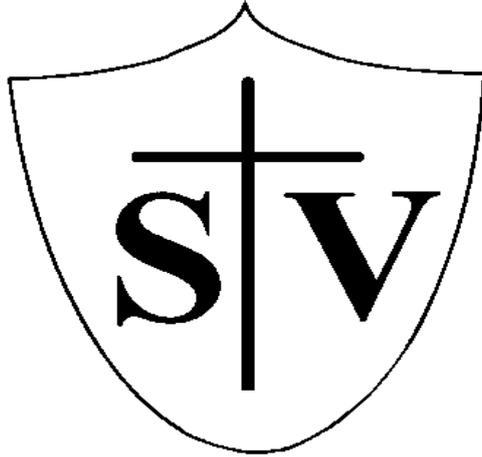


St Vincent's Catholic Primary School



Behaviour Policy

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As a Catholic School we are guided, in everything we do, by the example and teachings of Jesus who told us to love one another. The quote below from Ephesians (4:31-32) gives us more detailed guidance.

'Never bear grudges against others, or lose your temper, or raise your voice to anybody. Never call each other names, or allow any sort of spitefulness. Be friends with one another; be kind, forgiving each other as readily as God forgives you.'

This policy should be read in conjunction with:

- Child Protection and Safeguarding
- Health and Safety
- Preventing Extremism and Radicalisation
- Attendance
- Equal Opportunities
- Anti-Bullying policies.

Legislation and statutory requirements

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[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:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our articles of association.

1. Aims

The aims of this Behaviour Policy are inspired by our Mission Statement and the Catholic ethos of our school. We recognise that we are all unique and are committed to treating each child as an individual, with consideration given to children with special educational needs or disabilities which may affect the way they behave.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of class work or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear of intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.
- These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

2. Restorative Justice

At St Vincent's we use Restorative Justice following incidents of racism, bullying or where pupils have 'fallen out' with each other. Restorative Justice in the school setting views misconduct not as school-rule-breaking and therefore a violation of the institution, but as a violation against people and relationships in the school and wider community. Restorative Justice means that the harm done to people and relationships needs to be explored and that harm needs to be repaired.

In a school it is the chance for victim and offender to meet and talk about the feelings and effects they have had. It involves building relationships and taking responsibility for actions.

At St Vincent's this has been a very successful instrument in repairing and building relationships between children. It is never used to humiliate the offender. The majority of staff have received training in the use of Restorative Justice. The school family worker, Mrs Di Tunno, is the school leader on Restorative Justice and supports staff in its use.

Objectives

All members of our school community will show:

- a respect and tolerance for others' ways of life, faith and different opinions,
- self-confidence,
- self-control,
- a pride in themselves and their school.

As a result of discussion and negotiation with the children the following **Code of Conduct** has been established:

- Be respectful and considerate to everyone in school
- Always tell the truth
- Always listen carefully and work hard in class
- Take care and be sensible as you move around the school and the grounds
- Look after the school and take pride in yourself
- Take care of your possessions and those of other people
- Keep your hands and your feet to yourself
- Play only safe games (no rough play or play fighting)
- Be tolerant of others beliefs, views and opinions

All Staff will:

- apply consistently the agreed standards of behaviour, treating everyone equally irrespective of gender, race or religion
- play an active part in building a sense of community
- have a responsibility to model the type of behaviour felt to be acceptable

- strive to maintain personal standards that reflect the teaching of Christ
- deal sensitively with children in distress, listen to them and deal with any incident appropriately and ensure other staff are aware
- support each other in maintaining good classroom management
- recognise and highlight good behaviour
- ensure that all children are praised for behaving well
- read all supporting policies
- use Restorative Justice

At St Vincent's the vast majority of the children are very well-behaved.

