



# ST. BEDE'S CATHOLIC PRIMARY SCHOOL



*Popley Way, Basingstoke  
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*Headteacher:  
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<b>ST. BEDE'S CATHOLIC PRIMARY SCHOOL</b>	<b>DATE AGREED</b>	<b>SUMMER 2023</b>
<b>POLICY AND PROCEDURE STATEMENT</b>	<b>REVISION DATE</b>	<b>SUMMER 2024</b>
<b>BEHAVIOUR POLICY</b>		
<b>HEADTEACHER</b>	<b>JAMIE CARROLL</b>	
<b>CHAIR OF GOVERNORS</b>	<b>MARY KUCHARSKA</b>	

## SIGNATURES:

..... (HEAD TEACHER)

..... (CHAIR OF COMMITTEE)

## Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Bede's. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

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## **Aims and Rationale**

As a Catholic school, we believe that the Gospel of Jesus Christ invites all who follow its teaching to the fullness of life. Discipleship in the Gospel is a life-long journey of faith, in which we grow and develop in a multitude of ways, learning from our success and mistakes alike. We believe that the intrinsic dignity and uniqueness of each member of our school community is to be honoured in spirit, in word, in deed and in law. These beliefs underpin our approach and thereby commit us to encouraging all members of our community, staff and pupils alike, to grow towards human wholeness.

This policy outlines the practical steps we will take to ensuring the well-being of all children and staff, in light of our Catholic beliefs espoused above.

## **Objectives**

We will;

- as adults, ensure that our own behaviour is exemplary at all times, enabling children to understand how to behave.
- ensure a positive approach to behaviour management, making sure that good behaviour is recognised and rewarded when appropriate.
- imbed a consistent system of rewards and sanctions throughout the school.
- ensure that the actions undertaken in light of this policy minimise any forms of bullying in the school

## **Strategies**

### **Rewards**

The school employs a variety of strategies to recognise and reward good behaviour. They are as follows:

- Verbal praise and encouragement from teachers
- Public recognition whenever appropriate
- 'Golden time' (to an appropriate degree which has been agreed with the head teacher)
- Visits to the Head, Deputy or other member of staff when appropriate
- 'Smiley faces' (class recognition for good behaviour)
- Use of stickers, house-points and other such rewards

### **Sanctions**

Whilst the school would rather encourage good behaviour via positive means, it recognises that negative behaviour will sometimes need to be addressed through sanctions. The following list of sanctions may be

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used and should be considered as written in order of severity:

- Verbal admonishment (to delivered by staff in a polite but firm manner)
- Loss of a reward/treat
- Time out of class (although children will still be expected to complete work)
- Loss of break time
- Children asked to write an apology note (if appropriate)
- Children asked to write reasons as to why certain behaviours are unacceptable.
- Children asked to complete any other written activities pertinent to the circumstances
- Children internally excluded from their class for a period of time
- Fixed Term exclusion (see below)
- Permanent exclusions (see below)

## **Bullying**

### ***Definition***

The school defines bullying as **a persistent, deliberate attempt to hurt or humiliate someone, where there is an imbalance in power, between the bully or bullies and the person being bullied.**

There may sometimes be misunderstanding about the meaning of the term 'bullying': one-off incidents (whilst they may be very serious and must always be dealt with) do not fall within the definition of 'bullying'. Additionally, pupils who are friends but persistently fall out, are not necessarily bullying each other.

### ***Types of bullying***

Bullying may take various forms, including:

- Physical  
e.g. kicking, hitting, pushing, intimidating behaviour or interference with personal property
- Verbal/Psychological  
e.g. threats, taunts, shunning/ostracism, name-calling/verbal abuse or spreading of rumours
- Racist Bullying  
e.g. physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- Faith-based Bullying  
e.g. negative stereotyping, name-calling or ridiculing based on religion

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- Sexist Bullying  
e.g. use of sexist language or negative stereotyping based on gender
- Sexual Bullying  
e.g. unwanted/inappropriate physical contact or sexual innuendo
- Homophobic Bullying  
e.g. name-calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language
- SEN / Disability Bullying  
e.g. name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties
- Gifted/Talented Bullying  
e.g. name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort
- Cyber Bullying  
e.g. abuse on-line or via text message, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones

Through our RE and PSHE programmes and our collective worship we encourage the children to live out the Gospel values; to respect and love each other.

