

# Behaviour and Anti-Bullying Policy



## St. Augustine's Catholic Primary School

19 West End Road, Old Costessey, Norwich. NR8 5AG

Part of the St. John the Baptist Catholic Multi-Academy Trust

*We try to follow Jesus by loving each other and caring for God's world.*

*Wisdom, Love, Might, Let there be Light!*

Last reviewed on:	October 2022
Next review due:	October 2023

## School Mission Statement:

*We try to follow Jesus by loving each other and caring for God's world.*

## School Motto:

*"Wisdom, Love, Might, Let there be Light!"*

*We aim to make the children who attend St Augustine's feel cared for and secure in surroundings where Catholic values are practised, and where their gifts and abilities are recognised and developed in an atmosphere of respect and friendship.*

*In planning the curriculum we attend to the development of the whole child: the physical, intellectual, emotional, moral and spiritual."*

**St. Augustine's Catholic Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.**

**Keeping Children Safe in Education (2021):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

## Behaviour and Anti-Bullying Policy

St. Augustine's behaviour and anti-bullying policy is designed to support the way in which all members of our school community can live and work together in a supportive way. Through our policy intent and implementation, St. Augustine's should help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our global community.

*This behaviour policy has been updated in light of the COVID pandemic and concerns that children are demonstrating more challenging behaviours, linked to; gaps in learning, reduced social and emotional skills and mental health issues.*

Contents	Page Number
1. Intent	3
2. Legislation and statutory requirements	3
3. Ethos	3
4. The Three Golden Rules	3
5. Postive Reinforcement	4
6. Consequence	4
7. Behaviour Management	5
8. Communication, Reporting and Recording	5
9. Safety	6
10. Bullying and Discrimination	7
11. Fixed-term and Permanent Exclusions	8
12. Roles and Responsibilities	8
13. Monitoring	9
14. References	10
Appendix 1: Script examples	
Appendix 2: Restorative Conversations	

## 1. Intent

- ★ Ensure everyone at St. Augustine's feels valued, respected, included and treated fairly
- ★ Outline how we expect every member of the school community to behave
- ★ Provide a consistent approach to behaviour management
- ★ Define what we consider to be unacceptable behaviour, including bullying and discrimination
- ★ Summarise the roles and responsibilities of different people in our school community with regards to behaviour management
- ★ Create an environment where everyone feels happy, safe and secure.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:  
Behaviour and discipline in schools

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

## 3. Ethos

St. Augustine's behaviour and anti-bullying policy is built upon our Catholic ethos, influenced by our school mission statement and motto, and the Christian value of Mercy.

### The Seven Spiritual Works of Mercy

- 1) **To instruct the ignorant** ~ model and teach behaviour to our children.
- 2) **To counsel the doubtful** ~ advise our children with good reason for positive behaviours and actions.
- 3) **To admonish the sinner** ~ advise our children with what was wrong about their behaviour and how to find reconciliation through acts of apology.
- 4) **To bear patiently those who wrong us** ~ remain calm and patient with our children.
- 5) **To forgive offenses** ~ model forgiveness without holding prejudice or discrimination.
- 6) **To comfort the afflicted** ~ support our children in a safe environment where mistakes can be made and behaviour can be improved through the right choices.
- 7) **To pray for the living and the dead** ~ reflect and take notice in our thoughts, demonstrating empathy and concern for others.

## 4. The Three Golden Rules

We have linked our top three golden rules with the values of our school motto:

*"Wisdom, Love, Might, Let there be Light!"*

- 1) **WISDOM / WORDS** ~ *in our words and how we use them to show wisdom, thought and intelligence.*  
We do not accept any form of unkind or inappropriate language, verbal abuse or mockery that may impact on wellbeing or be considered bullying behaviour.
- 2) **LOVE / CARE** ~ *in how we look after each other and love and care for all the things in our school and world*  
We do not accept any misuse of property or damage to property.
- 3) **MIGHT / ACTIONS** ~ *strength and courage in our actions to keep our school a safe place for everyone*  
We do not accept any physical abuse where another person is hurt or their safety is at risk.

## 5. Positive Reinforcement

Our school strives to achieve the highest St. Augustine's standard of behaviour. This is modelled and demonstrated in our warm, welcoming and friendly environment.

Encouraging good behaviour is reinforced by:

- Believing all our children will achieve and improve
- Praising a child's effort rather than the person, end result or piece of work
- Avoiding praise of intelligence or talent, instead praising child endeavour/effort

We praise and reward children for good behaviour in a variety of ways to support wellbeing and motivation.

