

OUR LADY OF THE ANGELS
CATHOLIC PRIMARY SCHOOL



**Behaviour Policy and
statement of behaviour principles**

Approved by Staff: September 2017

“You are like light for the world.”

(Matthew 5 v 14)

Contents

1. Aims.....	2
2. Legislation and statutory requirements	2
3. Definitions	3
4. Bullying	3
5. Roles and responsibilities	4
6. Pupil code of conduct.....	5
7. Rewards and sanctions.....	5
8. Behaviour management.....	7
9. Pupil transition	9
10. Training.....	9
11. Monitoring arrangements	9
12. Links with other policies	9
Appendix 1: written statement of behaviour principles.....	10
Appendix 2: letters to parents about pupil behaviour – templates.....	11

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

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)

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

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

5. ROLES AND RESPONSIBILITIES

5.1 The Local governing body

The Local governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Local governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Local 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

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

1. Rewards

- a. Foundation Stage/K.S.1 will operate SMILE charts.
Years 1 and 2 will also have DOJO awards connected to the whole school HIGH FIVE BEHAVIOUR MANAGEMENT POLICY.
DOJOs will be totalled at the end of each week and the children with the highest number will be recognised. The Dojos tally will be zeroed for the beginning of each week.
K.S.2 will operate both DOJO and HOUSE POINTS as forms of rewards.
- b. K.S.1/ FS children will be awarded SMILES for good work and effort.
- c. Certificates will be awarded as follows:

Foundation/K.S.1

10 -150 smiles. These will be accumulative. If a child has attained two levels only the highest one will be awarded at the key stage gathering each half term.

K.S.2

K.S.2 classes will operate both DOJO and HOUSE POINTS as forms of rewards.

Dojos will be awarded for:

High Fives
Good work
Homework
On Task
Taking Part
Perseverance.

Dojo points will be accumulative throughout the year. Children will be awarded 100, 200, 300, 400 and 500 certificates.

All 500 awards to be given out at the keystone gathering each half term.

Each week the top three children in each class will be recognised.

- d. It will be the role of K.S. Leaders to devise certificates. They are to be of A5 size and not laminated.

- d. All children can receive special certificates or stickers from the Head Teacher (SLT) for work that is deemed outstanding. This is to be written on the day it is brought to the attention of the Head Teacher.
- e. Star awards are given out for each class on Friday during celebration assembly for maths, writing, best pupil and other areas of the curriculum during the year.

- f. To encourage a sense of discipleship and to recognise that a child has lived up to the school motto or R.E. target, the following will be awarded:
 - * Half termly Discipleship Awards at Gold, Silver and Bronze Assembly

- g. At the end of each half term, there will be special celebration assembly to celebrate the work done by the children. Three children selected by the class teacher will receive special academic achievement certificates, Gold, Silver and Bronze. Other awards will be given.

- h. At the end of the academic year, other awards will be given for attendance at school and academic excellence during the year.

- i. All the children will be placed in school houses. Staff will award HOUSE POINTS for good work; citizenship. A cup will be presented to the House with the most points at the end of each week.

2. Sanctions

1. Warning given to child (FS and KS1 name moved from green to amber)
2. 2nd Warning given to child (FS and KS1– name moved to red")
3. Child moves to time out area/chair/workstation (KS2 Life lost)
4. Child moves to another class to complete work. (KS2 Life lost)
5. Reflection room and class teacher informs parents. (KS2 all lives lost)
6. If a child has been in reflection 10 times in a half term the office will contact the parents and a meeting will be set up with the assistant headteacher, class teacher and SENDCo.
A positive behaviour contract will then be put in place.
7. If there is serious disruption in the classroom, the headteacher will send a letter home to parents inviting them in to discuss the situation.

For most children the above processes should be sufficient however, for children whose behaviour is the subject of other causes, other measures will be appropriate and individual behaviour plans will be written up with the child, parents and SENDCo.

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/statement 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

All classes will operate the following behaviour management system as outlined below.

HIGH FIVE SYSTEM

The system has five core principles, which will be displayed in classrooms.

The five are:

**WALKING FEET
INSIDE VOICES
EYES ON TEACHER
LISTENING EARS
HANDS TO YOURSELF**

There will be an assembly to introduce the **HIGH FIVES SYSTEM** given by the Headteacher at the beginning of each new academic year.

All classes will operate this system (Foundation Stage will make use of similar terms and award Smiles) and points known as DOJOS will be awarded to children for demonstrating them. Teachers, Teaching Assistants and MTAs will all be part of this process.

Staff are at liberty to focus on one of the HIGH FIVES should they feel the class needs this. This system does not preclude a class teacher making other class agreements should they feel the class would benefit from such arrangements.

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 on CPOMs (online monitoring system) as well as a restraint recording form and reported to parents

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 where relevant, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the headteacher and The Local Governing Body every year. 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
- Anti-Bullying policy

APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

APPENDIX 2: 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.

The meeting will be held on atam/pm in the Please come to reception and the administrator will sign you in. Please contact the office on 01803 613095 to confirm you are able to attend.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Lunchtime 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: _____