

Our School’s Mission Statement and Aims

*Living Our Faith
by
Word and Deed*

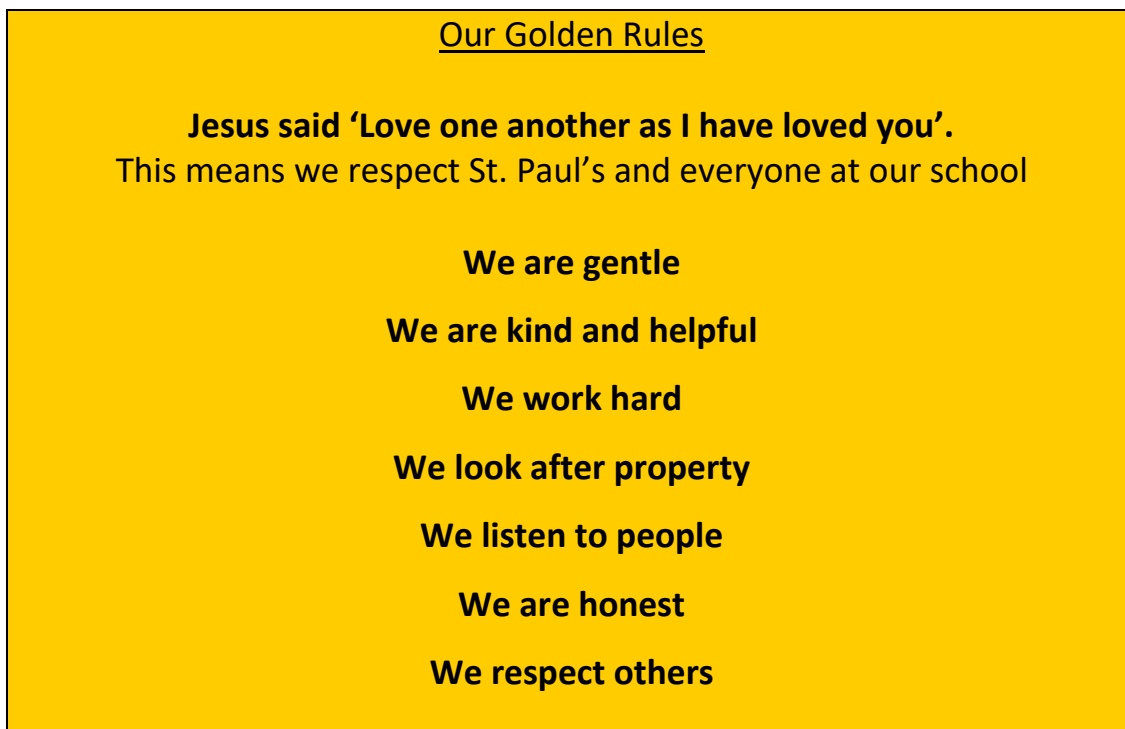
**As children of God we value and respect each other;
We love Jesus and through our relationships with others we share this love;
We work in partnership with home, the parish of St. Paul’s and the local community;
We support and encourage everybody to achieve their best in work and play;
We celebrate each other’s achievements;
We say sorry, support and forgive each other as Jesus showed us;
We prepare for and share the sacraments;
We respect other people’s beliefs and cultures;
We support those in need**

School Aims

1. To ensure that everything we do is underpinned by our mission statement 'Living our Faith by Word and Deed.'
2. To provide a worshipping community that holds and celebrates Christ as the centre of its Faith and life.
3. To recognise that every child matters and to put into place the practice in all aspects of our work that ensures that all learners are given equality of opportunity and treated fairly.
4. To promote and achieve high standards for all by providing teaching and learning of the highest quality so that each child reaches their full potential.
5. To treat learners as individuals and to differentiate teaching and learning to take account of their individual needs.
6. To provide opportunities for learners to develop their physical, mental, social, spiritual, moral and cultural needs.
7. To help and encourage children to progress academically and socially through a broad and balanced education in a safe, secure and stimulating environment.
8. We aim to make learning fun using links between subjects whenever possible.
9. To enliven and enrich the curriculum by visits, visitors, and extensive use of the environment.
10. We aim to promote the highest standards of behaviour where children are encouraged to be responsible for their own actions.
11. To equip children with attitudes, skills and knowledge to learn independently.
12. We aim to continually strengthen relations between children, staff, parents, Governors, the parish and the whole school community to foster the aims of the School.
13. To provide a welcoming, friendly and happy place where learners feel safe and secure.
14. To make St Paul's a place of enjoyment where success is celebrated.

