

# Behaviour Policy



## St Vincent's Catholic Primary School

Mission Statement:

*To love, serve and learn as Jesus shows us*

### **DOCUMENT STATUS**

<u>Drafted:</u>	<u>Last updated:</u>	<u>Adopted by Governors:</u>	<u>Implemented:</u>	<u>Next review:</u>
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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 children 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 Catholic Primary School we love, serve and learn 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, Single Equalities Policy and Scheme, Positive Handling Policy and Exclusion Policy.

## 2. Aims

- 2.1. To develop in children 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 calm 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. Underlying evidence-based principles**

- 3.1. 'There is a clear need for a school to have a clear and consistent behaviour policy that promotes positive behaviour in lessons,' EEF (Improving behaviour in Schools Report).
- 3.2. Underpinning this policy are the 6 core recommendations outlined in the report:
  - Proactive strategies to prevent misbehaviour happening:
    - Know and understand the children and their influences
    - Teach learning behaviours alongside managing misbehaviour
    - Use classroom management strategies to support good classroom behaviour
    - Use simple approaches as part of your regular routine
  - Reactive strategies to deal with negative behaviour when it happens:
    - Use targeted approaches to meet the needs of individuals
  - Implementation of the policy which is consistent and coherent

### **4. Roles and Responsibilities of Children**

- 4.1. Children at St Vincent's have the right to:
  - Feel safe in school
  - Be themselves
  - Be treated equally, with respect and valued as a member of the school community
  - Be able to learn and be educated in a stimulating learning environment
- 4.2. Children at St Vincent's are expected to:
  - Be honest with themselves and with others
  - Work to the best of their abilities and to allow others to do the same
  - Support, help and care for one another
  - Treat others with respect at all times
  - Show good manners and courtesy
  - Value and celebrate difference and diversity and to treat everyone equally
  - Listen to each other and to all adults in school
  - Respond appropriately to the instructions of staff and other adults working in school
  - Take care of property and the environment in and around school
  - Move around school calmly and quietly

### **5. The roles and responsibilities of staff**

- 5.1. Staff at St Vincent's have the right to:
  - 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

## 5.2. Staff at St Vincent's are expected to:

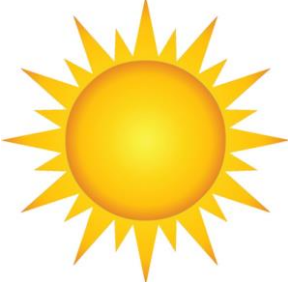


- show a positive attitude
  - It is they who determine the environment in which good relationships between staff and children can develop and it is they who model appropriate behaviour and relationships within school.
- Know the children well in order to understand their context, circumstances and influences
- Take responsible at all times for all children with whom they are in contact, not just their own class
- Ensure that children understand their rights and responsibilities through a class contract
- Create a positive climate for learning (see Teaching and Learning Policy for more details)
  - This is vital for effective teaching and learning so that correcting children's behaviour disrupts the flow of learning as little as possible.
  - Teachers are instrumental in teaching and modelling the behaviours that they want to see in their classroom and by practising certain classroom behaviours, teachers can make these automatic, supporting them to deal with challenging situations when they arise
  - Symptoms of an ineffective climate for learning:
    - Children respond negatively and defiantly when challenged about their behaviour.
    - Extensive use of sanctions and consequences is needed to get children to comply.
    - Some children have very negative relationships with teachers and school
- Provide a relevant and appropriate curriculum to inspire and motivate the children, including after-school clubs
- Use rewards and sanctions consistently and fairly
- Support children in learning about and establishing positive relationships and friendships
- Help children to understand the importance of self-regulation, reflection and restorative actions and show them how to do this
- Work with parents so that any concerns over a child's behaviour are managed co-operatively and consistently to meet the individual needs of the child
- In all cases, ensure that children understand that it is the **behaviour** which is unacceptable and **not** the child as a person

