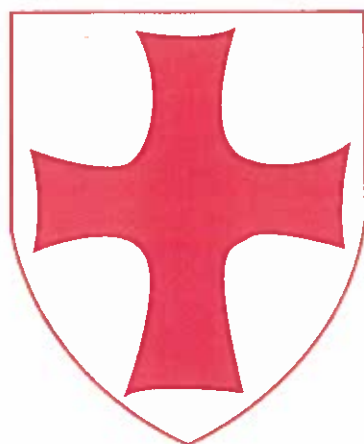


**St. Robert Southwell Catholic
Primary School
A school in the trusteeship of**



Diocese of Westminster



BEHAVIOUR POLICY

Legal Status:

Approved by staff on: September 2015

Adopted by governors on: October 2015

Last Review: December 2018

Next Review: December 2019

Responsible Person: Miss Montgomery

A handwritten signature in black ink, likely belonging to Miss Montgomery, the responsible person for the policy.



MISSION STATEMENT

Our mission is to create an educating Christian community which reflects the values of the Gospel within the traditions of the Roman Catholic Church;

- a community which will develop the whole person
- a community which works closely with parents and parish
- a community which values each child as a unique individual with particular gifts and needs
- a forward looking community which serves its members and the wider society
- a community in which we will lead those in our care to grow in their faith whilst benefiting from an enriching education.



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BEHAVIOUR POLICY

Statement of principles

At St Robert Southwell Catholic Primary School we have high expectations of pupil behaviour. We believe that good behaviour is fundamental to a happy and successful school. The promotion of good behaviour is of the highest importance. All staff are responsible at all times for the behaviour of children within sight or sound of them, and implement the policy consistently. Children also need to be responsible for their own behaviour. As children develop, so their sense of responsibility increases. An important role of the Primary phase of education is to develop a sense of personal and corporate responsibility and to begin to develop a good understanding of what is right and wrong. Our school life is based on the Gospel Values of Faith, Hope, Love and Forgiveness. And underpin all that happens in the school and provide the basis of our Mission Statement.

Aims and expectations

This policy explores ways in which the school's mission statement may be realised in our inter-relationships within the school community by:

- Sharing God's love in worship and service
- Seeing each person's potential for growth and assisting personal growth as part of our school community
- Promoting each person's individual dignity through thoughtful words and actions
- Establishing links with families which support the growth of the members of our school community
- Using and sharing our gifts in pursuing truth and understanding

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose Christian values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to underpin the way in which all members of the school community can live and work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims and values of the school.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together effectively.



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The school expects every member of the school community to behave in a considerate way. We treat all fairly, and endeavour to apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Class Codes of behaviour

Each class agrees a set of class rules as part of their PSHE scheme of work. These are established at the start of each year.

Rewards

Appropriate behaviour is that which shows care and consideration for each other, which tries to understand each other's point of view and which is truthful. This appropriate behaviour is encouraged by making expectations clear and by praising instances of care, consideration and truthfulness. Teachers, teaching assistants, midday supervisors and ancillary staff praise and reward good behaviour in a number of ways including:

- Smiling at children
- Thanking children
- Providing children with enjoyable and responsible jobs
- Writing positive and encouraging comments at the bottom of their recorded work
- Displaying children's work
- Sending children to a member of the CLT or Head teacher to share their work and receive special feedback
- Awarding House points
- Nominating children to be "star of the week"
- Adding their names to the class "Roll of honour"
- Celebrating their success in the weekly "Celebration Assembly"
- Representing their class on the school council

Star of the Week

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Each week teachers nominate a child from each class to be “Star of the Week”. These can be awarded for any aspects of effort with work, citizenship or behaviour and they are announced at the start of Celebration assembly held each Friday. Each child is provided with a certificate and their names are displayed on the celebration board which is changed weekly. Parents are invited to the celebration assemblies.

Roll of Honour

Each week staff have opportunities to enter the children's names on a class page for the “Roll of honour”. Once again, these can be awarded for any aspects of effort with work, citizenship or behaviour and they are read out in the celebration assembly held each week on a Friday. The current pages are displayed on the celebration display board and previous pages kept in a file by the board.

