



Behaviour for Learning Policy

Developed by teaching staff September 2017

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Rationale

The Greatest Commandment

²⁸ *One of the teachers of the law came and heard them debating. Noticing that Jesus had given them a good answer, he asked him, "Of all the commandments, which is the most important?"*

²⁹ "The most important one," answered Jesus, "is this: 'Hear, O Israel: The Lord our God, the Lord is one.'³⁰ Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.'³¹ The second is this: 'Love your neighbour as yourself.' There is no commandment greater than these."

Aims

- To ensure that we all feel safe, able to learn and included as valued members of the community
- For all our community to have a common understanding of our approach to managing behaviour
- To ensure that behaviour incidents involving children are dealt with taking into account the age, maturity and additional needs of the child to ensure that behaviour that is unacceptable is always responded to in a way that does not demonise or stigmatise the perpetrator.

Guiding principles

We should all

- recognise and encourage Christ-like behaviour in each other
- seek to learn and enable others to learn
- develop learning behaviours and encourage these in others
- behave with kindness and respect
- develop assertive, non-aggressive strategies for expressing our needs and feelings
- reject all forms of racism and bullying (are unacceptable)
- respond appropriately e.g. 'small problem=small fuss / big problem=big fuss'

Implementation & Monitoring

Governors	Annual review of policy Monitor policy into practice at least annually
Staff	Annual review of policy Policy in staff handbook Operational guidance leaflet (given to supply staff and visitors) Lead Behaviour Professional role to monitor behaviour within school including implementation of the policy Senior Leadership Team to receive reports from staff, children and parents about behaviour and the policy and to respond to these
Children	Discuss and understand the rationale and aims and interpret what this means for them and their class annually Revisit policy regularly (at least termly) through aspects of the curriculum, particularly RE Through assemblies and class discussion know/understand aspects of the policy e.g. sanctions / rewards class council / school council feedback about policy (at least annually)
Parents	Opportunity, at least annually, for parents to respond to the behaviour policy e.g. forums, questionnaires Policy available electronically on the internet, at the school office and in the School Handbook

Expected learning behaviour¹

¹ see appendix 1 Grading Learning Behaviours

Language to support expected behaviour

Actively engage in learning	Follow instructions	Move around the school and classroom gently and quietly
Ask for help	Help others	Praise each other
Be patient	Learn how to help yourself	Present work carefully
Be polite and use good manners	Learn to resolve issues independently	Respond with appropriate language
Be respectful in interactions with others	Listen when someone else is talking	Use resources appropriately
Contribute to discussion	Look after the environment	Have a positive attitude

We will phrase instructions positively e.g. “walk in school” rather than “don’t run.” This also relates to comments about work: “Remember to curl around the caterpillar,” rather than “This writing isn’t good enough.”

We will encourage expected behaviour by talking about children being **proud** of themselves, **proud** of their learning, **proud** of each other, **proud** of their culture and talk about how we feel **proud** of them.

We will talk about how we **respect** each other. We show **respect** to other children, to adults and to communities, genders, other faiths and cultures. We will praise children by telling them that they are showing **respect** by listening, being polite and by treating other people well.

We will talk about being **disappointed** by certain behaviour or events (not by the child). We will notice that other children and adults are **disappointed**.

Responses to behaviour

Our community seeks to positively acknowledge and reward expected learning behaviours through intrinsic and extrinsic methods².

We encourage everyone to respond to inappropriate behaviour in the following way:

‘Small problem = Small fuss

Big problem = Big fuss’

Analogies such as...

“Someone taking your pencil = Small problem / Small fuss”

“A tiger coming into the classroom = Big problem / Big fuss”

...help us to model this to young children.

Where behaviour is inappropriate for learning or community cohesion the following responses will apply

- stop or intervene positively in unwanted action – give ‘take-up time’³

² see appendix 2 Reward Strategies

- re-focus on task (when / where appropriate explain why the behaviour is inappropriate) - give 'take-up time'³
- *Time-out* in class (max 10mins) or on playground (to be with play supervisor on duty– max 10mins)
- **IF INAPPROPRIATE BEHAVIOUR CONTINUES** - *Time-out* of class (max 10mins) with TA (or if not available, go to another class) or if on playground be sent immediately to play leader in hall; and class teacher will follow up with:
 - Investigation and discussion @ 12:15 using prompt card
 - loss of lunchtime
 - log behaviour on Bromcom
 - contact parent in person at door (sensitively) / by telephone / letter if no response to call⁴
 - Lead play leader to inform teacher of lunchtime incident (teacher to contact parent/record incident)

All sanctions should take place as soon as possible (within 24hours) after the transgression.

