

St Vincent's Catholic Primary School



Behaviour Policy

Approved by:	Governing Body	Date: September 2024
---------------------	----------------	-----------------------------

Last reviewed on:	September 2023
--------------------------	----------------

Next review due by:	September 2025
----------------------------	----------------

Rationale:

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 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.’ Ephesians (4:31-32)

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour. For us this means that pupils are always respectful, responsible and ready to learn.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that everyone understands that inappropriate behaviour is not tolerated and explicit teaching can take place.

Links with other policies – 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.

- encourage responsible behaviour and raise children's self-esteem
- provide a framework, which allows us to teach the behaviours we expect from children and what they can expect in return
- encourage the children to have a sense of pride and ownership in their school
- promote a view of community and personal accountability which will equip the child well for the responsibilities of adult citizenship
- prevent bullying, racism and anti-social behaviour.

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)

Guidelines

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that our children behave appropriately and make good choices.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.

3. Behaviour is learned, just as Maths and English are. The St Vincent's Way is taught alongside the Curriculum so that children know and understand what good behaviour looks like and what is expected at St Vincent's Catholic Primary School.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead, children understand that there is always a consequence to their behaviour.
6. Teachers and the Senior Leadership Team will hold a register of those children whose behaviour choices are causing concern.
7. We follow the principles of **Fantastic Walking** and **Fantastic Listening**.
8. We also follow the guidance of STEPS and SHAPE
9. Each class will have a copy of the pocket principles, Fantastic Listening, Fantastic Walking, STEPS and SHAPE displayed in class.

Three Behaviour Principles

At St Vincent's we have three simple principles that underpin our behaviour policy.

- Be Respectful
- Be Responsible
- Be Ready to Learn

These 'pocket principles' are designed to be easy to understand for all children, parents and stakeholders.

The Fantastics

Fantastic walking is:

Face forward
Stand up straight
Arms by our sides
Not talking

This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other.

Fantastic Listening is:

Track the Speaker
Hands still
Sit up straight
Never interrupt

STEPS to Politeness

- **S**peak kindly: Use kind and respectful words.
- **T**hink before you act: Consider how your actions affect others.
- **E**ngage respectfully: Listen and respond with care.
- **P**ractice good manners: Say "please," "thank you," and "excuse me."
- **S**how empathy: Understand and care for others' feelings.

SHAPE Your Learning

- **S**tay focused on your tasks.
- **H**ave a growth mindset: Challenges help us grow.
- **A**sk questions to deepen understanding.
- **P**articipate actively in every lesson.
- **E**mbrace mistakes as part of learning.

10. Staff will work closely with the Senior Leadership Team, Lead Behaviour Professional and the SENDCo to ensure that pupils at risk receive specialist support when necessary.

At St Vincent's, our intention is to manage behaviour by building school culture – making school a place where pupils work hard, model strong character, are polite and attentive, and strive to do their best.

We will step in to address distractions at an early stage, fixing it non- invasively, without breaking the thread of instruction.

The following techniques are examples that we will use so that we know when to step in to fix behaviour, without anyone else recognising a potential issue:

Technique	Description
Narrate the positive	Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to Fantastic walk'
Be Seen Looking	Scan the room in a highly visible manner. Ensure all students know that you are looking.
Least Invasive Intervention	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling.
Pastore's Perch	Stand in a position in the room where you can see all of the students easily.
Means of Participation	Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'
Brighten Lines	Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go'
3:30:30	When pupils begin working, move to a position of vantage and scan the room for 3 minutes. If a child needs help, they can wait or you can spend 30 seconds talking to them before returning to scan the room.
Live in The Now	State what the pupil should be doing now, rather than what they have done wrong in the past. Deliver in a neutral tone, it is not a telling off.

Recognition:

- 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 achievement and Values certificate for 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
- Extra playtime (with headteacher'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 headteacher 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. Pupils with special needs will have consequences that are meaningful and that take into consideration the nature of their 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.

