



"Live, Love and Learn"

**St Teresa's Catholic Primary
School
Behaviour Policy**

*We are made in the image of God
to live, love and learn in a caring Catholic
community,
where tolerance, confidence and independence are
nurtured
and every achievement makes us proud.*

At St Teresa's Catholic Primary School we aim to encourage the children to practise good behaviour by operating a system of praise, rewards and sanctions. This is for all children.

The discipline in school is fair and firm and based on a small number of standards that we expect the children to keep. These standards or expectations are based on the Gospel values and the need for us all to care for other people's safety, health and wellbeing.

We expect children to be friendly and polite, not act in an aggressive or dangerous manner, and show respect for other children, teachers and other adults who work in, or visit the school.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The Behaviour Policy is closely linked to our Health & Safety Policy, Safeguarding Policy, Attendance Policy, Learning & Teaching Policy and our Home-School Agreement.

Aims

- To create an environment that encourages and reinforces good behaviour and reflects the example set by Jesus
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- To create a consistent approach to behaviour management throughout the school.
- To ensure that the school's expectations and strategies are widely known and understood.
- To work in partnership with parents in dealing with any behavioural issues.
- To lead by example in that way that we treat each other and the children in our care.

We believe that adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we should aim to:

- To adopt a pastoral, nurturing approach to behaviours, which meets the needs of our children
- Be consistent in dealing with individual children and following the policy (however, there may be a difference in approach when dealing with children with particular needs)
- Follow the hierarchy of rewards and sanctions
- Deal with problems calmly
- Make children aware of appropriate behaviour in all situations and identify the choices they have
- Ensure that each child has work appropriate to their ability
- Work in partnership with parents
- Act as a role model for desired behaviour, treating all adults and children with respect
- Focus on catching good behaviour and positive reinforcement to raise self esteem
- Display the expectations, rewards and sanctions and mention them frequently
- Escort the class when moving around school, ensuring all children are supervised at all times
- Create a calm working atmosphere in the classroom, with well established routines and positive praise and rewards (dojos/house points)
- Work closely with the SMT and outside agencies in implementing advice for children with behavioural difficulties
- Take on the role of 'key worker' to talk to identified pupils (e.g. disaffected pupils or those with specific needs or issues) at regular times of the day.
- To involve the Learning Mentor to support children with identified behaviour issues

In dealing with incidents of difficult behaviour, using a restorative justice approach which includes:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY – taking responsibility for your own actions and how you have made others feel

REPAIR or RESTORATIVE JUSTICE – developing the skills within our school community so that its individual members have the necessary skills to identify who is hurt and why, find solutions that repair harm, reconcile relationships and ensure that behaviours are not repeated.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Troublemaking can be related to boredom or disaffection. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the disaffection which may be at the root of poor behaviour.

All lessons should have clear objectives/skills which are differentiated to meet the needs of children of different abilities and include lots of praise and positive reinforcements.

We use SEAL, Unicef, "Here I am", "The Way, the Truth and the Life" and many other subject specific and cross-curricular resources to enhance our culture for learning behaviour.

We integrate nurture groups within the school day and through lunchtime.

Our approach is to focus on the whole child; to teach good behaviour before there is an issue; to deal effectively with unacceptable behaviour and put rewards/sanctions into place to improve the likelihood of good behaviour; to reduce the negative effect of poor behaviour on all children.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative. Displays help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment.

All classrooms have agreed protocols for:

Entry procedures, seating plan, strategies for attracting the teacher's attention, noise levels, exit procedures.

When everybody knows the expectations for these five areas, clear boundaries are set and this is the basis of good classroom management.

Additionally, we see positive relationships as being key to our daily work with children. Teachers especially try to engage with pupils who may be disaffected, and build positive relationships with them. We believe that getting to know the children better can be very effective in 'getting them on side'.

St Teresa's Expectations

1. We are ready to learn.
2. We try our best.
3. We use appropriate language.
4. We show respect for all people and property.
5. We keep ourselves and each other safe.

