



# **Pastoral Care & Positive Behaviour Policy (Including Nursery Policy)**

## **Vision Statement**

*Attainment for all within a happy, safe, caring Catholic environment.*

**St. Bride's Primary School promotes the highest possible achievement and learning for life so that each child may**

- acquire fundamental Catholic values and beliefs
- appreciate their own culture and gain a respect and understanding of other cultures, religions and traditions
- gain a reasoned set of moral values
- achieve academic knowledge and skills appropriate to their age and ability
- have high self-esteem, respecting themselves, others, property and the environment
- obtain appropriate technological skills
- be able to work independently and collaboratively
- gain aesthetic skills and an appreciation of the work of others in the expressive arts
- be flexible and adaptable for the demands of the modern world
- acquire social skills and attitudes such as tolerance, co-operation and independence
- reach an understanding of how their choices affect their health and life-style

**We believe that each child will succeed as we aim to:**

- provide a caring environment in which the children have an opportunity to develop spiritually, intellectually, physically, morally, socially and emotionally through the promotion of individual self-worth
- promote fundamental Catholic values and beliefs
- create a happy, secure and stimulating learning environment where, through achieving personal success and establishing positive relationships, children can develop self-confidence and growing independence
- equip children with the necessary skills and knowledge to develop to their full potential
- establish positive home-school relationships which promote the involvement of parents in their child's education
- promote positive attitudes of self-respect and respect for others, their property and the environment
- create a pastoral care system which caters for the well being of all the children
- establish a positive educational partnership between the school and the wider community, providing an enriching programme of educational experiences

## **PASTORAL CARE**

The staff of St Bride's are concerned with the interests and well-being of each pupil and consider their personal development to be of great importance. We recognise their individuality and strive to help our pupils meet their needs through a pastoral care system which is child-centred, shows fairness, compassion, tolerance and forgiveness while at the same time developing high standards of self-discipline, respect, commitment and generosity.

Our objectives are -

- to develop pupils' self-confidence and positive self image
- to develop within our pupils a sense of self respect and a willingness to understand, respect and tolerate the views of others
- to create within our school a caring Catholic community where good behaviour, self-discipline and respect are cultivated
- to help our pupils develop pride in their work and the will to overcome difficulties

## **PASTORAL ACTIVITIES**

The Pastoral Care of our pupils shall be enhanced through a wide range of pastoral activities including

- the development of an ethos which encourages positive self-discipline, good self esteem and good interpersonal relationships
- the provision of a safe and attractive environment
- extra curricular activities
- teaching and learning matched to the ability of all children to allow them to reach their potential
- positive behaviour procedures
- assemblies
- parent interviews and year group curriculum meetings
- educational visits
- residential experiences
- displays of work, including the school website and school magazine
- recognising achievements outside school
- circle time/ PDMU
- celebrating other cultures
- charity work

- School Council & Eco Council
- Assembly/ prize giving celebrating success

### **Liaison with Parents**

The staff of St Bride's value and appreciate the support we receive from the parents of our pupils in all aspects of school life. We are aware that our children require a positive and sympathetic relationship between home and school to develop fully and help them address challenges as they arise.

Staff recognise the rights and expectations of parents and acknowledges that we cannot achieve our aims if we do not work together with parents taking responsibility in supporting the school.

Should problems or misunderstandings arise we seek to listen to the concerns of parents and work positively with them to reach an amicable solution in an atmosphere of mutual respect.

### **Liaison with external support agencies**

We recognise that problems can arise which require expertise which we may not have in order to solve them. The school will seek the help and support of various external agencies when such situations arise, for example

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- welfare agencies
- educational psychologists
- health agencies
- behaviour support teams
- Oakwood
- Inclusion & Diversity Service
- PSNI
- RISE NI

# **Behaviour Policy Statement**

**The aim of the behaviour policy in St Bride's PS and Nursery School is to foster within the children those values, attitudes and skills necessary to develop the self-discipline which enhances their self-esteem and is needed for them to become valuable members of society.**

**St. Bride's Nursery School has a separate Positive Discipline Policy (Appendix 3) and Anti- Bully Policy. (Appendix 4)**

**In order to fulfil this aim it is intended that the children should:**

- develop a respect for teachers, ancillary staff, visitors to the school and those in authority
- develop a respect for their peers
- develop a respect for their physical appearance and a pride in their work and school surroundings
- be able to work within agreed classroom and school rules
- develop a respect for the opinions, cultures and beliefs of others
- develop a respect for others' property including communal property both within the school and within their environment
- be able to share space and resources
- be aware of the needs of others
- develop appropriate social manners
- develop the skills necessary to deal with conflict
- develop empathetic skills
- develop a sense of the individual as part of a community

## **Rationale for St Bride's Behaviour Policy**

**St Bride's PS bases its behaviour policy on the assumption that all members in its community have rights and responsibilities and that these are maintained through a system of rules and routines. These rules and routines are designed to emphasise the positive aspects of discipline while recognising the need to indicate disapproval of certain behaviours.**

The policy recognises that pupils and teachers within the school have rights.

Teachers have rights which include the right:

- to teach
- to be safe
- to have appropriate resources
- to expect co-operation from peers, colleagues, pupils and parents
- to appropriate staff development training
- to be consulted, kept informed and be treated courteously
- to have support from the system
- to be shown respect

- to have agreed rules and regulations obeyed
- to give constructive feedback
- to exercise their professional judgement

Pupils have rights which include the right:

- to be happy
- to be shown respect
- to have access to stimulating resources
- to be taught at a level appropriate to their needs
- to learn
- to feel safe and secure
- to be listened to
- to be treated fairly and equally
- to have the opportunity to avail of the experiences within the school
- to have support from the system
- to experience co-operation
- to have their achievements recognised

The school recognises that behaviour can be learned and that rules and routines are designed to encourage desired positive behaviours such as:

- working independently, listening attentively, concentrating, staying in seat, tidying up, respecting property, treating others fairly, completing tasks, showing a positive attitude, taking responsibility for their own actions and attempting to resolve conflict

In the same way, it would be the aim of the behaviour policy to discourage certain behaviours such as:

- inappropriate manners, excessive noise, bullying including cyber bullying, inappropriate language, rough play, fidgeting, shouting out, threat and use of violence, misuse of books, materials and equipment, disturbing others, unkind words and actions

The promotion of appropriate and the reduction of inappropriate behaviours should be achieved through positive reinforcement, establishing rules, routines and agreed sanctions (see Appendix 1) which are made explicit to the children, supported by clear guidelines for staff.

## **The Role of Parents**

Parents have an important role in promoting and encouraging positive behaviour. They have access to and are encouraged to familiarise themselves with the behaviour policy and procedures. Parents will be kept informed if their child does not respond to measures that the school takes and their assistance sought.

Admission to the school implies acceptance of the school's behaviour policy and procedures. Parents are expected to support the school in their implementation of the policy and procedures and inform the teacher if there are any problems which may result in an adverse change in the pupil's behaviour. It is when the school and home are working closely together that any concerns about behaviour are best resolved in an atmosphere of mutual respect.

# Positive Reward Systems

Positive reward systems allow teachers to use their professional judgement to foster and develop good behaviours.

The desired effects are:

- increasing the child's self esteem
- creating an atmosphere conducive to learning
- raising the level of achievement
- helping to form and develop a positive pupil/teacher relationship
- changing undesirable behaviour
- encouraging the repetition of desired behaviour
- encouraging work and effort
- showing that the children's efforts are appreciated
- helping to minimise aggression
- encouraging the children to be positive
- the development of age-appropriate social skills

Positive behaviours we encourage and promote include:

- |                       |                                |
|-----------------------|--------------------------------|
| settling down to work | neat work                      |
| tidying up            | finishing work                 |
| good handwriting      | concentrating                  |
| improved behaviour    | behaving well                  |
| co-operating          | showing kindness               |
| sharing               | following instructions/ advice |
| staying in seat       | putting hand up                |
| politeness            | being punctual                 |
| attendance            | being fair                     |
| keeping rules         | being enthusiastic             |
| using initiative      | using "kind hands and feet"    |

While the above list is not exhaustive, it indicates that there are many opportunities which present themselves to teachers for rewarding children. At the beginning of each academic year teachers will remind children of the School Rules and establish clearly and as early as possible the shared classroom rules & routines. This is

achieved through a process of discussion with the children. During the year school rules and routines will be revisited as a reminder to the children.

