotional and mental health development, we have supportive consequences designed to increase their understanding of how their behaviour affects their learning and learning of others. We have colour coded these behaviours in terms of severity in order that we use a staged approach. Examples are:

Green is good! Good to go!	Encouraging consequences
<ul style="list-style-type: none"> ✓ Respecting everyone in our classroom ✓ Following instructions from adults ✓ Trying our best with our work ✓ Staying focused on our own work ✓ Being an active listener ✓ Keeping in our own space <p><i>(other agreed green behaviours specific to a class team)</i></p>	Positive praise from adults Reward stickers Reward certificates in celebration assembly Informing parents Informing other teachers, informing the headteacher Notes & phone calls home
A need for a reminder (think pink!)	Supportive consequences
Lack of responsibility for own learning Poor concentration Not focused on work Ignoring instructions or not following instructions the first time Non-aggressive throwing of objects Invading the personal space of others Running through school to get from one place to another	Silent signals and visual reminders Gentle, verbal reminders Up to 2 gentle verbal reminders can be given for each of these negative behaviours Class teachers and support workers will actively praise and encourage good choices in a gentle, quiet and kind manner so that a child remains at green
Medium level negative behaviour (orange/cloud)	Supportive consequences
Inappropriate undirected language which is rude Refusal to work Refusal to follow instructions/co-operate Persistent invading of personal space Persistent lack of effort in work books Deliberately provoking others Deliberately disrupting teaching and learning Deliberate unkindness to others	5 minute discussion with the class teacher during leisure time to discuss how we can put it right 10 minute discussion with the class teacher during leisure time to discuss how we can put it right The class teacher might suggest a supportive measure (moving place/table) for the next session
High level negative behaviour	Supportive consequences

(red/rain cloud)	
<p>Consistent refusal to work Consistent refusal to follow instructions Unwillingness to try and improve behaviour Intimidating others Physical violence towards another</p>	<p>Another teacher gets involved to support the class teacher Work out of the classroom in a safe place, usually in another classroom for the remainder of the session. Inform parents & record meeting Work in another classroom for a morning/afternoon session. Inform parents & record meeting (with a colleague) Work in another classroom for a full day. Inform parents & record meeting (with a colleague) Meeting with parents with SLT & record meeting Internal exclusion away from other pupils for upto 3 days</p>
Most serious level (zero tolerance) behaviour	
<p>Unprovoked physical or verbal aggression directed towards an adult or pupil Racism Bullying (including cyberbullying, prejudice-based and discriminatory bullying) Child on child abuse, including sexual harassment Use of objects to hurt others</p>	<p>Supportive consequences Immediate SLT (Deputy or Headteacher) to support Meeting with parents Internal suspension/s Suspension/s Permanent exclusion</p>
<p>When there are continued and significant concerns around a child's behaviour or there is a serious incident, the school will work in partnership with parents to resolve the issue(s). This could include the option of a preventative placement at our partner school, St. Patrick's, Collyhurst. The child would be supervised by a member of staff from St. Edmund's. This would only be considered if:</p> <ul style="list-style-type: none"> ➤ It is a proportionate and appropriate response to the behaviour ➤ It is used as a preventative measure to a suspension or permanent exclusion ➤ Parents give their consent ➤ It is clear that systems are in place to support the child to make the necessary improvements to their subsequent behaviour. 	

We consider that we know our children well and staff understand that all behaviour is communication. Our response to behaviour is undertaken on a case by case basis based on our knowledge of a child's individual circumstances and their needs.

Rude

If someone says or does something that is unintentionally hurtful, and they only do it once, they are being **RUDE**.

Mean

If someone says or does something that is intentionally hurtful, and they only do it once, they are being **MEAN**.

Bullying

If someone says or does something that is intentionally hurtful, and they keep on doing it, even if you ask them to stop, that is **BULLYING**.



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anti-bullying
alliance

Appendix D

Anti-Bullying Incident Form A (to be completed with the victim of bullying)

Name of pupil:		Year group:			
Date of reported incident:		Time of reported incident:			
Staff carrying out the interview:					
Any others present?					
Category for CPOMS:					
Physical <input type="checkbox"/>		Verbal <input type="checkbox"/>		Cyberbullying <input type="checkbox"/>	
Indirect <input type="checkbox"/>		Racist <input type="checkbox"/>		Sexism <input type="checkbox"/>	
Homophobic <input type="checkbox"/>		Appearance <input type="checkbox"/>		Ability <input type="checkbox"/>	
Social Background <input type="checkbox"/>					
What has happened?					
Has it happened before? If so, how many times?					
Who was involved?					
Where did it happen?					
Playground	Classroom	Toilet	Cloakroom	Corridor	Out of school
Other – please specify					
Were there any witnesses?					
How did you feel when it happened?					
What if anything, have you done about it already?					
How are you feeling now?					
What would you like me to do to help you?					
Comments from parent/carer					

Action to be taken by school

Action	Time frame	Lead person	Next steps

Follow up action checklist: Victim

Has the pupil had the chance to say what happened?	Yes/No
Has the pupil had an opportunity to talk to the person doing the bullying about how they feel?	Yes/No
Has the pupil been given support to make sure they feel safe and gain confidence?	Yes/No
Has a date been set to review the situation to make sure it has been resolved?	Yes/No
Has the school put things in place to stop it happening again?	Yes/No
Have the pupil's parents/carers been involved?	Yes/No
Will the pupil be offered extra support if they need it?	Yes/No
Has the pupil been informed of the outcomes and actions taken?	Yes/No
Is the pupil ready to forgive, forget and move on?	
If no bullying has taken place or there is insufficient evidence, is there clear actions to re-assure and meet the needs of those concerned?	Yes/No
Has it been recorded on CPOMs	Yes/No

