

Behaviour Policy



St Vincent's Catholic Primary School

Mission Statement:

To love and serve as Jesus shows us

DOCUMENT STATUS

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1. Introduction

- 1.1. The School Mission Statement is the basis of our Behaviour Policy. It must be our ethos which cultivates in pupils a mutual respect for each other shown to us by God. The example of Jesus Christ must be at the heart of our existence and at the heart of our policy.
- 1.2. At St Vincent's Catholic Primary School the children and staff agreed on core values that come from our mission statement and produced a visual logo of key values that we all live by every day in school:



*Our children are encouraged to **trust** one another, **listen** to everyone's voice, **share** when they can, **help** their peers to reach their potential, be **honest** with all people in school and to **care** for everyone and everything here at St Vincent's. With Christ at the centre and children at the heart of everything that we do, our children show and receive the **respect** that every child deserves.*

*At **St Vincent's** we Love and Serve as Jesus Shows us.*

- 1.3. To achieve acceptable behaviour in our school our behaviour policy needs to be implemented by the children, teaching and support staff, parents and governors of our school community.
- 1.4. The positive approach of praise, encouragement and the raising of self-esteem will form the basis of this policy rather than the more negative one of criticism and punishment, although sanctions for unacceptable behaviour will also be outlined.
- 1.5. This policy should be followed in conjunction with the Anti-bullying Policy and Guidelines.

2. Aims

- 2.1. To develop in pupils a sense of self-discipline, thereby encouraging all children to be responsible for their own actions.
- 2.2. To ensure that all members of our school community are fair, polite, loving, obedient and respectful to each other
- 2.3. To reward positive behaviours and celebrate them.
- 2.4. To develop an understanding of consequences for actions, both positive and negative.
- 2.5. To create a positive, safe and orderly community in which effective learning can take place; everyone is enabled to reach their full potential; there is mutual respect for all members; and where there is proper concern for the environment.
- 2.6. To ensure consistency in both rewarding positive behaviour and addressing unacceptable behaviour.

3. Roles and Responsibilities of Children

- 3.1. Children at St Vincent's have the right:
 - To be able to learn
 - To be respected and valued as a member of the school community
 - To be educated in a stimulating learning environment
 - To feel safe in school
- 3.2. Children at St Vincent's are expected:
 - To work to the best of their abilities and to allow others to do the same.
 - To treat others with respect at all times.
 - To respond appropriately to the instructions of staff and other adults working in school.
 - To take care of property and the environment in and around school.
 - To cooperate with children and adults in all aspects of school life.
 - To help formulate and comply with the classroom rules.

4. The roles and responsibilities of staff

- 4.1. Staff have the right:
 - To be treated fairly and with respect from everyone in our school community.
 - To be able to teach without unnecessary disruption.
 - To work in a safe environment
 - To receive professional development
- 4.2. The attitude of all staff is of great importance. It is they who determine the environment in which good staff/pupil relationships can develop and it is they who model appropriate behaviour and relationships within school.
- 4.3. Staff must consider themselves responsible at all times for all pupils with whom they are in contact, not just their own class.

- 4.4. At the beginning of the year, teachers will establish class rules with the children in the form of a class contract to be used alongside whole school expectations.
- 4.5. Staff will provide a relevant and appropriate curriculum to inspire and motivate the children in order to reduce pupil's opportunities to misbehave.
- 4.6. After- school clubs give pupils opportunities to engage in purposeful activities.
- 4.7. Staff will ensure that rewards and sanctions are used consistently and fairly.
- 4.8. Staff will provide opportunities for children to learn about, and establish stable friendships.
- 4.9. In any cases of concern over a child's behaviour we recognise that close co-operation with parents is vital in dealing with the causes of any unacceptable behaviour and ensuring that behaviour improves.
- 4.10. In all cases staff will ensure that pupils understand that it is the **behaviour** which is unacceptable and **not** the child as a person.

