

Behaviour Policy

St Francis' Catholic Primary School



Ensuring for all an excellent child-centred education within a Christ-centred philosophy

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**

Underlying 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 be learn without disruption, be heard and treated fairly and with kindness
- Expectations of behaviour are simple and clearly understood
- Children are nurtured to become independent thinkers and learners who take responsibility for their actions

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 and cyber

Bullying can happen to anyone and includes:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise relating to home circumstances
- Bullying related to physical appearance, clothing or belongings
- 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 behaviour incidents. 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
- House points / class rewards / merit certificate
- 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
- 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 to a more senior member of staff (deputy head in the first instance) and to the child's parents. Consequences at this stage might include appropriate reparation, behaviour contract, regular reporting to parents, referral to specialist services, exclusion or expulsion.

All repeated misbehaviour and serious misbehaviour must be recorded in the class behaviour log and passed onto the next teacher.

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.

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
- Develop a positive relationship with pupils
- Establish clear routines
- Communicate expectations of behaviour in ways 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. 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 a senior member of staff, who will then inform the parents

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 approved by the headteacher. The written statement of behaviour principles will be reviewed and approved by the governing body every two years.

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