School expectations & rationale

The school has established clear expectations to which children are encouraged to aspire. All adults are expected to model the behaviour we expect from the children. St Paul's Catholic Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated and we aim to produce a safe and secure environment where all can learn without fear or anxiety. Staff, children and parents or carers will be made aware of the school's position on bullying. Our expectations are expressed in the form of 'Golden Rules'.



Copies of these rules are displayed in classrooms and around the school. They should regularly be brought to children's attention. The school has a system of rewards and sanctions which ensure continuity throughout the school.

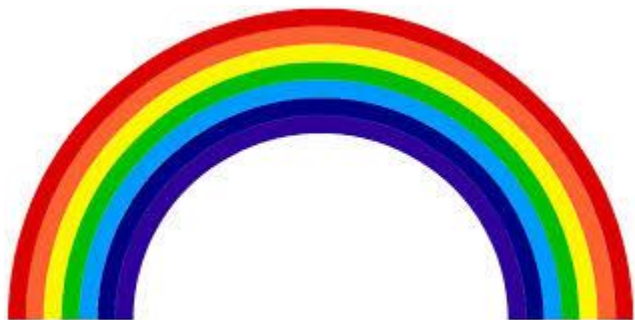
- This policy aims to make sure that all those responsible for the welfare of our children are aware of the school's opposition to all forms of bullying.
- When an incident of bullying is reported all staff should be made aware of the situation so that they can take appropriate action should there be any further incidents.
- All reported incidents of bullying will be treated seriously and investigated. Firm action will be taken against perpetrators of bullying.
- We aim to support all victims of bullying and to provide within our school a climate of trust and respect for all.
- Our aim is to make sure that all children are aware of the school's opposition to bullying and what they can do to if they witness any incidents.

Rights and Responsibilities

We believe that all children have the right to develop their potential, be safe and happy. Rules or codes of behaviour are essential for maintaining those rights and are split into three main areas: whole school, the classroom and the playground. It is the responsibility of everyone, both child and adult to assist in the promotion of socially acceptable ways. For their rights to be maintained the children must take the responsibility of following the golden rules. If children break the golden rules they need to understand that they have chosen to do this and therefore must accept the consequences of their actions.

The Whole School Approach- The Rainbow

All children have their name on the green band at the beginning of each new day. If they exhibit positive behaviour they move up one colour on the rainbow and are rewarded appropriately. If they exhibit inappropriate behaviour they move down one colour on the rainbow and receive a sanction (See below and appendix 1). If children have moved down the rainbow they cannot be moved back up.



- Red- Celebration postcard home
- Orange- Visit another teacher at a suitable time
- Yellow- Class teacher sticker/praise
- Green- Starting point - no sanction/reward
- Blue- Timeout in class away from peers
- Indigo- Timeout in another class (with work)
- Violet- Work with the Headteacher/Deputy

Positive behaviour

The opportunity to reward success operates at three broad levels

- To reward positive behaviour within school routines
- To reward effort and individual achievement
- To reward positive playground behaviour

Children will be rewarded with house points, which will be counted weekly to identify a winning house. A termly reward will be given to members of the house with the most points.

- Rewarding Positive Behaviour:-
 - where behaviour consistently meets school expectations
 - where personal behaviour targets are met
- Rewarding individual achievement:-
 - consistency of achievement
 - effort
 - where personal/group targets set by teacher or pupils themselves have been met.
 - for a single piece of work of outstanding quality
- Rewarding positive playground behaviour:-
 - where co-operation and team spirit are evident
 - where pupils have attempted to resolve difficulties fairly

Each week, one child from each class will be selected and given a 'gold award' certificate in assembly. The award will be given to a child who has demonstrated exemplary behaviour and followed the golden rules that week.

Unacceptable behaviour

In the event of unacceptable behaviour a sanction will be enforced. These behaviours include:

- Talking when silence is expected.
- Chatting when work is expected.
- Running or wandering about.
- Shouting out.
- Throwing small items.
- Interfering with another pupil's belongings.
- Misusing school equipment, (pupils who wilfully damage school equipment will have parents contacted and the child will be expected to pay for damages).
- Minor health and safety dangers caused by thoughtless actions
- Answering an adult inappropriately.

