



## Behaviour policy and statement of behaviour principles

### St Bede's Catholic Infant School

Adapted from Halton Behaviour Support Service Model Policy

Agreed by Staff Autumn 2020

Approved by Governors Autumn 2020

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Signed Chair of Governors S. Howard Date 24.11.20

‘Learn to Love, Love to Learn’

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## **Rationale**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Bede's Catholic Infant School. It is a working document designed to enhance the development of positive relationships between pupils, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. The fair and consistent implementation of this policy is the responsibility of all staff. Pupils have contributed to the behaviour policy through their involvement in the development of whole school rules and class charters, and will be asked to be involved again in reviewing the policy. This policy is supported by our Anti-Bullying Policy and other policies which promote the safeguarding and welfare of children.

## **1. Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- 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 Guidance](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Planning guide for primary schools following Covid-19](#)

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**

**School Staff** are defined as any paid member of the school community or any person that the headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

**Misbehaviour** is defined as:

- Disruption in class or around the school.
- Rough and unkind play at playtime and lunchtimes
- Non-completion of classwork
- Poor attitude to others

**Serious misbehaviour** is defined as:

Repeated breaches of the school rules

- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. For example
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause harm

The lists above are not comprehensive.

#### 4. Bullying

Our school has a stand-alone Anti-Bullying Policy.

#### 5. Roles and responsibilities

##### 5.1 The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body 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 governing body, 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.

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### **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 3 for a behaviour log)

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. School Rules**

The staff has, with involvement of the pupils, established specific positive rules that clearly define the high standard of behaviour and the positive ethos that we expect in our school. These rules are set out below.

- We are friendly, polite, helpful and show respect
- We are honest
- We try hard and always work to the best of our ability
- We listen to all members of staff and try to cooperate
- We take care of school property and our own and others' belongings
- We move around the school in a safe, quiet way

The rules are displayed in pictures and child friendly text in all areas of the school and referred to by all staff as acceptable and unacceptable behaviours. Rules are taught and discussed frequently at appropriate times in class and during Collective Worships and Assemblies.

### Class Charters

Every class has worked together to produce their own class charters. These charters are part of our work as a Rights Respecting School. Acknowledgment of their rights and the accompanying respect of the rights of others are used to support the good behaviour around our school.

## **7. Rewards and sanctions**

### Rewards

Verbal praise is the most frequent reward given.

Assemblies are used to award certificates and stickers for both academic and sporting achievement and positive behaviour. Parents are also routinely told of their children's positive behaviour through informal conversation, notes in homework diaries, emails to parents and parents' evenings.

Class teachers set up their own reward systems for achievement and positive behaviour in the classroom. Each class reward system ties into the whole school system to ensure consistency throughout the school. Children can be set specific targets within this system, which will lead to rewards in assembly both for individuals and the whole class.

Staff make a point of acknowledging children doing the right thing and commenting on this. Periodically certain behaviours are/will be targeted across the whole school, e.g. coming into assembly; speaking to people with respect; being kind to others; behaviours that help us to learn. During each SEAL theme (seven in a year) staff will particularly look for the skills that are being taught within the theme, and reward pupils when they see the skills demonstrated.

A high focus on 'Kind hands, kind feet and kind words' during anti-bullying week and at other key times throughout the year is also used to reward children for their kind acts and good behaviour, with special stickers and certificates, at these times. We also have an annual Friendship Award where children vote for a classmate who has consistently been a good friend throughout the year.

### Sanctions

Schools have a legal right to impose reasonable sanctions if a pupil misbehaves. For pupils who choose to disregard the rules a series of consequences is in place. These sanctions are hierarchical and designed to both reinforce the school rules and to help to teach pupils how to follow them. All teachers and teaching assistants have the right to impose sanctions other than exclusion.

Sanctions are applied according to the hierarchy, within the context of positive reinforcement of appropriate behaviour, and are proportionate to any offences. Pupils are always given the opportunity for reparation.

Sanctions may include:

- A reprimand
- Loss of privileges
- Removal from class or group
- A letter/phone call/email to parents

### 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. This includes the right to exclude a pupil for behaviour that has taken place off-site but may have a detrimental impact on the management of the school.

### 7.3 Malicious allegations

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

Please refer to our Safeguarding 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 School systems for promoting positive behaviour

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules/class charter
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning
  - 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.