**Procedures for dealing with Bullying**

<b>Bullying is alleged by a parent / carer or outside person</b>	<b>Suspected Bullying is identified from within school (e.g. via observations from class teacher), including being reported by the victim themselves.</b>
1. A formal allegation (in writing or at a meeting) has been made by parents to a member of staff, that their child is being bullied.	1. Class teacher records concerns on 'Allegation of Bullying Form' and passes this to a member of the senior management team. If bullying cannot be confirmed, staff should discuss appropriate way to proceed and whether the matter is serious enough to report to parents.

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<p>2. Class teacher to investigate and determine whether allegations can be substantiated.</p>	<p>2. If bullying is confirmed, member of SMT to speak with parent to confirm this and outline further actions (This will be confirmed in writing).</p>
<p>3. Class teacher to report findings to a member of the senior management team. If bullying cannot be confirmed, class teacher to inform parents of this and outline any further actions. (This will be confirmed in writing)</p>	<p>3. Member of SMT to speak to bully and set an appropriate sanction (see behaviour policy). SMT member should determine if further action is necessary and arrange for reconciliation between bully and victim. SMT member will also determine how to support the bully in recognising the route of their bullying behaviours. Reassurance and support will also be given to the victim.</p>
<p>4. If bullying is confirmed, member of SMT to speak with parent to confirm this and outline further actions (This will be in writing).</p>	<p>4. Class teacher to monitor situation, if bullying continues repeat step 3.</p>
<p>5. Member of SMT to speak to bully and set an appropriate sanction (see behaviour policy). SMT member should determine if further action is necessary and arrange for reconciliation between bully and victim. SMT member will also determine how to support the bully in recognising the route of their bullying behaviours. Reassurance and support will also be given to the victim.</p>	<p>5. Step 3 should continue until bullying ceases. However, if bullying continues after several attempts by the school to address this, then the Head will determine further actions.</p>
<p>6. Class teacher to monitor situation, if bullying continues repeat step 5.</p>	
<p>7. Step 5 should continue until bullying ceases. However, if bullying continues after several attempts by the school to address this, then the Head will determine further actions.</p>	



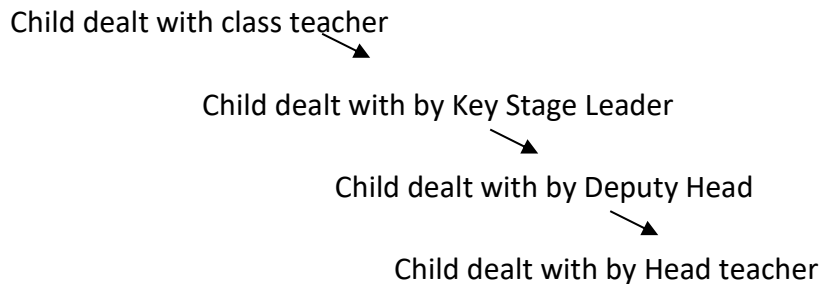
## **Prevention**

We will use the following methods and strategies for helping children to prevent bullying;

- Use of the PSHE scheme, through Circle time, planned activities, drama and discussion
- Use of the Behaviour policy through; discussing issues from the playground, lunchtime controller's procedures, table talks, face to face etc
- Use of peer mediation
- Use of the RE scheme of work and promotion of care and respect for others that reflects our Catholic values and ethos (Mission Statement)

## **Roles**

All staff and adults will promote positive behaviour. Incidents of poor behaviour will be dealt with by a member of staff, according to the level of seriousness involved. It is appropriate that the following structure should be used:



## **Physical Restraint**

On occasion, it may be necessary for staff to physically restrain a child, in particular when they are a danger to themselves, others, or school property. The school's physical restraint policy outlines how staff should act in such circumstances.