- Walking away and not listening to an adult.
- Repeatedly ignoring or disregarding an instruction
- Fighting - exchange of punches, kicks or blows – more than play fighting or pushing
- Bullying – repeated name calling, threats or violence over a period of time.

Sanctions

The following sanctions will be used, depending upon the age of the child and the severity of the incident:

- Discussion with appropriate adult
- Warning
- Time-out within class
- Time-out in another class
- Work with Headteacher/Deputy
- Letter to parents
- Meeting between school and parents
- Exclusion (length of which will be determined by the severity of the incident)

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, Leadership 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:

- Meeting of all involved, including parents/carers, to draw up a behaviour contract which will be reviewed regularly.
- Designation of a member of the Leadership Team to be the first point of contact in exceptional circumstances.
- Limited access for the child to whole class teaching on a planned basis.
- Additional one to one support.
- SEND staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for a statement of special educational needs in the longer term, if appropriate.
- At least weekly liaison with parents/carers.

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 designated member of the Leadership Team together with contributions from any other staff involved.

Exclusion

The school follows the DFE and Tameside guidance. Only the Headteacher can exclude a pupil from school. Exclusion should not be made in the heat of the moment although rapid response can be made if there is immediate risk to the safety of others or the pupil concerned. A decision to exclude a child will be taken if:

- The pupil seriously breaches the school behaviour policy in a violent way.
- A range of alternative strategies have been tried and failed.
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils or staff.

Exclusion can be in response to a single, very exceptional incident or as a result of a number of incidents growing in seriousness over a period of time.

Guidance for staff dealing with children in the playground

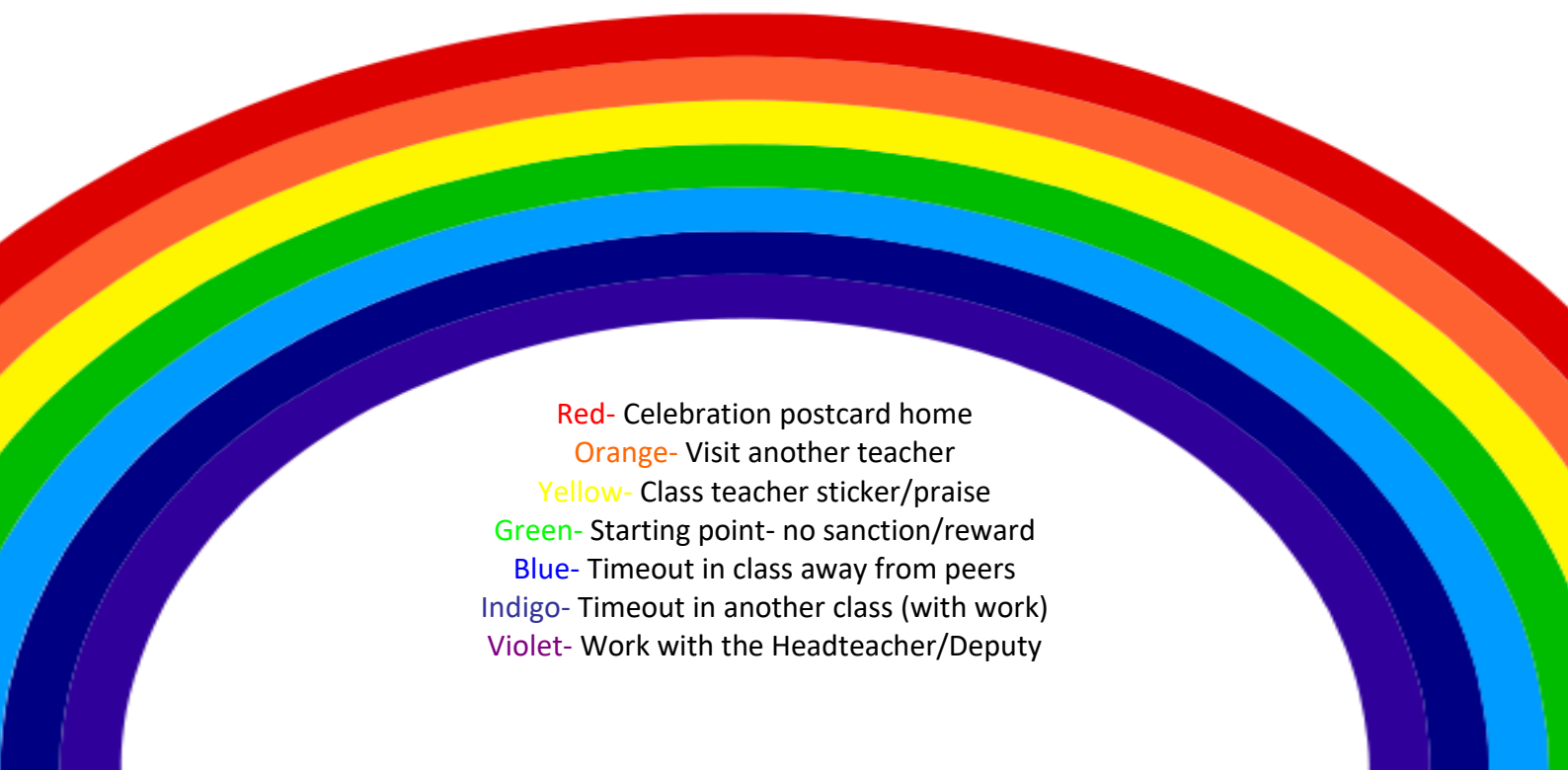
1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than another until the facts have been determined.
2. Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild offering children a way back.
3. School rules should be applied consistently and children reminded of them regularly.
4. Steps- Chance 1- warned about behaviour.
Chance 2- sent to Lunchtime supervisor.
Chance 3- sent to member of SLT and incident recorded in "Lunchtime Book".

