



St Aidan's RC Primary School Behaviour Policy

"In the love and truth of Jesus we grow."

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Aims and Expectations

The behaviour policy at St Aidan's is consistent with our school mission statement and is to be used to establish the highest standard of care and fulfilment for our pupils and staff. It is in place to ensure maximum opportunities for personal growth and truth. The behaviour policy has

evolved from our mission statement and reflects the importance of positive relationships in our school community and prioritises personal growth, happiness, care, truth and forgiveness, as reflected in the teachings of the Church.

It is a primary aim of our school that every member of our school community feels valued and respected and that each person is treated fairly and well. We are a Christ-centred community and live by gospel values. The school's behaviour policy is therefore designed to support the way in which all members can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This can only be achieved if all staff are consistent in approach and work in close partnership with the families of the children in our care.

We act immediately to stop any incidents of bullying in order to prevent further occurrences of such behaviour. We investigate reports of bullying and do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we may need to take are in line with government guidelines on the restraint of children.

St Aidan's Golden Rules

1. In our school we look after each other to keep everyone safe and we have:

KIND HANDS

KIND FEET.

KIND HEARTS.

2. In our school when an adult is talking to us we:

STOP! LOOK! LISTEN

3. To keep our school a special place for all:

WE CARE

WE SHARE

WE TRY OUR BEST

4. Rewards and Celebration

At St Aidan's we expect good behaviour from all children and we praise and reward children who choose to behave and "put in that little bit extra" in a variety of ways. This will be constantly reinforced in the classroom, in collective worship and on the playground. Children will be

rewarded for demonstrating good behaviour, good manners and consideration for others and following the 'golden rules.'

- * Throughout the school children receive house points to celebrate good work and good behaviour via our online 'Class Charts' system. This is the online system we use to record positive and negative behaviour. The points can be used to buy items from the reward shop. These points are not lost at the end of the academic year, but roll forward into the next year. This means that a child can save their points for larger reward items. Parent/carers and pupils have logins to access their account and chart their progress.
- * The points are collected for each of the school houses, St Bede, St Cuthbert, St Hild and St Oswald. At the end of each half-term every member of the winning house receives a prize.
- * One child from each class is awarded on a weekly basis the award for living out the weekly "Statement to Live By".
- * Achievements in Reading, Writing, Mathematics and outside of school are also affirmed at our weekly Celebration Assembly.
- * Golden time is where pupils can choose to participate in a reward activity. The weekly proportion of Golden time depends on the age of the child.

Although we have a whole school approach to achieving good behaviour and all staff share the same values and are pro-active in developing these attitudes in all pupils, additional reward systems in each class may vary according to the age of the children.

EYFS:

As in line with the whole school the early years will be using the online class charts system where children will be able to collect their points for rewards and achievements throughout the learning environment.

Behaviour charts will be used on an individual basis as and when they are needed and implemented with a home/school approach.

KS1:

Key Stage One have an 'Over the Rainbow' chart displayed in each class; A pot of Gold, Rainbow, Sunshine, Cloud, Rain Cloud and Storm Cloud. All children start each day on the Sunshine and can move up and down the chart depending on behaviour.

Good behaviour moves them up to the rainbow and earns them a sticker or points for their house team. Exceptional behaviour can move them up to the Pot of Gold, which in turn makes them eligible for Star of the Week in their class. Children can also move down the chart in response to bad behaviour; Cloud - verbal warning. Rain Cloud - one minute time. Storm cloud- five minute time out.

In addition to this chart, positive behaviour in school will be rewarded with praise, stickers, housepoints or a dip in the prize box.

KS2:

KS2 use the online behavioural system 'Classcharts' to record positive and negative behaviour. Negatives will also be allocated to a child who chooses not to follow school rules.

A child will receive two verbal warnings for their negative behaviour, if a child's behaviour does not improve, they will receive a negative on the system.

Pupils who have received one or no negatives in a half term will be rewarded with an afternoon treat.

If a child receives one negative in a half term they will receive a break time detention.

If they receive two negatives in a half term, parents will be contacted and asked to come into school to discuss the issue with the class teacher.

Three negatives in a half term will result in the child being placed on report and the Head teacher informed.

5. Roles and Responsibilities

Role of the Headteacher:

It is the responsibility of the head teacher to implement the behaviour policy consistently throughout the school and to report to governors on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting standards of behaviour and by supporting staff in the implementation of the policy.

Role of Parent/carers:

Parents have an important role to play in securing the appropriate behaviour of their child at school. It is essential that there is a partnership between school and parents so that consistent messages concerning behaviour are given at school and at home. Children need to know that teachers and parents support each other and that we all care about them.

