

# **Saint Edmund's and Saint Thomas' Catholic Primary School Behaviour Policy**



## ***Love Learn and Live Like Jesus***

We live out our Mission by	
*Being respectful	* Being Responsible
* Helping one another	*Being happy
*Including everybody	* Following Jesus' example
*Doing our best	Agreeing and following our rules for everyone's benefit
Sharing and aligning our school family values with our children.	

## ***Statement of purpose***

St Edmund's and St Thomas' Catholic Primary School believes that in order to promote effective learning and raise expectations in a consistently safe learning environment, that good behaviour must be displayed by all in all aspects of school life. These objectives underline our commitment through:

\*Promoting high expectations of good behaviour throughout the day

Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.

- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- \*Promoting responsibility and independence in managing behaviour within per groupings

The school recognises that some behaviour patterns can result from educational need or relate to mental health issues and makes a clear distinction in its response to these particular situations. It will address these needs through a graduated response (SEND) and call upon the response from counselling initiatives and teaching approaches through personal social and emotional education.

### **Culture Ethos and Values**

The school recognises that the ethos of the learning environment is sustained by closely aligned values with its pupils and their families as well as clear expectations which are consistently applied.

### **Teaching**

Teaching expectations reinforce the objectives of the behaviour policy and the curriculum is used to promote children's knowledge and skills in developing a healthy wellbeing

### **Community**

The school engages well with its parent body, outside agencies (when necessary) and is able to respond to vulnerable individuals with staff support and commissioned counselling programmes when the need arises. We are a Catholic school and we promote a positive philosophy of discipleship; ie following positive behaviour characteristics from our teachers and peers in the context of our school motto *Love Learn and Live Like Jesus*.

## Roles and responsibilities

### The Governing Body

Must ensure that this policy does not discriminate on any grounds

Must handle any complaints in relation to this policy

Must ensure that the following points are covered in the policy:

- a Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct; and
- e. When a multi-agency assessment should be called upon

### The Headteacher and Senior leadership

Establishing the standard of behaviour expected by pupils at the school. They must ensure that the school's approach meets *the minimum expectation Good Ofsted*

- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils

Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any wider Social Emotional Mental Health issues related to this policy (SEMH)

### The SENCo

Collaborating with headteacher and the mental health lead to determine the strategic development of behavioural and SEMH policies and provisions in the school.

Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with Special Educational Needs and Disability, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

## Teaching Staff

### Having consistently high expectations and modelling positive behaviours

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

Establishing an ethos in their classroom which contributes positively to the whole school culture

Reward and reinforce positive behaviour on a regular basis through certificates, special mentions, stickers referral to senior leaders etc

### All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.

Being aware of the signs of behavioural difficulties.

- Setting high expectations for every pupil. •

Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: - SENCO. - Headteacher.

- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

### Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.

- Reporting any unacceptable behaviour to a member of staff.

### **Parents are responsible for:**

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### **How do we define unacceptable behaviour?**

**Any behaviour which causes harm to others, oneself and damage to the reputation of the school**

#### **(High Level)**

Disruption

Discrimination

Harassment

Bullying and Cyber Bullying

Child on child abuse name Calling Physical Sexual

Theft

Fighting

Persistent disobedience

Behaviour which risks others' safety

#### **(Low Level)**

Distraction - talking in class and distracting others

- Failure to complete classwork
- Rudeness
- Lack of correct equipment / uniform
- Refusing to complete homework

- Minor mark /damage to school resources

## How do we manage behaviour?

Most episodes of poor low -level behaviour are managed by the class teacher when issues of unacceptable behaviour (high level) occur they are referred to the phase leader and if necessary to the Senior Leadership Team

A child will be sent to the senior leader or most senior member of staff

The class teacher in conjunction with the SLT investigates the incident to determine it as unacceptable behaviour

The incident will be recorded on CPOMs

Where necessary, the class teacher or Headteacher will invite the parents in to discuss the matter

Given the severity of the actions the child may miss a series of breaktimes or have a withdrawal of other privileges

In extreme cases of repeated unacceptable behaviour the Headteacher will consider whether a pupil should be suspended and will determine the length of suspension in accordance with DFE guidance

Where necessary, an assessment will be carried out in relation to SEND or mental health issues. Where SEND or mental health issues are not identified, the teacher with the SENCo will draw up an individualised behaviour plan for the child.

## The School Behaviour Curriculum

We believe that high expectations of behaviour should be taught to children so they understand what is expected and encouraged and know what is prohibited. Positive reinforcements and sanctions are essential to promoting a positive ethos and whole school culture.