Rewards will include:

smiling	individual praise
praise from another teacher	public praise
praise from the class	note to parent
written praise	stars/stickers
points score	team awards
tangible rewards	display of pupils work
allocation of classroom duties	homework passes
non-verbal acknowledgement	certificates
Principal's award	Visits to the Adventure Playground
Additional Golden Time	whole school praise
A choice of seating arrangements	
Visit to Principal/other classes to show achievement	
Special achievements outside of school celebrated at Assemblies	

This list is not exhaustive. Within the classroom it is expected that the teacher will draw upon these and other rewards to effectively manage pupils' behaviour. Each teacher, as part of their class reward system, will select children as 'Pupil of the Week' and acknowledge these with a certificate and notice board display. Rewards earned through appropriate behaviour should not be lost as a sanction for poor behaviour.

## **MANAGING UNACCEPTABLE BEHAVIOUR**

### **Peer support system**

All teachers have responsibility for the maintenance of good order and discipline in their own class and throughout the school.

This will be most effective when the staff act consistently and to the same ends. Teachers should be confident that, when they work within the discipline procedures in the policy, they will have the support of senior management and other staff.

The peer support system allows teachers to draw on colleagues to encourage children to adjust their behaviour in a supportive manner. Your support teacher should be someone in close proximity to your class e.g same corridor or foyer, and the same year group, or year group above or below.

### **Dealing with Disruptive Behaviour**

Working within the guidance of the classroom rules or code of conduct, the use of rewards or a reward system should reduce the incidents of disruptive behaviour by acknowledging and praising acceptable behaviour.

While this positive system of rewards and reinforcement will develop children's self-discipline, it is important that strategies exist to assist teachers in dealing with disruptive behaviour. All teachers devise their own effective ways of managing such behaviour and it is desirable that they should continue to do so.

When acting on inappropriate behaviour, it is desirable to intervene at the lowest level e.g. a short comment or direction, rule reminder etc. (see Appendix 2 "A Stepwise Approach to Managing Pupil Behaviour" Rogers).

This strategy allows for a progressive intervention and encourages the pupil to take responsibility for his / her behaviour.

From time to time it may be necessary to use an appropriate sanction. The purpose of the sanction is to stop the behaviour and to influence the pupil to choose more appropriate behaviour in the future. Sanctions constitute part of a teacher's repertoire of responses [see Appendix 1]. They must always be just and fair and applied consistently, positively and calmly, aimed at defusing rather than escalating the situation. When possible, the sanction should be related to the misbehaviour. The consequences should equal the degree of the misbehaviour and be stated in polite matter-of-fact terms. The sanction should not be designed to belittle the child in any way and should, in most cases, be preceded by a warning of the consequences of continuing the behaviour e.g. "If you continue to ..... I will have to ask you to....."

If, after counselling the pupil, the misbehaviour persists, further action may be necessary. Serious or persistent poor behaviour should be recorded on the "**Class Behaviour Record**" sheet.

If a child's behaviour is continuing to cause concern, the teacher may place the pupil on "**Daily Behaviour Report**" and use their **Peer Support Teacher** to help modify the child's behaviour. The "Daily Behaviour Report" form should be kept in the teacher's file. This action should be recorded on the "Class Behaviour Record" sheet and should only be initiated after consulting a member of senior management.

## **The Daily Behaviour Report Form**

If this report form is to be used, the parents should be informed at this stage and an interview arranged with the class teacher to enlist their support in dealing with the behaviour. The class teacher will note the child's behaviour on the Daily Report form for each session. The child will bring the form to the support teacher at the end of the session who will comment, hopefully positively, on the child's behaviour and initial the form. At the end of the week the Report is brought to the Key Stage co-ordinator, vice-principal or Principal who will add a general comment. In consultation with the class teacher a decision will be made about continuing the Daily Report for another week. The Principal should be informed if this is to occur. When the "Daily Report" form is continued for a second week, it should be taken home each day for the parent to sign.

## **Exiting procedures**

If there is a serious breach in discipline or the teacher has progressed through the behaviour management steps, the child may be exited to another teacher. The purpose of this is to give "time out" to think about their behaviour. The child should be put in a quiet part of the room away from other pupils to complete work or contemplate their actions. The support teacher does not question or interact with child at this stage. It should last between 5 and 15 minutes.

When he/she returns to their class the teacher should outline the behaviour expected and the pupil should be allowed to return to the class activities. On the day of the exiting, the two teachers should meet with the child to discuss the incident and decide on further action, if necessary. A written record must be kept on the Behaviour Report form of any time a child is sent to another teacher.

In the event of a child failing to respond positively to the procedure outlined above and either continues to commit serious breaches in discipline or is continually disruptive, it may be necessary to implement a 'rolling exit' procedure whereby he/she will spend a longer period of time (half or whole day) in a number of other classes.

The child will be given work to complete and each support teacher will comment on his/her behaviour on the Rolling Exit form that will be retained by the class teacher. Parents will always be informed if this procedure becomes necessary.

**With the exception of a very serious incident, e.g. fighting in class, no child should be exited without a warning that this may happen if their behaviour does not improve.**

**The school recognises that this strategy may not work with all children. Alternative strategies will be put in place for those children and parents will be informed.**

## **Involvement of Outside Agencies**

When a child does not respond to the school's positive behaviour procedures, or alternatively if a child needs support immediately, a referral may be made to outside agencies for advice/support but only after consultation with the Principal. In some cases it may be necessary to seek a referral to the Educational Psychologist for an assessment of his/ her needs.

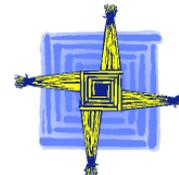
## **Suspension and expulsion**

Where there is a serious act of misbehaviour a pupil may be suspended only on the authority of the Principal (or Vice-principal in her absence). The procedures followed will be those outlined in the arrangements made by CCMS, which have been adopted by the Board of Governors.

## **Behaviour outside of school**

The school Behaviour Policy may also cover matters which occur outside the school, such as school trips and going to and from school when the children are in uniform. Bullying, including cyber bullying, of other pupils or behaviour which may bring the school's good name into disrepute will be investigated and addressed by senior staff. Parents will always be informed if such incidents are dealt with by the school.

**Safeguarding and Child Protection Policy**  
**St. Bride's Primary School**



**St. Bride's Primary School Safeguarding Team**

Chair of the Board of Governors:	Mrs Rosalie Flanagan
Link Governor for Safeguarding:	Mrs Caroline Agnew
School Principal:	Mrs Quinn
Designated Teacher (DT):	Miss Joyce
Deputy Designated teacher (DDT):	Mrs Granleese
Designated Teacher Nursery:	Ms Ward

## **1.0 Introduction**

St. Bride's Primary School recognises that we have a safeguarding responsibility towards all the pupils in our care. All in our school community are committed to safeguarding and staff take their responsibility seriously. We, in St. Bride's, all work towards a culture of mutual trust and respect through which the best interests of the pupils entrusted to our care is paramount.

We have taken reasonable steps to ensure that the welfare of all pupils is safeguarded and their safety is preserved.

As best practice, we review our Safeguarding and Child Protection Policy annually taking on board changes to guidance, procedure or legislation relating to safeguarding and child protection.

The school is in regular contact with the Child Protection Support Service (CPSS) based in the Education Authority, which offers training, advice and support.

Parents and pupils receive a copy of this Child Protection Policy at intake and every two years thereafter.

This safeguarding and Child Protection Policy is not a stand-alone policy but operates in conjunction with a suite of safeguarding policies.