At all times professionals must consider the maturity and characteristics of the child. They must consider, for example, whether it is likely a child will benefit from a lunchtime exclusion (highly unlikely in Foundation Stage). They must consider whether the child has a PSP or BSP in place and an individualised programme for behaviour improvement.

Removal or loss of curriculum opportunities is not acceptable unless the behaviour is a Health & Safety concern.

Repeated transgressions

If there are repeated transgressions e.g. every day or almost every day for a period of two weeks, then parent(s) or carer, teacher and Lead Behaviour Professional (or a Leadership Team member) should meet to devise a Behaviour Plan to support the child in meeting expectations. This is then used to respond to incidents of behaviour, although in no way replaces the behaviour policy.

Extreme behaviour

Extreme behaviour has a negative impact on everyone in the community and will not be tolerated. Everyone has the right to feel safe all of the time.

Extreme behaviour is demonstrated by

- Complete refusal to comply with adult instruction
- Verbal abuse
- Physical abuse
- Destructive behaviour
- Racist incident - must be investigated to understand what the child meant
- Bullying incident

Any incident will be dealt with by⁵

- de-escalation of incident and/or removal⁶ of child
- investigation of incident (allow time for this to happen – could take up to 48 hours to investigate and deliver appropriate sanction)
- logging of behaviour
- involvement of parents

³ see appendix 3 Strategies For Responding To Inappropriate Behaviour

⁴ see appendix 6 Advice for staff

⁵ see appendix 4 for detailed response to an extreme behaviour incident

⁶ see appendix 5 Safe Handling

- sanction for behaviour
- support to modify behaviour and make amends

Any decision to exclude internally must be agreed by the head teacher or senior assistant head teacher. If they cannot be consulted, an Assistant Head Teacher may agree an internal exclusion.

Peer on peer abuse

Peer on peer abuse, for example, name calling or unwanted pushing or other physical contact, is regarded as unacceptable behaviour. It will not be tolerated or passed off as “banter” or “part of growing up.”

When such behaviour comes to the attention of a member of staff they will,

- reassure the injured child
- investigate the incident (or ensure someone else will do this as soon as possible)
- if appropriate, mediate immediately, facilitating apology and remediation
- record on Bromcom (or report to class teachers who will do this)
 - this is important, even when the incident seems minor, because repeated peer on peer abuse can be a sign of a safeguarding issue and can indicate a pattern of bullying
- if the incident is extreme then proceed as for an extreme behaviour
- class teachers will consider appropriate support for the subject and perpetrator of the abuse in liaison with the SWERL lead; they will consider whether there may be a gender or racial element to the abuse and whether there is a pattern of bullying
- the safeguarding lead or their deputy will be informed of the incident and will consider whether or not to raise a safeguarding concern.

School rules for how we treat each other are frequently visited in assemblies and class PSHE and RE sessions as well as through display and supervising adults’ discussion with children.

At all times the child’s wishes and feelings will be taken into account. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Statement for bullying and racism

All forms of bullying and racism are unacceptable and responses to such incidents are dealt with under the school’s behaviour policy as extreme behaviour.

Bullying is:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

Department for Children, Schools and Families (2007), Safe to Learn

‘The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally emotionally or through cyberspace.’

Anti-Bullying Alliance

Racism is:

Discriminatory or abusive behaviour towards members of another race

The prejudice that members of one race are intrinsically superior to members of other races
Kids.Net

A racist incident is an act which is a power relation of domination between a majority (super ordinate) group and a minority (subordinate) group.
Chahal, 1999

Statement for bullying and racism continued

Where a child has been the subject of a bullying or racist incident their parent(s) will be informed by the end of the school day (or as soon as possible thereafter)

The school will take a pro-active approach teaching children how to recognise and respond to bullying and racism

It will be the responsibility of the Lead Behaviour Professional to monitor bullying and racist incidents and report statistics/analysis both internally and externally. It will also be their role to raise awareness of how to deal with bullying and racism for children, staff and parents.