5. Responsibilities of Governors

- 5.1. To ensure the School has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
- 5.2. To ensure the Behaviour Policy is made available to parents
- 5.3. To ensure the School has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- 5.4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management
- 5.5. To ensure that staff undertake appropriate behaviour management training;
- 5.6. To nominate a Governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- 5.7. To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

6. Positive actions

- 6.1. At St Vincent's Catholic Primary school we take a positive approach of reward, encouragement and praise towards behaviour management in order to celebrate good behaviour, attitude and learning through:
 - Pupil of the Week awards in weekly Celebration Assembly
 - Visits to the Headteacher, Deputy Headteacher or other teachers
 - Positive comments when marking learning, and next steps to improve it further.
 - Verbal praise, stickers, rewards.
 - House Points (See below)

- Visual positive behaviour chart in every class (See attached)
- St Vincent's PLEDGE (See attached)

7. House Points Reward System

- 7.1. All children are put into a team represented by the four Gospel Saints.
- 7.2. Year 6 Team Captains are chosen at the beginning of each year.
- 7.3. Points will be awarded for good learning, attitude and behaviour and running totals will be shared at weekly Celebration Assembly.
- 7.4. At the end of each half term the winning team and the team will have a reward.

8. Sanctions

- 8.1. There are occasions when teachers need to deliver some sanctions. The way in which unacceptable behaviour is managed depends on the age of the child, the severity of the incident and the frequency with which it is occurring.

Sanction and rewards are visually represented for the children in class.

- 8.2. Sanctions for unacceptable behaviour are as follows:

8.3. Isolated, minor incidents

When minor incident occurs, staff will make it known to the individual, group or class that the behaviour is not acceptable through non-verbal or verbal reminders about acceptable behaviour. If unacceptable behaviour continues, a warning will be given.

Examples: lack of focus, isolated chatting, disturbing others, not listening, not following instruction, shouting out or interrupting

8.4. Continued minor incidents / isolated more serious incidents

If, after a warning the behaviour does not stop the class teacher will give an appropriate consequence, for example, missing a period of playtime.

Examples: continuation of any of the above after warnings have been given, lack of respect, upsetting another child, not telling the truth.

8.5. Ongoing issues with behaviour

If unacceptable behaviour occurs of a more serious nature or continues to be persistent despite other sanctions being given, a child will be taken to the Deputy Headteacher at break time or lunch time.

If a child is sent to the Deputy Headteacher, the incident will be logged and consequences will be decided as appropriate.

Examples: continuation of any of the above after warnings and consequences have been given by the class teacher, hurting another child, use of inappropriate language

8.6. Serious misbehaviour

If a serious incident occurs, the child will immediately be sent to the Headteacher, or Deputy Headteacher in his absence.

The incident will be logged and consequences will be decided as appropriate.

Examples: continuation of any of the above after warnings and consequences have been

given by the class teacher Deputy Headteacher, fighting, bullying, racial incidents and gender related incidents

9. Restorative and supportive action

- 9.1. If a child's behaviour is causing an ongoing issue, or there is an identified Social, Emotional or Behavioural need, school will take appropriate action to support these children and help them to restore positive relationships and make amends for their actions.
- 9.2. Strategies for achieving this might include:
- No blame restorative justice approach (See anti-bullying policy)
 - Nurture sessions (one-to-one or small group)
 - Buddying / mentoring
 - Social skills work
- 9.3. When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with behaviours may differ from the systems outlined previously. These alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

10. Involvement of Parents

- 10.1. Parental consultation is vital when dealing with unacceptable behaviour. Teachers and Parents must work together to ensure that behaviour improves. If a child's behaviour has been dealt with by the Deputy Headteacher or Headteacher, parents will be invited into school to discuss the incident or concerns.
- 10.2. Parents have the right:
- To know that their children are safe and well cared for.
 - To know who to speak to when they have a concern regarding their child.
 - To be kept informed of their child's progress
 - To be listened to
 - To be informed of any concerns about their child's behaviour
 - To work with the school to support their child's behaviour
- 10.3. Responsibilities of parents/carers
- Ensure that their child attends school regularly and that all absences are properly notified.
 - Ensure that their child arrives on time and is collected promptly at the end of the school day.
 - Support the schools policies and guidelines on behaviour and equal opportunities.
 - Show an interest on what their child does at school
 - Support their child in his/her homework and promote opportunities for home learning.
 - Ensure their child wears the full school uniform.
 - Ensure that their child goes to bed at a reasonable time on weekdays.
 - Attend Parent's Evenings and discussions about their child's progress at school.
- 10.4. In order to avoid miscommunication, or conflicting communication **parental consultation should not be sought without prior discussion with Headteacher.** A record of any discussion with parents should be logged and reported to the Headteacher.