## **2.0 The Aims of this Safeguarding and Child Protection Policy are:**

- 2.1 To promote a safeguarding and child protection ethos within St. Bride's school environment, ensuring that there is a cultural of mutual trust and respect which contributes to the care, safety and well-being of our pupils.
- 2.2 To ensure that all in St. Bride's school community takes responsibility for protecting our pupils and ensure that those in key positions have a clear understanding of their roles in adhering to policies and procedures.
- 2.3 To ensure that all in key positions have undergone initial CPSS child protection training and refresher training.
- 2.4 To ensure that the Designated and Deputy Designated Teachers cascade child protection training to the whole school. This includes support staff and new staff as part of their induction programme.

- 2.5 To ensure that high priority is given to the delivery of a preventative education and activities which enable St. Bride's pupils to grow up safely and securely in circumstances where their development and wellbeing is promoted.
- 2.6 To ensure that safeguarding/ child protection arrangements should be accessible in the school and understood by children so that they know what to do and who to go to.
- 2.7 To offer support to families and promote early intervention to meet the needs of our pupils.
- 2.8 To ensure a culture in which the pupils feel safe, and that they are confident and secure talking to staff about matters that concern them, knowing that the staff will listen to them, take them seriously taking into account their age and understanding.
- 2.9 To treat pupils' and parents' concerns in a confidential manner, whilst recognising that when a pupil is at risk of abuse, confidentiality must be subordinated to safeguarding, and the need to take appropriate action, by informing and involving relevant others in the best interests of the pupil.
- 2.10 To ensure that all staff are familiar with St. Bride's Code of Conduct for Staff. This extends to both teaching and non-teaching staff, and volunteers.

### **3.0 Key Principals of Safeguarding and Child Protection**

In accordance with the Children (NI) Order 1995 and with DENI May 2017 'Safeguarding and Child Protection in Schools - A Guide for Schools', the key principles of Safeguarding and child protection are:

- 3.1 The child's welfare is paramount.
- 3.2 The voice of the child or young person should be heard.
- 3.3 Parents are supported to exercise parental responsibility and families helped stay together.
- 3.4 Partnership- safeguarding is a shared responsibility. This includes both teaching and non-teaching staff and extends to any volunteers accepted to work in the school during school hours when pupils are on the premises.
- 3.5 Prevention- The importance of preventing problems occurring or worsening through the introduction of timely supportive measures.
- 3.6 Responses should be proportionate to the circumstances- Where a child's needs can be met through the provision of support services, these should be provided.
- 3.7 Protection- Children should be safe from harm.

### **4.0 How Can We Keep Our Pupils Safe?**

We seek to protect our pupils by adopting a preventative education approach and:

- 4.1 Helping them to learn about the risks of abuse through PDMU & RSE lessons and through the use of outside agencies e.g. NSPCC workshops for pupils and parents
- 4.2 Helping them to recognise unwelcome behaviour in others
- 4.3 Helping them to acquire the confidence and skills to keep themselves safe
- 4.4 Keeping the school secure
- 4.5 Being vigilant regarding strangers, photographers or anyone acting suspiciously

- 4.6 Responding appropriately to concerns about potential abuse
- 4.7 Implementing the safeguarding elements of the school's ICT Policy specifically online safety.

## **5.0 Definitions**

### **5.1 Safeguarding**

Safeguarding is the action we take to promote the welfare of children and protect them from harm. It is everyone's responsibility.

Safeguarding is more than child protection. Safeguarding begins with preventative education and activities which enable children and young people to grow up safely and securely in circumstances where their development and wellbeing is promoted. It includes support to families and early intervention to meet the needs of children and continues through to child protection, which refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or likely to suffer harm.

In all matters relating to safeguarding and child protection procedures or policies, the best interests of the child must be the paramount consideration.

### **5.2 Child Protection**

Child protection refers specifically to the activity that is undertaken to protect individual children who are suffering, or likely to suffer significant harm.

### **5.3 Child Abuse**

Child abuse occurs in families from all social classes and cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a numbers of ways and can involve a combination of the forms of abuse. Those working with children and young people must have an awareness and understanding of the nature and prevalence of different manifestations within their practice area. (Dept. of Educ. 2017)

## **6.0 Abuse & Definitions of Abuse (DHSSPS March 2016)**

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and children with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the child or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and on-going information sharing is key between professionals.

Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm.

Harm can be caused by:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect; and
- Exploitation.

**6.1 Physical Abuse** is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

**6.2 Sexual Abuse** occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

**6.3 Emotional Abuse** is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

**6.4 Neglect** is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

**6.5 Exploitation** Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity

appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (6-2) ?

\*All the above definitions are from Co-operating to Safeguard Children and Young People in Northern Ireland (2016)

## **7.0 Child Protection Procedures in St. Bride's P.S**

### **(Section 7A)**

- 7.1a** Where signs are evident or there has been a disclosure staff should respond. They may seek some clarification from the child with tact and understanding. They should listen actively to the child. The child should not be interrupted. They should not ask leading questions. As soon as possible afterwards the member of staff should make a record of the discussion for the DT. The teacher should use the "Note of Concern Template" (See appendices). The Note of Concern should record the time, date, place and people who were present, as well as what was said. Signs of physical injury should be described in detail but under no circumstances should a child's clothing be removed nor a photograph be taken.
- 7.2a** Any questions asked should be for the purpose of clarification of the nature of the concern, not for the purpose of investigation.
- 7.3a** Where there is still concern, a report must be made to the Designated Teacher (Miss Joyce, Ms Ward or DDT Mrs Granleese) and full notes made.
- 7.4a** The Designated Teachers (Miss Joyce, Ms Ward or DDT Mrs Granleese) must notify the Principal. (Mrs Quinn)
- 7.5a** The Principal may seek clarification or advice and consult with CCMS or CPSSS.
- 7.6a** If a referral is necessary, the Principal (or DT or DDT) will notify:
- Social Service (Gateway) or the PSNI.
  - The Designated Officer for Child Protection in CCMS/EANI Belfast Office

## **(Section 7B)**

- 7.1b** Where a pupil confides information to a member of staff, the pupil should be reassured. Notes should be made. No investigation or promise of confidentiality should ever be made.
- 7.1b** The Procedure at Point **7.3a** is then followed.

## **(Section 7C)**

- 7.1c** Where a pupil confides information of possible abuse outside the school or whether or not the pupil is the subject of the alleged abuse, and where the suspected abuser is not the parent, then the parent may be present while the school is seeking preliminary clarification.
- 7.2c** The procedure at Point **7.3a** is then followed.

## **(Section 7D)**

- 7.1d** Safeguarding / child protection complaint against a member of the Board of Governors
- 7.2d** The Procedure at Point **7.3a** is then followed.

## **(Section 7E)**

- 7.1e** Safeguarding / child protection complaint against a Volunteer
- 7.2e** The Procedure at Point **7.3a** is then followed.

## **(Section 7F)**

- 7.1f** Safeguarding / child protection complaint against a member of the School's staff  
**DE Circular 2015/13 Dealing with Allegations of Abuse Against a Member of Staff** will be followed in all such circumstances.
- 7.2f** If the complaint is about the Principal, tell the Designated Teacher Miss Joyce or DDT Mrs Granleese.
- 7.3f** The Designated Teacher Miss Joyce or DDT Mrs Granleese must notify the Chairperson of the Board of Governors and the EA local CPSSS team.
- 7.4f** The Chairperson and DT will apply the DE Circular above.
- 7.5f** If the complaint is about any other adult working in the school, tell the Principal.
- 7.6f** The Chairperson and Principal will apply the DE Circular above.
- 7.7f** The Principal will inform the Designated Teacher Miss Joyce or DDT Mrs Granleese and the Chairperson of the Board of Governors (except where the DT/DDT is the subject of the allegation.)

- 7.8f** The DE Circular above is then applied.
- 7.9f** Following a risk assessment, and advice from CCMS/EANI Belfast Office, a member of staff may be suspended from duty as a precaution, pending investigation by Social Services.
- 7.10f** The Principal will ensure that proper records, dated and signed, are kept of all complaints or information received.
- 7.11f** The Principal or Designated Teacher Miss Joyce or DDT Mrs Granleese will advise the person who made the complaint, on the outcome of the complaint.