- ★ Teachers congratulate children using a 'growth-mind set' approach
- ★ Staff award children with house points for demonstrating the school's mission and values
- ★ Each week we nominate children from each class to receive praise certificates
- ★ Each week a child is awarded the 'Heart of Gold,' for living in action the school motto
- ★ The school acknowledges all the efforts and achievements of children, both in and out of school.
- ★ Recognition boards
- ★ Class prizes
- ★ Class raffle tickets

## 6. Consequence

### 1) WISDOM / WORDS

We do not accept any form of unkind or inappropriate language, verbal abuse or mockery that may impact on wellbeing or be considered bullying behaviour.

- **Consequence:** Miss five minutes break or time out.

Three offences will lead to a parent meeting followed by an agreed appropriate consequence.

### 2) LOVE / CARE

We do not accept any misuse of property or damage to property.

- **Consequence:** Miss five minutes break or time out.

Three offences will lead to a parent meeting followed by an agreed appropriate consequence.

### 3) MIGHT / ACTIONS

We do not accept any physical abuse where another person is hurt or there safety is at risk.

- **Consequence:** Immediate parent meeting followed by a possible exclusion or an agreed appropriate consequence.

### Additional Considerations:

- **Reconciliation:** Everyone should acknowledge their own behaviour and offer an apology if they have broken any of the three golden rules.
- **Final Decision:** A responsible adult will decide if the behaviour has broken the golden rules and any following consequence. There will be no long discussion, argument or blame.
- **Trust:** Trust is earned by honesty, acknowledging unacceptable behaviour and accepting consequences.
- **Mistakes:** Our school is a safe place to learn from mistakes, with an aim to improve and achieve the highest St. Augustine's standard of behaviour.

**Behaviour and consequence should be logged on CPOMs to monitor frequency and any patterns.**

## 7. Behaviour Management

Staff should follow a consistent approach to highlighting and teaching behaviour to our children through the following steps:

### **Step 1 ~ Warning:**

A warning will be given by a member of the school staff, highlighting the inappropriate behaviour to the child. (Not a long conversation, but a short explanation, without engaging in a long discussion or argument).

The child may be asked to move nearer to the teacher or away from the situation and have a few moments of time out or calming down.

### **Step 2 ~ Miss 5 minutes break:**

If the action is repeated, the child will miss 5 minutes of break time.

### **Step 3 ~ Restorative conversation:**

At a convenient and suitable time, shortly following the incident or missed break, a restorative conversation will occur between the staff member and child.

### **Step 4 ~ Parent involvement due to a series of incidents:**

Three offences will lead to a parent meeting followed by an agreed appropriate consequence. Serious incidents will be shared with parents immediately.

### **Special Educational Need or Disability (SEND):**

Some students may need a more tailored approach to behaviour - for some this may be because they have a special educational need, for others it could be Adverse Childhood Experiences (ACE) or trauma-related. Knowing each child as an individual is key to a tailored approach.

### **Social Emotional Behavioural Difficulty (SEBD):**

Individual children with social, emotional or behavioural needs require tailored support, and staff should seek support from the SLT with pastoral systems and referral pathways to assist additional support.

### **Safeguarding:**

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## 8. Communication, Reporting and Recording

To implement our behaviour policy, prompt communication is key to its success.

- Class teachers lead the implementation of positive reinforcement, consequence and dialogue with parents.
- Support staff share verbal or written reports with the class teacher. If they are not available, they may report to the phase lead, head teacher or designated safeguarding lead (DSL).

Communication should be reported and recorded in ALL the following ways:

- 1) **Verbal:** Immediate communication in the first instance with the children involved, staff involved, and the class teacher. Advice and support can also be shared with phase leaders / SLT and Head Teacher. Serious incidents will be shared immediately with parents.
- 2) **Written:** A written record of events should be collected including;
  - Where? When? What?
  - Why? Any reason, trigger?
  - Consequence and any further action?
- 3) **Online:** Reports should be added to CPOMS online reporting tool to monitor frequency and patterns.

## 9. Safety

Everyone in our school should feel safe.

The school will offer appropriate training and support for staff in case there is a need for physical restraint.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (using CPOMs online behaviour tool)

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol or cigarettes
- Legal medication or illegal drugs
- Stolen items
- Inappropriate images, including images of other staff or children
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

**Any prohibited items found in a child's possession will be confiscated.**

We will also confiscate any item which is harmful or detrimental to our positive behaviour values. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 10. Bullying and Discrimination

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

At St. Augustine's we approach bullying by:

- Implementing preventative measures that create a positive school environment with a strong sense of school community and belongingness.
- Seeking to re-connect alienated children and identify children at risk of behaviour problems, poor mental health and wellbeing and using programmes like restorative justice.
- Improving collaboration and communication between staff, parents and outside professionals in order to develop early intervention and alternatives to exclusion.
- Invest in training for staff on trauma informed practice and Adverse Childhood Experiences (ACEs).

