

St Columba's Catholic Primary School

(LEARNING TO CARE, CARING TO LEARN)

GUIDANCE ON IMPLEMENTING OUR SCHOOLS BEHAVIOUR AND ANTIBULLYING POLICY

CLASSROOM APPROACHES TO DISCIPLINE

1. CLASS TEACHERS ARE RESPONSIBLE FOR creating a positive ethos through praise and rewards for good work and desirable behaviour. Rewards in individual classes may consist of; verbal praise, encouragement stickers, stars, team points, 'star pupil' awards etc. Teaching Assistants work with the class teachers to support this positive ethos.

2. THEY SHOULD EMPLOY THE USE OF a 'behaviour pyramid' to help pupils avoid engaging in inappropriate behaviour. This pyramid (copy attached) is divided into levels with the consequences of continually poor behaviour clearly set out from minor consequences to more serious ones. Pupils can see when their actions will lead to if their behaviour continues and it helps them modify them it and so not get into serious trouble.

3. IF A CHILD PERSISTENTLY BEHAVES in an unacceptable manner the class teacher should initially deal with it using a range of measures. If it persists he/she should seek support from schools management. The level of support should be appropriate to the need of the teacher, the class and the child. The purpose of intervention is not simply to punish but to modify behaviour. Persistent bad behaviour can indicate an underlying problem, which needs investigation.

4. WHEN INVESTIGATING CAUSES OF BAD BEHAVIOUR TEACHERS need to consider if it is due to:

1. An appropriate level of work.
2. Appropriateness of the classroom organisation and structure and support children who have difficulties managing their own work time.
3. Lack of clearly defined guidelines and boundaries.
4. Expectations not too high.
5. Slow response to unacceptable behaviour.
6. Negative/positive comments balance (a good strategy is if possible use 3 positive comments to a class/individual before a negative one).
7. Appropriateness the supervision arrangements (especially if incidents occur out of class) see system of supervision document.
8. Other issues that need considering especially if the behaviour is out of character.

5. TEACHERS' RESPONSES SHOULD TO BE APPROPRIATE to the level of seriousness of the behaviour. The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded, but rather because the child has broken an agreed rule. Imposition of sanctions should be done in a firm no-nonsense way, but should be consistent with the school expectations that all people will be treated with respect. It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child. This enhances rather than reduces the likelihood that the pupil will want to co-operate with the teacher in future.

6. SOMETIMES CALMING AN EXCITED CLASS or group down helps avoid negative behaviour. Some techniques for calming children down and getting attention include the following:-

1) CLAPPING - ask the children to listen out for a particular clap sequence. When they hear it they must copy it, repeat if required.

2) MAGNETS - this takes a little practise but once perfected works very well. When the teacher says magnets, the children have to stop what they are doing immediately point their fingers to their eyes and look directly at the teacher. If some children keep on with what they are doing repeat until they do, praise good magnets.

3) TABLE POINTS - reward quickest, tidiest, quietest, most polite tables. Give a golden ticket reward weekly.

4) PRAISE good behaviour outrageously.

5) TEACH children a series of arm movements which by following encourages calmness e.g. hands on head, now on shoulders, now on hips, now folded and finally sit and rest.

6) GIVE INTERESTING PHYSICAL REWARDS e.g. Fireworks they make one with their hands, startled stag etc make up your own according to what they like.

7) USE NON-VERBAL SIGNS instead of interrupting teaching with small reprimands.

8) COUNTDOWN.

9) GIVE TARGETS.

If these signals are not working you need to move to the next level of calming techniques.

1) HEADS DOWN thumbs up game.

2) CLASS NOVEL (make it interesting so it is not a chore).

3) CIRCLE TIME

4) USE VISUAL TIMERS e.g. the bomb and balloon.

5) TIME OUT (which may be used earlier if necessary).

7. SERIOUS INCIDENTS AND EMERGENCIES. An emergency is a situation which requires the immediate presence of the Head teacher or one of the school's Senior Managers. A serious situation is one which requires that Senior Management is informed rapidly of an incident so that they can become involved at the earliest opportunity but not necessarily at that moment.

Serious incidents

The following are considered to be serious and should be referred to the appropriate Senior Manager in writing after preliminary investigations have been done.