We aim to build a supportive and positive dialogue between home and school and we are proactive at informing parents if we have concerns about their child's behaviour or welfare.

Role of Governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The head teacher has the day to day authority to implement the school behaviour and discipline policy but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour. The governors should follow the normal grievance procedure in cases of complaint.

Role of all Staff:

All staff have an important responsibility to model high standards of behaviour when dealing with children and with each other, as their example has an important influence on the children. All staff should:

- Follow the guidance and procedures detailed in this policy;

- lead by example;
- be consistent in dealing with pupils, regardless of age, gender, race, ability and disability;
- promote the aims and values of the school;
- have high expectations of pupils;
- value and respect each person as an individual, treat people fairly and apply this policy in a consistent way;
- communicate effectively with other staff regarding behaviour issues;
- avoid shouting, sarcasm and humiliation.

Role of the Class Teacher:

In addition to the above the class teacher should:

- provide a rich, appropriate curriculum which engages pupils and meets their needs
- provide a well organised and stimulating learning environment;
- promote good behaviour and social skills through effective teaching of SEAL and PSHE and the use of Restorative Practice;
- be proactive in rewarding and praising good behaviour and attitudes
- ensure that the school rules are adhered to at all times by all children throughout the school as well as in their class.

6. The Restorative Approach to Behaviour:

“In the love and truth of Jesus we grow.”

The restorative approach to managing behaviour helps us to understand the impact of our actions and how to resolve problems and conflict. In using this approach in school we can give children the skills to take responsibility for their choices and to make better choices for themselves and others in their community.

Restorative approaches encourage children to think about how their behaviour affects others and helps to develop respect, responsibility and truth telling. Through this approach when someone is negatively affected by another's behaviour, we can try to make sure they feel it has been put right for them. If a child has done something wrong they will be asked to put things right and change their behaviour so that it does not happen again. The restorative approach to behaviour supports the school ideals of love, honesty and forgiveness and helping children and adults to learn and to grow.

7. Sanctions

Where pupils display inappropriate “low level” behaviour it is initially the teacher's responsibility to challenge this.

Low level behaviours:

- Talking

- Swinging on chair
- Shouting out
- Out of seat
- Distracting other children
- Work avoidance
- Fidgeting and fiddling
- Being careless with belongings
- Not listening
- Silly noises
- Being rude/disrespectful
- Answering back
- Poor attitude to work/refusal to complete the task
- Disruption of the lesson/learning for others
- Not following instructions
- Inappropriate language

Teachers will use a variety of strategies to modify this behaviour:

They may include:

- discussions of inappropriate behaviour with individuals / whole class;
- circle time discussions;
- verbal warnings;
- changing the classroom seating positions;
- isolation of pupil within the classroom;
- movement on class behaviour system/negative on class charts system (following two warnings)
- loss of Golden time minutes

When pupils display the following high level behaviours further action is required:

High Level Behaviours:

- Continuation of low level behaviours
- Total refusal to complete work
- Refusal to do as asked by a member of staff
- Exiting the classroom
- Leaving the school premises
- Teasing other children
- Throwing equipment
- Destroying the environment
- Defiant behaviour

In the event of these behaviours the following sanctions will be carried out:

- Negative issued on 'Class Charts' and subsequent break time detention
- Time out relevant to the pupil's age in another class or shared area (if adult supervision available) may also be necessary

The class teacher will contact parent/carers to inform them of the high level behaviour and complete a CPOMS behaviour log. The SMT are alerted of all behaviour logs and KS Leaders will monitor and consider if further sanctions are required due to regularity or escalation of the high level behaviours.

In the event of the following **serious** behaviours the Head teacher (Deputy Head teacher, SMT in her absence) will immediately be informed who will speak initially to the child and then speak to the parent/carers and complete a behaviour record. Any behaviours which are of a racist nature must also be reported to the Local Authority on the relevant form. (See appendix)

- Stealing
- Swearing
- Deliberately hurting another child or adult
- Abusive comments of a racist nature

These **serious** behaviours will result in the loss of lunchtime and an immediate negative on the 'Class Charts' System.

Where sanctions are used these should be seen as the starting point for a process of restoration and not an end in themselves.

In the event of regularity or sudden escalation of behaviours then the following must be instigated:

- Full consultation with parents/carers; putting into place additional sanctions - such as non-attendance at extra-curricular activities, educational visits etc.
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies
- Pastoral support plan written.
- Outlining that any repeat of this behaviour following the instigation of the above points will result in exclusion.

