



Behaviour policy and statement of behaviour principles



Our Lady's Catholic Primary School

Approved by: Local Academy Committee

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Contents

| | |
|---|---|
| 1. Aims | 2 |
| 2. Legislation and statutory requirements | 2 |
| 3. Definitions..... | 3 |
| 4. Bullying..... | 4 |
| 5. Roles and responsibilities | 4 |
| 6. Our expectation of pupils' behaviour..... | 4 |
| 7. Rewards and sanctions | 5 |
| 8. Behaviour management..... | 6 |
| 10. Training | 7 |
| 11. Monitoring arrangements..... | 7 |
| 12. Links with other policies..... | 7 |

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The intention of this policy is to state clearly expectations about the behaviour of everyone within our school community; pupils, staff, parents, governors and visitors. It also serves to provide guidance to staff and parents on how we effectively manage children's behaviour at Our Lady's Catholic Primary School to ensure a positive school environment and good attitudes to learning. It is of paramount importance that all staff consistently adhere to, and apply this policy. This policy sets out measures which aim to enhance the Catholic ethos of our school by:

1. Aims

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- 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 funding agreement and articles of association.

3. Definitions

Misbehaviour will be dealt with through the normal processes, policies and procedures.

Misbehaviour is defined as:

- Disruption in class and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Swearing
- Breaking School Code of Behaviour (see Section 91 of Education & Inspections Act 2006)
- Failing to follow reasonable instructions (See Section 91 of Education & Inspections Act 2006)
- And any other behaviour which is deemed to be unreasonable

Serious misbehaviour will follow a different process and will be expedient in nature.

Serious misbehaviour is defined as:

- Verbal and physical abuse to an adult and child
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Violence
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of drugs
- Criminal Offences
- Aggression
- Vandalism
- Assault
- Possession of any prohibited items. These are:
 - Knives or weapons
 - 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)

- There is no place in our school community for violence, bullying, radicalisation, harassment, vandalism, discrimination linked to prejudice, rudeness or bad language.

Any other behaviour which is deemed to be serious.

4. Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

<https://www.ourladycatholic.northants.sch.uk/attachments/download.asp?file=877&type=pdf>

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The head teacher 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 sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Making referrals where appropriate for support
- Recording behaviour incidents
- The Inclusion Team and Senior Leadership Team will support staff in responding to behaviour incidents.
- Inclusion team will be responsible for supporting and providing personalised support for students, including contacting and organising third parties and their referrals

5.4 Parents

Parents are expected to:

- Support their child by adhering to the Home-School Agreement and the Acceptable Use Policy
- Download the Dojo App so we can communicate with them effectively
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Our expectation of pupils' behaviour

Our Mission Statement is at the centre of all of our school family's thoughts, words and actions. Jesus said, "Love another as I have loved you."

We strive for excellence in teaching and an enjoyment of learning; in a setting underpinned by Gospel values and practices. Our highly skilled staff set consistently high expectations in all that they do and ensure Our Lady's Catholic Primary School is a place where we help to make long-lasting memories.

We have high expectations with regards to the behaviour of everyone at our school, and strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour enables maximum learning and success in all areas of the curriculum and school life. Teachers have the right to teach, free from disruptive behaviour, and each child has the right to learn and to be safe in an atmosphere in which pupil self-esteem can flourish. There should be recognition that we can all be good role models to enable positive behaviour in our community. Through teaching and learning, our intention is that children should ultimately assume responsibility for their own actions and achieve self-discipline. Parents should share with our school a moral duty to promote self-discipline and good citizenship.

In those rare incidences where students misbehave, this is where the policy applies.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Smiles, praise and encouragement
- Praising the process not the work
- Dojo Points given for exceptional learning behaviour and demonstrating the school values.
- Display and celebrate pupils work
- Celebrate pupils' work in Assembly and class / year group / celebration assembly ('I can and I will')

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

Step 1

- Positive encouragement of the correct behaviour
- Reminder of behaviour expectations prompting children to STOP 'n' Think!
- Pupil to "STOP 'n' Think!" within the class. A sand timer may be used to support this. This will take place at the most suitable time to support the child's self-regulation.
- If learning time is missed due to a need to "STOP 'n' Think!", learning time may be paid back during the pupil's break or lunch time.

Step 2

- If a Pupil is required to "STOP 'n' Think!" on a regular basis, where the behaviour is becoming disruptive to their own and others' learning. A behaviour reflection sheet must be completed. (see Appendix 1)
- Once a child has reached step two, their behaviour will be recorded on SIMs and the parents will be informed by the Class Teacher.

Step 3

- Referral to the Inclusion Team, where behaviour is consistently disruptive or where members of the school family are being spoken to disrespectfully.
- Meeting to be held with Parents/Carers, Class Teacher/Team, Pupil and Inclusion Lead where a Success Plan will be put in place and reviewed regularly.

Step 4.