3. Positive Behaviour Management

Simple guidelines for positive behaviour management

- Establish a friendly, positive, supportive relationship with the pupils in your care.
- Make sure, wherever possible, that pupils are appropriately challenged by their work and are engaged in purposeful activities that they enjoy.
- As soon as it occurs, reward positive behaviour with attention and praise (e.g. dojos, merit assemblies).
- Where possible, identify when behaviour problems are likely to arise and try to divert the pupil to modify his/her behaviour before discipline is needed.
- Be clear, firm and polite about the behaviour boundaries.
- Know what sanctions you can use, but try to avoid using them, especially if a quiet word or reminder will do.
- Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with the children positive.
- Avoid telling a child off in public.
- Avoid the use of sanctions when support strategies will suffice.
- Circle time is a valuable strategy to manage and improve behaviour.

A major aim of the school policy is to encourage all children to practise good behaviour by operating a system of praise and reward. The Governors have agreed that class teachers should use their professional judgement regarding rewards and sanctions for general class management, but this should be monitored by the head teacher and senior leaders. The list below gives some ideas for appropriate rewards. It is not exhaustive and may be added to.

Rewards, which can be given by all members of staff, include the following:

- Reward system (stickers, stamps, stars and dojos)
- Written praise e.g. a positive comment on work, report
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap
- Merit certificates for academic and non-academic achievement
- Headteacher award on work or as a sticker
- Placing value on achievements e.g. work shown to another class
- Special responsibilities e.g. being a monitor
- Child, group or class, singled out as a role model
- Star/pupil of the week
- Extra playtime (with head teacher's agreement)

Individual target charts may be used if necessary, to encourage continued positive behaviour.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable effort to improve their work and, if necessary, their behaviour.

There are, however, occasions when individual children exhibit behaviour which is unacceptable. At St Vincent's we use behaviour modification strategies to change individual children's behaviour. These are

used by all staff. At St Vincent's each class teacher records incidence's of low level disruption. These logs are given to the head teacher who analyses, on a weekly basis, and produces a whole school overview and analysis for teachers and governors.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

Plans could include:

- Change in classroom organisation
- Using different resources
- Target setting - tiny steps devised for the child (e.g. sitting on chair for given length of time, putting hand up to answer questions)
- Rewards (see previous page)
- Involving parents at an early stage to make an action plan together

By using a positive system of rewards and reinforcing good behaviour, we help children to feel good about themselves.

Sanctions

There will be times when children are not well-behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner with some flexibility, taking account of the age of the child and any special needs, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

Sanctions may include the following:

- Withdrawal of privilege relative to misbehaviour
- Loss of playtime for a serious offence
- Parents informed and involved in the behaviour management process
- Time out e.g. outside area, with time allocation and checked by adult, going to SLT.
- Child to sit by teacher
- Reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task
- Child to assist in rectifying the problem he has caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Work to be completed in the child's own time or at home
- Child sent to another appropriate adult to explain their misbehaviour
- Referral to Senior Management/Headteacher

Parents will be involved at the earliest possible stage if problems are persistent or recurring. Children may then be placed on a daily or weekly report system, with individual targets, to monitor their behaviour with parents' support. In some cases behaviour specialists/advisors may be involved.

Major breaches of discipline

Major breaches of discipline include physical assault, deliberate damage to property, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class or in the playground.

This type of behaviour is rare and it is the responsibility of the Headteacher or Deputy Headteacher to deal with it severely, particularly if the problem recurs.

The standard procedure for this sort of problem follows a set pattern.

- A verbal warning by the Deputy Headteacher or Headteacher as to future conduct
- Withdrawal from the classroom for part of or the rest of the day
- A meeting with parents to discuss the child's behaviour and implications of failure to improve behaviour. Consideration will be given to children who are on the special needs register.

- A case conference or 'Team Around the Child' (TAC) meeting involving parents and support agencies may be called depending on the circumstances. In either case a Common Assessment Framework (CAF) form will be completed with the parents.
- If the problem is recurring then exclusion procedures may be implemented.
- Possession of any bladed item, offensive weapons or illegal drugs on school premises will not be tolerated and is likely to lead to permanent exclusion (This list is not exhaustive.) Such incidents may be reported to the police. Weapons, knives and extreme pornography must always be handed over to the police.
- In the case where a child leaves the premises staff will not pursue the child. The police will be notified immediately along with the parent.

