



## **Behaviour Policy**

# **St John's Catholic Primary School 2021/2022**

**This policy was adopted October 2021**

**This policy will be reviewed September 2022**

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# 1 Introduction

St John's is a Catholic primary School and as such it aims to base its attitudes and philosophy on the teachings of Christ.

## 1.1 Aims of the Policy

- We aim to give our children the consistency and respect they require, this is reflected in the way they are treated within the School Community.
- We aim to give them a sense of being safe and being supported, whilst still being empowered to make choices and to state their views.
- We aim to not only focus on the child's behaviour, but also deal with the underlying factors that cause poor behaviour and result in low achievement.

## 1.2 Curriculum

- Primarily the Catholic ethos of our School and our Religious Education Curriculum reflects the behaviour of our children.
- Teachers are in a central position to develop and teach a wide range of strategies enabling children to have a real choice about their behaviour. Learning to deal with a conflict in a positive way enables those children who are socially skilled to become role models and a resource to others.
- Behaviour is a set of skills that can be taught and learnt. These skills empower pupils to take increasing control and responsibility for their behaviour.
- The teaching of Personal, Social and Health Education enhances the behaviour of the children in our School. The main objectives are:
  - Developing confidence and responsibility and making the most of their abilities
  - Preparing them to play an active role as citizens
  - Developing good relationships and respecting the differences between people

## 1.3 British Values through Gospel Values

In 2013 the Department for Education said:

*"Keeping our children safe and ensuring Schools prepare them for life in modern Britain could not be more important. Schools are required to actively promote "British Values".*

The Government has set out its definition of British Values as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

As a Catholic School we actively promote values, virtues and ethics that shape our pupils' character and moral perspective, through the teachings of the Church. We are confident that our continued focus on the Gospel Values will give our pupils the necessary awareness of what it means to be a good citizen in Britain today, and embed in them the building blocks of a future successful and productive life.

Through our RE, EPR curriculum, link school and diverse community we are able to make real links between the values of our pupils and the lives of others in their community, country and the world in general. Through our curriculum we teach about democracy, civic responsibility, rules and laws,

the monarchy, equality, values and virtues, environmental awareness and understanding of other faiths.

## 2 Systems of Support

We realise that dealing with difficult behaviour can be difficult for staff and we try to foster a whole School approach to offer support and advice to each other. For particular reasons where further support is required, staff are able to refer to:

- Other colleagues
- The School SENCo
- Headteacher
- Agency for SEND guidance, i.e., link adviser for SEND
- Social Care
- Integrated Front Door Service

### 3 The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all staff, children and visitors in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by consulting and supporting staff in the implementation of the policy.

The Headteacher has the responsibility for deciding how to proceed with individual children who have committed serious acts of misbehaviour.

## 4 The role of teachers

It is the responsibility of teachers to ensure that the school rules/values are enforced in their classroom, and that their classes behave in an appropriate manner during lesson time.

Teachers must ensure that all lessons are well planned and organised and are suitable for the ability of the pupils.

Teachers must have high expectations of the children in terms of behaviour, and must always strive to ensure that all children work to the best of their ability.

Teachers must treat each child fairly and enforce rules consistently. The teacher should treat all children with respect and understanding.

If a child misbehaves repeatedly in class, the teacher should keep a record of all such incidents on CPOMS. In the first instance, the class teacher should deal with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher must seek help and advice from the SLT.

## 5 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Parents are expected to support their child's learning, and to co-operate with the school. Staff endeavour to build a supportive dialogue between home and school and will inform parents at an early stage if there are concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as detailed in this policy, then it is expected that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the school's formal complaints process can be invoked.

## 6 The role of the Governors

The Governing Body has the responsibility of ensuring the policy is in place and appropriate to the school. They should ensure that standards of discipline and behaviour are maintained by the senior leadership team, and of reviewing the policies effectiveness.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher takes this into account when making decisions about matters of behaviour.

## 7 Incentives

A range of rewards are used:

- Individual praise and encouragement are given
- Positive comments and feedback given to children for their achievements in their behaviour and learning
- House Points- coloured counters
- Children's learning is displayed as much as possible
- Stickers are awarded to children
- Proud clouds or rainbow within classes to display names or good work
- The Headteacher and Deputy Headteacher are pleased to additionally praise children's work or behaviour when it is brought to their attention
- Certificates are awarded to children from each class in the School, each Friday at a whole School Golden Assembly; these can be for academic achievement or behaviour. Other achievements a child may make outside School can be celebrated in assembly, when brought to our attention.