The school will use SIMS to record all incidents of Bullying and Racism.

Advice regarding how to distinguish between racist and other forms of bullying and how to respond to racist bullying is found in appendix 8.

Appendix 1 - Learning Behaviour

Effort Scale for Grading

Children should be taught learning behaviours that will enable them to achieve the best they can from their educational opportunities.

Pupils will be awarded an effort graded based on the learning behaviours below.

The grading system allows and encourages discussions between pupils, teachers and parents to support a pupils learning.

1 = Outstanding; 2 = Good; 3 = Needing Improvement

Outstanding

Fully engaged

Highly motivated

Proactive and independent

Actively seeks advice to improve learning

Supportive of others

Excellent collaborator

Uses relevant resources

Seeks out new challenges

Good

Generally on task

Contributes when encouraged

Independent with reminders of strategies

Willing to improve work/learning

Mostly collaborative

Uses resources appropriately

Responsive to challenge

Needing Improvement

Hard to engage

Contributions lack effort

Needs to be kept on task

Reluctant to improve work/learning

Little participation and easily distracted

Uses resources improperly

Responds inappropriately to challenge

Appendix 2 - Reward strategies

Praise is the best form of feedback and the school community seeks to use this as our first response.

ATTENDANCE

A Certificate and Cup are awarded weekly to the class who gains the highest attendance over the week. (There is also a termly and annual certificate awarded for the same reason.)

Individual Bands are awarded to children for achieving 98% and 100% attendance over the term and the year.

- Coloured bands are awarded termly to 98% attendees
- Bronze bands are awarded for 100% attendance in any one term
- Silver bands are awarded for 100% attendance in any two terms
- Gold bands are awarded for 100% attendance in any one year

IN-CLASS REWARDS

- Class teachers may choose to have their own in class reward system e.g. marbles in a jar, table points
- Class rewards are to encourage corporate responsibility, collaboration and co-operation.
- Class rewards do not take the place of the behaviour policy in dealing with inappropriate behaviour

LEADERS

Chosen each week as excellent examples of St Joseph's and St Gregory's Lower Primary Site community and recognised at Celebration Assembly

- Two leaders from each class are selected
- Teachers explain the reason for choosing each leader and this is recorded in the Leader File.
- Leader's photographs are displayed on a board in the school for the week.
- Leaders have extra responsibilities awarded to them by their teacher for the following week.

OTHER REWARDS

Might include

- showing approval
- smiling
- positive praise
- showing work or being sent to the Headteacher or another member of the Leadership Team
- Individual sticker charts

PLAY LEADER CERTIFICATES

Awarded to individuals and classes for exceptional lunchtime behaviour

- chosen by play leaders
- awarded at Celebration Assembly
- not routinely awarded

Appendix 3 - Strategies for responding to inappropriate behaviour

List of Strategies

- Eye contact
- “the look”
- Gesture or pointing to written rules
- (sometimes) a hand on the shoulder
- Planned ignoring
- Re-focus
- Re-direct
- Change of seat
- Delayed consequences
- Use humour- but not sarcasm
- Keep calm
- Listen but do not be drawn into a “wrangle”
- Explain what will happen if good learning behaviour is not adopted Separate the problem from the person

Responding to Behaviour (*adapted from Managing Children’s Behaviours, Cooke, 2004*)

An appropriate response to challenging behaviour depends on the type of behaviour being exhibited by the child. Any response to challenging behaviour should be consistent, fair, and be the least disruptive response necessary to manage the behaviour. A considered, proactive response is likely to be more effective than one which is merely reactive, and which may be influenced by an emotional response to the incident. One response to particular forms of challenging behaviour is to ignore them. This strategy can be effective in dealing with annoying behaviours such as whining, pouting, screaming and tantrums. These behaviours are generally aimed at getting something, such as an object or attention. Initially, the behaviour may worsen, as the child tries harder to get attention. By ignoring the behaviour consistently, the child will come to realise that the behaviour is not effective. However, this approach must be combined with positive reinforcement of appropriate behaviour. Ignoring is not appropriate for behaviours which are abusive, or destructive, or behaviours such as lying, stealing or non-compliance.

