

# St Charles RC Primary School

## Harassment and Discrimination Policy



### CHRIST IS AT THE CENTRE



**C**ompassionate  
**H**elpful  
**R**espectful  
**I**nclusive  
**S**haring  
**T**ruthful



# St Charles RC Primary School

## Harassment and Discrimination Policy



*Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.*

*We aim to pass on the faith we share in partnership with you.*

*We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.*

*We take pride belonging to St. Charles RC Primary School.*

### **MISSION STATEMENT**

**As a family of God, we love to learn and learn to love**

### **Introduction**

This policy is based on the aims of our School.

They are to:

- provide a trusting, caring and stimulating environment
- encourage children to become self motivated, confident learners
- encourage children to play an active part in achieving their own individual potential and become life-long learners.
- create a community based on Christian values where everyone is valued and cared for and enabled to grow in self esteem as they value themselves and each other.

- recognise the importance of the partnership between parents, child and school to promote a life-long love of learning.
- foster strong links with the other schools, the local church and wider community
- provide children with opportunities to acquire the appropriate social, moral and spiritual values to become responsible citizens.

In addition we aim to:

- foster a communal sense of pride in our school and in all our achievements
- encourage pupils to treat each other, staff, visitors and the community with respect and tolerance
- encourage pupils to develop responsible attitudes towards themselves, others and their environment

### Golden Rules

Our school rules are kept to a minimum. They have been written by the children for the children:

1. we are respectful to one another
2. we walk and speak quietly around school
3. we share and play games that do not hurt each other
4. we use everybody's real name
5. we look after our school and everybody's belongings

In addition we expect children to:

- observe all rules made for their well being
- remain within school boundaries unless authorized
- co-operate with all adults in school
- move quietly and sensibly around the school
- enter and leave school in quiet and calm way
- to arrive at school in reasonable time for the start of the school day.
- observe all rules made for their well being when representing the school – on or away from school premises.

The following good behaviour will be actively encouraged.

We will foster in all children:

- respect for themselves
- respect for other people
- respect for other people's property
- respect for the school and it's environment.

## **Good manners**

Good manners should include:

- saying please and thank you
- holding doors open for adults or other children
- listening to others and not interrupting
- speaking in a relevant tone of voice
- being helpful, polite and friendly.

Opportunities will be provided which help children to learn about and develop such behaviour.

## **Good behaviour**

We aim to promote good behaviour through:

- promoting and highlighting good behaviour
- ensuring that all children are praised for behaving well
- explaining and demonstrating the behaviour we wish to see
- giving verbal feedback
- praise within the class
- providing written comments on work
- awarding stickers, certificates and prizes
- awarding certificates for positive behaviour within the school community
- sharing exceptional work with parents and the rest of the school
- recognizing achievements in Celebration Assemblies
- sending pupils with good behaviour or work to the Headteacher for commendation.

## **Lunchtimes**

The same expectations of behaviour operate at lunchtimes.

A Senior Lunchtime Supervisor oversees lunchtimes with the help of Welfare Assistants.

## **Examples of Unacceptable Behaviour**

- rudeness to adults / children
- low level disruption of education
- defiance towards adults
- verbal abuse, e.g. name calling
- lying • physical violence
- bullying
- racial/sexual harassment
- stealing
- swearing
- vandalism
- anti-social behaviour e.g. spitting, fighting

Incidences of unacceptable behaviour should always be taken seriously and, if appropriate, reported to the Headteacher.

If the incident is sufficiently serious it will be recorded in the Behaviour book which is located in the school office.

If a racial or homophobic incident occurs, this will be reported to the LA through the Racial Incident Form and the parents may be invited to school to discuss the problem.

Incidents of fighting will always result in a letter home to inform parents of the incident and to ask them to remind their child about appropriate behaviour.

### **Management of Disciplinary Procedures**

Sanctions are fair and appropriate. These encourage the child to modify his/her behaviour and to develop self esteem and self discipline.

