



'Growing, loving and learning in the arms of Mary'

Behaviour Policy

Behaviour Policy

Author: Claire Clinton



Date: March 2022

Review date: September 2023

At St Mary's Catholic School, we aim to create in school a positive and caring atmosphere, based on a sense of community and of shared Christian values and in line with the school Mission Statement, one in which teaching and learning can take place in a safe and happy environment.

We are proud to be a UNICEF Gold Rights Respecting School.

This Policy covers the following Rights in respect of UNICEF's The Convention on the Rights of the Child:

 FOR EVERY CHILD IN DANGER	Children's Rights	
Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.		
Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.		
Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes		
Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally.		
Article 28: (Right to education): All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.		
Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.		
Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.		
Article 37 (Detention and punishment): No one is allowed to punish children in a cruel or harmful way.		

We aim

- To have a whole school approach to good behaviour with a collective responsibility amongst staff, both teaching and non-teaching, to support and implement the behaviour policy.
- To promote positive behaviour both in and outside of school.
- To have the support of parents, children and governors in implementing this policy.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.
- To teach through the school curriculum, in RE, PSHE, the National Curriculum subjects and the 'wider curriculum', values and attitudes, which will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, other people and property.
- To be models of good behaviour, the basis of this being Christian values and mutual respect.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and Christian manner in the hope of achieving an improvement in behaviour.
- To tailor our expectations of children's abilities and behaviour according to their age and their stage of physical, intellectual and emotional development in order to offer them the opportunity to succeed and therefore gain confidence.
- To ensure that where children have SEND, reasonable adjustments will be made.

- To be aware of vulnerable children and issues that surround them (Child Protection & Safeguarding Policy).
- To encourage and praise effort as well as achievement.
- To understand other people's feelings and offer an empathic response.
- To respond positively to good behaviour and fairly and reasonably to negative behaviour.

Code of Conduct

This code of conduct has been formulated with the safety and well being of the children in mind and to enable the school to function efficiently as a place of learning. It sets out the expectations of behaviour during the school day, whether in school or on a residential or educational visit.

- All members of the school community are expected to respect each other.
- All children are expected to respect all adults, teachers, non-teaching staff, visitors and all fellow pupils.
- Children should address adults formally i.e. Mrs, Mr, Miss
- Children are expected to be well behaved, well mannered and attentive.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are expected to follow the school rules.
- If a child has a grievance against another child, he or she is encouraged to report it to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Children must not wear jewellery other than wristwatches in school.
- Children in upper Key Stage 2 are allowed to bring mobile phones into school provided they are switched off and handed into the office on arrival. They can be collected by the child before leaving school. Any children's mobiles found in class or in the playground during school time will be confiscated and will be returned at home time to the child's parent/carer.

Implementation

St Mary's Catholic Primary School follows a positive discipline approach. We aim to pay most attention to what children are doing right rather than what they are doing wrong. Positive discipline uses methods that are fair, firm and consistent. It teaches the difference between right and wrong, what behaviour is acceptable and what is not in a positive way. It emphasises what children are doing well, rather than focussing attention on their mistakes and inadequacies.

Positive Discipline

Establishes and maintains clear boundaries;

Rewards positive behaviour;

Uses reasonable penalties in response to negative behaviour.

1. Establishing and Maintaining Clear Boundaries

School Code of Behaviour (3 rules)

- Be Kind
- Be safe
- Believe

2. Rewarding Positive Behaviour

We praise and reward children for good behaviour in a variety of ways;

- Verbal praise
- Stickers and certificates
- Collaborative class and whole school behaviour targets in which the children negotiate their rewards;

3. Use of Reasonable Penalties in Response to Negative Behaviour

In most cases an initial request to change behaviour should suffice.

Dinner Time

Children are expected to follow school rules outlined above. In addition, when entering/leaving premises for lunch, the children are expected to move quietly around the school and follow routines for toilet/hand washing.

Choices and Consequences

Offering children choices, with related consequences, helps them to understand that they are responsible for their behaviour. It keeps adults in charge without the need for coercion or making children feel powerless. When giving choices and consequences, keep the emphasis on the positive.

e.g. "X... you have a choice. You can...or you can choose not to...If you do...you will get.... If you do not you will have to move near to me...It's your choice."