The curriculum promotes positive behaviours and defines these for all working in our school. A clear knowledge of consistent routines; e.g lining up, entering a class, allowing others to speak in groups should all be, both **expected** and **celebrated**. **Equally all staff and children should know the certainty of consequences for poor unacceptable behaviour.**

Consistent and clear language should be used for acknowledging good behaviour and addressing misbehaviour.

## **Excellent and Effective Classroom Management**

Well managed classrooms determine the whole school culture for behaviour and this is established by

Classes establishing their behaviour charter

Teachers who have well planned lessons which include modified work for SEND and other groups

Teachers agreeing rewards and positive reinforcements

Teachers maintaining sanctions for misbehaviour

Classrooms which are tidy and have well managed resources

## **Classroom Learning Environment**

A well-structured classroom environment which includes frequent circulation of the teacher around the class results in the best outcomes. Seating arrangements are modified through proactive intervention.

The school recognises that praise and reward is important in valuing all children's effort and achievement. Praise is only given where it is due. Staff will highlight children's achievement through a Star of The Week or Headteacher's Merit sticker. The school also encourages peer praise when sharing work. This contributes well to the school's culture.

Praise should be timely, consistent with policy and achievable.

**St Edmunds and Saint Thomas Catholic Primary School has agreed a charter for behaviour with each class**

## **Classroom Expectations Agreed by All children**

Pupils will follow their agreed phase group behaviour charter which is to;

- 1 Develop our listening skills
- 2 Follow our agreed school rules
- 3 Aim to do our best all the time
- 4 Show respect to everybody and value what people say
- 5 Be a great role model to all who look up to us and represent our school well

## Specific Behaviour Issues

### Child on child sexual violence

We follow the general safeguarding principles set out in KCSIE part 5 and the designated safeguarding lead staff will advise on the school's initial response. The school staff adopt a ***it could happen here*** approach to sexual assault and will respond proactively to any complaint of sexual violence/ assault. Assault can be when one child touches another intentionally and the touching is sexual and it covers a wide range of issues including engaging / forcing another to engage in sexual activity

### Sexual harassment (unwanted conduct of sexual nature occurring online and offline)

This violates a child's dignity and can make them intimidated, humiliated or degraded. This also includes sexual comments, jokes, teasing as well as physical behaviour (intruding in personal space and inappropriate touching and sharing explicit unwanted content online, photographs etc cf Child Protection policy 2022

The school recognises the DFE statistic that a child with SEND is almost three times more likely to be abused than their peers.

All staff must know the importance of challenging all inappropriate behaviour between pupils. It is especially important not to pass off any sexual violence or sexual harassment as acceptable or as 'banter' as this can lead to the normalisation of an unsafe environment for pupils.

Harmful Sexual Behaviours HSB can be identified when one child is older than another and their actions may cause developmental damage. The designated leads will follow the HSB safety plan when responding to children who have been victims of harmful sexual behaviours.

### Prevention and Response

Children are educated through the PSHE curriculum and Relationships Health and Sex Education programmes about sex education and relationships and appropriate and inappropriate conduct.

Staff must adopt all the reporting recording and first response strategies in line with the child protection policies.



All victims of sexual harassment violence and harmful behaviour will be reassured and the school will respond proactively through its child protection procedures. Reporting must be recorded on CPOMs.

The designated leads are familiar with Section 5 of KCSIE and will call on the support of social care and other agencies (Early Intervention) when necessary.

## **Behaviour Incidents Online**

We expect the same standards of behaviour from child to child online as we do offline. Online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. Many online behaviour incidents occur outside the school day and off the school premises. **Parents are responsible for this behaviour**. Parents can support the school's culture well with vigilance and applying their own sanctions and preventions at home. However, often incidents that occur online will affect the school culture. We have the right to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school. **Staff must never view reported online images of nudes**

## **SEND Behaviour Expectations**

In this policy the school aims to meet the needs of all children including SEND and aims to create a calm environment which will benefit children with SEND. The school considers behaviour in relation to SEND although it does not follow that every incident of misbehaviour will be connected to SEND. The graduated approach to a child's behaviour will be adopted as follows; (Assess Plan Deliver Review)

Our school will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these such as short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long; adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher; adjusting uniform requirements for a pupil with sensory issues or who has severe eczema; training for staff in understanding conditions such as autism. The school will act on the recommendations of SEND advisory bodies and modify the classroom environment and approach to manage the needs of a child.

When it has been determined that a child with SEND has behaved poorly but good behaviour is within their control, then our school will impose a sanction which is carefully considered.