- Meeting to be held with the Senior Leadership Team, Parents/Carers, Class Teacher/Team, Pupil and Inclusion Lead where a Behaviour Contract will be put in place and reviewed weekly.
- Pupil will be placed on report so that behaviour can be monitored daily.

- External agencies contacted, where required.

These sanctions/procedures are generic and will not necessarily apply to a child with a specific and extreme behaviour issue / special educational need. Just as we differentiate for a child with reading difficulties, we recognise that children have differing needs with regards to managing their behaviour, and take this into account when deciding on the best course of action.

There is a graduated approach to dealing with serious behaviour issues. However, for a serious one-off incident or an accumulation of serious behaviour issues, the school reserves the right to 'Exclude' the child:

EXCLUSION

The Head teacher has the responsibility for giving fixed period exclusions for serious acts of misbehaviour. For repeated or very serious incidents the Head teacher may permanently exclude a child. There may also be an occasion when an internal exclusion is favoured; in these circumstances, children will spend all or part of their day away from the class (supervised by a senior member of staff). Where resources allow, internal exclusion may be over an extended period of time e.g. more than a week, with a planned transition back into the child's usual class. Where a child is at serious risk of exclusion, parents are made aware. The school reserves the right to issue a fixed-term or permanent exclusion for serious behaviour issues, without moving through the graduated flowchart of consequences. Please see our Exclusion Policy.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. Expectation is that all children represent our school positively and all adults to work together to reinforce the expectations and remind the children of what is expected.

8. Behaviour management

8.1 Classroom management

See Appendix 2

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of positive handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the bound and numbered book and reported to parents
- Please refer to the policy for Physical Intervention
(<https://www.ourladyscatholic.northants.sch.uk/attachments/download.asp?file=521&type=pdf>)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to learning. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where there is an identified SEND need reasonable adjustments will be made to expectations and/or processes to support the child, through an Adaptation to Learning Plan which has been agreed by the SENCO and class team.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Training

Our staff are provided with training on managing behaviour, including proper use of positive handling, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Local Academy Committee annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Restrictive Physical Intervention
- Anti-Bullying Strategy (check have got these and are up to date) any others ?

Our Lady's Catholic Primary School

Behaviour Policy



Our School:

Our school is a happy school where respect is very important. It is a school where we celebrate and are proud of our differences. We are a Catholic School and that means that we should always ensure all of our school family are kind to each other and remember to treat one another in a way that our reflects the Gospel Values that guide us. Our Mission Statement is: Jesus said, "Love one another as I have loved you". Our learners form part of our school family and are expected to attend school ready to learn and work hard and not to distract others or negatively impact on the learning environment.

Our Approach:

Our approach to behaviour is based on kindness, support, good teaching, positive relationships and working together with parents to try to actively engage children in the learning process. We are also aiming to teach each child how they learn best to equip them with the skills that will help them be successful in all phases of their life. We work hard to constantly model positive behaviour, kindness, healthy relationships and demonstrate our Catholic Values.

What happens if things go wrong?

Occasionally we have to remind our children what our expectations are and support them in developing positive behaviour. If a child breaks our school rules then a four-step process is started with the aim to support them to develop.

STEP 1 - In the classroom



STEP 2 – Parents will be informed

If a child is required to "STOP 'n' Think!" on a regular basis, where the behaviour is becoming disruptive to their own and others' learning, a behaviour reflection sheet must be completed and any missed learning time will be made up. Once a child has reached step two, their behaviour will be recorded on our school system (SIMS) and the Parent/Carer will be informed by the Class Teacher.

STEP 3- Inclusion Team

On the rare occasion where a child's behaviour is consistently disruptive or where members of the school family are being spoken to disrespectfully, the Class Teacher will complete a referral to the Inclusion Team. A meeting will be held with the Parents/Carers, Class Teacher/Team, the Pupil and the Inclusion Lead, where a Success Plan will be put in place and reviewed regularly.

STEP 4 – Senior Leadership Team

Should provision from the Inclusion Team fail to support the child in regulating behaviour or should the child's misbehaviour be severe then they will be referred to the Senior Leadership Team. Parents/Carers will be contacted immediately for a meeting. Within this meeting alternative methods of support will be discussed.



Behaviour Policy

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How we should behave and why?

We should behave in a respectful and appropriate way. This means we should be friendly and kind to everyone. We should have pride in our learning and should try hard to make the right choices, always do our best to respect each other, the views and opinions of others, our property, our environment and ourselves.

What happens if we behave appropriately?

- Dojo Points
- Verbal Praise
- Celebrating your work with other Teachers
- Extra Responsibilities in the classroom
- Privilege Cards



Poor behaviour could be:

- Talking when the teacher is talking
- Getting up off my seat without permission
- Being rude or unkind
- Not doing my work
- Distracting others

What happens if you do not behave appropriately?



Certain poor behaviour is much more serious and you can be taken immediately out of the classroom and your parents will be informed.