## **8.0 Record Keeping**

### **8.1 Records will be maintained and set out:**

- The time, date, place and people who were present
- What was said
- Signs of physical injury observed should be described in detail but under no circumstances should a child's clothing be removed nor a photograph taken
- Any comment by the child, or subsequently by a parent or carer or other adult, about how an injury occurred should be written down as soon as possible afterwards, quoting words actually used.
- Staff should not give the pupil undertakings of confidentiality

### **Note**

- Information should be written on the presumption that parents and relevant professionals can request access to it
- Note taker's personal feelings and reactions should not be noted
- Information should be factual, accessible in language and concise.

## **9.0 Recruitment, Vetting and Induction of Staff and Volunteers**

As a key preventative measure in preventing unsuitable individuals' access to children, all staff and volunteers are to be vetted by the appropriate authorities before commencing duties. They are then inducted in the Safeguarding and Child Protection Policy before meeting any pupils. In some cases, they are supervised as appropriate.

From April 1<sup>st</sup> 2008 responsibility for undertaking vetting procedures has been transferred to Access NI. A background check, by the above organisation, will be requested by the school for all prospective

employees, volunteers and school governors. From this date all persons joining St. Bride's staff, including volunteers and governors will require an Enhanced Disclosure Certificate.

## **10.0 Visitors to St. Bride's Primary School**

**10.1** Visitors to St. Bride's Primary School such as parents, suppliers of goods and services, those here to carry out maintenance work etc. do not routinely need to be vetted before being allowed onto school premises.

However, as the doors on both the Derryvolgie and Ashleigh sites are locked, such visitors have to be "buzzed" onto the premises by school staff. There are T.V. monitors in both offices to facilitate this. The visitors must report to the offices on either site where they are met by staff representatives usually our secretarial staff. Their access to areas and movement within the school is restricted as need requires.

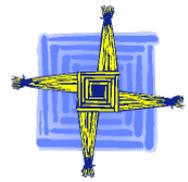
Visitors who are remaining on site, for example Clarawood Staff & members of the peripatetic service, School of Music Staff etc. are asked to sign in and out of the school in the visitor's book. They are given clearly identifiable visitor passes which they wear around their necks. All staff know to be vigilant, to check for visitor badges and to inform SMT immediately if they have concerns about people on the premises.

All gates to the school premises are also closed during the day to deter strangers, dogs etc. from entering the grounds. There is signage on all gates asking all to keep the gates shut. Staff and pupils know to close the gates. This is an added deterrent to help keep our pupils safe.

Pupils coming into St. Bride's on work experience do not require Access NI clearance if they are fully supervised by school staff. All students are given a copy of the Safeguarding and Child Protection Policy and the normal child protection induction process applies.

## **11.0 Code of Conduct of Staff**

The protection and promotion of the pupils in St. Bride's is the responsibility of all members of staff, teaching and non-teaching. In meeting this, the staff of St. Bride's work towards a culture of mutual trust and respect through which the best interests of our pupils entrusted to our care is paramount. St. Bride's P.S. operates a code of Conduct which extends to staff, both teaching and non-teaching and volunteers. This code of conduct helps to ensure that the conduct of school staff towards the pupils is above reproach. The Code is updated regularly. It is felt that adherence to the Code of Conduct will reduce the risks of allegations being made. The code is intended to assist staff by drawing attention to the areas of risk for staff and by offering guidance on conduct.



**NOTE OF CONCERN**

**CHILD PROTECTION RECORD-REPORTS TO DESIGNATED TEACHER**

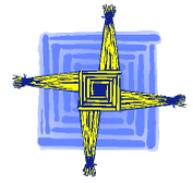
<b>Name of Pupil:</b>
<b>Year Group</b>
<b>Date, time of incident/ disclosure</b>
<b>Circumstances of incident/ disclosure:</b>
<b>Nature and description of concern:</b>
<b>Parties involved, including any witnesses to an event and what was said or done and by whom:</b>
<b>Action taken at the time:</b>

<b>Details of any advice sought, from whom and when:</b>
<b>Any further action taken:</b>
<b>Written report passed to Designated Teacher:</b> <b>If "no" state reason</b>
<b>Date and time reported to the designated teacher:</b>
<b>Written note from staff member placed on the pupil's Child Protection file</b> <b>If "no" state reason:</b>

**Name of staff member making the report:** \_\_\_\_\_

**Signature of Staff Member:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Designated Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## How a Parent Can Raise a Concern in relation to Child Protection

If a parent has concerns about his or her child or another child's safety, they may take the following action:

I have a concern about my  
child or another child's safety.



I can talk to the  
CLASS TEACHER.



If I am still concerned I can talk to  
the designated teacher for  
Child Protection, Miss Joyce,  
or Deputy Designated teacher, Mrs Granleese, or the Nursery Designated Teacher Ms Ward.



If I am still concerned, I can talk to  
the Principal.



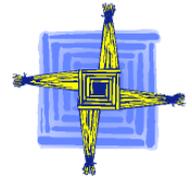
If I am still concerned, I can  
talk/write to the,  
Chair of the Board of Governors.



At any time, I can talk to the Social  
Workers at their local Health  
and Social Services Trust  
Tel: 02890507000  
(out of hours 02890565444)  
or  
The Central Referral Unit  
Tel: 02890 259299 (or 101 Ext. 30299)

**Parents may view the full policy on the school website: [www.stbridesps.org.uk](http://www.stbridesps.org.uk)  
Alternatively, parents can obtain a hard copy of the school's full Child Protection Policy from  
the school office on request.**

## Appendix 2



### Code of Conduct for Staff and Volunteers\* in St. Bride's Primary School

#### **Objectives, Scope and Principles.**

This Code of Conduct is designed to give clear guidance on the standards of behaviour of all St. Bride's staff and volunteers are expected to observe. We, in St. Bride's P.S, are well aware that we are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all the pupils within the school community. As a member of the St. Bride's community, each person has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all staff and volunteers of the school.

This Code of Conduct does not form part of any employees' contract of employment.

#### **1.0 Setting an example**

- 1.1 All staff and volunteers who work in St. Bride's set examples of behaviour and conduct which can be copied by the pupils. Staff must therefore for example avoid using inappropriate language or inappropriate gestures at all times.
- 1.2 All staff and volunteers must, therefore demonstrate high standards of conduct in order to encourage our pupils to do the same. Staff should consistently emphasise St. Bride's school rules and positively reinforce these with the pupils.
- 1.3 All staff and volunteers must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct. Staff should, as far as is possible, never be alone with pupils. If talking to a child, for example about a disciplinary issue, you might want them to step out into the corridor. Staff should ensure that the door to their classroom is then open and that they are visible to other pupils or staff. If in an emergency you have to travel with a child in your car, always ensure that another adult or second child travels with you. Never be alone with a child in a car. The SEN Team and all Peripatetic staff should always teach in a room with a glass window or if not possible they should always teach with the door open. Panes of glass on classroom doors should not be covered to ensure a clear view into each room.
- 1.4 This Code helps all staff and volunteers to understand what behaviour is and is not acceptable and regard should also be given to the disciplinary rules set out by the employing authority.
- 1.5 All staff and volunteers are expected to familiarise themselves and comply with all school policies and behaviours. Policies can be found on the public folder.

#### **2.0 Safeguarding Pupils**

- 2.1 All staff and volunteers have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.

- 2.2 The duty to safeguard pupils includes the duty to report concerns about a pupil or colleague to a member of the school's Safeguarding team. (Designated Teachers, Deputy Designated Teacher for Child Protection or the Principal)
- 2.3 The school's Designated Teacher (DT) are Miss Joyce whole school and Ms Ward in the Nursery, and the Deputy Designated Teacher (DT) is Mrs Granleese.
- 2.4 All staff and volunteers are provided with personal copies of St. Bride's Child Protection Policy and can access the EA Whistle Blowing Policy on the school network. They must be familiar with these documents and other relevant school policies e.g. E-Safety and Acceptable Use Policy.
- 2.5 All staff and volunteers should treat children with respect and dignity. This is in line with St. Bride's Vision statement, "Attainment for all within a happy, safe, caring, Catholic environment." They must not demean or undermine pupils, their parents, carers or colleagues.
- 2.6 All staff and volunteers should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating or favouring students.
- 2.7 All staff and volunteers must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare. Pupils should never be left unattended. In an emergency staff can phone either office for assistance or use the "Red Card" alert system. Staff should also complete Environmental Assessments where appropriate in accordance with school policies.

