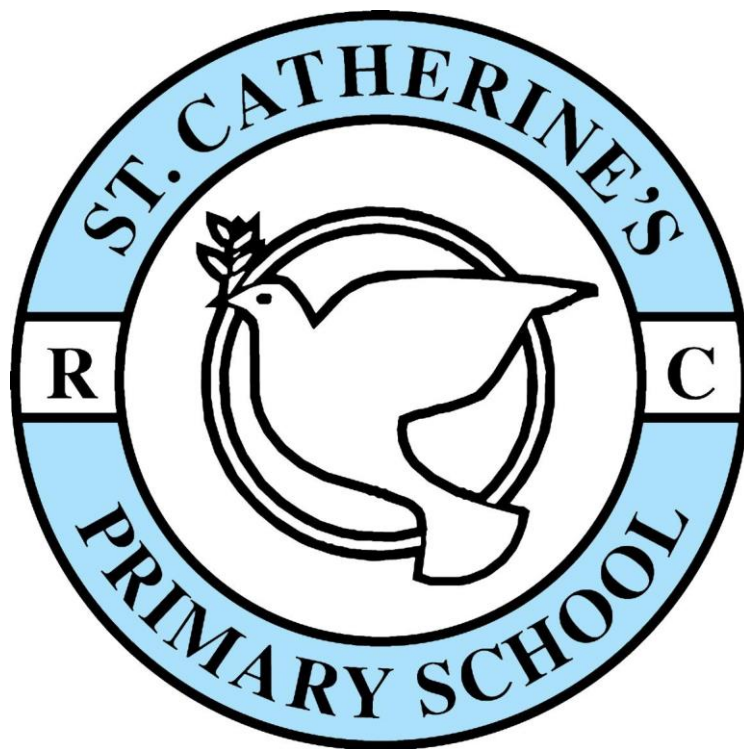


Behaviour policy and statement of behaviour principles

St Catherine's Catholic Primary School



Approved by: Governing Body

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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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

As a Catholic community, we aim to base our behaviour on the teachings and example of Christ. In behaving with thoughtfulness and consideration towards others, we follow Christ's call to love our neighbour as our self. A secondary good effect of following Christ in this way is that we have a harmonious school community in which teaching and learning can proceed in an orderly and effective manner and our children develop their self-esteem so that they can reach their full potential.

In promoting good behaviour, all members of the school community recognise the importance of setting a good example in all our dealings with others, adults or children. We recognise the importance of reinforcing and rewarding positive attitudes and genuine effort. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to enable all members of our school community to

live and work in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

AIMS AND EXPECTATIONS

As a Catholic school, we aim to provide a happy, safe and secure environment for all those who work in or visit it.

Our expectations are that everyone will:

1. Show respect for, and value every individual in the school, adult or child, irrespective of gender, race or disability.
2. Be polite, considerate and co-operative at all times.
3. Show a responsible attitude with regard to all school property and equipment, own belongings and those of others.
4. Take pride in their appearance and their environment.
5. Move around the school in an orderly manner at all times, always walking quietly and letting adults and smaller children through doors first.
6. At playtime, play in a manner that is considerate of others and play in the playgrounds, only re-entering the building with permission from a supervising adult.
7. At the end of playtime, stop when the whistle goes, stand in silence and enter the building when instructed.
8. When travelling to and from school, act in a way that is mindful of the safety of others.
9. At any time when representing the school, behave in a manner which reflects the ethos and values of the school.

ACCEPTABLE BEHAVIOUR

We firmly believe that it is our responsibility to support and help our pupils to behave in a socially acceptable manner. We all actively encourage honesty, reliability, politeness and thoughtfulness. Everyone should listen to each other. Sharing and caring for resources is important. We hope that our children will learn to handle problems in an assertive rather than an aggressive way. We use discussion times, individually, in small groups, with a whole class and through the School Council to help children share their problems and to find ways to resolve them independently and as part of a group. We recognise that if good behaviour is noticed, praised and rewarded it encourages further good behaviour.

At St. Catherine's we believe that our responses to children who have additional needs relating to Special Educational Needs and disability must take into account current legislation relating to Disability and Equality. Reasonable adjustments may be required to ensure that educational and social experiences are as positive and inclusive as is possible. All staff need to be made aware of children's individual needs and strategies employed for their support.

UNACCEPTABLE BEHAVIOUR

Our children are fully aware that certain types of behaviour are clearly against our values and beliefs and as such are totally unacceptable.

These include:

- Any form of bullying

- A disregard for truth
- Physical aggression
- Bad language
- Insolence
- Verbal abuse
- Rudeness
- Physical destructiveness
- Disrespect for school property
- Interfering with other people's property without permission
- Lack of respect for others' cultural, racial and emotional background

As a community we are committed to the provision of a safe learning environment, in which all children have the opportunity to develop their full potential. Behaviour which disturbs, disrupts or hurts others is not acceptable and action will be taken.

