



# **VENERABLE EDWARD MORGAN CATHOLIC PRIMARY SCHOOL**

## **SCHOOL BEHAVIOUR POLICY including CODE OF CONDUCT & ANTI-BULLYING POLICY**

This Document is a statement of intent within Venerable Edward Morgan. It was developed through a process of consultation with Key stakeholders and in correspondence with the School's planning and review schedule.

This sets out a framework by which to work.

<b>Approved On:</b>	<b>September 2024</b>
<b>Next Review:</b>	<b>Autumn 2025</b>
<b>Signed:</b>	<b>Cllr D L Mackie</b>

*Learn, believe, achieve together*  
*Dysgwch, credwch, cyflawnwch gyda'ch gilydd*



## **SCHOOL BEHAVIOUR POLICY**

Discipline is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences. Discipline is a system of rules for good behaviour. In Venerable Edward Morgan we aim:-

1. To develop self-discipline in pupils
2. To create the conditions for an orderly community in which effective learning can take place and in which there is mutual respect between all members and a mutual care for the school environment.

As a Catholic school we raise awareness through our faith, which pervades every aspect of school life. We raise awareness through our Religious Education curriculum and through the ethos of Venerable Edward Morgan School.

Good behaviour is the conduct which assists the school to fulfil its function, namely the development of the potential of all pupils. Bad behaviour is conduct which prevents this, either when an individual prevents his/her own development by behaving badly or when unacceptable conduct disrupts the development process for other members of the school community.

Discipline is often considered only in the context of punishment. It needs to be seen in the much wider framework of how the school seeks to moderate and improve behaviour. As such it includes the positive approach of praise, encouragement, incentives and inducements as well as the more negative one of criticism and punishment.

Our aims are best achieved in the framework of a relaxed, pleasant atmosphere in which pupils are able to give of their best. This demands a positive policy of encouraging good attitudes, rewards, praise and setting a good example. The attitude of staff is of great importance. It is they who determine the environment in which good staff/pupil relationships can develop. The staff at Venerable Edward Morgan are expected to set the right example to pupils in matter of dress, punctuality and commitment. They should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them. A teacher's influence depends on attitude, character, example, teaching skills and the rapport established with pupils.

The schools' Code of Conduct (copy attached) must be clearly understood by all pupils and consistently and fairly applied. It is important that pupils know they are under supervision and that checks are made. The presence of staff in the classroom before the lesson begins is a more effective way of obtaining good behaviour than punishment of those caught misbehaving when left to their own devices.

### **Reasons for poor behaviour:**

1. Boredom and lack of understanding, direction and lack of progress are major reasons why some pupils misbehave. The provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils are essential. It is much better to provide opportunities, both in lessons and through extra-curricular clubs etc. than to complain of misbehaviour when they are un-occupied.
2. Poor behaviour often stems from personal problems. It is important to look for the reasons for bad behaviour and to ignore the reasons for it will not provide a lasting solution. A child centred approach to teaching and good pastoral care leads to understanding of the needs of pupils and provision of the right support.
3. External influences on pupils i.e. their parents, peer group, community, mass media and environment have also to be taken into account and related to the standards and expectations of the school. Close co-operation with parents is important and at Venerable Edward Morgan we place great value on home/school links.

At Venerable Edward Morgan school a system of positive rewards and incentives exists to encourage appropriate behaviour. All classes in agreement and consultation can draw up their own lists of 'Class Rules' to help encourage pupils to develop self-discipline.

### **Rewards:**

Praise is given in many ways:

- A quiet word or encouraging smile
- A written comment on a pupil's work
- Stickers
- Dojo points
- Tocyn Iaith
- A visit to the Headteacher or another teacher for praise
- A public word of praise i.e. in front of class or at an assembly
- Good behaviour or good work stickers in the Infants Department
- Weekly merit awards
- Good remarks on school reports or comments to parents praising their child

### **Consequences-** Children understand the following:-

If my behaviour is unacceptable, these are the consequences I will face:

1. A verbal warning will be given
2. I will miss part of my playtime/dinnertime
3. I will lose Dojo points
4. I will be moved to another place
5. I will be sent to the headteacher
6. My parents will be contacted

### **Sanctions:**

The following are normally used for lesser discipline problems.

- Immediate checking of behaviour by indication of disapproval.
- Minor penalties, where possible related to the offence
- Repeated or extra work where work is clearly below the pupil's potential.

This work is repeated either at play times, lunchtime or at home

- Repair of wilful damage
- Referral to the Headteacher or Deputy Headteacher
- Parental consultation
- Loss of Privileges e.g.

Not representing the school at sporting events

Missing school treats e.g. theatre

trips

residential visits

discos

The school's normal procedure for more persistent problems is as follows. This is referred to in the school prospectus and has been drawn up by staff and governors.

### **STAGE 1:**

The teachers will formally record the incident on provision map or on SIMS. This is open to inspection by the Governors. The child would clearly understand that this has taken place and why. If the child's name repeatedly appears in the Behaviour Book the parents would be informed by letter/telephone call.

### **STAGE 2:**

If there is no improvement the Headteacher would write to parents, who would usually be invited to discuss the matter and hopefully devise strategies. At this stage the school ALNCO will become involved. It might be decided to call in outside help at this point. An Individual Behaviour plan will be set up.