- Fixed exclusion - Initially a day. On re-integration (the day of return) a Behaviour Contract is signed by the Head teacher, the parent/carer and child. The Behaviour contract clearly states which behaviour must not be repeated if this behaviour is repeated then this process will continue ie 2 days, 3 days, 4 days, up to 9 days.
- Permanent exclusion will be considered if the fixed exclusion process has not addressed the behavioural issue. However every avenue of support and possible alternative educational provision will be explored before this decision is made.

Exclusions will be carried out in accordance with LA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

If the Head teacher (DHT, SMT in absence of HT) decide to exclude then he/she will inform parent/carers and a witness statement proforma (see appendix) will be completed by the relevant member of staff. Parent/carers will receive a confirmation letter, which also outlines their right of appeal and work will be set for the period of exclusion. The school admin officer will complete the relevant documentation and inform the LA.

8. Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school in line with the school Medical Needs Policy.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will receive a fixed-term exclusion and the police and social services will be informed. If the offence is repeated, the child will be permanently excluded,

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will receive a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

10. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix for a behaviour log)

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint (MAPA), as part of their induction process.

Behaviour management will also form part of continuing professional development.

12. Monitoring and review

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance - The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

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Appendix

Informal Restorative Script

- I can see you are ... (angry, upset, sad, etc)
- What's happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected?
- What can we do to move it forward?

Formal Restorative Enquiry and Mediation

Welcome/thanks for coming. I understand that there have been some difficulties between you and (name). This meeting is meant to help you and (name) resolve those difficulties yourselves.

- Can you start by telling me what (has) happened? (prompts if necessary: When? Where? Who?)
- What were you thinking at the time?
- How were you feeling at the time?
- What has happened in the past between you and?
- What were your thoughts on those occasions?
- What were your feelings on those occasions?
- What has happened since the recent incident?
- What have you been thinking?
- What have you been feeling?
- Who else has been affected?
- Are you willing to have a meeting with to sort this out?

At the meeting there will be ground rules:

We will listen and talk with respect.

None of us will talk about what has been said in the meeting (although we can let others know that an issue has been resolved). However if I hear something that makes me think anyone is at risk of harm I will have to share this with another member of staff.

Appendix

All our behaviour incidents are logged on CPOMS and will include the following information in the Behaviour log.

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Witness Statement Required for Exclusion Documentation

Name	
Date of Incident	
Signature	
Date	

Appendix : Form 1: Reporting an individual Racist incident to the Local Authority

Name of school			
Date of incident reported		Time of incident	
Subject(s)		Perpetrator(s)	
Number of males		Number of males	
Number of females		Number of females	
Year group(s)/staff/other		Year group(s)/staff/other	
Ethnic group(s) of subject(s) – please tick, or if more than one put the number		Ethnic group(s) of perpetrator(s)– please tick, or if more than one put the number	
White British		White British	
White Irish		White Irish	
Any other White		Any other White	
Indian		Indian	
Pakistani		Pakistani	
Bangladeshi		Bangladeshi	
Any other Asian		Any other Asian	
Black Caribbean		Black Caribbean	
Black African		Black African	
Any other Black		Any other Black	
White and Asian		White and Asian	
White and Black Caribbean		White and Black Caribbean	
White and Black African		White and Black African	
Any other mixed		Any other mixed	
Chinese		Chinese	
Traveller		Traveller	
Any other ethnic group		Any other ethnic group	
Please indicate if the victim(s) is/are declared as refugee/asylum seeker(s)		Please indicate if the perpetrator(s) is/are declared as refugee/asylum seeker(s)	
Place incident occurred			
Classroom		Corridor	
Playground		Outside school	
Dining Room		Cyber incident	
Seriousness of racist incident			
1	No offence was intended or taken		
2	Hurt or distress was caused, but the offending behaviour is unlikely to be repeated		
3	Hurt or distress was caused, and the pupil(s) responsible had previously been warned that their behaviour was unacceptable		
4	Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated		
Brief description of incident			
Action(s) taken – tick more than one box if appropriate			
Oral reprimand		Internal report	
Formal apology		Police involvement	
Removal of graffiti		Exclusion from activities	
Detention		Fixed term exclusion	
Involvement of parents/carers		Permanent exclusion	
Other – please specify			
Racist incident reported by – please tick			
Staff		Please e-mail this form to Gill.Finch@northumberland.gov.uk within 5 working days of the incident occurring.	
Pupil			
Other – please specify			