House Points/ Stars

The children are divided into four houses. They are awarded house points for any aspect of work, effort, citizenship or behaviour. Magnetic stars are also given to children who promote the 4Rs. They are added to the appropriate ‘house’ section on the main board in the hall. House points are totalled each week by Year 6 pupils and the weekly totals read out regularly in assembly. A running total is kept to find the winner at the end of the year.

Celebration Assembly

The celebration assembly is held every Friday and is an opportunity for the whole school to celebrate the success and effort that takes place throughout the school. As well as celebrating Stars of the week, the Roll of Honour, House points etc, this is also an opportunity for children to celebrate success in numerous school activities such as sport and Music. Parents are invited to attend all celebration assemblies.

School Council

Children from Year 1 upwards have the opportunity to take part in the school council elections at the start of the school year. A boy and girl represent each of these classes. Meetings are held regularly and minutes are kept. The school council gives the children an opportunity to have a voice in the running of the school. A school council display is shown in the entrance hall.

Sanctions

Inappropriate behaviour is that which devalues personal dignity. Examples of inappropriate behaviour are swearing, name-calling, racist/sexist/ethnic slurs, lying, stealing, fighting, deliberate unkindness and bullying. Inappropriate behaviour can be discouraged most

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strongly by encouraging and rewarding appropriate behaviour. Additionally, when inappropriate behaviour occurs, it must be quickly addressed and rejected in a way which signals the community's disapproval of the behaviour, not of the individual. Children should be asked to consider their behaviour and reflect upon what they have done, how they may have hurt others, and what they can do to improve relationships within the school community.

Recording behaviour

Where there is persistent low level 1 behaviour, level 2 behaviour or above, staff record the details of the incident and any actions taken on Cpoms and alerts the classteacher and CLT person who leads behaviour.

Affirmations are also recorded on Cpoms. If a child in KS1 receives 2 affirmations or a child in KS2 receives 3 affirmations, they receive a certificate during our Monday Gospel Assembly.

Behaviour Consistency

The school employs a number of sanctions and strategies to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. These sanctions and strategies are outlined clearly in Appendix A.

Bullying

This policy recognises the possibility that bullying may occur and sets out clearly the school community's attitude to bullying. Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else. It may take many forms including physical or verbal aggression which seeks to intimidate, or deliberate exclusion of others expressly to hurt self-esteem. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Incidents of bullying are firstly reported to the class teacher, then, if necessary, to the Head teacher and recorded in the "Records of bullying incidents" file which is kept in the school office. (See anti-bullying statement Appendix C).

Bullying is dealt with through:

- Identifying the problem
- Interviewing the children concerned individually or collectively
- Involving parents if necessary
- Investigating instances of bullying by using a questionnaire



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Further practice within the school community is to:

- Continue to identify and monitor instances of bullying
- Support children in order to help them value good relationships and develop a sense of self-worth
- Be observant of relationships within the school community
- Encourage children to trust adults within the school community and to talk to them about their problems
- Further educate adults within the school community about aspects of bullying
- Establish strategies for children in dealing with bullying
- Define sanctions for discouraging bullying

Racism

The school does not tolerate racism of any kind. If we discover that an act of racism has taken place, we act immediately to stop any further occurrences of such behaviour. Any incidents of racism are reported to the Head teacher and recorded in the "Records of Racist incidents" File which is kept in the Head's office.

Physical Restraint

All Members of staff are aware of the regulations regarding the use of force for Physical restraint as set out in the Dfes Circular 10/98, relating to section 50A of the Education Act 1996: *The Use of Force to Control or Restrain pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child or if a child is in danger of hurting him/herself. The actions that are taken are in line with government guidelines on the restraint of children.

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules and class codes of behaviour are enforced in their classes and that their classes behave in a responsible manner during lesson time. PSHE sessions give children the chance to discuss issues, set expectations and opportunities to resolve issues such as playtime difficulties, arguments, bullying etc.

The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.



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If a child misbehaves repeatedly in class, the class teacher alerts CLT on cpoms, keeps a record and refers to the "Behaviour consistency Models Levels 1-4 and Beyond" (Appendix A) for appropriate sanctions or strategies to address this behaviour. In the first instance, the class teacher deals with incidents him/herself using strategies and sanctions outlined in the "Behaviour consistency Models Levels 1-4 and Beyond" (Appendix A) for level 1 and 2 behaviour types. However, if misbehaviour continues, the class teacher uses the consistency models for further intervention and the Assistant head responsible for behaviour or Head teacher, will become involved.

