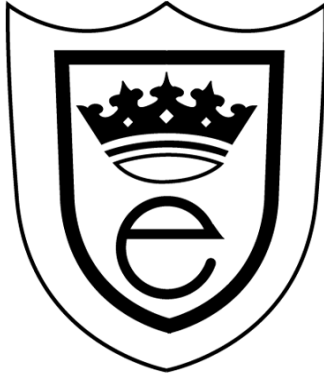


St Elizabeth's Catholic Primary School



Behaviour Policy and Statement of Behaviour Principles

School Mission Statement and Values

Our mission at St Elizabeth's Catholic Primary School is to educate our children to reach their full potential in the context of a Catholic community in which each individual shares, or is in sympathy with, the teachings of the Catholic Church and the Christian way of life.

Our core values of **equality, excellence, kindness, forgiveness, perseverance, friendship, courage, service and respect** were chosen by our pupils to be the overriding principles to which the whole school aspires, together with our golden rule, "Love one another as I have loved you" (John 13:34).

We seek to make St Elizabeth's School a secure, happy and inclusive environment that is a place:

- of the highest quality teaching and learning;
- of compassion, co-operation and reconciliation;
- where each child is seen and appreciated as a unique individual;
- in which every child's talents are developed and their needs met;
- where mistakes are learning opportunities;
- in which each child is empowered to keep themselves safe and healthy;
- where endeavour and excellence are encouraged and celebrated;
- in which cultural diversity is respected and valued;
- where we worship together, share our Christian witness, draw strength from our local parishes and serve our wider community.

Approved by: Governors' Standards, Curriculum and Pupil Performance Committee

Date: May 2018

Date for next review: May 2020

Contents

Introduction

1. Aims
 2. Legislation and statutory requirements
 3. Definitions
 4. Bullying
 5. Roles and responsibilities
 6. Pupil code of conduct
 7. Rewards and sanctions
 8. Behaviour management
 9. Pupil transition
 10. Training
 11. Monitoring arrangements
 12. Links with other policies
- Appendix 1: Written statement of behaviour principles
- Appendix 2: Behaviour Log
-

Introduction

St. Elizabeth's places much emphasis on achieving high standards of behaviour. Good behaviour and discipline are the responsibility of every member of the school community – children, staff and parents.

Our core values of **equality, excellence, kindness, forgiveness, perseverance, friendship, courage, service** and **respect** were chosen by our pupils to be the overriding principles to which the whole school aspires, together with our golden rule, "Love one another as I have loved you" *John 13:34*. These values underpin our Behaviour Policy and Pupil Code of Conduct.

St Elizabeth's encourages a growing independence and self-confidence, nurtured in a caring, loving, school atmosphere. Children are led to realise the necessity for a code of moral conduct and we encourage in them the growth of self-discipline. They are shown the need for self-respect, respect for other children, their teachers and everyone associated with the school. They are expected to take pride in their work, their appearance, the school's successes and in the building itself. Such respect leads to a happy, well-ordered school.

1. Aims

This policy aims to:

- 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](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude and lack of respect towards staff, pupils and property
- Incorrect uniform

Serious misbehaviour is defined as:

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The Standards and Curriculum Committee is responsible for reviewing and approving the Written Statement of Behaviour Principles (appendix 1).

The Standards and Curriculum Committee will also review this Behaviour Policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Standards and Curriculum Committee, giving due consideration to the school's Statement of Behaviour Principles (appendix 1). The headteacher will also approve this 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
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2 for a Behaviour Log template)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- 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. Pupil Code of Conduct

These are the agreed expectations of behaviour for all pupils.

As a member of St Elizabeth's, at all times, I will:

1. Be polite and show good manners
2. Be friendly towards others and use kind words
3. Treat everyone with respect
4. Try hard to do my best in all areas
5. Allow others to learn without disruption
6. Put up my hand to ask or answer questions without shouting out or talking over others
7. Respect all property and keep the school environment tidy
8. Tell an adult if someone hurts another a child deliberately
9. Walk quietly when moving around the school
10. Wear the correct uniform at all times

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Stickers
- House Points
- Awards in assembly
- Being sent to a senior teacher or the headteacher of deputy headteacher for praise / stickers
- A certificate or postcard home
- Invitation to tea with the Headteacher
- Special responsibilities and privileges, such as carrying out a specific monitoring role

In addition to the whole school house point reward system, each classteacher will develop his/her own class behaviour system to reward and sanction behaviour.