- **Extreme disrespect to adults**
- **Serious violence in which the teacher does not deem to require emergency procedure**
- **Definite incidents of bullying**
- **Racial harassment**

A SENIOR MANAGER WILL EITHER DEAL with the incident personally and inform the Senior Behaviour Manager of action taken, or refer the matter to that person. The Bradford LA recommended system for the recording of incidents of racism, bullying and violence to staff is used in the school. Any Senior Teacher who deals with any such incidents is required to ensure that the appropriate forms are completed and passed to the Head teacher.

Emergency situations. If a member of staff feels a serious situation has developed or is developing and additional help is needed then that person should request help from the nearest colleague and send to the main office for the Head teacher. The office staff will contact the Head teacher or if he is not in, the next senior member of staff who will attend immediately.

8. EXCEPTIONAL CIRCUMSTANCES AND EXTREMELY CHALLENGING

BEHAVIOUR. It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective. Such cases will be treated on an individual basis. The class teacher, support staff, senior management team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

1. **MEETING** of all involved, including parents / carers, to draw up a Behaviour Contract. This to be reviewed regularly.
2. **DESIGNATION** of a member of the senior management team to be the first point of contact in exceptional circumstances.
3. **LIMITED ACCESS** for the child to whole class teaching on a planned basis.
4. **EXTRA ONE** to one support.
5. **SEN STAFF** and class teacher to plan appropriate differentiated work.
6. **DAILY PLANS** and targets with appropriate rewards.

7. **EXTRA TRAINING** for staff.

8. **APPLICATION FOR A STATEMENT** of special educational needs in the longer term, if appropriate.

9. **AT LEAST WEEKLY LIAISON** with parents/carers.

10. **HOME** - school books or good news books.

9. KEEPING RECORDS. It is essential that a written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher and the designated member of the SLT together with contributions from any other staff who are involved.

10. DEALING WITH BULLYING. Bullying is deliberate harmful.

1. Behaviour which is replicated over a period of time. The 3 forms it takes are:

a). **PHYSICAL**- hitting and kicking, taking others belongings

b). **VERBAL** - name calling, insulting and using racist remarks in direct conversation or by use of ICT etc.

c). **INDIRECT**- spreading rumours about someone, excluding them from groups.

Encouraging others to be hurtful towards them.

2. **Any incidents of bullying** should be dealt with immediately and if not seen by the pupils class teacher referred to that person.

3. **The issue needs to be addressed** with both the victim/s and the perpetrator/s and dealt with in accordance with the policy and referred to the appropriate Senior Manager as necessary.

4. **It is important that the class teacher** makes it very clear to the victim who he/she must go to if they experience bullying again and check with the victim regularly to ensure if okay. Consideration need to be given as to whether more support is needed and if so liaise with the appropriate Manager to implement such support.

5. **It must also be made clear** to the perpetrator/s that repetition of this behaviour will not be tolerated and appropriate sanctions applied and parents informed as necessary and the matter clearly recorded.

6. **Our aim is to deal with bullying by ensuring** that pupils realise how harmful it can be, know who to go to if they see or experience it and know how to deal with it.

Consequently all teachers need to include this topic in their circle time. Use appropriate display and other materials and be on the lookout for ways to discharge any incidents of it. When on this area it is important that all forms of bullying including homophobic and transgender bullying is dealt with in accordance with our EPR policy.

11. SYSTEMS OF SUPERVISION. All members of staff are required to maintain good order and discipline among pupils and to safeguard their health and safety whenever they are authorised to be on school premises or engaged in authorised activities elsewhere.

1. **Before school:** The school doors open before the start of school so allowing pupils to come in, change and enter the classroom. Teachers are asked to supervise pupils in class and Team Leaders arrange supervision of the cloakrooms. Teachers and others on duty in the cloakrooms at any time during the day must ensure pupils change sensibly and quietly and walk in an orderly fashion to class.

2. **During the school day:** Pupils should always be adequately supervised throughout the day. During break and lunchtime pupils should only be allowed in class if a teacher or adult is supervising them. During playtimes teachers supervise on a rota system whilst lunchtime supervisors do so at lunchtime. Each class teacher should put up his/her classroom rules governing wet playtimes.

3. **Supervision at lunchtimes:** The teachers should supervise their children during the supervision time. They should go into the playground at the start of their post-lunch supervision period, ring the bell, line the children up and ensure they walk into the building in an orderly fashion.

4. **Lunchtime supervisors:** will supervise the children during the lunchtime period. They will be supported by a senior member of staff (Duty Teacher). For further details of this and the other arrangements that govern lunchtime supervision, see separate "Lunchtime Supervision" document.