The loss of playtime or lunchtime, or a proportion of them, is a sanction which may be given for level 2 and above types of behaviours. Children are properly supervised and given opportunities to purposefully reflect on their behaviour. It is the class teacher's role to apply suitable strategies and sanctions within class time to modify level 1 types of behaviour.

Where relevant, the class teachers liaise with the Assistant Head with responsibility for behaviour in order to arrange for external guidance as necessary to support and guide the progress of a child. The class teacher and Assistant Head may, for example, discuss the needs of the child with a member of the Inclusion Team who will assist with observations and recommendations.

Children who persistently exhibit level 2, 3, and 4 types of behaviours may require a Pastoral Support Plan which will outline key targets for improvement aligned to strategies and sanctions to achieve these targets. The plan is carefully monitored by the class teacher in liaison with the Assistant Head. The Head teacher may also be involved in this process alongside other agencies.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. It is important that good communication is maintained with parents in order that the school and home work together in partnership.

Class teachers do not send children out of the class to stand in the corridor as it is detrimental to their duty of care. Instead, class teachers will send children who misbehave at levels 2 and above, (not level 1) to work in another classroom. This represents a degree of internal exclusion. This is only applied when the teacher has first tried using a "time out" area within their own classroom environment. The Parents' Room or library may be used if they are free, provided a teaching assistant is available to supervise the child.

The Role of the Head Teacher

It is the responsibility of the Head teacher, under the School Standards and Framework act 1998, 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

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responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The Headteacher is alerted to all reported serious incidents of misbehaviour on Cpoms, including incidents of bullying and racism.

The Headteacher has the responsibility for giving fixed-term exclusions 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. These actions are taken only after the school governors have been notified and County and Westminster Diocese guidelines have been closely followed. See Level 4 and Beyond sanctions in "Behaviour consistency Models Levels 1-4 and Beyond" (Appendix A).

The Role of Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and school

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school uses reasonable sanctions which have been collectively agreed to punish a child and we therefore expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated they should initially contact the class teacher. If the concern remains they should follow the school complaints procedure, copies of which are available from the office.

The Role of Governors.

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed term and Permanent exclusions

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We do not wish to exclude any child from school, but sometimes this is necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance *Improving Behaviour and Attendance: Guidance on exclusion from school and Child Referral Units (Dfes January 2003)*, the Brent exclusion advice and the Westminster Diocese Statement on Exclusion. We refer to these documents in any decision to exclude a child from school. The relevant document is:

www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head teacher may exclude a child 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 child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they may, if they wish, appeal against a decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA and the governing body of any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The governing body cannot itself either exclude a child or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusions appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider any representation by the parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

Drug and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal to school. If a child needs medication during the school day the parent or guardian should notify the school and complete the relevant form. The school's Drugs Policy must be referred to for the storage and administration of medicines such as inhalers.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will be notified. Any child who



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deliberately brings substances into school of the purpose of misuse will be punished by fixed-term exclusion. If the offence is repeated, the child will be permanently excluded. In all events, both the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for the child to be taken home and the police and social services will be informed.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by temporary exclusion. The child will not be readmitted to the school until the parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head teacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Monitoring and Review

The Head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour on Cpoms. The class teacher records minor classroom incidents. The Head teacher and Assistant headteacher record incidents on Cpoms when a child is sent to them on account of inappropriate or unacceptable behaviour. The Head teacher also records incidents of bullying and racist behaviour in a separate section on cpoms.

The Head teacher keeps records of any child who is excluded for a fixed-term or permanently.

It is the responsibility of the governing body to monitor rates of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of race equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality; A guide for Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations from ongoing monitoring on how the policy might be improved.



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**APPENDIX A - St Robert Southwell RC Primary School – Behaviour Guidelines for Staff
Consistency Models Level 1 -4**