### **STAGE 3:**

Again if there is no improvement the Headteacher would send a further letter indicating the serious nature of the problem and outlining the next step.

### **STAGE 4:**

If still no improvement has been noted, parents would be invited to discuss the problem with the Chairman of Governors and a panel of the Governing Body.

### **STAGE 5:**

In the event of further problems the Headteacher may legally exclude the children either short term, long term or permanently. Parents have the right to appeal to the Governing Body in the event of long term or permanent exclusion.

## **ANTI BULLYING POLICY**

Bullying takes many forms. Bullying can be short term, or can continue over years. Bullying can be physical or verbal or even just a look. Bullying can be overt or subtle intimidation.

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. To do this the bully has to have some sort of power over the victim, a power not always recognisable to the teacher.

Some pupils view bullying behaviour as legitimate in their out-of-school world, where strength is shown through bullying. Parents may teach their children to stand up for themselves; they may also teach them to retaliate.

Our policy to tackle bullying is –

### **Aims:**

1. Prevent bullying
2. Deal with the problem – a) All Staff  
b) Headteacher  
c) Headteacher and Parents
3. Provide a School Discipline Policy- Code of Conduct – attached

### **The Policy will:**

1. Raise awareness through the RE Curriculum, PSE Curriculum and ethos of the whole school
2. Give pupils opportunities to talk about bullying in general
3. Supervise key areas of the school
4. Follow a procedure for investigating incidents
5. Follow guidelines for listening to victims, witnesses and bullies
6. Follow the procedure for exclusion
7. Follow procedure for re-instatement
8. Follow procedure for appeals

## **PROCEDURAL GUIDELINES**

### **Case 1 – Identified Bully:**

1. Advise Headteacher you are taking action
2. Confront bully – Class Teacher
3. Inform Headteacher of discussion with bully
4. Decision made about further action

### **Case 2 – Suspicion of Bullying:**

1. Advise Headteacher you are taking action
2. Talk to the victim – empathy
3. Talk to parents privately
4. Talk to victim's friends
5. Talk to parents, child and Headteacher
6. Talk to bully when bullying established – revert to case one and follow this procedure

Case 3 – Suspicion of Victimisation:

1. Advise Headteacher you are taking action
2. Remove child from the environment
3. Talk to rest of class (RE input – school values, PSE , Circle Time)
4. Talk to victim alone
5. Monitor the situation

Case 4 – Mental Bullying – isolation by peers:

1. Advise Headteacher you are taking action
2. Talk to parent – establish – characteristic/loner
3. Identify problem area -
  - a. problem at school
  - b. problem away from school
4. Strategy –
  - a. talk to class
  - b. arrange role play therapy
  - c. formulate a positive discrimination plan
  - d. teacher offer support to victim
  - e. monitor situation
  - f. acknowledge the change – it is important when a positive effort is made to acknowledge that change has taken place and actually praise the child/children for this

Involving teachers, ancillary staff and pupils against bullying will have made them aware that the school is serious about tackling bullying.

## **CODE OF CONDUCT**

Venerable Edward Morgan School is a place of work, where learning takes priority. For this to happen successfully there is a need for clear rules and expectations so that we can all work successfully, safely and enjoyably.

In school –

- Enter classrooms carefully and go to your place of work
- When your teacher talks to the whole class, remain silent and concentrate on what is being said.
- Unless asked to do otherwise, always put up your hand to answer or ask a question
- Try to work as hard as possible.
- Never distract other pupils
- If you arrive late always apologise to your teacher and explain why you are late
- Always address your teachers as Miss, Mr. or Sir.
- Remember that when homework is given it is for your benefit and you are expected to do it.
- If you do not fully understand any work done in class always ask your teacher for help.
- Take a pride in wearing your school uniform.
- Eating or chewing in a lesson is not allowed.
- Leave toys at home.
- At the end of a lesson tidy your place and the area around it.
- Put your chair under the desk and at the end of the day leave your work place tidy.
- When your teacher gives you permission to go, leave in a quiet, orderly way.
- No fighting or bullying is allowed in school. If there is a problem go to the teacher, person on duty.
- Be litter conscious. We are an Eco School!
- Never run in school.
- Please do not shout in the corridor.
- Be helpful and polite to other people. Always welcome visitors.
- When going into the hall for assembly or Mass do so in silence and listen to the music.
- Always listen and join in when asked to do so.
- At lunchtime always remember your table manners.



On the playground –

- When dismissed go straight to the playground.
- No rough play
- Always be aware of younger or smaller children
- Sponge footballs only to be used on the Junior yard
- No lingering in the toilets or cloakrooms.
- Do not go back into school during playtime without permission.
- No child stays in at playtime or lunchtime without permission from a teacher.
- Sick or injured children should stay in the school foyer.
- When the bell goes at the end of play, walk to your classroom.
- Treat the environment with respect – do not vandalise trees and plants

On the buses and Taxi –

- leave sensibly and promptly for the bus lines at 3:15pm.
- older children should set a good example and help to care for the younger children in the line and on the buses.
- Walk along the pavement under the supervision of a teacher to your bus.
- Stay in your seat and behave yourself on the journey to and from school.
- Take care when you get off the bus at the end of the journey.