It is important that teachers do not ignore children who are off-task, or who are withdrawn. Teachers need a range of strategies for redirecting such children, without drawing attention to the student’s behaviour, or disrupting the work of the class. Teachers use strategies such as moving closer to a child, making eye contact, or using visual clues such as pictures or hand movements to remind children of appropriate behaviour. They also use firm, direct and specific statements to remind children of rules or the consequences of breaking them. If children comply with the direction, their behaviour can then be acknowledged positively. More serious outbursts of misbehaviour, where the child chooses to act inappropriately must be met with consequences, which are clear and logical. For example, if children fight in the yard, it is a logical consequence that they will have to leave the yard. If children distract others in class they will have to work away from others. It is important that the consequences are fairly immediate, implementable, and appropriate. Consequences might include being moved in the class room, a loss of privileges, or staying in during a break to finish work or tidy up a mess. Consequences should never be physically or psychologically harmful or humiliating. A school’s Code of Behaviour should outline the sanctions which are used in the school. Another strategy which may be useful in the case of a serious incident of misbehaviour, or to prevent the escalation of an incident is providing for time out. In such circumstances a child goes to a particular place in the class room, designated as the time out or cool down area. Time outs should be for designated misbehaviours only, and be part of a planned hierarchy of response. The time out area should be away from the other students, but in the view of the teacher. This approach should be for a limited, specified period, and it should be borne in mind that research has shown

that five minutes is an optimal time frame. Children will test the limits of such an intervention but, if it is followed through consistently, it has proven to be an effective way to manage misbehaviour. Exiting a child from the classroom may be necessary where the classroom is significantly disrupted. It is the most intrusive action that the teacher can take and should, therefore, be a planned intervention. This should include the steps to be tried prior to exiting, where the child will go and how they will be supervised. How the child will return to the class should also be considered in advance. Exiting needs to be planned on a whole school basis, taking account of the particular needs of the school. Teachers may agree, for example, to allow a child from another class to have a time out in their room, in return for a reciprocal arrangement. However, repeated exiting of a child can place an unfair burden on a particular member of staff and may give the children the message that the teacher is unable to manage the child.

It is also important that when the child returns from a time-out, or having been exited that they are assisted in re-establishing a working relationship with the teacher and the class.

Children with particularly challenging behaviour may benefit from the drawing up of a behaviour plan. Such a plan might set out the attainment of a particular behaviour target over a short period of time such as a day or a week. Plans should focus on one behaviour at a time and the achievement of the targets should be reinforced positively. Children should be involved in the setting of targets. If a child is entitled to resource teaching or has access to a support teacher on the basis of their behavioural needs, the resource / support teacher may be in a position to discuss the plans, or set targets in consultation with the child and the class teacher. However, continually placing the child on a behaviour plan will reduce its effectiveness.

Appendix 4 - Detailed response to an extreme behaviour incident

In the case of extreme behaviour where the child is:

- refusing to comply with adult instruction
- verbal abusive
- physical abusive
- using destructive behaviour
- involved in a racist incident (perpetrator)
- involved in a bullying incident (perpetrator)

The following action should be taken.

- call the School Office [or Nurture Room]
- SWERL Team member to go immediately to scene and attempt to de-escalate situation or remove child if necessary
- incident to be investigated by Lead Behaviour Professional (or deputising member)
- senior member of staff to be informed (first choice Inclusion Lead)
- behaviour to be logged on Bromcom within 24 hours
- Parent to be contacted before the end of the school day to be informed about incident (Class Teacher or LBP)
- the adult in charge when an incident occurs must ensure that they inform the correct members of staff.
- Meeting with parent within 48hours to be arranged by the Inclusion lead, in their absence the Lead Behaviour Professional, in their absence the assistant or head teacher
 - class teacher (if appropriate)
 - LBP and/or senior member of staff
 - child (as appropriate)
- At the meeting with parent(s)
 - discuss incident (details from investigation)
 - fix sanction for behaviour
 - establish next steps
 - notes will be taken and recorded in the child's file

Sanctions

For all incidents of extreme behaviour one of the following sanctions will apply. Although hierarchal, where deemed necessary any of the sanctions can be applied.