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

- A verbal reprimand
- Loss of playtime
- Moving the pupil away from distraction
- Sending the pupil to work in another class
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- An Individual Behaviour Plan

7.2 Restorative Approach

When dealing with behaviour incidents between children, staff should always give children opportunity to reflect on and explain their behaviour away from other children. We have a **restorative approach** towards conflict resolution where we ask:

1. What happened?
2. What happened before this?
3. What happened after this?
4. How did the behaviour make those involved feel?
5. How can we make this better?

Our aim is to involve children in conflict resolution, to encourage them to learn from mistakes and repair relationships. If appropriate, with adult guidance, children are encouraged to talk to one another and agree a way to avoid a repeat of the behaviour.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school visit or sports event or on the way to and from school.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher or board of Governors will take appropriate action in accordance with this policy.

Please refer to our Safeguarding and Child Protection Policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the 'Our class is a happy class' rules which all children will have agreed at the beginning of each new year

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Staff will understand that behaviour strategies may need to be differentiated for pupils with specific need or vulnerable pupils. Staff will treat children with dignity and respect when dealing with behaviour incidents.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil until the parent or guardian or appropriate authorities arrive, to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Reasonable force may be used in the following situations to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

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

Incidents of physical restraint must:

- Always be used as a last resort after attempts to de-escalate have been made
- 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 and reported to parents (see appendix 2 for a behaviour log)

Staff will be trained on the use of physical restraint. Reasonable adjustments should be made for disabled children and children with special educational needs.

8.3 Confiscation

Any item which a staff member reasonably suspects has been, or is likely to be, used to cause harm, or to cause personal injury to, or damage to the property of, any person (including the pupil) will be confiscated and will not be returned to the pupil.

In addition, any item which is harmful or detrimental to school discipline may be confiscated and returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching 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. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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 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.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff will be provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development. Staff will access training through whole school INSET sessions and external training for individuals from the Local Authority.

We will liaise with our local external agencies to provide behavioural support training for staff with pupils in their classes with emotional and behavioural needs.

Senior leaders and the SENCO are also available to support staff when necessary.

11. Monitoring arrangements

This Behaviour Policy will be reviewed by the headteacher and the Standards, Pupil Performance and Curriculum Committee every two years. At each review, the policy will be approved by the headteacher.

The written statement of Behaviour Principles (appendix 1) will be reviewed and approved by the Standards and Curriculum Committee every two years.

12. Links with other policies

This Behaviour Policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy

Appendix 1:

Written Statement of Behaviour Principles at St Elizabeth's Catholic Primary School

We aim to provide an orderly, purposeful and safe environment for pupils and staff and a caring community where:

- All pupils understand they have the right to feel safe, valued and respected, and learn, free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions using a restorative approach
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Our school values and Mission Statement, 'Love one another as I have loved you' {John, 15:12} are fulfilled

We will work to achieve this by

- Modelling the behaviour we want to see in pupils
- Teaching the Christian values of love, forgiveness and respect for all
- Emphasising the values of courtesy and respect for others through all aspects of school life
- Encouraging self-discipline and self-esteem
- Providing effective supervision in the school
- Planning appropriate provision for pupils' learning, social and emotional needs
- Having high expectations for all pupils
- Ensuring that all activities are purposeful and communicating that purpose to pupils
- Being consistent and fair in our rewards and sanctions
- Keeping accurate records of rewards and sanctions
- Having clear expectations which are shared by all members of the school community
- Maintaining excellent communication with parents
- Establishing restorative approaches to behaviour
- Encouraging the children's involvement in behavioural matters through monitoring, PSHE, Circle Time etc.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Standards, Pupil Performance and Curriculum Committee every two years.

Appendix 2: Behaviour Log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