Should exclusion be likely, school leaders will refer to the latest Government Guidance.

(Parents have the right of appeal to the Governing Body against any decision to exclude.)

Use of Isolation

We adopt a policy which allows disruptive pupils to be placed in isolation away from other pupils for a limited period. At St Vincent's isolation is occasionally used. Sometimes within the classroom, a child will work on a table away from his or her peers, at other times a child may work outside the classroom for a short period of time. A child may be sent to work, under the supervision of another teacher, within his/her classroom. On some occasions a child may be sent to sit on a chair outside the classroom for a specific time period. In all cases due consideration is given to the health and safety of the child and to requirements in relation to safeguarding and pupil welfare. Periods of isolation should be kept as short as possible. Children should be engaged purposefully during this time (completing appropriate work) and given time to eat or use the toilet. The head teacher, as well as the child's parents, should be informed if isolation is being used.

4. Racism

Schools are expected to work with the definition of racist incidents as suggested by current guidelines recommendation 12 of the Macpherson Report (Stephen Lawrence Inquiry) February 1999. This states that a racist incident is 'any incident that is perceived to be racist by the victim or any other'. This means that a person observing an incident can perceive it to be racist, even if they are not directly involved. For example if a teacher overhears a racist joke in the classroom, that teacher can deem that joke to be racist even if the participants do not agree.

Incidents of racism are rare at St Vincent's. Any reported incident will be taken seriously and will be investigated thoroughly. Any incident of racism will be reported to the Governing Body.

Repeated incidents of racism may lead to fixed term or permanent exclusion and may be reported to the police.

5. Bullying

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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
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Children are actively taught that any form of racism and bullying are not tolerated at St Vincent's. Any reported incidences will be taken seriously, investigated in line with our Anti-Bullying Policy and reported with appropriate sanctions applied.

In general children are encouraged to recognise for themselves the importance of:

- Treating others as they would want to be treated.
- Actively including others in the classroom and during outside activities.
- Taking responsibility for avoiding and resolving conflict.
- Sharing their feelings with others.

On the rare occasion when a child must be moved for either their own safety or the safety of others, it may be necessary to use 'reasonable force' in line with our Restraint Policy. We will always inform the parent if this has happened or is likely to happen.

Pupils abusing Staff

Staff are able to use Restraint Handling techniques if they have had the formal training. Staff are able to use 'Reasonable Force' to protect other pupils and themselves against physical harm from pupils. Physical or verbal abuse of staff will not be tolerated and will trigger a sanction. All situations must be reported to the head teacher or deputy head teacher, who will notify the child's parents and the Chair of Governors.

Adults must do everything possible to avoid situations where pupils become violent, through risk assessments and good communication. Parents must always be informed as soon as possible after an incident.

6. Risk Assessments

In order to avoid being hurt, teachers must write a risk assessment for any child who is likely to hurt other pupils and adults. These risk assessments must be passed on to club staff and be made known to supply teachers and all adults dealing with the child.

Records

All incidents of physical or verbal abuse against staff must be reported to the head teacher or deputy head teacher and recorded in the incident book which is kept in the office.

Sanctions

Sanctions given will depend upon the severity and context of the abuse. Pupils with special needs will have consequences that are meaningful and that take into consideration the nature of their needs.

7. Lunch Time Supervision

Lunchtime supervision is carried out by the Senior Midday Supervisor and a team of midday supervisors. At St Vincent's we employ 2 midday supervisors specifically to target children who either find it difficult to engage in purposeful play or who find interaction difficult. These supervisors focus on teaching the children how to play together and interact positively. All midday supervisors are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task or to hold the midday supervisor's hand for the number of minutes relating to their age. This usually takes the heat out of the situation and allows the child time to reflect on his/her behaviour. The supervisors keep note of children who continually misbehave. The Senior Supervisor can refer children to the deputy head teacher or head teacher if necessary.