The school will make a judgement on whether a child's SEND has contributed to misbehaviour and whether it is appropriate to sanction with respect to the Equality Act 2010. Sanctions, when necessary, will be followed up with a phonecall to parents and contact with various agencies if necessary

## **Prohibited Items and Searching**

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or • to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers, vapes;
- fireworks; and
- pornographic images.

## **Use of Mobile Phones**

Only children who have been given expressed permission to walk home alone in Year 6 may bring in a mobile phone to exclusively be a point of communication with their parents during their commute. The phone is handed into staff at the beginning of the day and left at the office until the end of the school day. Any child attempting to conceal a phone in school (and thus compromising safeguarding policies) will be prohibited from bringing it in again and this may result in losing their right to walk home alone

## **Behaviour Outside the School**

School staff can discipline pupils for misbehaviour outside of the school premises when the pupil is wearing the school uniform, travelling to or from school or taking part in any school activity. Complaints from members of the public about pupils from the school will be dealt with seriously as this can damage the reputation of the school.

Behaviour which can be addressed outside school includes activities on the pupils' way to or from school ie when they are in uniform, online conduct with identifiable references to the school which can have repercussions to the orderly running of the school

### **Sanctions: Aims Deterrence, Protection, Improvement**

**The range of sanctions available to the school are as follows;**

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention (school time only) missing breaktime/ lunchtime
- school- based community service, such as tidying a classroom (with supervision);
- regular reporting being placed “on report” for behaviour monitoring;
- suspension
- in the most serious of circumstances, permanent exclusion.

Our school will always consider how a pupil may be suffering and pay due attention to the Child Protection Policy in dealing with such issues. The school will aim to be fair and consistent in the use and application of sanctions. Sanctions can be applied on school visits or residential visits where children are under the charge of school staff.

Sanctions may be applied by all teachers and the Headteacher may extend the power to support staff. In the vast majority of cases sanctions will be applied by teaching staff and referral for sanction will be made by support staff.

Teaching and PPA covering Teaching Assistant staff can impose breaktime detentions No parental consent is required for daytime detentions. Lunchtime detentions allow reasonable time for eating.

## Removal

Children may be removed from a classroom as a response to **serious** misbehaviour such as disruptive behaviour which compromises the teacher's interaction with the class and impedes learning. Should the period of disruption be constant then the relocation of the pupil to another room with supervision may well be for a period of days. The child's behaviour will be reviewed and if necessary a behaviour plan/ contract put in place as part of a reintegration back into the class. The involvement of the SENCo will be critical to the plan and removal dates must be logged on CPOMs

Only in the most extreme cases could a pupil be removed from a class for a prolonged period of time and only authorised by the Headteacher. All children who come under the categories of Child Protection/ Child in Need or Looked After must have their social worker/ Virtual School Head notified.

## Use of Reasonable Force

In exceptional circumstances our school staff may need to apply reasonable force to keep children safe by controlling or restraining children who may injure others. *Reasonable* means no more force than is needed to restrain an individual.

*Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils* DFE September 22 Behaviour in Schools

## Suspension (Formerly known as Fixed Term Exclusion) and Permanent Exclusion

The school will resort to suspension and permanent exclusion when poor behaviour continues following in school sanctions and interventions or when very serious incidents take place. This will be the exclusive decision of the Headteacher whether to suspend / permanently exclude a child.

. The reasons below are some examples of the types of circumstances that may warrant a suspension or permanent exclusion

- Serious physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult

- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

If we need to suspend or permanently exclude a pupil, we will notify parent immediately, the governing body and the Local Authority and social worker if a child has one. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. We will ensure that work is set and marked for pupils during the **first five school days** of a suspension, using online materials or hard copy work sent home.

### **Reintegration**

At the end of a period of suspension the school will establish a reintegration process which starts with a meeting with parents and the child and a pastoral support plan will be developed. Senior staff and the SENCo and class teacher will all be involved in this reintegration process.

### **Permanent Exclusions**

These will take place in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

### **Managed Moves**

In exceptional cases, a temporary move for a child with behavioural difficulties to a school with specialist arrangements (PRU) may take place. The school will consider this alternative provision to avoid a permanent exclusion and will dual register the child during the fixed period of time. The move will be solely for the intention of improvement and not interpreted as a sanction.

Managed moves may lead to a permanent move to another school and will require the school, parents, host school and local Authority to participate in this plan and it will always proceed from the child's best interests

## References

Behaviour in Schools DFE September 2022

Suspensions and permanent exclusions from Maintained Schools September 2022

Keeping Children Safe in Education September 2022

Whole School Child Protection Policy 2022

This policy will be reviewed on an annual basis by the school governing body

**Review Date October 2023**