- **Internal Exclusion** – removal of the child to another class (except in the case of FS where the child would have access to full choice of activities restricted) for a minimum of 0.5 days. The period of time will be determined by the Head Teacher or Senior Assistant Head Teacher in consultation with the Class Teacher depending upon the age, maturity and additional needs of the child
- **Fixed Term Exclusion** – the parent will be required to keep their child at home for a fixed period. This will be recorded on the child's school record as a Fixed Term Exclusion, and the number of days recorded. School will provide work for the child to complete whilst at home. The work will be assessed (where appropriate) and added to child's current work log. The period of time of the Fixed Term Exclusion will be determined by the Headteacher depending upon the age, maturity and additional needs of the child.
- **Permanent Exclusion** – see school policy on exclusions

Next Steps

- In all cases of 'extreme behaviour' children will be given support to understand their behaviour and how to modify it
- For incidents that involve other people opportunities for restorative actions and mediation will be provided.

Appendix 5 - Guidance for Safe Handling

Managing Aggressive or Violent Misbehaviour (*adapted from Managing Children's Behaviours, Cooke, 2004*)

Aggressive and violent misbehaviour is not a regular occurrence in most primary schools. However, when such incidents occur, they are serious and cause a great deal of stress for those involved. When faced with a potentially violent situation the following steps may prove useful in de-escalating the situation. Schools should develop a system where a teacher can call for assistance if faced with a potentially dangerous situation.

- Where possible the child should be isolated. This may involve the child being exited from the classroom, perhaps with a special needs assistant, or with the assistance of another teacher. An alternative is that the rest of the class is removed from a potentially violent situation.
- The child should be spoken to calmly, assertively and respectfully.
- The teacher should stay at a safe distance. (*except of course when using reasonable force/restraint*)
- It should be made clear that you are listening to the child. In this way it may be possible to find out how the situation has developed, or how it may be resolved.
- The child should be asked to consider possible positive outcomes and behaviours.
- The child should be given space and time to cool off and to respond to requests.

It is important that any violent incident is recorded on SIMS.

The Department of Education's Use of reasonable Force advice guides our policy

<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force>

The following are extracts from this official guidance:

All members of school staff have a legal power to use reasonable force¹.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

¹ Section 93, Education and Inspections Act 2006

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- in a school, force is used for two main purposes – to control pupils or to restrain them
- the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools do not require parental consent to use force on a student.

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

St Joseph's and St Gregory's Catholic Primary School Guidance for Safe Handling

The only occasions on which a child needs physical restraint are:

- When he / she places himself / herself, another child or adult at risk of physical damage
- When a child is intent on damaging property, and verbal commands will not control the behaviour
- When he/she refuses to leave the environment when instructed to do so for time-out or with a member of the Nurture team or senior leadership (as per the Behaviour Policy: Responses to behaviour and Extreme behaviour)

The force applied should be the minimum to achieve a safe outcome

Moving technique:

If a child is not responding to normal commands and has to be removed from a specific environment or prevented from damaging people or property:

Take the child above the wrist.

Hold both the child's and adult's arm by the side of the body and move away.

Leave one adult arm free to protect against any swings or blows from the child.

If a child is difficult to move with one arm then two adults should be used to move the child:

Both adults hold the child above the wrist.

Hold the arms by the child's and adult's sides.

The adults can use their spare arm to secure the hold. The spare arm locks across the child's upper arm gripping the adult's securing arm.

THESE TWO HOLDS SHOULD ONLY BE USED TO MOVE A CHILD FROM A TO B.

THEY SHOULD NOT BE USED FOR RESTRAINT.

If it is not possible to move the child, it may be more appropriate to move the rest of the class to another room away from the child. Two adults should remain with the child to clear the environment of damaging objects and to take precise details of the situation.

If a child will not settle and is a danger to him/herself, others or property, then some form of restraint is required to keep everyone safe. This must always be in the presence of two adults and the child should be fully aware of what is happening and why. The restraining adult/s must tell the child they are going to release the restraint and then release them after a short period. If destructive behaviour continues further restraint must be made.

A RESTRAINT MUST NOT BE ATTEMPTED BY AN ANGRY ADULT

Talking to the child about the problem will not always be appropriate but should be attempted through the challenging behaviour.

If possible the child should be taken to a “time out” room away from other children. The Nurture room is the most appropriate place but sometimes it will be necessary to use another space.

