

ST. CATHARINE'S CATHOLIC PRIMARY SCHOOL

Behaviour Policy



Let your light shine

School Mission Statement

St Catharine's Primary School provides a Catholic education expressing love of and trust in Jesus Christ.

We aim to: -

- * Build a Christian community in which there is a true understanding of the teaching of the Catholic Church.**
- * Help each child to fulfil their potential and do their best in all that they do.**
- * Ensure that every child is valued and encouraged to become generous, confident and responsible.**
- * Welcome involvement with parents, parish and the wider community to enrich all our lives.**

Approved by Governing Body
at meeting dated 13.1.19

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.....	5
8. Behaviour management and wrong choices, including malicious allegations	5
9. Pupil transition	8
10. Training	8
11. Monitoring arrangements	8
12. Links with other policies	8
Appendix 1: written statement of behaviour principles.....	Error! Bookmark not defined.
Appendix 2: staff training log.....	Error! Bookmark not defined.
Appendix 3: behaviour log	Error! Bookmark not defined.
Appendix 4: letters to parents about pupil behaviour – templates	16

.....

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. Definitions

The school motto is "Let Your Light Shine" and everyone strives to take pride in their work, their school and their appearance. Pupils are encouraged to ensure that their attitudes to all aspects of their learning are consistently positive and these positive attitudes have a good impact on the progress pupils make. Pupils must show respect for others' ideas and views.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrectly worn 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 governing board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board giving due consideration to the school's statement of behaviour principles (appendix 1). 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.

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 and sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform smartly 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

7.1 List of rewards

Positive behaviour will be rewarded with:

- Praise
- House points
- Age-appropriate rewards agreed within individual classes e.g stickers, certificates, treats
- 'Let Your Light Shine' Headteacher certificates
- Letters or phone calls home to parents
- Special responsibilities/privileges

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 the engagement of pupils
- Display the pupil code of conduct or their own age-appropriate classroom rules
- Utilise the class behaviour systems e.g. weather system in Reception, Years 1 and 2 and traffic light system in KS2.
- 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 and appropriate de-escalation techniques- (see appendix 4)
- Recognising the pupils who have operated in the 'over the rainbow' section of the weather chart (Reception, Years 1 and 2) or within 'gold' on the traffic light system.
- Nominating pupils for the 'Let Your Light Shine' assemblies appropriately e.g. Scientist of the Week, Headteacher certificates, children 'over the rainbow' or within 'gold' during the week.

8.2 If children are making the wrong choices

Wrong choices should be addressed as they arise, by any member of staff.

- In many cases, simple behaviour/classroom management strategies will be effective in reminding children what they should be doing e.g. a look, gesture, clear instruction, 'Are you making the right choice?' and giving recognition when children comply e.g. thank you, thumbs up.
- In cases of repeated low level behaviours or medium and high level behaviours, staff should decide the appropriate level of follow-up action and record this, informing parents/carers/SLT as determined by the level of the behaviour as soon as is possible. Parents and carers can request to see their child's behaviour records, but cannot be shown names of other children involved.
- Appendix 3 outlines the types of behaviours at low, medium and high level. These are not an exclusive or exhaustive list but a guide as to the level of seriousness, follow-up action required and who should be informed to enable all parties to work together to help the child improve.
- Discussion and reflection on wrong behaviour choices, at all levels, is key in developing understanding for the child and the staff member. In discussion with children they should be guided through an appropriate reflection, appropriate to age e.g.
 - What was the wrong choice you made?
 - What is the right choice?
 - Why is it the right choice? Is this an important reason? (e.g. safety)
 - What choice should you make (and why)?
 - Why are you making the wrong choice (if they know what the right choice is and why it is the right choice)?
 - What is the consequence of your choice?
 - How can you fix the problem?
 - How can you make the right choice in the future?

Children may need time to become calm and become able to reflect/discuss, this may be achieved requesting that they move to a different space within the classroom/playground/school. During this calming down time, children are to be supervised at all times and are the adult's responsibility. Staff are to use de-escalation techniques as appropriate (see Appendix 4).

Follow up action

Staff should then decide the appropriate level of follow-up action and record this, informing parents/carers/SLT as determined by the level of the behaviour e.g.

Discussion with adult (could be during breaks/lunchtime)

Time out/away from area of conflict *NB. if this involves a child being asked to leave the class they are to be supervised at all times and remain the adult's responsibility.*

Restorative action – how can issues arising from the wrong behaviour choice be 'made right'?

See appendix 5 for letters to parents about their child's behaviour. This staged approach would follow an initial conversation with parents.

