

Behaviour Policy

(including Covid-19 Addendum)

St Francis' Catholic Primary School

St. Francis'
Catholic Primary



Approved by FGB on: Nov 2018

Committee Responsible: Curriculum

Next review due by: Nov 2020

Aims

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

Written Statement of Underlying Behaviour Principles

- Every individual is unique and God-given, with the ability to change and the right to be forgiven
- Every individual is known, respected and valued
- Every individual is expected to give of his or her best in every aspect of school life
- Every individual has the right to learn without disruption, be heard and treated fairly with kindness **and free from any discrimination**
- Expectations of behaviour are simple, clearly understood **and applied consistently**
- Children are nurtured to become independent thinkers and learners who take responsibility for their actions
- **Staff and volunteers set an excellent example at all times and in all interactions with others**
- Exclusions will only be used as a last resort
- **Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.**

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
- Special educational needs and disability (SEND) code of practice.
- 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

Definitions:

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork

Poor attitude

Incorrect uniform

Non-compliance

Unkindness or rudeness to others

Serious misbehaviour is defined as:

Repeated breaches of the school rules, including repeated low-level misbehaviour

Any form of bullying

Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

Vandalism

Theft

Fighting

Racist, sexist, homophobic or discriminatory behaviour

Possession of any item 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)

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
- A form of peer-on-peer abuse
- Can take various forms including emotional, physical, verbal, **racial, sexual** and cyber

Bullying can happen to anyone and includes:

- Bullying related to physical appearance including clothing or belongings
- Bullying of young carers, children in care or otherwise relating to home circumstances
- Bullying related to physical/mental health conditions
- Prejudicial bullying related to race, religion, faith and belief, ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic)
- Gender based bullying, including transphobic bullying

Please see Appendix 1 for the School Anti-Bullying Strategy

Roles and Responsibilities:

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles and will review this behaviour policy in conjunction with the headteacher, monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this 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.

Staff are responsible for implementing the behaviour policy consistently, modelling positive behaviour, providing a personalised approach to the specific behavioural needs of particular pupils and recording all serious or repeated incidents **through CPOMS**.

The following notes must underpin all interactions with children when dealing with poor behaviour:

- No-one is reasonable or ready to listen when angry – children may need a 'cooling-off period' before they are ready to engage
- Staff who feel angry or personally aggrieved may decide to hand a discipline issue over to another member of staff in the interest of fairness to all
- Children must be given a fair hearing and be allowed to explain their point of view
- Everyone is expected to tell the truth
- Reparation and forgiveness are at the heart of the behaviour policy, but children must not be made to say 'sorry' if they do not mean it, or be made to accept an apology if they do not want to
- Parents are partners with the school in nurturing the child and therefore must be involved and informed sooner rather than later and without fail if repeated poor behaviour or serious misbehaviour occurs

Parents and Children sign an agreement which outlines the expectations of the school regarding behaviour and are expected to uphold it.

School Rewards

- Verbal comments and praise
- Class rewards / Class Dojo / merit certificates
- Taking work to show another class / teacher
- Letters / phone calls / contact with parents
- Reporting positive behaviour to another member of staff
- Special responsibilities / privileges

School Sanctions

- Verbal reprimand and warning about consequences of repeated behaviour
- Reporting the behaviour to senior teacher / deputy head
- Sending the pupil out of the class or to another class
- Expecting work to be completed at home / break / lunchtime
- Detention at break or lunchtime (must be supervised)

Repeated or serious misbehaviour must be reported in the first instance to a more senior member of staff and to the child's parents. Consequences at this stage might include appropriate reparation, involvement of deputy head, behaviour contract, regular reporting to parents, referral to specialist services, exclusion or expulsion.

All repeated misbehaviour and serious misbehaviour must be recorded through CPOMS.

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 way to or from school. Sanctions may also be applied for cyber-bullying outside school.

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 school mission statement and their own classroom rules and sanctions
- Develop a positive relationship with pupils
- Establish clear routines
- Communicate expectations of behaviour in their own words and actions
- Be relentless in expecting each pupil to follow the class rules
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a clear plan for dealing with low-level disruption promptly and report persistent low-level disruption to the deputy head
- Use positive reinforcement

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them hurting themselves or others or damaging property. Reasonable Force Guidelines form Appendix 3 of this policy.

Confiscation

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.

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.

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. Information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year and with new settings for those pupils transferring to other schools.

Training

Staff are provided with training on managing behaviour as part of continuing professional development and if specific needs arise.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body every two years. At each review, the policy will be shared with staff and parents and approved by the headteacher.

This policy needs to be read in conjunction with the safeguarding policy and e-safety policies.

Appendix 1: Anti-Bullying Strategy

The following strategy applies to all members of the school community, including all adults who work or volunteer in the school.