This code of conduct can be seen around school and is adapted into rules for each classroom.

I will make sure I am ready to learn.

I will always try my best.
I will say 'please' and 'thank you' and use nice words.
I will treat people with kindness and property with respect.
I will look after myself and those around me.

The expectations have been designed to make clear to the children how they can achieve acceptable standards of behaviour. They are discussed regularly with the children and are turned into a classroom charter that everyone working with the class has to sign.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

We have a House Team system, which uses the names of 4 saints; St. George, St. Patrick, St. Andrew and St. David. Team points can be earned for friendship, behaviour, or learning. Classes use Dojo points for reward and sanctions. These are shared with parents electronically. Star of the week certificates also are awarded within classes. Awards will be presented publically as part of the celebration assembly on a Friday morning. House point totals will be recorded weekly, with the winning house team each half-term being awarded a special privilege.

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied – the child needs to know which part of the code of conduct they have not kept to
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishments should be avoided as they breed resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

A traffic light system may be used in classes to show children how they are doing in terms of following the class rules. If a child needs a warning and they do not heed that warning, then they will move onto amber on the class traffic light. If this happens again, they will move onto red. Children are given every opportunity to move back up again by demonstrating good choices following these incidents.

All classes follow the same procedures for sanctions:

1. Non verbal reminder – this is used for minor incidents (fiddling, time wasting, swinging on a chair, talking out of turn and so on).
2. Tactical or planned ignoring – if above behaviours continue. Positive praise and reinforcement of those children behaving appropriately.
3. Verbal reminder – Given directly, clearly and simply, and as privately as possible, labelling the behaviour not the person; time given to follow the reminder; warnings should be given of the consequences for not following instructions; calmly repeated reminder if required.

4. Visual behaviour systems displayed in classes. Classes will have different systems, depending upon the age and interest of the class to track behaviour in line with our expectations. These may be traffic light or smile face etc. These give a visual record of behaviour levels.
5. In class separation – if the above incidents continue and the child is refusing to comply. This may include the loss of free time (morning break time or lunch break time)
6. Detention
 Detentions will be determined by class teachers/managers in school and will only be given on school days. They may be at lunchtime or at the end of the school day. The length of the detention will not exceed an hour and will be proportionate to the offence. For loss of learning time, such as leaving a classroom or refusing to work, detentions will be given so that all work is completed, to a maximum of one hour. Parents will be informed of the detention prior to the child leaving school
 If parents have not been able to be contacted, the detention will be carried over to the following day.
 Under no circumstances should end of school detentions compromise a child's safety, such as getting home or affecting a child's commitments to caring responsibilities
7. Loss of privileges; include not representing the school, not attending after hour clubs.
8. Out of class isolation (This is usually by arrangement, unless the child has been involved in serious incident that bypasses the above sanctions). This is usually for incidents involving violence; refusing to comply; bullying; racism or other incidents of this nature. The time in isolation will be used constructively with set work, supervised with help and eating and toileting arrangements will be made. The length of time in isolation will depend upon the severity of the offence.
9. Individual Behaviour Programme – if the child has re-occurring behaviour incidents or a serious incident, an IBP will be written in conjunction with the class teacher, the parents, the child and a member of the Senior Leadership Team, if required. Additional support or assessments may be identified using internal and external providers.
10. Internal exclusion - The Headteacher or member of the SLT can issue an internal exclusion. This involves the child being in a room with a staff member. There is no interaction with the rest of the children in the school and separate breaks and lunchtimes are implemented.

If there is no improvement in the child's behaviour or for a serious, one off incident of violence the child may receive a 'Primary Placement' for a fixed-term of between one and five days. This involves the child being sent to the partner primary school.

The child attends the other school with permission of their parent/guardian for a fixed period in time – they will be supported by a member of staff and be provided with a package of work suitable for their needs. This package must include some form of remedial work or activity which aims to target the inappropriate behaviour and requires the child to consider their actions and how they could have acted differently. A child who has had any exclusion must have a clear target for his/her first day back in class to ensure reintegration. This needs to be negotiated and discussed with the child as well as being discussed with the class teacher and TA. If a child's behaviour has reached this stage a multi agency meeting may be held to decide the best course of action.