8.3 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.

8.4 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.

8.4 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)

8.4 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](#).

8.5 Pupil support

When patterns of behaviour are emerging, in the first instance the class teacher should **support the child** to enable improvement and involving parents and carers e.g.

- Alternative arrangements for playtimes/lunchtimes
- Additional reward/recognition structures
- Setting clear targets for improvement
- Additional coaching support to develop their social emotional skills
- Additional in-class 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.

If the behaviour does not improve, the behaviours are regularly in the medium level or at high level or if an underlying need/circumstance may be contributing to these behaviours a **Behaviour Review Meeting** may be called. The school's Inclusion Lead 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 Teaching and Learning Committee of the Governing Board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Teaching and Learning Committee every 3 years unless a change is needed in the meantime.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

Appendix 1: 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 circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board every 3 years.

Appendix 3: Levels of Behaviour			
Time:	Reported by:	Child(ren) Name and Class:	Description of Incident:
Date:	Location:	Target(if any) Name and Class:	
	Low (repeated and after warnings)	Medium	High
Behaviour (Highlight or tick)	<ul style="list-style-type: none"> • Calling out • Out of seat • Near-by distraction • Running in school • Work avoidance • Not following instructions • Name calling/teasing • Snatch/throw to disrupt • Misuse equipment (no damage) • Not lining up • Pushing • Littering • Risky play 	<ul style="list-style-type: none"> • Not accepting responsibility • Vandalism/graffiti (low cost) • Refusal to follow instructions • Using objects with intent to hurt • Targeted/repeated name calling/teasing • Refusal to complete work • Disrupting class • Rude to adults • Deliberate use of feet to hurt (i.e. kicking) • Deliberate use of hands to hurt (i.e. hitting) • Deliberate use of mouth to hurt (i.e. biting) • Deliberate actions to upset • Swearing (reaction/to shock) • Stealing (minor) • Leaving classroom • Showing or touching private parts (as a game) 	<ul style="list-style-type: none"> • Threatening/intimidating (pupils) • Threatening/intimidating (staff) • Show/touch private parts (not game) • Discriminatory Language (gender, sexuality, race, religion, heritage) • Vandalism/graffiti (repair/replace) • Disruption stops learning • Running away/around school • Risk to safety • Swearing (intimidate/threaten) • Bullying • Stealing (major) • False accusations against staff • Fighting • Refusal to leave/blocking room • Open defiance/derogatory to staff • Assault on staff • Bringing/sharing prohibited items • Attempting to leave premises • Risk of/actual injury to others
Follow Up Action(s) Names required when in bold	Discussed with adult:	Discussed with adult:	Discussed with adult:
		Parent informed by:	Parent informed by:
	<ul style="list-style-type: none"> • Discussed with adult • Time-out in class • Time-out off playground • Sent out of class • Discuss at break/lunch • Restorative action/reflection 	<ul style="list-style-type: none"> • Discussed with adult • Time-out in class • Time-out off playground • Sent out of class • Discuss at break/lunch • Restorative action/reflection 	<ul style="list-style-type: none"> • Discussed with adult • Time-out in class • Time-out off playground • Sent out of class • Discuss at break/lunch • Restorative action/reflection
		<ul style="list-style-type: none"> • Discussed with Inclusion/SLT • Referral to Inclusion Team • Individual Behaviour Plan • Behaviour review meeting 	<ul style="list-style-type: none"> • Discussed with Inclusion/SLT • Referral to Inclusion Team • Individual Behaviour Plan • Behaviour review meeting
			<ul style="list-style-type: none"> • Discussed with Headteacher • Risk of exclusion meeting • Internal exclusion • Fixed term exclusion • Permanent exclusion • Contact police

Appendix 4: De-Escalation Techniques:

- Calm stance
- Calm talking
- Consequence reminder
- Contingent touch (touch involving little, if any, active resistance such as reassuring touch, physical prompts and guides and unobtrusive personal safety responses to low level risks)
- Distraction
- Diversion
- Firm clear directions
- Humour
- Inform of desired behaviour
- Instruction
- Limited choices
- Negotiation
- Non-threatening body language
- Oops is OK
- Options offered
- Patience
- Planned ignoring
- Reassurance
- Reminders about consequences
- Step away
- Success reminders
- Swap adult
- 'Talk and I will listen'
- 'When you are calm I will listen'
- Time to think
- Verbal advice and support
- Withdrawal directed
- Withdrawal offered
- Other de-escalation

Appendix 5: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

As you know from our recent conversation, 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 formally 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 contact the office to 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: _____