## 6. **Responsibilities of Governors**

- 6.1. To set out, publish and annually review a written statement of behaviour principles which inform policy and procedure.
- 6.2. 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, including the Equality Act 2010.
- 6.3. To ensure the Behaviour Policy is made available to parents
- 6.4. 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;
- 6.5. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management
- 6.6. To ensure that staff undertake appropriate behaviour management training;
- 6.7. 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
- 6.8. To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

## 7. Positive recognition and rewards

7.1. 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, attitudes and learning

<i>Visual chart</i>	<i>Behaviour</i>	<i>Reward</i>
	Meeting expected standard of good behaviour, learning and attitudes	<ul style="list-style-type: none"> <li>• Positive feedback, stickers, rewards</li> <li>• Team points               <ul style="list-style-type: none"> <li>○ 1 for good</li> <li>○ 2 for exceptional</li> </ul> </li> <li>• Visual positive behaviour chart (begin on the sunshine each day, then move to rainbow for excellence and the pot of gold for exceptional)</li> <li>• Visits to the Head Teacher, Deputy Head Teacher or other teachers to share achievements</li> <li>• Star of the Week Certificates</li> <li>• St Vincent's PLEDGE certificates</li> <li>• Certificates of participation for extra-curricular activities</li> <li>• Shared achievements on the school newsletter and in celebration assembly</li> </ul>
	Excellent behaviour, learning and attitude	
	Consistent exceptional behaviour, learning and attitude	

### 7.2. Team Points

- All children are put into a team represented by the four saints of the UK: Andrew, David, George, Patrick
- Year 6 Team Captains are chosen at the beginning of each year
- Points will be awarded for good learning, attitude and behaviour
  - 1 point for good
  - 2 points for excellent
- Running totals are shared at weekly Celebration Assembly and on the newsletter
- At the end of each half term the winning team will have a reward




### 7.3. St Vincent's PLEDGE award

- Children in Years 5 and 6 can earn certificates for demonstrating
  - Leadership: Making decisions, acting responsibly and working with others
  - Organisation: Solving problems and managing your-self
  - Resilience: Showing commitment under pressure
  - Initiative: Creativity and seeing the value of helping others
  - Communication: Presenting to an audience

## 8. Consequences

8.1. There are occasions when teachers need to deliver some consequences for unacceptable behaviour. 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.

8.2. Sanctions for unacceptable behaviour are as follows:

<i>Visual chart</i>	<i>Behaviour</i>	<i>Key strategies/sanctions</i>	<i>Staff involved</i>
Level 1 	Low level disruption in the classroom or on the playground	<ul style="list-style-type: none"> <li>Tactical ignoring.</li> <li>Non-verbal signal</li> <li>Verbal warning</li> <li>Move to cloud on visual positive behaviour chart</li> <li>Reminder of rules and of consequences/opportunity to move back to the sunshine by showing expected standard of good behaviour</li> <li>Strategic 'time out' to a new place in class if necessary</li> <li>Strategic 'time out' next to a member of staff on the playground if necessary</li> </ul>	Class teachers  Teaching assistants  Midday assistants
Level 2 	Continually disrupts teaching and learning, affects well-being/safety of other children, or is disrespectful to a member of staff	<ul style="list-style-type: none"> <li>Time out in another class</li> <li>Complete reflection sheet</li> <li>Record incident in class chronology</li> <li>Attempt made to finish work missed</li> <li>Loss of classroom privileges</li> <li>Parents may be informed</li> </ul>	Deputy Head Teacher  Head Teacher  Member of the Governing Body as necessary
	Persistent behaviour at Level 2 over time	<ul style="list-style-type: none"> <li>Meeting with parents/carers with regular follow up contact</li> <li>Weekly target sheet</li> <li>Discussion with DHT/HT</li> </ul>	
Level 3 	Deliberate action which affects the safety of others	<ul style="list-style-type: none"> <li>Meeting with parents/carers arranged</li> <li>Behaviour support plan with clear targets</li> </ul>	Deputy Head Teacher  Head Teacher  Member of the Governing Body as necessary
	Refusal to cooperate with member of staff which affects the safety of others  Bullying, prejudice-based or extremist behaviour or language		
	Persistent behaviour at Level 3 or serious incidents	<ul style="list-style-type: none"> <li>Internal exclusion</li> <li>Fixed term exclusion</li> <li>Interview with school governors pupil discipline committee</li> <li>Permanent exclusion</li> </ul>	

