

St Mary's Catholic Primary School



Behaviour Policy 2023-2024

Legal Status:	Statutory
Last Review:	September 2022
Review date:	September 2023
Next Review:	September 2024
Responsible Person:	Governing Body

Mission Statement

"The family of St Mary's strives to grow in God's love and care by learning together and valuing the uniqueness of each person."

Signed by Chair of Governors:

Signed by Head of School:

The ultimate aim of St Mary's Catholic Primary School's Positive Behaviour Policy is to enable children, parents/carers and staff to grow in love and respect for the teachings of Christ. We seek to encourage the children to care for and respect each other and to be a member of a community where each individual is valued. It is essential that all the adults involved in the care of the children work in partnership to enable them to develop positive relationships, empathy and tolerance towards others.

Aims

This policy aims to:

- ✓ Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- ✓ Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- ✓ Outline the expectations and consequences of behaviour
- ✓ Provide a consistent approach to behaviour management that is applied equally to all pupils
- ✓ Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- ✓ [Behaviour and discipline in schools: advice for Head of Schools and school staff, 2016](#)
- ✓ [Behaviour in schools: advice for Head of Schools and school staff 2022](#)
- ✓ [Searching, screening and confiscation at school 2018](#)
- ✓ [Searching, screening and confiscation: advice for schools 2022](#)
- ✓ [The Equality Act 2010](#)
- ✓ [Keeping Children Safe in Education](#)
- ✓ [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- ✓ [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- ✓ [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 to 94 of the [Education and Inspections Act 2006](#), which requires 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 must 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 or homework
- ✓ Poor attitude
- ✓ Incorrect uniform

Serious misbehaviour is defined as:

- ✓ Repeated breaches of the school rules
- ✓ Any form of bullying
- ✓ Vandalism
- ✓ Theft
- ✓ Fighting
- ✓ Racist, sexist, homophobic or discriminatory behaviour

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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Roles and responsibilities

The governing board

The Governing Body is responsible for:

- ✓ Reviewing and approving the written statement of behaviour principles (appendix 1)
- ✓ Reviewing this behaviour policy in conjunction with the Head of School
- ✓ Monitoring the policy's effectiveness
- ✓ Holding the Head of School to account for its implementation

The Head of School

The Head of School is responsible for:

- ✓ Reviewing this policy in conjunction with the Governing Body
- ✓ Giving due consideration to the school's statement of behaviour principles (appendix 1)
- ✓ Approving this policy
- ✓ Ensuring that the school environment encourages positive behaviour
- ✓ Ensuring that staff deal effectively with poor behaviour
- ✓ Monitoring that the policy is implemented by staff consistently with all groups of pupils
- ✓ Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- ✓ Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- ✓ Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ✓ Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- ✓ Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Teachers and staff

Staff are responsible for:

- ✓ Creating a calm and safe environment for pupils
- ✓ Establishing and maintaining clear boundaries of acceptable pupil behaviour
- ✓ Implementing the behaviour policy consistently
- ✓ Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- ✓ Modelling expected behaviour and positive relationships
- ✓ Providing a personalised approach to the specific behavioural needs of particular pupils
- ✓ Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- ✓ Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- ✓ Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- ✓ Get to know the school's behaviour policy and reinforce it at home where appropriate
- ✓ Support their child in adhering to the school's behaviour policy
- ✓ Inform the school of any changes in circumstances that may affect their child's behaviour
- ✓ Discuss any behavioural concerns with the class teacher promptly
- ✓ Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- ✓ Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- ✓ Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- ✓ The expected standard of behaviour they should be displaying at school
- ✓ That they have a duty to follow the behaviour policy
- ✓ The school's key rules and routines
- ✓ The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- ✓ The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

School behaviour curriculum

We believe that an appropriately structured curriculum and effective learning contribute to positive behaviour. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. All teachers and staff are expected to support the children to develop and promote resilience and self-esteem as learners, and encourage children to embrace opportunities to learn through their mistakes.

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 around the school
- ✓ Treat the school buildings and school property with respect
- ✓ Wear the correct uniform at all times
- ✓ Accept sanctions when given
- ✓ Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- ✓ Create and maintain a stimulating environment that encourages pupils to be engaged
- ✓ Display the behaviour curriculum or their own classroom rules
- ✓ 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

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- ✓ Adults praise children
- ✓ Adults give children stickers
- ✓ Adults give children house points which go towards the weekly house cup
- ✓ Adults move children's name onto the silver or gold section of the class behaviour chart
- ✓ Lunchtime staff give children green stickers, the class that have the most green stickers win extra break
- ✓ Each week we nominate a child from each class to receive a 'Star of the Week' award for impressive learning and behaviour
- ✓ A Headteacher's award is given each week to acknowledge outstanding efforts and behaviour
- ✓ A termly 'Star of the Term' prize is awarded; children are nominated by their teacher
- ✓ Friday's assembly is a celebration of all pupils' achievement for the week and parents/carers are invited to attend
- ✓ Children receive books as a reward from the Head of School