Level	Behaviour Types	Range of positive strategies
<p>Level 1 Disruptive classroom behaviour</p>	Wandering	Remove excuses for wandering – pens, equipment all ready; make expectations clear; challenge “Why are you out of your seat?” Reminder of rules; consider movement breaks in longer lessons
	Not listening to instructions	Playing games – instructions (Simon Says); praise those who listened; ask children to repeat instructions; call everyone to stop and listen, Make sure you have everyone’s attention before you begin; don’t say anything until you know they are all listening.
	Calling out, Silly noises*	Praising correct behaviour; reminder of class rules; house points for not calling out; only ask those with hands up
	Fidgeting	Take object as you continue lesson – don’t let it stop the flow; eye contact; insert name into the flow; for some children blu-tac or a permitted item; for some children, plan seating position.
	Distracting others	Praise someone else for being on task; remind children of class rules; time prompt/sand timer; are you stuck, can I help you?; Direct question/repeat information
	Not sitting still	Warn they will hurt themselves if they wriggle; reward; carpet square to sit on; breaks and exercise.
	Changeover of activities	Reward for those who are ready; clear instructions/routines; classroom organisation e.g. timer; consistency in changeover
	Not joining in	Exaggerate praise for any small/insignificant sign of positive behaviour; quiet reassurance; differentiated work; work in small groups; praise correct behaviour –rewards
	Talking out of turn	Praise/choose children who are sitting quietly or waiting their turn; refer to class code; stop, fix, glare; ignore or acknowledge depending on child/circumstance
	Unkind language or treatment of others	Be consistent in your responses and clear about what is not acceptable; discuss with child one-to-one; consider circle time and ask “how would you feel?”
<p>Level 1 Other General examples</p>	Talking when moving round the school or when lining up	Incentive – best class gets house points; reminder of rules – politeness, safety, walking safely; “walk like a soldier”. Set the tone early; send to back of line; line up in specified order; practice at break time
	Inappropriate responses to reminders about behaviour	Expect to be talked to with appropriate level of formality for situation
	Talking in assembly	Whoever is taking or supporting assembly say name to let them know you have seen them; move child and see them at following break
	Willful disorganisation or missing homework	Explain why good habits are important; offer constructive help with reminders or organisation charts/prompts

*** May be a higher level**



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Level	Behaviour Types	Range of positive strategies	Who else to involve	Recording	Communication with parents/ carers
<p align="center">Level 2 Repeated instances of Level 1</p>	Unwillingness to cooperate/ follow instructions	Strategies: <ul style="list-style-type: none"> • Talk one to one, if possible away from classroom situation; set clear expectations for improvement; be clear and specific about targets – it is suggested no more than one or two; remain focused on primary behaviour rather than consequent behaviour; give chance to improve. • Time out in class 	Inform Deputy Head or Senior Teacher seeking guidance, who may then decide to intervene directly	If persistent, behaviour log is completed and signed, which may help with parental involvement and seeking later	Open evening, if behaviour forms part of a pattern or "collection" of level 1 / 2 instances Consider note to parents
	Minor Challenges to authority of adult				
	Persistent problems with homework				
	Deliberate disruption of lesson*				
	Rudeness to any adult working in the school				
	Impulsive or "hot headed" fighting				
	Swearing for effect		Sanctions: <ul style="list-style-type: none"> • Loss of Golden Time • Withdrawal of break or lunchtime play, perhaps for a longer period • Apologies may be appropriate, but these should be meaningful and sincere • Warning about representational activity e.g. school council, school teams • Warning about the loss of forthcoming events. <i>Note that some events are more appropriate than others e.g. the difference between missing a non-uniform day or an educational visit</i> 		
	Deliberate misuse of property, or disregard for school environment				
	Breaking rules – e.g. having sweets, play fighting, and swaps				
	Spitting				
Silently refuses to attempt work					
Kicking					

*** May be a higher level**

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Level	Behaviour Types	Range of positive strategies	Who else to involve	Recording	Communication with parents/ carers
Level 3 Repeated instances of Level 2	Pinching / Biting	Strategies: <ul style="list-style-type: none"> Talk one to one, if possible away from classroom situation; set clear expectations for improvement; be clear and specific about targets – it is suggested no more than one or two; remain focused on primary behaviour rather than consequent behaviour; give chance to improve. Time out in another class or agreed, supervised room. Warning card system for repeated behaviour – involve parents Personalised strategy for individual pupils e.g. marble jar, sticker chart with possible loss of break time/ other sanctions Sanctions: <ul style="list-style-type: none"> Loss of Golden Time Withdrawal of break or lunchtime play, perhaps for a longer period Apologies may be appropriate, but these should be meaningful and sincere Warning about representational activity e.g. school council, school teams Warning about the loss of forthcoming events. <i>Note that some events are more appropriate than others e.g. the difference between missing a non-uniform day or an educational visit</i> 	Inform Head, Deputy Head or Senior Teacher seeking guidance, who may then decide to intervene directly	Behaviour log is completed and signed, which may help with parental involvement and seeking later Behaviour Incident File Copies of letters involved	Parents informed. Arrange meeting with parents and further meetings to review, where appropriate
	Spits at other children				
	Throws books or equipment				
	Damages other people's property				
	Leaves the class without permission				
	Climbs on furniture				
	Defiantly refuses to work or obey adult instructions				
	Disobeys a direct adult instruction				