### **3.0 Relationships with students**

- 3.1 All staff and volunteers must declare any relationships that they may have with pupils outside of the school; this may include mutual membership of social groups, tutoring or family connections. Staff and volunteers should not assume that the school is aware of any such connections. A declaration form can be found in the appendices. This should be completed by all staff.
- 3.2 Relationships with students must be professional at all times. Sexual relationships are not permitted and may lead to an abuse of trust and criminal conviction.

### **4.0 Pupil Development**

- 4.1 All staff and volunteers must comply with school policies and procedures that support the well-being and development of the pupils. Staff should be familiar with the Medical Action Plans for pupils in their class and know the procedures to follow. Medical Action Plans can be found in blue files in the offices on each site.  
Staff should recognise that St. Bride's is a "nut free zone" for staff and pupils. Therefore, no member of staff should be eating nut products at break or lunch. They should for example be aware of the procedures to follow in respect to epi pens, where they are kept in the class and ensure that pupils take them to mass, dinners on school trips, etc. In St. Bride's pupils are not permitted to bring in birthday cakes to share as some pupils have allergies. This is part of our duty of care.

As part of supporting the pupils' well-being and development, teachers should ensure the teaching of PDMU and RSE lessons in line with schemes of work, and the teaching of a preventative curriculum in relation to On-Line Safety, Risk Avoidance Danger, Road Safety, etc.

Teachers should be familiar and comply with all agreed health and safety procedures such as; the Safe Handling Procedures, the Intimate Care Policy, the Fire Evacuation Procedures, guidelines for travelling designated routes (See Environmental Assessments on the Public Folder) for e.g. to the PEC, between the two school sites, to the Parish Hall, to St. Brigid's Church, Ulster Museum etc. No child is permitted to cross the road between the two sites. Staff and volunteers should be aware of school policy in regards to the wearing of high viz vests on outings, the closing of school gates on both sites, the closing of school entrance doors, (no doors should be propped open by a bolt), the procedures for accompanying classes around the site, including the use of the "Stop Here" points which when used ensure that staff can see the whole class rather than the teacher walking ahead with the whole class following. They should also be familiar with all supervision rotas and the routines for break time and lunch time supervision etc.

Fire procedures for each classroom should be pinned to the door along with a copy your class list. This will be easily accessible to all teachers, classroom assistants and substitute teachers. The "Red Cards" should also be pinned to the inside door of the classroom.

- 4.2 All staff and volunteers must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of the pupils. E.g. The Literacy Service, Harberton Outreach for Literacy and Behaviour, Clarawood, The School Nurse, Education Welfare, Gateway, Inter Cultural Education Service, RISE N.I etc.

## **5.0 Honesty and Integrity**

- 5.1 All staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities. (See Cash Handling Procedure Policy)
- 5.2 Gifts from suppliers or associates of the school must be declared to the Principal with the exception of "one off" token gifts from students or parents. Personal gifts from individual members of staff or volunteers to students are inappropriate and could be misinterpreted.

## **6.0 Conduct Outside of Work**

- 6.1 All staff and volunteers must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the staff/ volunteers own reputation or the reputation of other members of the school community.
- 6.2 In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable.
- 6.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interest of the school. It should not contravene the working time regulations or affect an individual's work performance in school.

## **7.0 E-Safety and Internet Use & Mobile Phone Use**

- 7.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and Acceptable Use Policy at all times both inside and outside of work.
- 7.2 Staff and volunteers must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal files they have.
- 7.3 Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by "liking" certain pages or posts established by others or "retweeting" tweets. This may also include the use of dating websites where staff could encounter past students or parents with their own profile or acting covertly.
- 7.4 Contact with pupils must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students. If you are contacting parents, in as far as possible use the school telephone in either office. It is advisable to not give parents yours or other teachers' personal contact details. Parents can contact the school by phone or through the school info email account.
- If contacted by a student by an inappropriate route, staff should report the contact to the Principal immediately.
- 7.5 Photographs/stills or video footage of students should only be taken using school equipment for purpose authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recordings or taking of photographs must be retained and destroyed in accordance with the schools Record Management Policy and Disposal Schedules.
- 7.6 Staff are asked not to use their mobile phones during the working day especially when teaching. This includes the receiving of personal calls, replying to texts and emails both personal and school related. It is recognised that some "roaming" members of staff need to use their phones for work purposes. However, in exceptional circumstances and in agreement with the principal, exceptions can be made.

## **8.0 Confidentiality**

- 8.1 Members of staff and volunteers may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or their families for their own use, or others' advantage. Information must never be used to intimidate, or embarrass the student.
- 8.2 Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.

- 8.3 There are some circumstances in which members of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection duties.
- 8.4 If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquires should be passed to SMT.
- 8.5 Adults need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances.
- 8.6 Additionally, concerns and allegations about adults should be treated as confidential and passed to a member of SMT without delay.

## **9.0 Dress and appearance**

- 9.1 All staff and volunteers must dress in a manner that is appropriate to a professional role and promoting a professional image.
- 9.2 Staff and volunteers should dress in a manner that is not offensive, revealing or sexually provocative.
- 9.3 Staff and volunteers should dress in a manner that is absent from political or other contentious slogans.

## **10.0 Disciplinary Action**

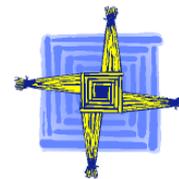
Staff and volunteers should be aware that a failure to comply with this Code of Conduct could result in disciplinary action including but not limited to dismissal.

## **11.0 Compliance**

All staff and volunteers must complete the compliance form to confirm they have read, understood and agreed to comply with the Code of Conduct. This form should be signed and dated.

\* Volunteers refers to parents, student teachers, students from both secondary and third level education and past pupils.

## Appendix 1



### Relationships with Students Outside of Work Declaration

It is recognised that there may be circumstances whereby staff and volunteers of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Employee Name	Student Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school, I am aware that the following must be adhered to:

- I do not, at any point, teach the child in question as part of my daily timetable – this is a stipulation of such tutoring.
- I emphasise to parents that this is done completely independently of school.
- No monies come through the school at any point, informally (e.g. via the child) or formally.
- No private tutoring is to take place on the school premises.

I confirm that if these circumstances change at any time I will complete a new form to ensure that the school are aware of any relationships.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Once completed, signed and dated, please return this form to the Principal**

## Appendix 2

### Confirmation of Compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

**Name:** \_\_\_\_\_

**Position/Post Held:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Once completed, signed and dated, please return this form to the Principal**

# **ANTI BULLYING POLICY STATEMENT**

Staff of St Bride's recognise that, from time to time, children may become the victim of bullying behaviour. Bullying can be defined as “deliberate hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself.”

It can take many forms but the three main types are, physical (e.g. hitting, kicking, theft) verbal (e.g. threats, name-calling) or indirect (spreading rumours, excluding from social groups online bullying). See the school procedures on the use of mobile phones.

The aim of St Bride's anti-bullying policy is to pro-actively reduce the number of incidents of bullying by setting up preventative measures and, when it does occur, to take such steps as are necessary to stop it and reduce the chances of recurrence.

By its very nature, bullying often occurs outside the presence of adults or when they are not looking. Teachers, ancillary and supervisory staff need to be aware of areas of the school playground and the classroom, and times of the day which lend themselves to opportunities for bullying to occur.

It is always better to develop strategies which will reduce the incidence of bullying. Teachers, as part of their religion programme, and through Health and Social Education and in Education for Mutual Understanding, will include in their lessons ways of helping children to develop positive healthy relationships and specifically teach about bullying behaviour and strategies that children can use if these incidents occur.

Children should be encouraged to tell an adult, either the teacher, supervisor or parent if they feel they are being bullied. This view will be reinforced at school assemblies.

## **Dealing with reports of Bullying**

Where there are incidents reported to staff these must be investigated to ascertain the exact circumstances and whether the actions reported constitute bullying behaviour.