11. Pupil Conduct Outside of School

11.1. The DFE advice document explains that teachers may discipline a pupil for:

- any misbehaviour when the child is taking part in
 - any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

11.2. In all cases the teacher may only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

11.3. Should the school receive a complaint about the conduct of a child out of school, whilst not engaged in school activities, then the school will work with parents to investigate the matter.

12. Use of force

12.1. The governing body has notified the headteacher that it expects the school behaviour policy to include the power to use reasonable force.

12.2. At St Vincent's Catholic Primary School, we work to the framework of national government guidance Use of Reasonable Force; Advice for head teachers, staff and governing bodies Dfe 2013.

12.3. All staff have a duty of care and legal power to use reasonable force to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

12.4. Before such action, the staff will employ a wide range of strategies in order to avoid this action.

12.5. This progression of actions in response to their negative behaviour should be clearly communicated to the child in an effort to distract the child. All incidents of positive handling will be recorded in accordance with this policy and all incidences are recorded and filed in a locked cupboard / room.

12.6. If the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils.

12.7. Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum

needed to achieve the desired result.

12.8. In schools force is generally used for two different purposes – to control pupils and to restrain them.

12.9. Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

12.10. When members of staff use restraint they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

12.11. Some examples of situations where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson;
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

12.12. The power may be used where pupils are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).

12.13. The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.

12.14. However, because the use of force should only be a last resort, at St Vincent's, we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk.

13. Multi Agency Assessments

At St Vincent's we employ a range of strategies in order to promote and celebrate good behaviour and minimise inappropriate behaviour of any kind. In addition to 'in house' support, there may be occasions when specific and intense support is needed. In these cases, a referral will be made to external agencies through our SENDCO. In the vast majority of cases we are able to manage behaviour through implementing a range of strategies. However, in extreme circumstances there may be a need to initiate a multi agency assessment. This can be done through SEND planning meetings or in some cases through meetings and discussions with the LA. The SENDCO and Headteacher would be involved at this stage.

14. Fixed-term and permanent exclusions (Refer also to Exclusion Policy)

- 14.1. Fixed term exclusion is used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour. When considering the period of a fixed term exclusion, the Headteacher will take into account a variety of factors in determining the number of school days a pupil is to be excluded. Factors will include:
- The age and level of maturity of the pupil
 - Any disability the child may have
 - The previous behaviour record of the pupil
 - Whether others have been hurt as a result of the pupil's actions
- 14.2. This list is not exhaustive and other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies which may include Safeguarding and Anti-Bullying.
- 14.3. Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this
- 14.4. If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 14.5. The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 14.6. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 14.7. The governing body has a discipline committee which is made up of four members. This committee considers any exclusion appeals on behalf of the governors.
- 14.8. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

15. Screening and Searching

- 15.1. Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: Screening, searching and confiscation – Advice for Headteachers, Staff and Governing Bodies, February 2014 in addition to Behaviour and Discipline in Schools January 2016
- 15.2. On page 11 the DfE document explains that there are two sets of legal provisions that enable school staff to confiscate items from pupils:
- 15.3. The general power to discipline. This enables members of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable. The law

protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated items and the school behaviour policy may set this out

- 15.4. The power to search without consent for "prohibited items" such as weapons, knives, alcohol, illegal drugs, stolen items, and any item banned by the school rules which has been identified in the rules as an item that may be searched for
- 15.5. Detailed advice on confiscation and what must be done with prohibited items found in a search is provided in the guidance below.
- 15.6. Searching, screening and confiscation: advice for headteachers, school staff and governing bodies, GOV.UK – DfE (Adobe pdf file)
- 15.7. The Headteacher has the authority to exclude any adult, including parents/carers from the school premises if a serious incident has occurred.
- 15.8. This policy reflects the commitment that all staff at St. Vincent's have to ensure that the children in our school are given the best possible educational experience and the importance the school places on the parent/ school partnership regarding behaviour and well-being.

16. Monitoring

- 16.1. The headteacher monitors the effectiveness of this policy on a regular basis. They report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 16.2. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to them on account of their behaviour.
- 16.3. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to be recorded in behaviour logs.
- 16.4. The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 16.5. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

17. Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.