(See Appendix 2)

Consequences

- Ignoring behaviour / not the child (see Appendix 3)
- A verbal reprimand
- Thinking Time is useful for helping children to calm down when angry or getting out of control. It is not intended to be a punishment banishing a child but an opportunity for the child to calm down, to reflect on behaviour and to make a fresh start.
- Withdrawal of privileges. (Appendix 1). This will be followed by a 1 to 1 discussion.
- Parents may be notified verbally or by email by the class teacher.
- Issues of behaviour will be recorded on CPOMS.
- Teacher will use professional judgement whether to refer to Headteacher or Deputy Headteacher

Unacceptable Behaviour

Examples:

- Refusal to work or to move.
- Cheekiness and defiance towards adults.
- Use of bad language.
- Misuse of other children's belongings and/or damage to their clothing or shoes.
- Deliberate damage to school property.
- Theft.
- Leaving the school premises without permission.
- Violence – verbal or physical.
- Incidents of racism, sexism or use of homophobic language will be dealt with by the Headteacher or Deputy Headteacher.
- Peer on peer abuse and sexual violence and harassment.

Repeated unacceptable behaviour as mentioned above may result in a fixed-term exclusion.

The Role of the Class Teacher/Practitioner

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the school rules consistently.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Education Inclusion Officer or LA Behaviour Support Service.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 children in the school.

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

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The Role of the Parent

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

We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If school uses reasonable penalties with a child, parents should support the actions of the school. If parents have any concerns, they should initially contact the class teacher. If they wish to discuss matters further, they should contact the Headteacher/Deputy /Assistant Headteacher. If discussions cannot resolve the problem the parents would be advised to follow the School's Complaints Procedure.

The Role of the Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness, through their annual report to Governors. The Governors support the Headteacher in carrying out these guidelines.

Fixed-term and Permanent Exclusions

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the BCCET and the Governing Body about any permanent exclusion, and about any fixed-term exclusions, including lunch time exclusion.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a Pupil Discipline Committee. This Committee considers any exclusion appeals on behalf of the Governing Body.

When the Pupil Disciplinary Committee meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the BCCET, and consider whether the pupil should be reinstated.

If the Pupil Discipline Committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Use of Force to Control or Restrain Pupils

Circular 10/98 defines three broad categories of incident in which it may be appropriate or necessary to control or restrain a pupil. These are:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

All staff will be made aware of LA guidelines on the use of force to control or restrain pupils. Staff will be expected to adhere to these guidelines.

The following staff have been trained in Team Teach: Mrs Claire Clinton and Mrs Lisa Hughes. When Team teach is used all events will be recorded on CPOMs.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the School Policy is administered fairly and consistently.

This policy forms part of our suite of safeguarding policies and should be read in conjunction with the school's policies on:

- Anti-Bullying
- Child Protection
- Safeguarding
- SEND
- Equality and Diversity Policy
- PSHE
- Educational Visits
- Looked after Children
- Preventing Radicalisation

APPENDIX 1

Playtime Organisation Consequences

Any member of teaching staff can use part of playtime to give time for reflection following the choice and consequence procedure.

Children who spend part of their playtimes reflecting on their behaviour are to be supervised within their own year group.

SLT are to be informed if this becomes a regular occurrence.

APPENDIX 2

Examples of Choices of Consequences

This technique is useful with children of all ages in many different situations.

They soon understand the idea behind the formula and that they can use their Personal Power in a positive way through the choices they make. Learning to think about behaviour choices helps them to acquire self-discipline.

1. Clearing up

X, you have a choice. You can help to tidy away the paints with everyone else, or you can choose not to help. If you join in, you will get a helpfulness sticker like the others; if you do not join in you won't get a sticker. It's your choice.

2. Disrupting other pupils

X, you have a choice. You can work quietly at this table with the others, or you can continue to disturb them. If you work quietly, you can stay at the table with your friends; if you choose to make a noise you will have to sit at another table on your own. It's your choice.

3. Getting down to work

X, you have a choice. You can work at your writing now or you can choose not to get on with it. If you do the work you can go out at playtime with the others; if you choose not to work now, you will have to stay in at playtime to catch up. It's your choice.