If it is concluded that there was bullying, the teacher should initially deal with the matter reminding the children that these behaviours are not acceptable. At this point, a “no blame” approach may be taken with the perpetrator(s). A written record should be kept by the teacher about the incident and the action taken. The teacher should be alert to the possibility of the bullying continuing and should monitor the situation with those involved over the next few weeks.

If the bullying incident is serious, or if there is a repetition of such behaviour, the teacher should inform a member of the Senior Management Team and seek advice on dealing with the problem.

Sanctions at this stage may include close supervision of the child(ren) or exclusion from play with peers for a period of time. The child(ren) may be put on report with a written record of his/her behaviour kept by the class teacher and the lunchtime supervisors.

It may also be appropriate at this stage to involve the parents and seek their co-operation in helping their child develop healthy peer relationships.

## **Recording incidents of bullying reported by a parent/guardian.**

In line with the school policy, if a parent reports an incident of bullying to a member of staff, this should be reported to a member of Senior Management, although the teacher may deal with the incident. Following investigation, the following information should be recorded under the “victim's” surname.

- Brief details of the alleged incident

- Those children who were involved
- Steps taken by the member of staff to deal with the incident
- Dates of contact with the parent

The teacher should contact the parent about two weeks after the incident to check that there has been no reoccurrence. The senior member of staff should be kept informed during this time. Any reoccurrence may need to be dealt with by the senior member of staff.

**St. Bride's Primary School**  
**Code of Conduct for staff, volunteers, students and parents/guardians**  
*Attainment for all within a happy, safe, caring Catholic environment*

Remember:

- To treat all children equally and with respect
- To provide an example of good conduct and use appropriate language
- To respect personal privacy
- To stop dangerous behaviour and report unacceptable behaviour to the teacher
- If a child mentions a child protection issue, report anything of a sensitive nature to the teacher or Designated Teacher for Child Protection. Be careful not to exaggerate or trivialise child abuse issues. Seek advice and guidance if in doubt
- There should be no unnecessary physical contact with a child
- Remember that someone else might misinterpret your actions, no matter how well intended
- Do not discuss any observations made about children with other parents
- Do not place yourself in a situation where you will be alone with a child. e.g. never carry children unaccompanied in your car
- No food or gifts should be given or bought on a trip
- Do not take photographs of pupils unless asked to do so by the teacher, **using school equipment.**
- If on a trip, do not discuss your child's progress with the class teacher
- Parents should not approach children to discuss issues between their child and another child. Report concerns to the class teacher.

In the event of any member of staff having concerns about a child, the school's child protection procedures will come into operation. If a child makes a disclosure to a teacher (or other member of staff) or a teacher has concerns about a child through one observation or observations over a period of time, then the member of staff **does not carry out any investigation.** He/she must act promptly in referring the matter to the designated teachers Miss Joyce, Ms Ward or DDT Mrs Granleese. Full notes of concerns should be handed to the DT and kept in the school's secure child protection records.

Miss Joyce, Ms Ward or DDT Mrs Granleese will discuss the matter with Mrs Quinn to plan a course of action, ensuring a written record is made.

Referrals to children's social services will be made through the "Understanding the Needs of children in N. Ireland (*UNOCINI*) form, where appropriate.

If there is doubt about whether to take action, advice can be sought from -

**CCMS Senior Management Officer (Schools) tel.90426972**

**EANI Belfast Office Designated Officer tel. 90564000**

**Social Services Gateway Team tel. 90507000**

**PSNI Central Referral Unit 90259259**

The advice given should be recorded and the situation monitored and reviewed. If deemed appropriate the designated teacher should make a referral to

- **Social Services Gateway** and copy to
- **EANI Designated Officer**

This should be marked “**Confidential**” and indicate that it is a child protection issue. All staff and volunteers who work with children in the school are vetted by EANI

*Parents should contact the principal or vice-principals if they have any concerns or queries regarding the school's child protection procedures.*

## How a Parent Can Raise a Concern in relation to Child Protection

If a parent has concerns about his or her child or another child's safety, they may take the following action.

I have a concern about my  
child or another child's safety



I can talk to the  
CLASS TEACHER



If I am still concerned I can talk to  
The designated teacher for  
Child Protection, Miss Joyce  
or Deputy Designated teacher, Mrs Granleese or the nursery designated teacher Ms Ward



If I am still concerned, I can talk to  
the Principal



If I am still concerned, I can  
talk/write to the,  
Chair of the Board of Governors



At any time, I can talk to the Social  
Workers at their local Health  
and Social Services Trust  
Tel: 02890507000  
(out of hours 02890565444)  
or  
The Central referral Unit  
Tel: 02890 259299 or 101 Ext. 30299

**Parents may obtain a copy of the school's full Child Protection Policy from the school office on request.**



**DAILY BEHAVIOUR REPORT**

NAME \_\_\_\_\_ CLASS \_\_\_\_\_ TEACHER \_\_\_\_\_ SUPPORT TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

Behaviour Targets \_\_\_\_\_  
Signed \_\_\_\_\_ (Pupil)

	Morning 1	Morning 2	Lunch	Afternoon
<b>MONDAY</b>				
Support Teacher's Comments/Initials				
<b>TUESDAY</b>				
Support Teacher's Comments/Initials				
<b>WEDNESDAY</b>				
Support Teacher's Comments/Initials				
<b>THURSDAY</b>				
Support Teacher's Comments/Initials				
<b>FRIDAY</b>				
Support Teacher's Comments/Initials				

General Comment \_\_\_\_\_

Signed \_\_\_\_\_ (Teacher) \_\_\_\_\_ (Support Teacher) \_\_\_\_\_ (Parent) \_\_\_\_\_ (Child)

## **Rolling Exit**

**Please allow this pupil to work quietly in your room and comment on his behaviour before he returns to his class.**

**Pupil Name** \_\_\_\_\_

9.15 to 10am \_\_\_\_\_

10.00 to 10.45am \_\_\_\_\_

11.00 to 11.45am \_\_\_\_\_

11.45 to 12.30 \_\_\_\_\_

1.15 to 2.00pm \_\_\_\_\_

2.00pm to 2.45pm \_\_\_\_\_

**This report should be kept by the class teacher.**

## Appendix 1

### SUGGESTED SANCTIONS

- Use the Stepwise strategies outlined in Appendix 2.
- Time out in an appropriate setting
- Rule Reminder activities *e.g. Write about the rule/record the incident/talk about the rule with visual aid/‘Reflection sheet’, which may or may not be sent home for parents to sign depending on severity of behaviour or age of child*
- Time out during play activities (Foundation Stage)
- Time out at break-time/lunchtime (*length of time age related*)
- ‘Internal exclusion’ decided by class teacher (*having to take lunch or break with another class, not in the corridor/foyer areas*)
- Challenging behaviours recorded in an incident book (*held by class teacher*)
- Change seating arrangements including being moved to a single desk
- Incomplete work due to poor behaviour sent home (*with agreement from parents*) or completed during Break/Lunchtime
- Taken out of a group activity to work individually
- Confiscation of property (to be returned at the end of the day)
- ‘Sorry note’
- Withdrawal from school teams/school trips if persistent disruptive/dangerous behaviour is not modified (when agreed by Principal)

Some teachers may also include

- Use of ‘Traffic Lights System’ for ‘Golden Time’

Pupils suggested the following sanctions

- Extra Homework
- Individuals to miss out on 5 to 10 minutes of Golden Time
- No football at Lunchtime
- A visit to the Principal
- Special ‘cool off’ room to consider behaviours not play

## **Appendix 2**

### **A STEPWISE APPROACH TO STUDENT BEHAVIOUR MANAGEMENT**

Enables a teacher to plan ahead for appropriate strategies so that they can respond more effectively (rather than react) to student disruptions.

#### **1. TACTICAL IGNORING OF BEHAVIOUR (TIB)**

A step for low level disruptions.

TIB means tactically ignoring (a decisive choice not to notice) such behaviour.