We try to stop inappropriate behaviour by:

- reminding children of the school's values
- noticing good behaviour when it occurs
- tactically ignoring some instances of misbehaviour when appropriate

### **Dealing with Unacceptable Behaviour**

Inappropriate behaviour will be dealt with by:

- displaying a zero tolerance of inappropriate behaviour
- the giving mild warnings by teachers, teaching assistants, lunch time supervisors as they reinforce positive values
- giving verbal warnings (one to one)
- setting positive targets
- giving sanctions such as the missing of break times/ working in another class/
- the child recording the incidents that they have been involved in - the incident record sheets will be signed by a relevant adult
- monitoring behaviour for a given time
- time out- sent to another teacher to consider their behaviour
- encouraging the child to reflect on what would help them modify their behaviour
- reporting persistent and continuous misbehaviour to the Headteacher

### **Persistent, unacceptable behaviour will result in**

- a meeting with parents to create an individual behaviour plan
- plan/pastoral support plan based on a Home/School approach
- which may include a Behaviour Diary and planned meetings with parents and members of staff.
- meetings will be logged

- contacting external behaviour support services if necessary. If the behaviour does not improve then the option of a “fixed” term exclusion may happen.

### **Exclusion from School**

At all times the school will seek to work with parents to resolve any problems so that exclusion is avoided. However, continuous, unacceptable behaviour could result in a fixed exclusion for a given time. In exceptional circumstances a “fixed” term exclusion may be given immediately.

Following this an individual behaviour plan to help them improve their behaviour will be put in place. This may involve working with other support agencies such as the Educational Psychologist, Education Welfare Officer and the Behaviour Support Team.

In very rare circumstances it may be necessary to exclude the child.

Exclusion can be defined in the following ways:

- fixed term exclusion
- permanent exclusion.

### **Fixed Term Exclusion**

If a child continually misbehaves, disturbing his own and other pupils’ education he/she will be subject to a fixed period of exclusion of a length determined by the Headteacher.

The child will then be allowed back into school after an interview with the parents and child. From this will be the clear understanding that his/her behaviour must improve.

### **Permanent Exclusion**

This is the sanction of last resort when all other strategies have been explored. Use of Restraint by Adults. All members of staff are aware of the regulations regarding the use of force by adults. (DfES Circular 10/98 Section 550 A and Local Authority Guidelines).

Physical intervention using minimum force necessary may only be used when a child is in danger of/or causing injury to himself or others.

Staff should not put themselves in danger or risk injury. All incidents of restraint should be reported to the Headteacher immediately and will be recorded.

Staff witnessing restraint should also report their observations to the Headteacher. The Headteacher also has the authority to exclude an adult, including parents, guardians, from school premises if a serious incident has occurred.

Adults who are abusive to staff will receive a written warning from the Headteacher as stated in the Salford City Council Guidelines. Advice will be sought from the SCC legal department.

All incidents of aggressive, abusive violent behaviour towards staff will be recorded and advice will be sought from the Local Authority. If necessary, police action will be taken.

### **Bullying**

Bullying will not be tolerated and will always be investigated. Please contact the school if you have any cause for concern. For more information, please refer to the schools Anti-Bullying Policy.

### **Sexual and Racial Harrassment**

Sexual and racial harassment will not be tolerated and always investigated.

### **School Uniform**

In school and on school visits pupils are expected to wear the school uniform. Make up and jewellery should not be worn. Health and safety issues arise when pupils wear jewellery, especially chain necklaces and hanging earrings as pupils could catch the jewellery on other pupils or equipment. The wearing of stud earrings is permitted as long as plasters are provided by parents and the pupils use the plasters to cover their earrings in PE, games and swimming.

### **Mobile Phones**

Mobile phones are not permitted. If it is necessity for a child to have a mobile phone in school a written note with an explanation should be given to the teacher or Headteacher.

### **Equal Opportunities**

One of our key principles is that everyone will act with care and respect towards others at all times. We actively promote a positive, caring atmosphere for all children in our school and aim to foster respect for all races and religions.

We will not tolerate discrimination of any kind in deed or word. All incidents of bullying, racism and prejudice will be taken seriously and dealt with quickly.

The Headteacher will reinforce the point that racist behaviour and prejudice are totally unacceptable in our school. If a particular child persists with inappropriate behaviour the Headteacher will inform parents and invite them to take part in the problem solving process.

### **Equalities Statement:**

St Charles RC Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Charles RC Primary

school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.