4. Making amends

X, you have a choice. You can say sorry to Y for being unkind, or you can choose not to say you're sorry. If you apologise, you can stay out in the playground; if you choose not to apologise you will have to go inside and sit outside the Headteacher's office on your own. It's your choice.

5. Ending an activity

X, you have a choice. You can either stop using the computer without making a fuss, or you can make a fuss about it. If you choose to stop when I ask, you can use the computer again tomorrow; if you choose to make a fuss about it, you won't be able to use the computer tomorrow. It's your choice.

6. Listening

X, you have a choice. You can either sit or listen quietly to the story or you can interrupt again. If you sit and listen quietly, you can stay with us and hear how the story ends; if you go on interrupting you will have to leave the circle and sit by yourself on the other side of the room. It's your choice.

7. Sharing

X, you have a choice. You can share the bricks with Y, or you can refuse to share them. If you choose to share, you can go on playing with them until lunchtime. If you choose not to share them, you will have to stop playing with them in 10 minutes so that other children get a turn. It's your choice.

This is one of the most powerful techniques when used well with the choices and consequences stated clearly and putting the emphasis on the positive. It is effective with children of all ages, from toddlers to teenagers.

EXAMPLE

X..., you have a choice.

You can either sit quietly and do your maths now with everyone else, or you can do it later.

If you choose to do the work now, you can have a turn on the computer later. If you choose not to do the work now, you will have to do your maths later and won't have time to play a computer game.

It's up to you – it's your choice.

At all times, teachers give children the opportunity to make a good choice.

APPENDIX 3

Behaviour to Ignore

Some minor forms of behaviour are better ignored than given attention.

Ignoring irritating behaviour is quite a challenge as it can be very distracting and provoke great annoyance. It is worth reminding ourselves that what we pay attention to is what we get more of.

It therefore makes sense to encourage and praise the behaviour we do like, and whenever possible to ignore what we do not like.

Some behaviour should never be ignored:

Behaviour that reflects real distress

Behaviour that risks harm to the child

Behaviour that risks harm to others

Behaviour that risks harm to property/surroundings

When deciding to use ignoring as a technique, we need to be clear about the following:

1. What behaviour you want instead – e.g. listening quietly, sitting still, paying attention, keeping all four legs of the chairs on the floor, eating nicely, raising a hand in class to answer a question.
2. Praising children who are behaving as you want can be a very effective deterrent – children want (and need) attention and when they discover that positive attention is available, rather than negative attention or none at all, they are far more likely to behave as you want.
3. To praise the child for doing what you want as soon as the behaviour stops and they start to behave as you wish – describing the desirable behaviour without making any reference to the annoying behaviour.

APPENDIX 4

Thinking Time.....to calm down

Time Out is a useful penalty for helping children (and adults) to calm down when angry or getting out of control. It is not intended to be a punishment banishing the child but an opportunity for the child to calm down, to reflect on their behaviour and to make a fresh start. Time Out is effective with children from about 3 to 8/9 years. It should be reserved for behaviour such as violence that the child knows is unacceptable and not used at random for minor misdemeanours. If a child is often angry and/or violent, it is helpful to consider why he/she might be feeling this way – and to respond to the feelings as well as the behaviour.

Before using Thinking Time

1. Explain clearly to the child what Thinking Time is
2. Establish the rules that warrant Time Out (e.g. hurting someone else)
3. Pick an appropriate Thinking Time place
4. Establish how long Thinking Time will last (2-3 minutes)

When a rule has been broken

1. Child is given an opportunity to amend their behaviour.
2. Give one clear warning, reminding the child of the rule and that if it is broken again, he/she will have to take some Thinking Time.
3. If the child repeats the behaviour that breaks the rule, tell him/her he must have Thinking Time.
4. Timer may be used at the discretion of the teacher.
5. When Thinking Time is over, praise the child for taking it well, and help him/her to rejoin an activity; make no reference to earlier bad behaviour.