Signed:

	Pupil
	Parent/carers
	Staff member

Review Date 2: (suggested 1 week) please circle

Date:

Time:

Resolved	Unresolved
Further intervention needed	Further monitoring needed

Action	Time frame	Lead person	Next steps

Signed:

	Pupil
	Parent/carer
	Staff member

Review Date 2: (suggested 4 weeks) please circle

Date:

Time:

Resolved	Unresolved
Further intervention needed	Further monitoring needed

Action	Time frame	Lead person	Next steps

Signed:

	pupil
	Parent/carer
	Staff member

Anti-Bullying Incident Form A2 (to be completed with the person accused of bullying - perpetrator)

Name of pupil:		Year group:			
Date of reported incident:		Time of reported incident:			
Staff carrying out the interview:					
Any others present?					
Category for CPOMS: Physical <input type="checkbox"/> Verbal <input type="checkbox"/> Cyberbullying <input type="checkbox"/> Indirect <input type="checkbox"/> Racist <input type="checkbox"/> Sexism <input type="checkbox"/> Homophobic <input type="checkbox"/> Appearance <input type="checkbox"/> Ability <input type="checkbox"/> Social Background <input type="checkbox"/>					
What has happened?					
Has it happened before? If so, how many times?					
Who was involved?					
Where did it happen?					
Playground	Classroom	Toilet	Cloakroom	Corridor	Out of school
Other – please specify					
Were there any witnesses?					
How did you feel when it happened?					
What if anything have you done about it already?					
How are you feeling now?					
What would you like me to do to help you?					
Comments from parent/carer					

Action to be taken by school:

Action	Time frame	Lead person	Next steps

Follow up action checklist: Perpetrator

Has the pupil had the chance to explain the reasons for their behaviour?	Yes/No
Has the pupil been told that what they have done is wrong and that we may have to put some supportive measures in place?	Yes/No
Does the pupil know how the victim is feeling?	Yes/No
Has the pupil had some time to reflect?	Yes/No
Has the pupil had a chance to say sorry?	Yes/No
Has the pupil been supported through a restorative approach to consider how they can change their behaviour?	Yes/No
Has the pupil identified someone they trust to talk to about how they are feeling?	Yes/No
Has the pupil been encouraged to develop their talents and skills?	Yes/No
Has the pupil had an opportunity to prove that they are a good citizen of our school community?	Yes/No
Have parents/carers been involved	Yes/No
Is the pupil ready to forgive, forget and move on?	Yes/No
Has it been recorded on CPOMs	Yes/No

Signed:

	Pupil
	Parent/carers
	Staff member

Review Date 2: (suggested 1 week) please circle

Date:

Time:

Resolved	Unresolved
Further intervention needed	Further monitoring needed

Action	Time frame	Lead person	Next steps

Signed:

	Pupil
	Parent/carer
	Staff member

Review Date 2: (suggested 4 weeks) please circle

Date:

Time:

Resolved	Unresolved
Further intervention needed	Further monitoring needed

Action	Time frame	Lead person	Next steps

Signed:

	Pupil
	Parent/carer
	Staff member

Appendix E

Letter to parents/carers following a bullying incident

Dear Parent/Carer,

Your child was recently the subject of bullying behaviour. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask for, and you give your consent.

How easy was it for your child/you to report the bullying (circle one) (1: not easy) (5: very easy)				
1	2	3	4	5
Comment if we could improve:				
How satisfied are you with what we did to make your child feel safe? (circle one) (1: not easy) (5: very easy)				
1	2	3	4	5
Comment if we could improve:				
How satisfied are you with the support your child has had since the bullying incident from the school? (circle one) (1: not easy) (5: very easy)				
1	2	3	4	5
Comment if we could improve:				
Overall, how satisfied are you with the way in which our school deals with bullying incidents? (circle one) (1: not satisfied) (5: very satisfied)				
1	2	3	4	5
Comment if we could improve:				

Thank you for your help in completing this. We will use information to think about what we do to tackle bullying and make our school one where pupils and parents feel confident that we will address any issues, no matter how difficult. We want pupils and parents to feel confident that we do not tolerate bullying behaviour and confident that our systems support children as they continue to learn and grow.

The Mother of Inclusive Love



The Mother of Inclusive Love

Our Lady of Battambang, Cambodia. Mary is holding Jesus who, with open arms, welcomes all who wish to draw near. Both of them with a disarming smile – under the warm cloak of loving kindness, we are all under the love of God.

In the middle, there are two children, one holds a book symbolising wisdom-the necessity of being able to discern between right and wrong. The other plays a flute-a musical tradition for praising God. The lower part has three children.

One in a wheelchair holds a dove representing peace, the other uses a crutch and is holding flowers, a sign of love – God’s greatest commandment- love one another as I have loved you.

The crutch and wheelchair are like a sacrament which gives them back their dignity making communion between the disables and non-disabled. The cloak of Our Lady is an image of the family we all belong to; the church – we are all included under this cloak.

Around the base are lotus flowers, the most emblematic flower in Cambodia, a symbol of glory, purity and holiness.