Preventative Measures

The school actively works to prevent bullying in its community through:

- Openly discussing differences between people that could motivate bullying, such as different family situations, religion, ethnicity, disability, gender, sexuality or appearance related difference
- Challenging practice and language (including 'banter') which does not uphold the school values of non-discrimination and respect towards others
- Encouraging the use of technology, especially mobile phones and social media, positively and responsibly
- Working with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- Providing a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Regularly updating and evaluating our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Encourage and promote a 'telling' culture
- Ensuring anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Providing systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem
- Ensuring that the school's approach to bullying is clear and that all members of the school community play a part in preventing bullying
- Regularly canvassing the school community's views on the extent and nature of bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate
- The head teacher or deputy head teacher will interview all parties involved and keep in the forefront of their minds the need to be aware of any safeguarding concerns which may arise
- The school will speak with and inform other staff members, where appropriate
- The school will ensure parents/carers are kept informed about the concern and action taken
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including other schools, early help or children's social care, if a child is felt to be at risk of significant harm
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated
- Record all incidents of bullying using school recording systems in place

Support for the Victim of Bullying may include:

- Reassuring the victim and providing continuous pastoral support, including outside agencies if appropriate
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate
- Working towards restoring self-esteem and confidence
- Engaging with parents and carers

Support for Perpetrators of Bullying may include:

- Discussing what happened, establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- Sanctioning, in line with school behaviour/discipline policy
- Involving external agencies as appropriate

Appendix 3: Reasonable Force Guidelines

'reasonable force means using no more force that is necessary' (Dfe guidelines)

Reasonable Force

- covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils
- force is usually used either to control or restrain, and 'reasonable' force means using no more force than is necessary

Any member of staff at the school has the power to use reasonable force. It can also apply to people whom the headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a visit organised by the school.

When can physical contact be used?

It is not illegal to touch a pupil and there are occasions when physical contact with a pupil is "proper and necessary".

These may include:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- Comforting a distressed pupil
- Congratulating or praising a pupil
- Demonstrating how to use a musical instrument
- Demonstrating exercises or techniques during PE lessons or sports coaching
- Giving first aid

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder, the guidance explains.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Members of staff may use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

Members of staff using 'reasonable force' should always try to ensure they have a witness and verbalise what they are doing and why – to explain to the pupil and any witnesses.

It is always unlawful to use force as a punishment.

Unacceptable restraint techniques

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- The 'double basket-hold' which involves holding a person's arms across their chest

Use of any reasonable force should be reported as soon as possible to the head teacher and should be recorded via CPOMS.

Parents / carers will be informed when 'reasonable force' has been used and this is recorded via CPOMS.

Appendix 3: Behaviour Policy Addendum – COVID 19 pandemic 2020

The pandemic places significant responsibilities on the school for the safety and health of pupils and adults present on the school site. Requirements for social-distancing present constraints on the school's normal operation. Pupils' co-operation and positive behaviour are therefore essential for the school to operate in a safe, socially-distanced and positive way during the pandemic.

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

Procedures and rules to support the safe operation of the school during the pandemic

Pupils will be informed of new rules and expectations. They will have a clear explanation of why these are necessary and how following them will make pupils and adults in school safer.

In particular pupils will be required to promptly and exactly follow:

- altered routines for arrival or departure;
- instructions on hygiene, such as handwashing and sanitising equipment;
- rules about sharing equipment or other items including drinking bottles;
- instructions on who pupils can socialise with at school and at what distance;
- instructions on moving around the school, for example, one-way systems, out of bounds areas and queuing two metres apart;
- amended expectations about breaks or play times, including where pupils may or may not play;
- instructions on the use of toilets, such as not mixing with pupils outside their class group/'bubble'.

Hygiene and personal behaviour

Pupils will also receive clear instructions on hygiene and personal behaviour to reduce the risk of transmitting the virus. These will include expectations about sneezing, coughing, using tissues and their disposal ('catch it, bin it, kill it') and avoiding touching their mouths, nose and eyes with their hands. Pupils will also be asked to tell an adult if they are feeling unwell or experiencing symptoms of coronavirus (COVID-19).

Staff will explain to pupils that there are very clear rules about coughing or spitting at or towards any other person and that any action that deliberately endangers the health of another pupil or an adult at the school will be likely to lead to serious consequences including ultimately exclusion from the school.

Inclusion and reasonable adjustments

The school remains committed to the inclusion of all pupils and will seek to make reasonable adjustments where possible. These might include use of a time limited part-time timetable, provision through a blended offer of in-school and home learning and additional support (subject to available resource) from adults in school.

Consequences and sanctions

The health and safety of others is an over-riding priority and if a pupil is unwilling or unable to follow the rules introduced to secure a safe educational environment at this time he or she will face sanctions described in the Behaviour Policy, including exclusion from school. The priority must be

to ensure the health and safety of pupils, so it may not be possible to offer multiple chances to improve behaviour or compliance and a single incident may necessitate withdrawal from a class/activity or use of a sanction.

Celebrating excellent values and behaviour

Our School Values remain embedded in all we do and we will continue to find opportunities to praise and celebrate behaviour that shows pupils developing self-discipline and consideration for others.

Expectations for pupils learning at home

If pupils are not in school (because of self-isolation for example) but physically well, we expect them to follow all of the rules set out below. We expect to be able to contact families via phone, email or class Dojo during normal school hours if children are not physically in school.

Parents should also read the rules and ensure their children follow them. Parents should contact the class teacher via Dojo if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Therefore, parents should ensure:

- children complete work to the deadline set by teachers
- families seek help if they are unable to complete work for any reason
- all parties involved use proper online conduct, such as using appropriate language in messages