The second adult can, if required, clear the immediate environment of potentially damaging objects, chairs, etc. The room should contain soft cushions or a blanket, etc.

It is necessary for one adult to take precise details of the situation.

Recording incidents

Parents must be informed each time restraint or forced moving has been used. They will be informed by phone as soon after the incident as possible. The person managing the situation is responsible for ensuring that this is done but it may be more appropriate that the class teacher or a senior member of staff makes the phone call.

The incident must be recorded on Bromcom and the child’s class teacher, the Head teacher, Inclusion lead and Lead behaviour professional informed. In addition the following form must be completed and given to the Inclusion lead.

In Foundation Stage it is not necessary to inform parents where normal physical prompts have been used as appropriate to the age and maturity of a child: for example when a child will not give up a bike for another child’s turn and the child is lifted off the bike.

Record of the use of force to move or restrain

Name of Pupil:

Member of Staff

Date of Incident:Time:

Location of Incident:

Adult Witnesses:

.....

Pupil Witnesses:

Reason for use of force:

.....

.....

Details of incident:

(trigger/behaviour/what was said/steps taken/degree and duration of force used)

Appendix 6 - Advice for staff

Acceptable standards of work, behaviour and respect depend on the example of us all: everyone has a positive contribution to make.

Good order has to be worked for: it doesn't just happen.

So, set high standards and apply rules firmly and fairly in all parts of the school and school grounds.

Relationships are vital: between everyone and at every level.

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Children need to feel secure and know that theirs and others inappropriate behaviour will be challenged.

In the classroom a positive, supportive and secure environment promotes good learning behaviour. Well prepared, stimulating lessons generate good behaviour and earn respect.

- Be in the classroom before lessons start and begin on time
- Be prepared for the lesson
- Keep everyone occupied and interested
- Extend and motivate all pupils
- Encourage dialogue
- Keep the room attractive, clean and tidy

PARENT CONTACT

Suggested commentary following timeout in another classroom

Your child had to have 'Time-out' in another class today as their behaviour was having a negative impact on other children's learning. I wanted to make you aware of this situation as soon as possible so that we can ensure this doesn't happen again.

Appendix 7 - Guidance for volunteers and visitors

At St Joseph's and St Gregory's and St Gregory's Catholic Primary School all visitors and volunteers contribute to our learning environment and the good learning behaviour shown by our children.

Please help us by:

- Greeting adults and children and expecting to be greeted
- Thanking and praising children for their politeness and good behaviour

We have a clear behaviour policy which you are welcome to see (please ask in school office). It is based on recognising, valuing and rewarding good learning behaviour. It also includes approaches and sanctions that are applied if children behave in a way that interferes with theirs or others' learning or with their safety.

Incidents of racism are treated seriously. The school takes a holistic approach to preventing racism and educates children about diversity, inclusion, tolerance and identity in order to prevent racist views becoming established in children's characters. We also apply sanctions to demonstrate that racist behaviour is unacceptable.

A similar approach is taken to incidents of bullying.

Racist behaviour or language used by volunteers and visitors is not acceptable and will be challenged.

Volunteers and visitors will generally be with a member of staff when at St Joseph's and St Gregory's. Generally behaviour management (discipline), if it is needed, should be undertaken by the member of staff. However, in the case of volunteers working regularly with our children, the member of staff may give specific guidance about behaviour management. For example, a class teacher may ask a volunteer to remind children to get on with their work if they are distracted from their work.

- **Appendix 8 – Advice for responding to Bullying and Racist Incidents**

Advice regarding racist bullying and incidents from <http://www.insted.co.uk/>

A holistic approach to incidents

This paper

This paper outlines four possible approaches when dealing with racist incidents in schools. It is adapted and developed from *The Perpetrators of Racial Harassment and Racial Violence*, Home Office Research Study 176, 1997.

The paper distinguishes between a holistic approach and three other possible approaches.

Approach 1

Ignoring, or making light of the incident

Ignoring an incident is seldom if ever appropriate. It permits the person responsible for the bullying – and also his or her friends and associates, and any witnesses – to assume there is nothing wrong with their behaviour. The behaviour may therefore be repeated. Also, this approach gives no support to the pupils who have been attacked. They may in consequence assume the teacher and the school generally are indifferent to racism, and will not bother to complain if there are further incidents.