Later

7. Ask the child how s/he was feeling just before making the choice that led to Thinking Time.
8. Ask the child to suggest what s/he could do differently if the same situation comes up again

APPENDIX 5

Positive Handling

1. It is important to recognise that the majority of our children behave very well and conform to the expectations of the school where good behaviour is encouraged and valued and where pupils are encouraged to respect and value others.
2. It is also important to recognise that the vast majority of behaviour that does not meet expectations is responded to through management strategies that do not rely on any form of physical intervention.
3. The impact of Section 550A of The Education Act 1997 on the action of teachers is that they are expected to use reasonable force to prevent a child from doing or continuing to do any of the following:
 - Committing a criminal offence including behaving in a way that would be an offence (if the pupil were not under the age of criminal responsibility);
 - Injuring themselves or others;
 - Causing damage to property (including pupil's own property);
 - Engaging in behaviour that is prejudicial to maintaining good order and discipline at school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (playground, school trip or other organised out of school activity when the member of staff has lawful control of the child or children concerned).

NB: It is always understood that physical intervention is one element of the wider Behaviour Management Policy and that is a last resort.

Definitions

For the purposes of this guidance, the following definitions will be used to describe:

Behaviour Policy

- Escorting – accompanying for protection or guidance
- The level of compliance from the child being escorted and the degree of physical force being used by the member/s of staff will determine whether this act should be considered as restraint, for example, was the child overpowered in order to be escorted.
- Holding – to assert authoritatively
- The degree of force used in relation to the level of cooperation and compliance being displayed by the child determines when holding becomes restraining. The higher the level of force, the more likely the action will be deemed as restraint. Ultimately, it will rest upon whether the child was overpowered and had no choice but to remain in the hold.
- Restraint – physical control. As defined by the application of force with the intention of overpowering the child to prevent him/her from harming himself/herself or others.

Planning for Incidents

There are a wide variety of incidents in which reasonable force might be appropriate or necessary to control or restrain a child:

1. Where action is necessary in self defence or because there is an imminent risk of injury, e.g. a pupil attacks a member of staff, another pupil or is self-harming or where pupils are fighting.

In an emergency situation, the following may be necessary:

- Holding, pushing or pulling to save injury to another person or him/herself;
- Restraining to prevent an attack on someone else or putting him/herself in danger;
- Blocking a pupil's path;
- Breaking up a fight.

2. Where there is a significant assessment that risk of injury, or significant damage to property will result from the child's actions, e.g.

A pupil is engaged in, or is on the verge of committing deliberate damage to property or;

A pupil is causing, or at risk of causing injury or damage by accident by rough play, by out of control behaviour or by the misuse of objects.

Again, in an emergency, the following may be necessary:

- Restraining a pupil to prevent injury to himself or others through damage to property;
- Holding, pushing or pulling in an emergency situation to prevent injury.

Examples:
INCIDENT

A pupil is running in a corridor or in a way which he or she might have or cause an accident likely to injure himself/herself or others.

ACTION

Blocking a pupil's path
Holding if possible accident or injury is imminent

INCIDENT

A pupil tries to leave the school without permission and such an action is judged to put them at risk.

ACTION

Blocking his/her path
Holding if necessary to stop child leaving premises
Escorting pupil by hand or arm

NB: In all cases, one would use the voice to de-escalate the situation, e.g. to reassure and to calm pupil down.

Planning Strategies for Individual Children

When the school is aware that a child is likely to behave in a way that might require physical control or restraint, we will plan how to respond. The plan will address:

- Managing the pupil (strategies to de-escalate the conflict, what holds to be used and what form of words are most likely to lead to calm);
- The involvement of the child and parents/carers in developing the plan so that all parties are clear about what action will be taken and why;
- Staff awareness of the plan and their part in it (this may include specific training for staff most likely to be involved with the particular behaviour);
- Planning, where appropriate, how additional support can be summoned in the event of the plan being used and;
- Ensuring that the individual needs of the child are taken into account. In some cases it will be necessary to consider the physical health needs of the child in order to ensure that the holds are safe.

NB: Every physical intervention should be planned and conducted within the context of the above guidance. Only in exceptional circumstances, where there is an immediate risk of serious injury, should a member of staff act or take any necessary action that is consistent with the concept of reasonable force.

Recording, Reporting and Repair

- CPOMS will be used to record any incidents where force has been used.
- The record will be used to assist in planning to avoid a repetition of the incident. It will also be used to analyse what worked well and how it might be replicated as part of planning response to any subsequent out of control behaviour.
- A member of staff involved in an incident will be provided with support may need time to reflect and calm themselves before continuing with their duties. Pupils will be given time to calm down and reflect on their part in the incident.