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- ✓ We expect children to try their best in all they do. If they do not do so, we may ask them to redo a task.
- ✓ We ask the child to move to a place nearer an adult in the classroom or to sit on their own
- ✓ A child could also be given time out where they have the opportunity to think about their behaviour and reflect on how they could change it before returning to the classroom or the playground. This could take place either in their own classroom, or in another year group.
- ✓ A child could be given a break time or lunch time detention where they sit in a supervised room off the playground.
- ✓ A child could miss the opportunity to represent the school at a chosen event.
- ✓ Confiscation of property
- ✓ A child could be given an internal exclusion. An internal exclusion is when a child is removed from the classroom and/or the playground and is supervised by an adult, having no contact with other children.
- ✓ In extreme cases a child could be given an external exclusion, appropriate to each situation.
- ✓ Setting of written tasks such as an account of their behaviour
- ✓ Expecting work to be completed at home, or at break or lunchtime
- ✓ Referring the pupil to a senior member of staff
- ✓ Letter or phone call home to parents/carers
- ✓ Agreeing a behaviour contract
- ✓ Removal of the pupil from the classroom
- ✓ Suspension

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- ✓ Causing disorder
- ✓ Hurting themselves or others
- ✓ Damaging property
- ✓ Committing an offence

Incidents of reasonable force 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 (CPOMS)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, screening and searching

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and only used if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- ✓ Taking part in any school-organised or school-related activity (e.g. school trips)
- ✓ Travelling to or from school
- ✓ Wearing school uniform
- ✓ In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- ✓ Could have repercussions for the orderly running of the school
- ✓ Poses a threat to another pupil
- ✓ Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- ✓ It poses a threat or causes harm to another pupil
- ✓ It could have repercussions for the orderly running of the school
- ✓ It adversely affects the reputation of the school
- ✓ The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head of School and only as a last resort.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- ✓ Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- ✓ Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

- ✓ If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples of this include:

- ✓ Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- ✓ Adjust seating plan to allow a pupil to sit in the best position for learning and meeting their needs
- ✓ Adjusting uniform requirement for a pupil with sensory issues
- ✓ Training for staff in understanding conditions such as autism
- ✓ Use of separation where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- ✓ Whether the pupil was unable to understand the rule or instruction?
- ✓ Whether the pupil was unable to act differently at the time as a result of their SEND?
- ✓ Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include:

- ✓ Re-integration meeting
- ✓ Daily touch in sessions with our ELSA
- ✓ Behaviour plans used in class

Managing pupil transition

We carefully manage the transition of pupils as they progress from one year group to the next. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally. We have good communicative relationships with local secondary schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also liaise with the Heads of Year 7 in order to ensure smooth

transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side.

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.

Training

Our staff are provided with training on managing behaviour, including (if appropriate) proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development. 11.

Complaints

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. This policy is available from the school website.

Appendix 1: written statement of behaviour principles

- ✓ Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 suspensions and 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

In managing pupils' behaviour, we will:

- ✓ Seek to be consistent and fair in setting and modelling high standards, and challenging poor behaviour.
- ✓ Remember that our policy is based on reconciliation and forgiveness.
- ✓ Emphasise pupil self-discipline and self-motivation within an atmosphere of mutual respect and support for individuals.
- ✓ Celebrate and reward high and improving standards of attendance, work and behaviour through informal praise, formal awards, assemblies, sharing and displaying pupils' work and celebration of achievement evenings for pupils and parents.

All members of the school community are encouraged to promote this positive ethos in order to afford everyone the opportunity to realise their full potential.

At all times, the safety and well-being of pupils and staff will guide our actions.

The Governing Body 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 Governing Body annually.

Appendix 2: Our Vision



We will lead by example in our school community
and live out the Gospel values of Jesus

We will come to school ready to learn, be punctual
and have a positive attitude to learning

We will take the utmost pride in our appearance
and in the presentation of our learning

We will try our best in everything we do,
and be open to new ideas, in order to challenge ourselves

We will value feedback from others in order to improve
and possess a growth mindset (I can't YET!)

We will value collaboration, listen attentively
and foster a curiosity for learning by asking questions

We will celebrate our successes and those of others,
and learn from each other in order to grow

We will make connections between what we are learning and why,
in school and life in the wider world