



Behaviour Policy

'Never have any grudges against others, or lose your temper, or raise your voice to anybody, or call each other names, or allow any sort of spitefulness. Be friends with one another, and kind, forgiving each other as readily as God forgave you in Christ.' Ephesians 4:3132.



WHAT WOULD JESUS DO? (WWJD)



EQUALITY



We believe...

... that positive and desirable behaviour for the whole school comes from valuing the worth of everyone in the community. This objective can also be fulfilled through the commitment of our pupils to following in the footsteps of Jesus and to their studies.



This means that we will...

- √ respect the rights of everyone, positively valuing gender, race and the rights of those with specific needs
- √ always encourage self discipline
- √ value quality in learning and teaching
- √ respect the school's immediate environment, care for resources and look after our school
- √ take responsibility and care for the local community and acknowledge our place in the wider world, so that we may 'put our dreams to help people into action today'
- √ foster a safe environment physically, emotionally and spiritually where children and adults feel secure enough to take risks, both in their learning and with their relationships.

RESPECT



COURAGE

Why do we need a positive behaviour policy?

- To enable all members of the school community to develop his or her learning potential
- To establish shared expectations over what is appropriate behaviour
- To develop children's commitment and responsibility as members of the school and local community and to build an increasing awareness of the responsibilities they will have as global, Catholic citizens of the world.
- To offer guidance over the development of the school as a community within a community
- To encourage a sense of 'pride' in and commitment to the shared values of our school.
- To foster co-operation between all members of the school community.
- To reinforce a positive school ethos
- To help organise the school through positive and caring management
- To clarify roles over positive management within the school community.

DETERMINATION



INSPIRATION

Parents / Guardians

Parents play a crucial part in shaping their children's personalities and attitudes. The establishment of an effective working partnership between parents and schools is essential so that together we can foster high standards of behaviour.

The school operates a zero tolerance approach to bullying and racism, the procedures of which are documented separately.



Assemblies

Assemblies will be used as an opportunity to deepen and develop our Catholic values and spiritual awareness, to acknowledge achievements and to foster a sense of community. We celebrate times when children show self discipline and develop their self-esteem in an atmosphere of mutual respect, encouragement and forgiveness.

EXCELLENCE



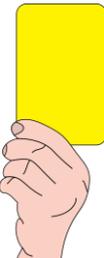
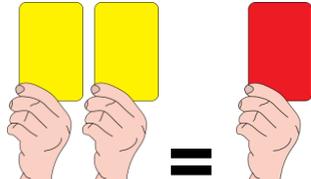
We believe that children and adults flourish best in a happy, ordered and positive environment in which children are encouraged to fulfil their potential.

FRIENDSHIP





St Albert's Behaviour Ladder

	Behaviour	Classroom Response	Lunchtime Response
Stage 1	<ul style="list-style-type: none"> Not following class rules 	<ul style="list-style-type: none"> Verbal Warning with an explanation Name moved down onto rain cloud and miss 5 minutes of playtime (move onto Stage 2 if behaviour is repeated) 	<ul style="list-style-type: none"> 5 mins at time out space
Stage 2 	<ul style="list-style-type: none"> Repeated or extreme stage 1 e.g. theft/damage 	<ul style="list-style-type: none"> Time out in parallel class for a specified time with work/activity to complete Stage 2 reflection slip to be filled out in parallel class Parents informed by telephone / face to face 'informal' Miss 10 mins of playtime 	<ul style="list-style-type: none"> 10 mins at time out space Stage 2 reflection slip to be filled out on return to classroom Parents informed by telephone/face to face 'informal'
Stage 3 	<ul style="list-style-type: none"> Physical/verbal aggression and/or violence Bullying Intimidation Racism Swearing in anger, with aggression, at another person Sexualised behaviour (flag up immediately to DSP) 	<ul style="list-style-type: none"> Letter sent home to parents/parents requested to attend meeting 24 hour internal exclusion External exclusion (up to 5 days) Stage 3 slip to HT/DHT Bullying/Racism Form completed Permanent exclusion 	<ul style="list-style-type: none"> Automatic SLT involvement Record on Incident Form Letter sent home to parents/parents requested to attend meeting Internal/External exclusion
		<ul style="list-style-type: none"> Two yellow cards in one day convert to a red card 	

We Do Not Tolerate Bullying at St. Albert's

In line with DfES guidance, bullying at St. Albert the Great Catholic Primary School is defined as harassment or aggressive action which:

- is repetitive and prolonged over time
- reflects an imbalance of power
- may be verbal, physical, social or sociological

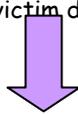
Bullying is not tolerated. Staff are alert to the possibility of bullying in all its forms, policy is reviewed and updated, and training is provided.

Strategies employed at St. Albert's to pre-empt and prevent bullying include:

1. Opportunities developed in class and during assemblies to boost the self confidence and morale of pupils, and to encourage mutual respect and esteem.
2. Effective supervision of break-times including opportunities for children to take part in a wide variety of activities/clubs
3. Ensuring the safe and sensible movement around the school
4. Encouragement of parents to contact school immediately where they have a concern about their child's relationship with others, and not to tell their child to "sort it out" for themselves. (We ask parents to prevent tension between families outside school, spilling into school, and to inform us if this is likely to be the case.)
5. Education of the children to discriminate between "bullying" and occasional incidents and encouragement of parents to recognise the difference. (We discourage the casual use of the term "bullying".)
6. Availability of staff to children, who should report any concerns to an adult of their choice. This adult should report the child's disclosure to the Class Teacher.

When a child reports an incident of bullying

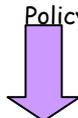
The **Class Teacher** will **investigate** the child's concerns urgently and discuss the next step with the Key Stage Leader. If the events concerned happen at break-time, the Mid-day Supervisors will be requested to keep a special watch on the alleged victim during lunchtime.



The **Key Stage Leader** will **question** the alleged bully, and investigate further to determine the truth of the incident.



The **Key Stage Leader and Class Teacher** **respond** to their investigation by meeting with the alleged victim and alleged bully to outline their conclusions. Sanctions and/or support should be engaged in line with the school's Behaviour Policy.



The **Class Teacher or Key Stage Leader** will **contact** the parent of the alleged victim to describe the complaint and the action taken (including dealing with lies or false accusations if the Key Stage Leader is confident that no bullying has occurred). If bullying has been confirmed, the Key Stage Leader should speak with the parent of the bully and outline the sanctions being taken.



The **Class Teacher** will **record** the complaint, the investigation, and the outcome.



The Key Stage Leader will keep the situation under **review**, using the steps outlined in the Behaviour Policy.



The Headteacher will become involved immediately and directly in cases of bullying giving rise to serious physical or mental harm. Exclusion of the bully may result.