## 8 Sanctions

Whilst the emphasis is on a positive approach to behaviour, it is necessary to include a range of sanctions to deal with anti-social behaviour. The emphasis is on making children aware of why their behaviour has been inappropriate, its effects on others and giving them the opportunity to make amends. Sanctions that humiliate children or punish whole groups unfairly are not used at any time.

Sanctions and consequences in use at present include:

- A quiet discussion with the child or an open warning by a member of staff
- Withdrawal of a reasonable and proportional amount of break time and/or lunchtime play as close to the event as possible- amount of time (dependent on the anti-social behaviour displayed) to be decided on by the adult
- Temporary loss of other privileges or rewards
- Moving a name to a sad face or amber/red marker in the classroom
- Short periods of supervised separation from the class situation.
- Discussion with individual pupils or groups in relation to problem situation
- The older children may write a brief letter of apology
- Involvement of the Deputy Headteacher or Headteacher
- Telephone or letter home to parents
- Meeting with parents

In the case of serious incidents, several of these thresholds may be bypassed.

In extreme circumstances, physical restraint or physical intervention to move a child to another area might be necessary. For detailed guidance, please refer to section 10 below, and the Physical Intervention Policy.

**STAFF HAVE THE LEGAL RIGHT 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 AND SCHOOL SITE.**

Decisions to sanction pupils will be made by paid members of staff with responsibility for the pupils including Learning Assistants; it must not breach legislation, disability, SEND, or Race Equality. Sanctions must be reasonable, taking into account pupils age, SEND and any religious requirements.

All paid staff with responsibility for pupils (including Learning Assistants) will be able to discipline pupils whose behaviour is unacceptable in line with this overall policy. This applies to pupils at any time they are in school or under the charge of teachers for school events/trips.

On school trips the decision to discipline will be given to all volunteers who help on a school trip **where immediate pupil safety and duty of care is involved**. For other discipline issues they will refer the matter to the teacher leading the visit.

Teachers can also discipline pupils for misbehaviour outside the school gates. Where bad behaviour or bullying, which occurs off the school premises, is witnessed by a staff member or is reported to the school, parents will be informed.

This will include misbehaviour when the child is:

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

- In some way identifiable as a pupil at the school
- Any misbehaviour at any time that could:
  - Have repercussions for the orderly running of the school
  - Pose a threat to another pupil or member of the public
  - Adversely affect the reputation of the school.

This includes misbehaviour online, through use of a mobile phone (texting/email containing text or images or the distribution of sexually explicit images) or tablet device.

The pupil may be stopped from taking further part in the school-organised or school-related activity. Where the behaviour poses a threat to another pupil or members of the school the police may be informed. Usually, a response is agreed with a parent that involves a loss of privileges or rewards.

## 8.1 Fixed term and permanent exclusions

### 8.2 Major Misdemeanours

These are less common at St John's. These will usually include incidents of pupil insolence, rudeness or failure to co-operate with an adult. Certain behaviour such as, fighting, swearing or physical/verbal intimidation and acts or persistent, repeat or serial misdemeanour will always be treated under this heading.

The following process is used in these cases: The adult or teacher on duty/in charge will talk through the incident briefly with everyone involved. If they decide that a major misdemeanour has occurred they will refer the matter to a senior leader. It will be recorded on CPOMs by the class teacher or adult who is dealing the matter initially so any patterns of misbehaviour can be identified more easily. The senior leader will fully investigate the matter and document any further actions on CPOMs.

Depending on the severity of the incident and the pupil's past conduct record, they may take a range of courses of action:

1. Impose a sanction as per this policy
2. Report back to classteacher for reference
3. Pass back to classteacher to inform parents/carers
4. Write a letter to parents/carers personally outlining incident
5. Ring parents/carers before end of day and invite them in to discuss incident
6. Pass to Headteacher for consultation or further action (This list represents an ascending order of responses depending on the judgement of the senior leader about the severity of the incident.)

At this point a decision will be taken as to whether a Behaviour Support Plan or further support needs to be put in place. Where necessary, the pupil will be reported to the Health and wellbeing /ELSA Mentor).

## Misdemeanours which could lead to exclusion

These are very rare at St John's Catholic Primary School. They will usually be incidents of a very serious nature such as bullying or racism or where the safety of the pupil themselves or those around them has been seriously threatened (including any physical or verbal attack on pupils/adults

in school.) This might include maliciously discharging fire equipment or bringing a harmful object such as a knife into school. In these cases the following will happen:

All incidents of this nature will be dealt with by either the Headteacher or Deputy Headteacher, who will make a thorough investigation and record on CPOMs. In addition to this they may also take independent written statements from adults and other children who may have been involved. A safeguarding referral may also be made if deemed appropriate.