11. Exclusion – only as a last resort. Exclusion may be for a fixed term or, in extreme cases, permanent and can only be administered by the HT or Deputy HT.

Any child who reaches point 6 or beyond will have the event(s) documented by a member of staff using SIMS.

Any child with repeated behaviour incidents will be reported to the Headteacher to ensure parents are fully involved in the process and that progress is monitored.

All punishments must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.

We have a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

We will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion.

12. Confiscation of inappropriate items

A member of staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances (see DFE document Feb 2014, Beh & Discipline in schools)

Power to search without consent for prohibited items including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (see associated resource – screening, searching & confiscation – advice for HT's, staff and Governing Bodies)

Bullying (see Anti-bullying Policy for further details)

We endeavour to create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. The whole curriculum is based on the Gospel values. The values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Sanctions for inappropriate behaviour at breakfast club or lunchtime

We expect children to conform to the same behaviour expectations at all times during the day.

If a child is unable to follow the rules at breakfast or lunchtime all staff must follow school procedure:

- Any incidents are passed onto the class teachers verbally at the end of lunch time. These could include; not playing appropriately with lunchtime equipment; name calling; not behaving appropriately in the dining room, being disrespectful.
- Circle time restorative justice sessions address and issues raised by children or staff and reconciliative actions are agreed.
- Serious incidents of poor behaviour: bullying; violence; refusal to comply; racism, and so on are recorded by the welfare assistants and these are shared with the teacher who will inform a member of the SLT
- If the poor behaviour continues they can receive a breakfast club exclusion or a lunchtime exclusion for a fixed term.

- A break/lunchtime 'internal' play time has been set up to remove children off the yard either as a sanction or to prevent inappropriate behaviour happening.

Strategies to support inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National curriculum and wider school life.

Quiet Dining and Lunchtime club – this has a mixture of children, who need support in improving their behaviour, as well as positive role models by those who attend as a reward for their good behaviour and children who are vulnerable on the yard.

Classroom practices:

Rules and expectations
 Motivation systems
 Correction systems
 Classroom organisation
 Circle time

Individual child strategies:

IBP
 Behaviour contracts
 Individually differentiated motivational strategies
 Individually differentiated correction and consequence strategies
 Individual organisational changes

Child support/referral systems:

Referral to Key Stage Leader
 Referral to SENCo
 Referral to Deputy Headteacher
 Referral to Headteacher
 Referral to outside agency e.g. CAMHS/counselling/LEIS
 Referral to off-site provision

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the parents and the so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Home school Agreements

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents, children and school sign on entry into school.

Pupils' conduct outside the school gates – teachers' powers

Teachers have the power of discipline for misbehaving outside of the school premises 'to such an extent that is reasonable'

Teachers may discipline pupils when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- 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

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

Power to use reasonable force

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 in the classroom

HT's and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm;

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Schools generally use force to control pupils and to restrain them.

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to: remove disruptive pupils from the classroom where they have refused to follow an instruction to do so; prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Please refer to the school's care and restraint policy with regards to the physical 'handling' of children, should the safety and welfare of the child or those around them be compromised.

Any complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Role and Responsibilities

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body consults the Headteacher, school staff, parents and pupils when developing these principles. The governing body is aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Headteacher is responsible for developing the behaviour policy in the context of this framework. She decides the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy includes measures to prevent all forms of bullying among pupils.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction. The local authority may

also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction. Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school. Failure to attend may result in the local authority applying for a Parenting Order.

Complaints Procedure

A hard copy of our school's complaints procedure can be requested at the school Office.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension is not an automatic response when a member of staff has been accused of using excessive force. The schools will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

Schools will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.

Governing bodies will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees so the school will provide appropriate pastoral care to all members of staff.

Reviewed January 2018

Next review date January 2019