## **Searching Pupils**

If a senior member of staff suspects that a child might possess an item which is prohibited in school, then they may search that child with the child's consent. If the member of staff suspects that the child may possess

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either knives, weapons, alcohol illegal drugs, stolen items, tobacco or cigarette papers, then they may search a child without their consent. Searching pupils should always be carried out with two adults present.

### **The Role of Parents**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff, so that their children appreciate that this is the way to behave. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be dealt with in line with the school's 'Dealing with Unacceptable Behaviour from Parents' policy.

If the school has to use reasonable sanctions to admonish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The head teacher may then be involved and, if the concern remains, they should contact the Chair of the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

### **The Role of non-teaching Staff**

All school staff have a responsibility to uphold the behaviour policy. They should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

### **The Role of the Class Teacher**

Teachers should be positive, enthusiastic and have high expectations of both learning and behaviour. They should foster a sense of high self-esteem in all children, linked with an understanding of the needs of others. They will encourage a calm and responsive atmosphere.

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Teachers should always act in a way which sets a good example of appropriate behaviour. They should ensure that their use of rewards and sanctions is consistent, fair, appropriate and in line with the expectations of this policy.

Teachers should report all serious incidents of poor behaviour to a member of the school's senior leadership team.

### **The Role of Senior Leaders**

Senior Leaders will support teachers in using appropriate strategies to promote good behaviour amongst pupils. Whilst class teachers are expected to address any issues of poor behaviour on a day to day basis, senior leaders will become involved in more serious circumstances.

### **The Role of the Governors**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

### **The Role of the Headteacher**

It is the responsibility of the head teacher, under the 2012 DFE document '*Ensuring Good Behaviour in Schools*', to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher and other senior leaders will keep records of all reported serious incidents of misbehaviour. The Head teacher or Deputy Head teacher have the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

A permanent exclusion may be imposed for:

- *A single act of dangerous, violent, harmful or reckless behaviour*
- *Violence, especially where it seems the perpetrator has planned the violence, or has caused a significant injury, or has behaved in a recklessly dangerous way, or has ignored warnings to desist.*
- *Threats of violence, particularly those which are persistent, or which are intended to subvert the school's discipline policies by intimidation, or which involve calling in a third party, or which are intended to cause fear and anxiety.*

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- *Persistent expression of racist views, racist actions or other discriminatory behaviour*
- *Bringing drugs or other banned or toxic substances to school, using them on any school occasion, supplying them to other pupils or encouraging other pupils to use them.*
- *Bringing a weapon to school, or anything intended to be a weapon.*
- *Bringing fireworks to school, or any other potentially dangerous item*
- *Deliberately letting off the fire alarm [or issuing threats/alarms] without good cause, or other misuse of firefighting or safety equipment.*
- *Extreme public misbehaviour, especially when it brings the school into disrepute*
- *Theft, especially when it is openly perpetrated or premeditated*
- *Persistent bullying*
- *Persistent failure to observe acceptable standards of behaviour*

*A suspension may be given for:*

- *Disruption of lessons*
- *Refusal to follow instructions or explicit refusal to obey a school rule*
- *Verbal abuse against another person*
- *Disrespectful or insolent behaviour to staff*
- *Racist or otherwise discriminatory behaviour or language*
- *Fighting*
- *Students using any technology to make, or attempt to make, covert audio or visual recordings of other students, staff or visitors will be in serious breach of the behaviour policy. This will constitute a gross invasion of privacy as well as a misuse of technology.*
- *And for any action from the 'Permanent Exclusion' list for which a permanent exclusion is not imposed.*

*In excluding pupils, the school will take account of the following factors before making a decision:*

- *The possibility of discrimination on the grounds of disability*
- *The possibility of discrimination on the grounds of ethnicity*
- *Special educational needs*
- *Language fluency*
- *Age and maturity*
- *Other mitigating factors*

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