The parents/carers of the child will always be contacted immediately and an arrangement made to meet them in school within 24 hours. The Head or Deputy Headteacher may choose to do one of 3 things:

1. Discuss the matter with a professional agency
2. Discuss the matter with Chair of Governors/school link advisor
3. Exclude the child from school

**Fixed period exclusion means a child is not allowed to attend school for a stated period of time.** The law allows Head teachers to exclude a pupil for up to 45 days in any school year. Fixed period exclusions may not be given for an indefinite period. Permanent exclusion means the pupil cannot return to the school unless reinstated by the Governing Body or following recommendations by an independent review panel. The decision to exclude a child permanently is an extremely serious one. It will usually be the final step in a process for dealing with disciplinary offences when a wide range of other strategies have been tried without success.

There are exceptional circumstances when a pupil may be permanently excluded for a first or 'one off' offence. These might include; serious actual or threatened violence against staff or a pupil, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon.

The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently, following consultation with the LA and Diocese.

If the Headteacher excludes a pupil, parents will be informed immediately, giving reasons for the exclusion.

Examples of behaviour which may result in exclusion include:

- Drug abuse
- Alcohol abuse
- Theft
- Bullying
- Physical assault/threatening behaviour
- Unacceptable online behaviour either in or out of school hours
- Fighting
- Sexual harassment
- Racist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Peer-on-peer abuse

The process of exclusion relates to such behaviour occurring at any time during the school day, including residential or any educational trips and visits.

## Re-integration Meetings

Where a child has received a Fixed Term exclusion, a re-integration meeting will be held between the Head teacher, Deputy Headteacher, parent and child. In order to ensure positive behaviour moving forwards, these meetings allow the child to reflect on their actions prior to returning to class. A child may not attend their class until this has taken place.

## 9 Children with Emotional and Behavioural Difficulties

If a child is identified as having behavioural special needs, there are a number of systems that are in place to support them.

These are:

- Individual targets are set for each child on their ILP with negotiated rewards for reaching them
- Regular reviews of progress towards achieving their targets
- Children are given time in which to work on their specific targets in intervention groups
- The child's seating positions and groupings are carefully thought through
- All staff are informed of the child's needs and regular updates are provided
- Supply teachers are informed by the SLT or class-based LA about the needs of specific children and the daily arrangements and routines of the class
- Children with behavioural difficulties may have their own behavioural/risk assessment
- Where a child has a significant problem, they may receive specific teaching input of behaviour modification techniques, using:
  - SEND Support- a specialist service providing assessment of pupils and support
  - EPS - Educational Psychology Service
  - Counselling
  - ELSA support

Please also refer to the Special Educational Needs Policy for the procedures relating to children who may need to be or are already receiving targeted support for their Special Needs

## 10 Physical intervention

**(See also policy on Physical Intervention/Restraint)**

Teachers must never hit, push or slap children or in any other way use physical force or threaten to use physical force. Staff should only intervene physically in order either to restrain a child or to prevent injury, or where a child is in danger of hurting him/herself. On any occasion where physical intervention has had to be used it must be reported to the Headteacher immediately and recorded with a note of the event placed on CPOMS. The parents must also be informed the same day. The actions that each school takes are to be in line with the official guidance cited below. It is not permitted for staff to shout excessively at children and no member of staff should ever shout at an individual child. Staff should seek assistance from the SLT if they need support managing difficult situations within the school.

All members of staff are required to be aware of the guidance regarding the use of force by teachers, as set out in the DfE's non-statutory advice entitled Use of Reasonable Force<sup>1</sup> and in the policy on Physical Intervention/Restraint.

Where physical restraint is to be used as part of an agreed behaviour intervention, a behaviour plan and risk assessment will be put in place by the SENCo. Staff who have been trained to use Team Teach, are able to use a range of strategies to de-escalate situations and carry out physical restraint interventions if necessary. Any incidents of physical restraint intervention where restrictive holds have been used will always be recorded on CPOMS, immediately after the incident. The Headteacher or Deputy Headteacher should be told immediately if restraint has been used and the full circumstances explained. Parents should be informed of any incidents that have required restraint.

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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## 11 Bullying

We aim to be particularly alert to signs of bullying or discrimination and to deal firmly with such behaviour; it is totally against the ethos of our School. For more information on this aspect please refer to the school's separate Anti-Bullying Policy.