Incidents of this type of behaviour, should they arise, will always be investigated.

DEALING WITH UNACCEPTABLE BEHAVIOUR

Care is taken that when a child is disciplined or reprimanded by staff, it is undertaken sensitively, fairly, consistently (both individually and as a staff) and in a manner which ensures that the dignity of the child is maintained.

Care is also taken to ensure that the child understands why the behaviour is unacceptable and how the sanction, if applied, fits the misdeed. It is important for the child to know that a wrong can be redressed and that an early opportunity for reconciliation is provided. It is the misbehaviour, not the person, that is unacceptable.

A set of classroom rules or class charter should be displayed, which has been agreed by the whole class, recognising that everyone has a right to learn and a responsibility to ensure that everyone can learn free of distraction and disruption.

Anti-Bullying

At St. Catherine's Catholic Primary School, in line with our Mission Statement we have high expectations of the behaviour of all children and adults.

BULLYING IS NEVER RIGHT

In the words of Jesus, "I give you a new commandment, love one another; just as I have loved you, you also must love one another."

UNACCEPTABLE BEHAVIOUR

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Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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Incidents of this type of behaviour, should they arise, will always be investigated.

4. 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

Bullying can include:

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

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BULLYING IS NEVER RIGHT

In the words of Jesus, "I give you a new commandment, love one another; just as I have loved you, you also must love one another."

The School's Aims:

- In promoting high expectations of behaviour, the school will not tolerate any forms of bullying.

- The school will take seriously all complaints about bullying and take action promptly.
- The school will monitor behaviour carefully.
- The school will use sanctions to deal with incidents of bullying.
- The children will be helped to appreciate that bullying is unacceptable. It is the behaviour which is disliked and not the person.
- The children, through the School Council will be involved in reviewing the Anti-bullying policy and children's views will be sought regularly on their perception of bullying in school.
- The school is committed to developing a culture of respect where difference is valued.
- The school will support any child/children who has been bullied.
- The school will develop a system of clear, fair and consistent responses to incidents of bullying.

What Children Said:

The purpose of the policy is:

- To stop bullying.
- To protect young people.
- To support young people who are being bullied.
- To give effective help to the bully and the victim.
- To create a policy that all must follow with clear actions to follow and solutions to problems.
- To provide advice on how to react to different types of bullying.
- Help communication between parents, professionals, victims and bullies.
- Promote equality and prevent discrimination.
- To help children to be confident and tell people when they are being bullied.

Tackling Bullying

The United Kingdom signed the United Nations Convention on the Rights of a Child in April 1990. These rights are described in the following extract from the United Nations Children's Fund (UNICEF) website.

"...basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principals of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child." (UNICEF, 2010)

Involving Children

- All children need to have an understanding of what bullying is and what forms it can take,
- All children to understand how bullying affects children.
- All children should not bully others or get drawn into bullying other children.
- The children need to understand that they have a duty to prevent bullying by informing teachers and adults.

Involving Parents

- Parents have a right to know that their children feel happy and secure in school and that the school provides a safe environment.
- Parents have a right to expect that all complaints of bullying will be investigated and the outcomes will be reported to the parents who raised concerns.
- Parents are encouraged to share their concerns with the school.
- The school will make parents aware of issues around cyberbullying and text messaging.
- Parents' views will be sought to determine their feelings and to prevent bullying.
- Parents' views will be sought to review the Anti-bullying policy and other behaviour related policies.

What the School will do

Our community is developing a culture that embraces differences and never tolerates bullying.

We are doing this

Through the Curriculum by:

- Teaching children about bullying dealing with bullying in curriculum time in R.E., P.S.H.E., Jigsaw, Circle Time and in assemblies.
- Children will be given opportunities to discuss definitions of bullying.
- The school will hold Anti-bullying Awareness events; which address the effects of bullying, how to keep themselves safe and how to report incidents of bullying.
- The school will make the children aware of how bullying can occur through the internet and through text messaging.
- Using the Jigsaw programme children will be taught about bullying; strategies to cope with bullying and how to report incidents of bullying.
- Through the teaching of Rights, Respect and Responsibilities, respect for others will be modelled.

Through Relationships by:

- The Senior Leadership Team will ensure that all school staff are supported in managing incidents of bullying.
- Regularly review with the children their attitude to bullying and how safe they feel within the school environment.
- Display an Anti-bullying charter
- Through displays inform the school community about what bullying is, its effects on people and how to report bullying.

Procedures

School Staff will:

- Investigate incidents of bullying thoroughly and talk to those involved.
- Record the incident – which may have been reported orally, in writing or in picture form.
- Respond to the child concerned by:
 - Listening actively

- Offering support and strategies to deal with unacceptable behaviour.
- Protecting the child and ensure their safety as and when necessary
- Involving parents
- Involving external agencies to support the child as appropriate.