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Level	Behaviour Types	Range of positive strategies	Who else to involve	Recording	Communication with parents/ carers
Level 4 Repeated instances of Level 3 And/ or	Organised /pre-meditated or unprovoked violent behaviour; persistent aggressive disputes with others	Strategies: <ul style="list-style-type: none"> Consider special needs register and involvement of external agencies, for specific guidance Pastoral Support Programme for persistent severe behaviour problems Sanctions: <ul style="list-style-type: none"> (Further) loss of privileges Loss of representational activity Loss of forthcoming events If no improvement results from implementation of PSP and other strategies, consider movement to a fixed term exclusion. This may continue to a permanent exclusion if other strategies fail to improve behaviour 	Head teacher involved immediately. Deputy head informed. All other staff informed as appropriate; in cases of persistent disruptive behaviour consider support/ case conferencing	Behaviour incident file (head, deputy or other) Copies of letters involved	Parents informed in writing Arrange meeting with parents, and further meetings to review, where appropriate
	Verbal abuse of staff; lashing out at staff in temper				
	Swearing or foul language intended for effect or to deliberately cause offence Leaving classroom/school/playground intentionally and without permission Theft of property e.g. cloakroom stealing Continuation or redirection of bullying				
Level 5 Repeated Instances of Level 4 and / or	Assault or physical abuse of staff Criminal activity: Major theft e.g. a lap top; serious vandalism; extortion; possession of offensive weapons, drugs etc.	Exclusion	All staff Parents Chair of Governors Police, as appropriate	Full recording of all details	Parents informed immediately, in writing

APPENDIX B - St Robert Southwell RC School's Approach to Bullying

A Statement for Parents

The Mission Statement offers a clear vision of relationships within the school community and underpins our belief in respect for the individual. In this context we wish to consider the issue of bullying. Bullying, both verbal and physical, will not be tolerated in this school. It is everyone's responsibility to prevent it happening. Firm guidelines have been laid down with this in mind.

1. The school will react firmly and promptly where bullying is identified. There is a range of sanctions available to staff depending on the perceived seriousness of the situation. Some of these include:

- Discussions with parents and children
- Referral to senior staff
- Withdrawal of favoured activities
- Exclusion from school (in extreme circumstances)

2. When instances of bullying have occurred, the school will:

- Take bullying seriously and find out the facts of any incident by methods including: meeting those concerned individually,
- Use peer group pressure to actively discourage bullying
- Break up bully groups where it seems necessary
- Involve parents at an early stage
- Help children develop positive strategies and assertion skills
- Support children who are being bullied by giving them opportunities to talk about their experiences
- Employ strategies to help bullies change their behaviour
- Be equally concerned about bullying to and from school when told about such instances
- Record instances of bullying in a consistent way that allows for monitoring of behaviour
- Discuss with and involve children in agreed class and school rules and behaviour
- Request help from outside support agencies and the Educational Psychology Service where necessary.

The school offers the following pastoral advice to parents:

It is always a good idea to take an active interest in your children's social life and chat about their friends and about their activities in and out of school. As well as keeping up to date with your children's friendships, you may well learn of disagreements or difficulties.

Watch for signs of distress in your children. There could be an unwillingness to attend school. There could be complaints about Headaches, stomach aches etc. Toys or equipment may go missing. There may be requests for extra pocket money etc.

There are many reasons why a child may be unsettled at school. Bullying is always a possibility.

If you think a child is being bullied, inform the school immediately and ask to speak to the member of staff who should deal with the incident. If you are dissatisfied with the outcome, request an interview with the Head teacher. If you are still dissatisfied, then you may make an official complaint which would then follow the complaints procedure (see separate policy).

Remember: bullying is everyone's responsibility. Allow the school time to investigate the problem. All reports will be investigated urgently.