With TIB you are deciding:

- which behaviours you can appropriately ignore
- how long you are prepared to ignore
- what will you do next if TIB is not achieving its aim

While you are using TIB you also attend to, notice and reinforce on-task behaviour. ‘TIBBING’ is exceptionally effective for low-level attention seeking such as the few who persistently call out.

#### **2. SIMPLE DIRECTIONS (SD)**

A simple direction should express our intent clearly and simply rather than getting involved in long-winded discussions eg “David (tapping) put that pen down now, thanks”.

Always use the student’s personal name.

When using simple directions:

- speak to the behaviour you want to see (“Wendy, Melissa, face the front and listen, thanks” rather than, “Oi!! You two, I’m trying to teach, what’s wrong with you? Do you want to share it with the whole class?!”)
- establish eye contact
- speak clearly, firmly, briefly
- repeat is necessary
- expect compliance

#### **3. RULE RESTATEMENTS – RULE REMINDERS (RR)**

The teacher simply restates the rule to the student or quietly reminds them of the relevant rule (safety, communication, learning, movement, manners, treatment, conflict, etc) eg “Melissa, you know the rule for calling out – use it thanks”.

#### **4. QUESTION AND FEEDBACK (see Glasser, 1969)**

Move alongside the student and ask ‘What’s happening here?’ or ‘What’s going on?’ or ‘What are you doing?’ The voice tone is not sarcastic or threatening, just appropriately firm.

A ‘what’ question is an attempt to get some feedback from the student and put a bit of responsibility their way.

Avoid ‘why’ questions – these are better used when taking the student aside on a 1-1. If the reply to a ‘what’ question is ‘nothing’, simply inform the student about what you saw or heard (your feedback to the student) and follow up with a secondary question (re-direction) “What should you be doing?” – or “What are you supposed to be doing?” Again if the student avoids responsibility re-direct to the required task or behaviour.

## 5. DEFUSION

Appropriate humour can often take the heat out of a problem so that the student has been distracted and the heat defused.

## 6. BLOCKING STATEMENT

If a student procrastinates, argues etc 'blocking' is a verbal strategy that reasserts a teacher's fair direction, using the same words repetitively. There are two basic forms of 'blocking' one is a simple re-direction (sometimes called a 'broken-record' approach) the other is re-assertion.

With a re-direction the teacher is basically re-directing the initial direction, rule, or question, re:

(T) "David back in your seat – thanks"

(S) "But I was just getting a rubber!!"

(T) "Back in your seat now"

(S) "But I told you, I was just getting a rubber – what you picking on me for!!"

(T) "OK back in your seat."

Remember 'blocking' is an approach to use with argumentative students. We avoid taking up verbal arms, as it were, about 'being picked on' or, 'other do it too!' With re-assertion the teacher briefly 'tunes in' to what the student is saying but re-asserts the rule, direction or appropriate question, ie:

(T) "Melissa and Wendy (two loud 'yakkers') What are you doing?" (QAF)

(S's) "Nothing!" (aggrieved)

(T) "Actually you're talking loudly (tune-in) and I'm trying to work over there; what should you be doing?"

(S's) "Other people talk – you don't pick on them!"

(T) "Other people do, what should you be doing?" (tune-in but re-assert)

(S) "Our work!"

(T) "OK back into it thanks."

## 7. GIVING SIMPLE CHOICES

Empty threats are pointless.

Let the student choose the responsible alternative.

Choice enables the student some measure of self-control.

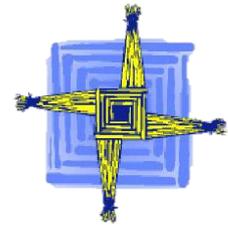
"If-when" "If you continue to call out, David, I'll have to ask you to stay back and explain why you won't work by our fair rules" (deferred option)

## 8. EXIT PROCEDURES

When a student's behaviour is so disruptive that other students'/the teacher's rights are being infringed.

ANY exit procedure will have to be preceded by steps aimed at enabling the child to manage his/her own behaviour.

## ***St. Bride's Nursery Unit Positive Behaviour Management and Discipline Policy***



*Draft policy Oct 2017*

### **Rationale**

In St. Bride's Nursery Unit, we believe in young children's developing ability to control their own lives, to make independent choices and to accept responsibility for their own actions. We believe that all children have the right to expect positive approaches to discipline and that a fair and consistent approach to promoting positive discipline will achieve that goal. **We also recognise that as young children, our pupils may display undesirable but age appropriate behaviours, which will benefit from the intervention of the adult.**

### **The Nursery Environment**

St. Bride's nursery is a warm and welcoming environment where children are cherished and respected. It is organised to promote and develop independence, confidence where learning is celebrated.

Materials and resources are thoughtfully structured and arranged to aid accessibility, reduce uncertainty, are appropriate for the ages and stages of the children and provide a wide range of choice and open-ended play opportunities.

Children's work is valued, celebrated and attractively displayed throughout the nursery.

Nursery staff actively encourage and praise effort, participation and good behaviour.

*We believe by doing the above, our children will;*

- Learn how to control their behaviour
- Learn how to talk about their feelings and emotions
- Have a positive attitude towards themselves and others and peer's needs
- Learn that their actions have consequences
- Become more independent and responsible for themselves
- Learn how to repair relationships
- Trust that the adult is there to support them

### **Promoting Positive Behaviour**

The effects of praise and encouragement cannot be underestimated. It helps a child feel good about themselves, promotes a caring relationship with the adult and peers as well as boosting self-esteem and confidence. Praise is used both formally and informally, on a 1-1 and with a group.

**Descriptive praise;** Staff will tell the child exactly what they liked about their behaviour e.g. 'I really like the way you shared your toy with your friend when they asked – well done!' or 'You made me really proud when you asked Sarah if she wanted to play with you – well done for being so caring' or 'I just want to tell everyone about John's great tidying up today, he checked under the tables for toys that might have been hiding and I didn't even have to ask him – let's give him a silent cheer!'

Praise is given for all kinds of involvement in Nursery Life, ranging from acts of kindness, enthusiastic participation, helping others and thoughtfulness. We also use our puppets Sage and Onion during circle time to discuss issues arising and to resolve conflicts.

**Encouragement;** Highlighting and praising effort both before, during and after an activity is a great way of promoting perseverance and focus for children and helps them to feel more positively about themselves and the rewards of effort. E.g. 'You are working so hard on that puzzle and haven't given up, keep at it, you are nearly there. I will have to post a picture on Seesaw to show mum and dad how hard working you are'

**Rewards:** It is our belief that the praise of the adult or peers should be enough reward but recognise that some children, as their maturity develops, may need a more concrete reward e.g an extra privilege/responsibility, star chart etc.

Nursery staff will endeavour to pay attention to good behaviour and praise each child. Children are much more likely to repeat behaviour that earns praise or amend behaviour in order to earn praise, thus nurturing their self-esteem, confidence and independence.

In order to create an environment which forms self-esteem and respect, tolerance and self-control, the staff will endeavour to;

- Approach children in a welcoming, gentle, non-threatening manner
- Make eye-contact with the child at their level
- Put the child at ease with a smile or friendly expression
- Use positive forms of behaviour management as mentioned above
- Create simple rules with the children so that they feel ownership of their classroom and behaviour
- Display these rules prominently and refer to frequently
- Children will be respected, their behaviour dealt with using consistent strategies, talking to the child so that they understand the consequences of their behaviour.

*(See Nurse appendix 1 for a more detailed list of the approaches/strategies used to promote positive behaviour)*

#### **Possible ways to resolve a situation**

Staff seeking to resolve difficult situations appreciate that child-centred action is always best.

- Acknowledgment of the child's negative feelings
- Seek resolution from the individuals involved
- Offer an alternative activity or create more space to accommodate children

#### **Dealing with a child who is not settling into an activity**

- Staff will be aware of each child's behaviour and the possibility of disruption.
- They will establish the exact nature of the disruption by calmly talking to the child/children.
- Staff will support the child until they understand the child's particular needs.
- Staff will encourage the child to succeed and feel good about themselves and the activities they take part in.