Bullying can include:

Type	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## 11. Fixed-term and permanent exclusions

Only the head teacher (or acting head teacher) has the power to exclude a pupil from school. A fixed-term or permanent exclusion is carefully considered by the head teacher and is usually a last resort after working with the child and family to support and improve behaviour and attitude in school.

The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the head teacher excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. The governing body will convene a discipline committee which will be made up of between three and five members. This committee will consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

## 12. Roles and Responsibilities (restorative conversations, modelling, communication)

At St. Augustine's, behaviour standards are everyone's responsibility and everyone should model our school's mission and motto. All staff, including support staff and all those who interact with children, should understand this policy and their role in supporting it.

To support behaviour this policy acknowledges that staff should:

- Know and understand pupils and their influences
- Teach learning behaviours alongside managing misbehaviour
- Use classroom management strategies to support good classroom behaviour
- Use simple approaches as part of a regular routine
- Use targeted approaches to meet the needs of individual students
- Be consistency throughout the school

### Children:

- Follow the three golden rules
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Wear the correct uniform at all times
- Accept consequences when given

### Class Teachers:

- Implement the behaviour policy consistently, leading the sanction of consequences
- Model positive behaviour
- Provide a personalised approach to the specific behavioural needs of particular children
- Record behaviour incidents (using CPOMs online tool)
- Speak to the SLT to access training and support

### Parents:

- Support their child in adhering to the school behaviour and anti-bullying policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly



**Teaching Assistants:**

- Implement the behaviour policy consistently
- Model positive behaviour
- Share and record behaviour incidents with the appropriate class teachers (if possible using CPOMs online tool)
- Speak to the SLT to access training and support

**Other Support Staff:**

- Model positive behaviour
- Share and record behaviour incidents with the appropriate class teachers (if possible using CPOMs online tool)

**Out-of-School Hours Staff:**

- Implement the behaviour policy consistently
- Model positive behaviour
- Share and record behaviour incidents with the appropriate class teachers (if possible using CPOMs online tool)
- Speak to the SLT to access training and support

**Senior Leaders / Phase Leaders:**

- Implement the behaviour policy consistently throughout their phase
- Model positive behaviour
- Monitor behaviour needs in their phase and feedback to the Head Teacher
- Offer support to class teachers and direct them to any required training

**Head Teacher:**

- Models and promotes the implementation of the school's behaviour policy
- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- Monitors how staff implement this policy to ensure praise and consequence are applied consistently
- Reviews communication systems and behaviour using CPOMs online tool
- Ensures all staff, including support staff and all those who interact with children, receive appropriate training
- Responsible for reviewing and approving this behaviour policy with the governing body

**Governors:**

- Review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation
- Monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

## 13. Monitoring

This behaviour policy will be reviewed by the head teacher and governing body annually. At each review, the policy will be approved by the head teacher.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## 14. References

- When the Adults Change, Everything Changes – Paul Dix
- Education Endowment Foundation – Improving Behaviour in Schools Summary  
[https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF\\_Improving\\_behaviour\\_in\\_schools\\_Summary.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf)
- Early Intervention Foundations: Adverse Childhood Experiences  
<https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next>

## 15. Appendix

- A) Intervention Scripts
- B) Reflection Sheet

### Appendix A: Intervention Scripts

Examples of Intervention Scripts:

- ***I noticed you are ...***  
(having trouble getting started / struggling to get going / wandering around the classroom kicking things)
- ***It was the rule about ...***  
(lining up / staying on task / bringing unsafe items into school)
- ***You have chosen to ...***  
(move to the back / catch up with your work at lunchtime / speak to the Head Teacher)
- ***Do you remember last week when you ...***  
(arrived on time every day / got on the recognition board / received a praise certificate)
- ***I noticed you are ...***  
(having trouble getting started / struggling to get going / wandering around the classroom kicking things)
- ***that is who I need to see today ... thank you for listening.***

Remember:

- Give the child some time to take in the comments.
- When we are hostile, the person we are speaking to is hostile back (complementarity psychology).



# Reflection Sheet

St. Augustine's Catholic Primary School

*We try to follow Jesus by loving each other and caring for God's world.*

Name:

Date:

Class/Year Group:

**1. What happened?**

**3. Effect on myself and others**

**2. Reasons for my behaviour**

**4. My plan for improvement**



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