Approach 2

Rebuke and punishment

This is sometimes entirely appropriate – the pupil responsible and any onlookers must be in no doubt that the behaviour is unacceptable, and the pupil who has been attacked must be in no doubt that he or she is supported by the school. But if rebukes and punishments are used in isolation, and not complemented by teaching and learning about the reasons why racism is wrong, they may merely feed bitterness and a sense of not being understood. Such bitterness may then be expressed elsewhere, away from the school's awareness.

Approach 3

Reasoning

It is important, certainly, that teachers and youth workers should explain why racism is wrong, and that they should demonstrate with facts and rationality that racist beliefs are both false and harmful. This may involve pointing out that even when a factual statement is true ('They own all the corner shops round here') it does not justify violence or hatred. But like rebukes and punishments, intellectual arguments may merely feed bitterness and a sense of not being understood. Pupils may also feel an increased sense of personal inferiority and powerlessness, and greater resentment of authority, and may become *more* racist in their attitudes and behaviour rather than less.

Approach 4

Holistic

A holistic approach involves seeing an incident in its context, and dealing with it within an overall school framework. Key points with regard to racism-based bullying include:

- Racist beliefs and behaviour in young people have their sources in anxieties about identity and territory, and in desires to belong to a sub-culture of peers or a gang where racism is one (but usually not the only one) of the defining features.

Teachers and youth workers should show that they understand such anxieties and desires, and should try to engage with them.

- All pupils should be involved in dealing with racist incidents – it is not just a matter for teachers and youth workers.
- Both as individuals and as staffs, teachers need to have a shared philosophy about the nature of a multicultural society, and about how to deal with conflicts, controversies and difference.

- It must be clearly understood that racism involves not only prejudice based on colour and appearance but also prejudices connected with religion and culture, for example Islamophobia and antisemitism, and hostility to Travellers and Gypsies.
- It is not only the behaviour of certain young people that should be challenged, but also the role of sections of the media in presenting and perpetuating negative stereotypes of certain communities and groups.
- The role of the teacher is to help learners understand their own behaviour and, as appropriate, to change it. This may involve, but should not be limited to, the use of reprimands and sanctions.
- There should be attention to preventing and reducing racism through the curriculum (particularly but by no means only the citizenship and PSHE curriculum) and in a school's overall ethos.

Paper 11: Racist bullying and other bullying – similarities and differences

Similarities

- Pupils who are targeted experience great distress. They may become fearful, depressed and lacking in self-confidence, and their progress at school may be severely damaged.
- The distress is connected with feelings of being excluded and rejected.
- Also, the distress is because a characteristic is picked out as a justification for the bullying that the person attacked can do nothing about – their size, whether they wear glasses, the colour of their hair, the colour of their skin, their religious or cultural background.
- Those who engage in bullying develop a false pride in their own superiority.
- Teachers and even parents are sometimes not aware of the miseries that are being inflicted, or of the cruelty that is being perpetrated.
- When dealing with incidents, staff must attend to (a) the needs, feelings and wishes of pupils who are attacked (b) the needs, feelings and wishes of their parents and carers (c) the children and young people principally responsible for the bullying (d) any supporters they have and (e) any bystanders and witnesses.

Differences

- Racism has a long history affecting millions of people and is a common feature in wider society. People are seriously harmed and injured by it, and sometimes even viciously attacked and murdered.
- The law of the land recognises the seriousness of racism by requiring that courts should impose higher sentences when an offence is aggravated by racist or religious hostility.
- The distinctive feature of a racist attack or insult is that a person is attacked not as an individual, as in most other offences, but as the representative of a family, community or group. This has three particularly harmful consequences:
 - o Other members of the same group, family or community are made to feel threatened and intimidated as well. So it is not just the pupil who is attacked who feels unwelcome or marginalised. 'When they call me a Paki,' explains nine-year-old Sereena, 'it's not just me they're hurting. It's all my family and all other black people too.'
 - o Racist words and behaviour are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self-worth. Often, therefore, they hurt more deeply as well as more widely.
 - o Racist attacks are committed not only against a community but also, in the eyes of offenders themselves, on behalf of a community – offenders see themselves as representative of, and supported in their racism by, their friends, family and peer group.

Source: *Aiming High: understanding the needs of minority ethnic pupils in mainly white schools*, DfES 2004