#### **Dealing with an argument between two children (conflict resolution)**

- Staff should observe a situation and *be aware of when to intervene*, e.g if a child is going to be hurt or an item destroyed, otherwise, observe and allow the children to try to resolve the matter themselves.
- Intervene by comforting the ignored or distressed child.
- Establish a reason for the disagreement through gentle questioning allowing each child to have their say.
- Help the children to suggest an agreeable solution to the problem.
- If the children are not able to resolve the matter, suggest a compromise or alternative.
- Stay with the children and observe until they are both happy and settled at their play.

### **Dealing with hitting or biting**

*We recognise that as young children, our pupils may display undesirable, but age appropriate behaviours, which will benefit from the intervention of the adult.*

- Staff will comfort the injured child and deal with any injuries they might have.
- Staff will make eye contact with the angry child and gently but firmly explain how their actions have upset or maybe physically hurt another child.
- Staff should then establish what exactly caused the outburst giving both children the opportunity to express themselves.
- Staff should then suggest other ways of expressing feelings that will not cause injury.
- Staff will then help to settle the injured child into an activity and have a quiet chat with the other child to try to establish the nature of the problem, so a resolution can be explored. Help the child to understand how they would feel if they had been treated like that. When ready, help the child to apologise for their actions.

Whatever the issue, a consistent approach should be taken; Observation, Awareness, Understanding and Resolving conflicts in a positive and caring manner so as not to undermine child's self-esteem or confidence.

### **Managing inappropriate behaviour in the Nursery – our stepwise approach**

1. Ignore and divert/redirect
2. Rule reminder using visuals (praise when behaviour is amended)
3. Soft reprimand and warning about withdrawal from area/toy if behaviour is not amended
4. Thinking Chair. The child will sit on the thinking chair until the timer runs out (3/4 mins). The adult will talk to the child about the behaviour expected.
5. Report to parent and together work out strategies for behaviour modification
6. Seek advice form SENCO
7. Draw up I.E.P
8. Consult with Educational Psychologist and other outside agencies.

## **Strategies to promote positive behaviour in young children**

### **Sense of Self**

- Teach social skills which are lacking
- Provide a range of opportunities for children to learn and practise skills
- Celebrate small successes
- Use photographs of children doing things
- Use mistakes as opportunities to learn
- Give limited choices to children who cannot cope with too much choice
- Ask children for their help
- Demonstrate/model how to do things
- Get children to show their own strengths

### **Self-other awareness**

- Provide plenty of routine and structure
- Use a visual timetable
- Mix social groups
- Make routines fun e.g. tidy-up to music, timer
- Model calmness, respect for others, patience
- Have group time and daily rituals
- Rules – explain, teach, rehearse, model, display
- Give jobs and responsibilities
- Give children a special place, cushion or box etc.
- Give non-verbal reminders or signals
- Let children hold a special toy or object if they are restless

### **Feelings**

- Use photos, stories, puppets etc to express feelings
- Tell children it's ok to feel sad, angry, frightened
- Tell children how you feel
- Say, 'You look upset,' etc. and describe feelings as much as possible
- Have children discuss feelings and listen to others feelings
- Have quiet, calm times of the day
- Remove a child who is angry if they are at risk to others
- Only restrain if there is a risk of harm
- Look for triggers/consequences
- Stick to a script e.g. 'You'll feel better soon, I am here.'
- Have a quiet corner- soft cushions, toys, calming
- Support staff who have had a difficult scene with a child

### **Relationships with adults**

- Work on partnerships with parents
- Have photos of adults in setting and explain roles
- Give jobs to children who don't comply with requests
- Ignore annoying behaviour – give attention when the child is behaviour well

- Say what you want, not what you don't want
- Give a limited choice when the child won't comply
- Say, 'Thank-you,' in advance
- Use, 'First/Then.'
- Use positive expectation

### **Relationships with peers**

- Use names often so children know them
- Personally acknowledge each child
- Celebrate birthdays/ news etc.
- Have two leaders for the day
- Teach social skills – eye contact, turn-taking, conversation
- Model good behaviour
- Teach assertiveness – 'I don't like that'
- For the child who has difficulty playing – parallel play, describe what they are doing, let the child take the lead

## **WATCH ME**

## **DO IT WITH ME**

## **DO IT WHILE I WATCH YOU**

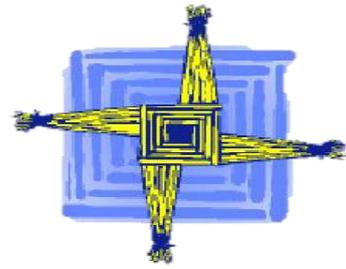
## **DO IT ALONE**

## Appendix 4

### St. Bride's Nursery Unit

### ANTI – BULLYING POLICY

(draft policy Oct 2017)



#### **Principles**

What is Bullying? A Definition

Bullying is not always easy to define as it can take many forms and can be either short term or long term. It has been defined as “the wilful conscious desire to hurt, threaten or frighten someone” (Tattum and Herbert 2000)

#### **Policy**

#### **STATEMENT OF INTENT**

In St. Bride's Nursery Unit, we are committed to provide a caring, friendly and safe environment for all children and their families so they can learn through play in a relaxed and secure atmosphere. This is reflected in our discipline policy.

*Whilst we acknowledge, due to the ages and stages of development of our pupils, that egocentric behaviours may occur, bullying of any kind is unacceptable.*

#### **St. Bride's Nursery Unit will endeavour to prevent bullying by means of good practice**

We will

- Encourage a whole group approach to prevent bullying
- Provide safe, secure and happy environment
- Promote positive behaviour
- Work in partnership with parents
- Encourage respect among children
- Encourage respect for equipment and resources
- Ensuring that awareness is raised through staff training
- Explain boundaries within the setting
- Promote co-operative group work
- Promote and implement the ‘Respecting Difference’ curriculum.

#### **Types of Bullying**

##### **1. Verbal bullying**

name-calling, taunts and threats.

This is the most common type of bullying and it includes teasing,

##### **2. Non-Verbal bullying**

Non-verbal forms of communication include gesture (a clenched fist), body language (a swagger) and facial expressions.

- |                              |  |
|------------------------------|--|
| <b>3. Physical bullying</b>  | Physical bullying can range over a wide continuum of severity, ranging from a push, pinch or some form of physical assault.  |
| <b>4. Exclusion bullying</b> | This can be heard in phrases such as, 'You're not playing with us' or 'You're not coming to my party'. To be left out of the social group can be hurtful for young children. |
| <b>5. Extortion bullying</b> | This may appear to be a strong word but it includes forcing someone to hand over play materials or valuables.  |
| <b>6. Cyber bullying</b>     | Texting, e-mails on the internet etc   |
| <b>7. Hiding things</b>      | Young children are sensitive about their possessions and become upset if their precious items regularly go missing.  |
| <b>8. Spoiling things</b>    | Knocking down someone's work or destroying a game can be very distressing.   |

### **Possible signs of being bullied**

- Unwillingness to go to Playgroup / out of schools
- Visible signs of anxiety when entering certain situations
- Unexplained mood swings / becoming withdrawn at group situations
- Loss of concentration and enthusiasm when taking part in activities
- Reluctance to speak out / say what is troubling them
- Becoming upset for no obvious reason
- Complaining about being unwell
- Atypical soiling.

This is not an exhaustive list and these signs and behaviours could indicate other problems but bullying should be considered.

### **Procedures for dealing with Bullying**

To discourage bullying we will ensure that staff are aware of signs of bullying and a consistent approach is used.

- All incidents should be reported to the Head of Nursery, Ms Ward
- All bullying must be addressed as soon as possible
- A written record of bullying incidents should be made
- Nursery staff will use a 'watchful waiting' approach to monitor the child/children involved to ascertain what is happening
- Ms Ward will keep in contact with the parent to discuss issues/strategies
- Bullying is tackled through the curriculum i.e. circle time, role play and co-operative play to develop social skills

- Staff create opportunities for caring and sharing
- Staff monitor and evaluate the situation
- Serious incidents should be reported to the parents and for them to be invited to discuss the situation
- Support is offered to both, the child who is being bullied and to the child who is bullying through building the self-esteem of both children
- Staff have appropriate procedures for recording incidents.
- Each situation should be addressed individually.