### 8.3. Record-keeping

- Level 2 and 3 behaviours should be logged by the member of staff who dealt with the incident
- Records must include:
  - Details of the incident
  - Who was involved
  - Where and when it occurred
  - How it was dealt with
    - Consequence
    - Record of contact with parents
    - Record of child's reflection
    - Who was the information shared with in school
- Level 3 incidents may require reference to other policies:
  - Anti-Bullying
  - Managing allegations of child-on-child abuse
  - Exclusion
  - Positive Handling

## 9. Prejudice-based incidents

9.1. A prejudice-based incident is one which is motivated by a prejudice or negative attitude, language, belief or view towards a protected characteristic or minority group:

- Race (racism)
- Religion or belief
- Culture or class
- Gender (sexism)
- Sexual orientation (homophobia or biphobia)
- Gender identity (transphobia)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Home or other personal situation

9.2. It can be targeted towards an individual or group of people and have a significant impact on those targeted.

9.3. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Head Teacher regularly reporting incidents to the governing body.

9.4. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

## 10. Restorative and supportive action

10.1. Following an incident, children will be encouraged to consider the restorative actions required to make amends for their actions.

10.2. Strategies for achieving this might include:

- No blame restorative justice approach (See anti-bullying policy)
- Nurture sessions (one-to-one or small group) / social skills work
- Buddying / mentoring
- Reflection time following an incident

10.3. If a child's behaviour is causing an ongoing issue, or there is an identified Social, Emotional or Behavioural need, school will take appropriate individual action to support these children and help them to restore positive relationships and make amends for their actions.

- 10.4. 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 procedures will be formed in agreement with the child, their parents/carers and the relevant school staff, including the SENDCO. The procedure will be clearly explained to all those who might have contact with the child in school.
- 10.5. If school-led strategies and individual behaviour plans are not effective in supporting a child to manage their behaviour, further assessment might be required.
- 10.6. A referral will be made to external agencies through our SENDCO, with the consent and involvement of parents/carers.

## **11. Involvement of Parents / Carers**

- 11.1. Parent/carer involvement is vital when dealing with unacceptable behaviour. Teachers and parents/carers must work together to ensure that behaviour improves. If a child's behaviour has been dealt with by the Deputy Head Teacher or Head Teacher, parents/carers will be contacted to discuss the incident or concerns.
- 11.2. 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
- 11.3. 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.
- 11.4. In order to avoid miscommunication, or conflicting communication **parental consultation should not be sought without prior discussion with Head Teacher.** A record of any discussion with parents should be logged and attached to the Behaviour Log.
- 11.5. The Headteacher has the authority to exclude any adult, including parents/carers from the school premises if a serious incident has occurred.



## **12. Pupil Conduct Outside of School**

12.1. 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
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12.2. 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.

12.3. 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.

## **13. Positive Handling and use of reasonable force (Refer also to Positive Handling Policy)**

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

13.2. 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.

13.3. 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.

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

13.5. 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 the Positive Handling Policy and all incidences are recorded and filed in a locked cupboard / room.

13.6. For more detailed information about positive handling and use of reasonable force, please refer to the school's Positive Handling Policy.

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

14.1. Exclusion is used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour.

14.2. When considering a fixed-term or permanent exclusion, the Headteacher will take into account a variety of factors including:

- The age and level of maturity of the pupil
- Statutory duties under the Equality Act 2010
- The previous behaviour record of the pupil
- Whether others have been hurt as a result of the pupil's actions

14.3. 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.

14.4. For more detailed information about exclusions, please refer to the school Exclusions Policy.

## **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 children:

- 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
- 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

15.3. Detailed advice on confiscation and what must be done with prohibited items found in a search is provided in the guidance.

## **16. Monitoring**

16.1. The Head Teacher 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 record of incidents of misbehaviour as outlined above.

16.3. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

16.4. 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 the written statement of behaviour principles annually and 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.

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.