Respond to the child who bullied by:

- Ensuring he/she recognises his/her behaviour and how it affects others
 - Apply appropriate sanctions
 - Guiding, supporting, advising and offering strategies to change behaviour.
 - Encourage the child to take responsibility for their actions
 - Involving parents.
- Apply rules consistently and fairly.

We are committed to monitoring and evaluating the school's policies and procedures.

5. Roles and responsibilities

5.1 The governing body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

REWARDS

Recognition of good behaviour acts as motivation for further good behaviour. We praise and reward our children for good behaviour. Rewards can take many forms. It is important that rewards and sanctions are applied appropriately, consistently and fairly.

7.1 List of rewards and sanctions

How we praise and reward our children:

- The adults within our community, teachers, teaching assistants, lunchtime supervisors, the office staff and our parent volunteers praise and congratulate children verbally on a regular basis.
- House points are awarded for many reasons, including helpful, kind and supportive behaviour.
- Stickers are awarded by all members of the staff community.
- Class teachers employ a variety of strategies to praise and reward the children in their classes.
- Lunchtime Supervisors reward children with stickers and certificates which are presented during the Headteacher's Merit Assembly.
- Headteacher's Merit Assembly. At the end of each term the Headteacher presents Merit Certificates to children who have been nominated by their class teachers. This is a reward which recognises the children's contribution to the life of the school, through their learning, their behaviour and their attitudes towards each other.

SANCTIONS:

IN THE CLASSROOM

Teachers and teaching assistants who identify poor behaviour verbally reprimand the behaviour, explaining what constitutes appropriate behaviour and what constitutes inappropriate behaviour. Reminders are given to children of the school's commitment to the Rights Respecting agenda.

- If after a verbal reprimand poor behaviour continues children may be moved within the class.
- Continued poor behaviour would lead to children being moved outside their classroom to carry on with learning away from distractions, thus reducing distractions for their peers.
- If the disruptive behaviour continued the child may be moved to another classroom, the Key Stage Co-ordinators or the Headteacher, where they would be expected to continue with their learning away from their peers.
- Staff implement a reduction of a child's playtime or access to independent activities through lost playtime minutes.
- A child might be sent to the Deputy Head or Headteacher, for further investigation of behavioural incidents.
- Parents would be informed when inappropriate behaviour occurs frequently.
- In certain circumstances where a pattern of recurring inappropriate behaviour has been identified the parents of the child/children would be invited to meet with appropriate staff, including the SEND to develop strategies aimed at modifying the disruptive elements of behaviour and a report may be established, summarising strategies aimed at leading to modifications in behaviour.

AROUND THE SCHOOL

All staff are responsible for all the children and hold collective responsibility for enforcing the school rules.

Minor behavioural issues should be dealt with on the spot. Other events should be reported to the class teacher (using a Behaviour Slip) or to a member of the Senior Leadership Team if appropriate..

IN THE PLAYGROUND

AT PLAYTIME

The children are expected to walk in and out of school in a quiet and orderly manner. Once children have left the classroom they should only return if permission has been sought from a member of duty staff. All staff should ensure no child/children are left unsupervised in the classroom.

When dealing with unacceptable behaviour, the following step approach should be followed:

At morning playtime

- Initial warning
- The child stands with the member of staff on duty for 5 minutes
 - if a group, they should be spread out to isolate them
- The child walks with the member of staff for the duration of playtime
 - staff should not engage with miscreant
- Head or deputy is informed and takes appropriate action

At afternoon playtime (Key Stage 1 only)

- Initial warning
- Child made to stand by the wall for 5 minutes
- Head or deputy is informed and takes appropriate action

AT LUNCHTIME

At lunchtime, the children are under the supervision of our team of Lunchtime Supervisors.

Any incidents of misbehaviour are reported in the first instance to the Deputy Headteacher, who will take appropriate action and inform the class teacher.

The Headteacher meets with the Lunchtime Supervisors half termly to exchange concerns and ideas for most effective supervision and acts as a formal channel of communication between the staff and the Lunchtime Supervisors.

See appendix 4 for sample letters to parents about their child's behaviour.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 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 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

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

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every three years. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: written statement of behaviour principles

As a Catholic school, we aim to provide a happy, safe and secure environment for all those who work in or visit it.

Our expectations are that everyone will:

- Show respect for, and value every individual in the school, adult or child, irrespective of gender, race or disability.
- Be polite, considerate and co-operative at all times.
- Show a responsible attitude with regard to all school property and equipment, own belongings and those of others.
- Take pride in their appearance and their environment.
- Move around the school in an orderly manner at all times, always walking quietly and letting adults and smaller children through doors first.
- At playtime, play in a manner that is considerate of others and play in the playgrounds, only re-entering the building with permission from a supervising adult.
- At the end of playtime, stop when the whistle goes, stand in silence and enter the building when instructed.
- When travelling to and from school, act in a way that is mindful of the safety of others.
- At any time when representing the school, behave in a manner which reflects the ethos and values of the school.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 3: 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):	

Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____