All staff should maintain high expectations of behaviour from the pupils, apply the school policy consistently and set an example of calm, polite and friendly relationships.

Guidance on confiscating items from children

Staff may at times confiscate from children any inappropriate items which are brought into school premises. The items will then be returned to the child's parent/carer at the end of the day.

Appendix 1- The Rainbow



Anti-Bullying & Behaviour

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

Our definition of bullying is:

'repetitive, wilful or persistent behaviour by one or more people, which damages or hurts others physically or emotionally, leaving the victim feeling defenceless.'

It is a child's right to feel safe at school and parents expect it. The ethos of our Catholic school encourages children to care for each other and to regard bullying as unacceptable

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our policy including a pupil friendly version of our policy.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- Secure the safety of the target of bullying
- Take actions to stop the bullying from happening again
- Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc
- Raising awareness of online bullying through regular e-safety lessons.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups,
- Ensuring playground and midday staff are trained and have a range of activities at lunchtime to promote positive play.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/teaching assistant/deputy headteacher/headteacher/midday staff
- Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

Responding to Bullying

We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

All staff are required to report bullying and prejudice-based incidents to the headteacher who keeps a record of bullying concerns.

Procedures for parents:

- If a parent has any concerns about their child, they should speak to the class teacher immediately. The headteacher is always informed of any bullying concerns and monitors the situation carefully.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the school's complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

We meet the needs of our children through:

- Planning opportunities that build upon and extend children's knowledge, experience, and interests, and develop self-esteem.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their peers.
- Planning a whole school scheme of work based around themes, ensuring progress each year.
- Monitoring children's progress and taking action to provide support, as necessary.
- Assessing children's progress at the end of each year and putting interventions in place when necessary.

Strategies to combat bullying

Through the school mission statement, R.E. programme, classroom rules and assemblies children will be made aware of the seriousness in which all incidents of bullying are regarded. Anti-bullying week each year also promotes the different types of bullying and how children can access support. It highlights and promotes secure friendships. Class teachers will make their own records of any bullying in the classroom or playground, supported by Teaching Assistants.

Midday assistants will report incidents to the class teacher and serious incidents to the head teacher/deputy headteacher. The head teacher will be informed if the behaviour is repeated.

Children who bully will be made aware of the seriousness of their actions and appropriate sanctions will be applied. In cases of serious or persistent bullying, the head teacher will inform parents of both the victim and the perpetrator.

If a pupil persists in bullying appropriate support and intervention will be provided. The BLIS Team and Educational Psychologist may be asked for advice.

Good behaviour is rewarded and applauded by encouragement, praise, and rewards.

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer-term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Roles and Responsibilities

It is the responsibility of the Head teacher and Governors to implement the Behaviour & Anti-Bullying policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.