



SAFE AND SUPPORTIVE ENVIRONMENT School Policy

Approved by: Board of Directors, January 2018

Last review on: April 2022
Next review due by: April 2023

All students and staff need a safe and supportive school environment in order to succeed. A safe school is one where teaching and learning are not distracted; disruptions are minimized; bullying, fear and harassment are not present; no one is discriminated against; expectations for behaviour are clearly communicated; and consequences for infractions are consistently and fairly applied.

At St Peter's we are committed to the wellbeing of our whole community of children, staff and families. Our ethos is supporting, caring and respectful. We understand how important wellbeing is to our lives, and we encourage all students, families and staff to have their voice heard. Our culture of nurturing children and building a healthy community means our School is a safe place where:

- Everyone feels valued;
- Everyone has a sense of belonging;
- Everyone feels able to talk openly with trusted members of staff about their problems;
- Bullying and harassment are not tolerated

Behaviour management

The role of our staff

The staff at St. Peter's are responsible for setting the tone and context for positive behaviour within the classroom and around the school. They will create and maintain a stimulating environment that encourages students to be engaged, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement.

The focus of behaviour management is positive, not confrontational. Students are treated with respect and allowed both choice and control of their own behaviour. A clear distinction is made between the student and their behaviour: there can be bad behaviour but there are no bad children. Adults take responsibility for ensuring that students grow in awareness of the consequences of their behaviour.

In short, all staff at St Peter's:

- Are consistent about their expectations of pupil's behaviour and share those expectations with parents.
- Support each other
- Actively draw attention to desirable behaviour.
- Let students know that their cooperation is both expected and appreciated.

Identifying misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Disrespect to any member of the community
- Any form of bullying
- Attitudes that cause humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, such as:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Addressing misbehaviour

Where appropriate, staff will impose a sanction, as consequence, to deter future poor behaviour. When imposing a sanction staff should ensure:

- Relationships are maintained – making it clear that a sanction is to support the alteration of behaviour, rather than punishment;
- Behaviour expectations are reviewed and revisited with the student;
- The student has clarity about the specific rules that are being broken; the impact of this and the consequence.

Wherever possible, consequences should occur immediately after the ‘incident’ and reinforce the desired behaviours. Whilst staff aim to be consistent, fair and transparent when implementing these sanctions, they also look at each incident carefully and respond to children as individuals; aware of their history within the school and the specific context in which each set of behaviours occurs.

The following are examples of possible sanctions:

- If a student is thoughtless, or careless with school property, or property belonging to a pupil, they may be asked to spend some of their time tidying or reorganising the aforementioned property.
- If a student damages school property, or property belonging to another pupil, parents may be asked to support the school by making a contribution towards the cost of the damaged item - if damage to school property is sufficiently serious, a formal letter warning pupils about their future conduct may be sent home to

parents at the Head's discretion.

- If a student hurts someone, they may be asked to write a letter of apology in their own time and give a verbal apology.
- If a child breaks playground rules they will have 'time out' from playtime and will attach themselves to an adult on duty or remain under supervision inside the school building.
- If a child is repeatedly wasting learning time, they may be asked to make up that time at playtime or lunchtime, under the supervision of the teacher in question.

A student may be excluded from school in situations where all other measures have been implemented without success, or where and immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and well-being other students, staff or themselves at significant risk. Serious incidents/misconduct may lead to permanent exclusion from the school. The Leadership Team will be responsible for assessing those incidents and deciding on the appropriate sanction.

Bullying

Bullying occurs when an individual or a group uses strength of power to hurt, either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is a conscious attempt to hurt, threaten or frighten someone. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a long period of time
- Difficult to defend against

Bullying can take many forms including:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racist	It occurs when bullying is motivated by racial, ethnic or cultural prejudice
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At St Peter's we reject all forms of bullying and will act swiftly and decisively if and when such cases emerge. In order to prevent it, we take the following actions:

- All complaints taken seriously and dealt with quickly and firmly
- High levels of adult support in the playground
- Staff awareness training
- Discussion with children on aspects of bullying and the appropriate way to behave towards each other
- Provision of equipment to occupy children at lunchtime/breaks
- Providing a curriculum which stresses the importance of children learning tolerance, learning to take responsibility and caring for others
- Helping children to develop positive strategies and assertion

The most important factor associated with decreasing bullying is the children's perceptions of the extent to which staff intervene to prevent it. We follow up all concerns expressed by children, staff or parents and make sure that we communicate the results of any investigation. Sometimes what is seen as bullying is simply unacceptable behaviour and we address this differently.

Responding to bullying

If any member of the school (pupil, teacher, family member, or non-teaching staff) suspects there may be a case of bullying, they can report it immediately using the following **anonymous form** that can be found on the school website.

All reported incidents of bullying will be taken seriously and investigated in a caring and confidential manner. The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Head or another member of leadership staff will interview all parties involved.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within this policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by students takes place off school site or outside of regular school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, it will collaborate with other schools.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Record keeping

It is very important that all incidents of poor behaviour are recorded and kept up to date. Patterns of poor behaviour can be spotted early and interventions should be put in place as soon as possible.