## 12 Lunchtime Policy

The school has made a conscious choice to pay Learning Assistants to supervise lunchtime break. This ensures all staff know the children well and that high expectations and consistent treatment is employed throughout the school day. Year 6 children act as 'Playground Squad' and act as positive role models to younger children on the infant playground, they also help mediate any minor playground disputes.

## 13 Equal Opportunities

These apply to all children in St John's whatever race, culture, sex or religion.

## 14 Links to Other Policies

When reading this policy, please also refer to the following separate policies:

- Anti-Bullying
- Physical Intervention and Restraint
- Child Protection and Safeguarding
- Attendance & Truancy
- Acceptable Use
- Computing
- Online Safety
- Mobile Phone
- Staff Code of Conduct
- Special Education Needs and Disability
- Personal, Social and Health Education
- Home School Agreement
- Religious Education
- Equal Opportunities
- Accessibility
- Teaching and Learning

## 15 Parental Involvement

- It is important to maintain a good relationship and close partnership with the home. We recognise that parents are the primary educators of their children. We aim to involve parents in their children's school lives, celebrating their achievements and keeping them informed of their behaviour.

## 16 Staff Development

- Expectations of behaviour and procedures for dealing with good and bad behaviour should be consistent for all staff. It is expected that new members of staff and regular supply teachers will work within this policy.
- In order to further our knowledge and awareness of behavioural issues, we attend relevant courses and discuss specific issues in staff meetings.
- Parents of children whose behaviour is repeatedly unacceptable will be given a copy of this policy and asked to discuss behaviour with relevant staff and the Headteacher.

## 17 Governors

- The Governors have important duties towards pupils with behavioural needs. These include ensuring that staff are aware of the importance of a Behaviour Policy. This comes under the Performance and Standards area of their work where they monitor the work of the school regarding the behaviour of pupils.
- The Headteacher will report any exclusions or behavioural issues to Governors by direct contact with the Chair of Governors and through the Governors' meetings.

## 18 Appendix A - Rules and Procedures

### 18.1 Arrival at School

All children MUST arrive at School between 8.35 – 8.45 am. Punctuality is very important and it is a parental responsibility to ensure that their child/ren arrive at school on time every day.

**It is parents' responsibility to remain with their child until the child has entered the building safely.**

- No ball games of any type are allowed before school on either playground, children should come straight into school.
- Children walk quietly into their classroom and hang their bags and coats on their peg.

### 18.2 Assembly

- The children walk quietly in single file into the hall
- They sit quietly in class groups
- They listen carefully
- They do not talk unless asked to do so
- They leave the hall quietly in class groups

### 18.3 Playtimes

- All children will wait for an adult to accompany them onto the playground.
  - Two or three members of staff are on duty on each playground at all times.
  - At break time the staff members will supervise the children coming into school.
  - At lunchtime Learning Assistants will manage the school hall and the two playgrounds.
- The children are asked to think about others on the playground.
- On the KS2 playground team games like football, should be played on the grass only when it is dry and deemed safe by a member of staff on duty.
- Play fighting and rough games are not allowed.
- The children are allowed to come into the school for a drink and to go to the toilet.
- At break times there are four staff on duty – 2 KS1 and 2 KS2. If the children have a problem, they are encouraged to speak to one of them. Most adults are First Aid trained within school. Any larger head bumps or tooth injuries should be reported to, and dealt with, by the office staff or SLT.
- Once the bell has rung to signal the end of play all children should calmly line up in class lines and wait to be escorted back to their classrooms.

### 18.4 Lunchtimes

- In the hall, all children are asked to sit quietly at tables. Children having a hot dinner collect their meal and find a place to sit.
- The children are asked to speak respectfully to the adults who are serving or helping them.
- They should talk quietly on their tables. When they have finished their meal, they clear up afterwards.
- For the rest of the dinner hour the children are asked to remember the playtime rules.

### 18.5 Home-time

- School finishes at 3.00 pm. Children should be collected from their classroom rear doors.

- KS1 and Reception pupils are dismissed into the care of an appropriate adult. KS 2 siblings will walk around the outside of the building to meet their parent or carer on the infant playground at a pre-arranged area.
- If changes have been made to collecting arrangements staff must be notified by a parent, before the end of the school day, or the child may not be released until clarification of arrangements can be made.
- KS1 and Reception children will not be dismissed to an older sibling/ relative who still attends the school.
- No ball games of any type are allowed after school on either playground.
- Blackbridge Lane is a busy road. We encourage the children **not** to cross the road unless with an adult. They should always use the available zebra crossing.

The school recommends that only pupils from Year 6 be allowed to walk home from School and are only allowed to do so if their parents have completed and signed a permission slip.