Challenging Behaviour

At St Vincent's, we understand that occasionally children may exhibit more challenging behaviours that do not align with the expectations of the St Vincent's Way. This can include repeatedly disrupting lessons, showing disrespect to adults or peers, verbal or physical harm towards others, or disengaging from learning for an extended period of time. When teachers notice that a child is not responding to the high standards set in the classroom, they will inform the Senior Leadership Team (SLT) so that the **Consequence Flow Chart** can be implemented. (Please see Appendix 1).

Initially, parents will be invited to a meeting with the class teacher to discuss the behaviour and the steps that will be taken if no improvement is seen within two weeks. If the behaviour persists, a second meeting will be arranged with both the class teacher and the Deputy Headteacher (DHT). At this stage, it will be clearly communicated that the behaviour is unacceptable, and continued poor conduct could result in a Fixed-Term Exclusion. During the meeting, an individualised behaviour plan will be developed in collaboration with the parents, outlining expectations and potential support. Actions that may be introduced include:

- Behaviour contracts
- Deductions from playtime or lunchtime to compensate for Lost Learning Time
- Team Around the Child meetings involving the SENCo and Lead Behaviour Professional
- Referrals to external support agencies
- Structured lunchtime schedules
- A behaviour hierarchy shared with all staff to ensure consistent management
- Daily communication with parents
- Behaviour diaries and analysis to track improvements

If, after a further two weeks, the behaviour has not improved, a follow-up meeting will be held with both the DHT and the Headteacher. The steps taken so far will be reviewed, and the potential for an internal exclusion will be discussed. Another meeting will then be scheduled to either celebrate positive changes or, if necessary, consider the need for a Fixed-Term Exclusion.

It is important to note that, in certain severe cases, the Headteacher reserves the right to bypass these steps and escalate directly to a Fixed-Term Exclusion when the transgression warrants such immediate action.

Inappropriate Behaviours

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list these behaviours may include: disobedience, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, truancy, racist comments, forming gangs, bullying and bringing onto school premises prohibited items as outlined in the January 2018 document 'Searching, screening and confiscation'. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco and Cigarette papers
- Fireworks
- Pornographic images
- Any article that a 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 the property of any person (including the pupil)

The school also prohibits the following items:

- Lighters
- E Cigarettes
- Mobile phones

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in year 5 and 6, who walk to and from school. Therefore, Year 5 and 6 children who walk to and from school can bring a mobile phone into our school office for safe keeping during the school day and collect at the end of the school day.

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.

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

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.

6. 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 consequence. All situations must be reported to the headteacher or deputy headteacher, who will notify the child's parents and the Chair of Governors.

7. Restorative Justice

On some occasions, 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.

It is important to note that Restorative Justice will run concurrently with our Consequence Flow Chart and will not replace any possible consequences the students may face.

8. Suspension/Exclusion

Suspension and/or exclusion is a last resort at St Vincent's. The decision to suspend or exclude a child from St Vincent's Catholic Primary School can only be made by the Headteacher. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the Headteacher will follow the most recent DFE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England.' This guide relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

When establishing the facts in relation to a suspension or an exclusion the Headteacher will apply the civil standard of proof, ie. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A decision to exclude a pupil permanently will only be taken:

- 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 in the school.

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.

9. 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.

10. Records

All incidents of physical or verbal abuse against staff must be reported to the headteacher or deputy headteacher and recorded in Arbor.

11. Parents

Parents can help:

- By recognising that an effective Behaviour Policy requires close partnership between parents, teachers and children
- By discussing the school expectations 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 recognising that learning and teaching cannot take place without clear boundaries
- By remembering that staff deal with behaviour problems patiently and positively

12. Confiscation & the power to search without consent

Should the school identify the need to screen or search a pupil, the January 2018 DfE advice as outlined in the document 'Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies' and 'weapons protocols for schools' will be followed.

School Leaders and school staff can search a pupil for any item if the pupil agrees.

The Headteacher and staff authorised by them to have the statutory power to search pupils and their possessions, can search a pupil at St Vincent's without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item

Staff authorised by the Headteacher to search or screen a pupil without consent at St Vincent's are: our SENCO and members of the SLT.

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

13. 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. If unable to do so, they should contact the school.

Other reported unwanted 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.

14. Role of the Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher 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 consequences are applied consistently.

Flow Chart