The Senior Supervisor and her team must be treated with the respect expected by all adults at St Vincent's. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour results in loss of privileges and playtimes, following discussion with the deputy head teacher or head teacher. Parents will be informed if there is no improvement in behaviour and, as a last resort, the child may be excluded from the premises at lunchtime for a fixed period.

Expectations for behaviour in the playground

General

- Be kind to each other
- No hurting each other physically or verbally
- No play fighting or pulling clothes
- Always ask permission, and collect a band, to go to the toilet or into school
- Play sensibly with lunchtime play equipment and report breakages

Any tensions between pupils should be diffused by asking each pupil in turn:-

- What happened?
- How did you feel at the time?
- How do you feel now?
- What would you like to see happen?

At lunchtime, breaches of discipline will be recorded in the contact book by midday supervisors and will be dealt with by the class teacher on the first occasion and the KS1 Leader or the Deputy Head Teacher subsequently. Updates for lunch time supervision are kept in the staffroom and should be read daily by all members of staff.

EYFS/KS1 Playtime

- When the bell rings at the end of play – STAND still. No talking.
- On the second bell, line up.
- When told, WALK into class without talking.
- Walk into the building quietly and sensibly.

KS2 Playtime

When the whistle is blown –

- Year 6 hall monitors enter the building.
- When the bell rings children stand still.
- Do not talk.
- On the second bell, line up.
- Walk into the building quietly and sensibly.

Toilets and cloakrooms should be checked regularly to prevent loitering

- Serious injuries should be reported and noted in the accident report book.
- Bumps to the head should be dealt with by first aid, child to collect a band, and a note sent home. If the injury requires further first aid parent to be called. Incident reported in accident report book.

Bad weather arrangements

Morning play

- In KS1/2 the teacher and the TA on duty will circulate throughout the classes.

Morning/Lunchtime play.

- Year 6 monitors to go to assigned KS2 classes to aid with supervision.
- Midday supervisors will circulate through their allocated classes.

General Rules

- It is the responsibility of the class teacher to ensure that there are appropriate activities and that the children know rules for wet play.
- Children must have permission from their teacher in order to use the computers.

8. Parents

Parents can help:

- By recognising that an effective Behaviour Policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without clear boundaries
- By remembering that staff deal with behaviour problems patiently and positively

9. Confiscation & the power to search without consent

There are two sets of legal provisions which enable school staff to confiscate items from pupils.

- 1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item. At St Vincent's confiscated items must be given to the deputy head teacher or head teacher who will decide whether to return them or dispose of them.
- 2) **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

Weapons, knives and extreme or child pornography must always be handed over to the police; otherwise it is for the Headteacher to decide if and when to return a confiscated item.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10. Power of Discipline beyond the School Gate

Response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

When pupils are taking part in any school organised or school related activity away from the premises, the Behaviour Policy will be applied consistently. Parents who are helping with supervision on a school trip are expected to ensure that the children in their care behave appropriately. Before any trip teachers remind the children about acceptable behaviour and care is taken with grouping children and allocating adults. Any parent experiencing problems with a child's behaviour on a school trip should contact the teacher in charge of the trip (on the school mobile). If unable to do so, they should contact the school.

Other reported bad behaviour or bullying will be dealt with on a case-by-case basis. Generally school staff should not expect to be involved with incidents that occur off the school premises when a child or children are not under the lawful control of that staff member. However, in cases where the incident could adversely affect the reputation of the school or where the incident is likely to impact further on members of the school community (i.e. retaliation, bullying or continuation of bad feelings between children) staff may be required to intervene. Parents will be involved in the investigation of the incident and sanctions, as already identified within this policy, may be applied. Where there are abusive comments or aggression to staff, outside of school, these matters will be investigated and reported to the appropriate agencies.

11. Role of the governors

It is the responsibility of the governing body to hold the head teacher to account for the standards of SMSC in the school and raise any queries they may have during governor meetings.

12. Role of the Head teacher

The head teacher is responsible for reviewing and approving this behaviour policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.