The school continues to use the SEAL curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. SEAL activities are included in Home/School Information Books so that the children can also work on these skills at home. Learner of the Week assemblies celebrate these skills and concepts which the children demonstrate at various times during their learning and at play. Children are provided with consistent positive encouragement and specific recognition when they do demonstrate positive behaviour. Through the PSHCE curriculum, including the statutory Relationships, Sex and Health Education, the fundamental rights of all those in school are also reinforced. This is also supported by the work we do as a Rights Respecting School. Playground friends, play leaders and Anti-bullying Ambassadors support positive behaviour on the playground and at lunchtime. The same positive ethos is promoted at lunchtimes and the same behaviours rewarded. Teachers and other adults adopt a positive and empathetic manner when responding to children and to each other. Rewards are given consistently.

### 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

Examples of such categories are:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, rough play or by misuse of dangerous materials or objects;
- A pupil is running in a corridor, or on a stairway, in a way in which he or she might cause an accident likely to injure him/herself or others;
- A pupil absconds from a class or tries to leave school and could be at risk if not kept in the classroom or at school;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Staff must be aware that these are examples only and such situations would not automatically require the use of force and may reasonably be dealt with in another way.

Incidents of physical restraint 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 on CPOMS and reported to parents

Guidance on the use of reasonable force can be found [here](#) .

### **8.3 Confiscation, Searching & Screening**

School staff have a right to screen and search any pupils with consent. They also have the right to search pupils without consent if they suspect that the pupil is carrying any prohibited item. 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 school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

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

#### Additional support

We recognise that some pupils may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

If necessary pupils will be offered additional support through the use of SEAL/Nurture group work. Some pupils who are offered this may also be supported via the code of practice for special educational needs - their class teacher will help formulate a Special Education Provision Plan (SEPP) for them, with the help of the schools SENDCO. SEPPs are reviewed regularly. This supports the achievement of short realistic targets. Parents are always consulted and kept informed at every stage of the SEND process.

For pupils with more significant difficulties the school will work in partnership with outside agencies such as the Educational Psychology service, iCART (Integrated Contact and Referral Team), Locality team, Social Care and Health Services. When appropriate a MAP (multi-agency plan) may be implemented.

In line with current equalities, disability and SEND legislation, the school may also make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage pupils. This would apply to pupils with learning difficulties and disabilities and other pupils as their personal circumstances warranted it. This group of pupils may include those with dyslexia, autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties such as Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder and Tourette's syndrome. These adjustments would be made before any official diagnosis if necessary and all staff would be made aware of the reasonable adjustments they would need to make.

This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently" but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual need.

## 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 are provided with training and guidance on managing behaviour as part of the induction process. They are also required to read the Behaviour Policy along with any other policies which support the safeguarding and welfare of the children including the Safeguarding Child Protection Policy, E-Safety Policy and Anti-Bullying Policy. Teachers and support staff are trained in the proper use of restraint through the Team Teach programme delivered by Halton.

Behaviour management will also form part of continuing professional development. Staff are regularly signposted to any training that is available to support their practice including through the National College and EduCare on-line training.

Midday assistants will attend periodic meetings with the Deputy Head to train them in the systems and review progress and implementation.

A staff training log is included in the termly Headteacher's Report.

## 11. Monitoring arrangements

This policy is brought to the attention of staff, pupils and parents in the Autumn term each year and is formally reviewed and ratified by the governing body annually along with the principles that underpin it. The policy is monitored less formally via staff meetings each term focusing on behaviour of all children including those in vulnerable groups.

A copy of this policy is available via the school website. The policy is given in full to all parents of children who are starting at St Bede's Catholic Infant School. A copy of the policy is in the staff handbook and paper copies available upon request at the office.

Any complaints arising from the implementation of this policy should be addressed to the Head teacher. In the event of the situation not being resolved the Chair of Governors should be contacted.

## 12. Links with other policies

This Policy is supported by other policies and guidance which safeguard and promote the welfare of children in this school. Work completed as part of our Rights Respecting School activities also supports this policy.

## 13. Detentions

School would not usually consider the use of detention in light of the very young age of our children. Class teachers however may detain pupils at lunchtimes or breaktimes for no longer than 15 minutes if necessary. The school is not required to give parents prior notice of this.

## 14. Exclusions

In some instances we may consider it necessary to exclude pupils. This decision can be made by the Headteacher of the school and parents can expect to be informed in writing of the decision to exclude. The exclusions policy and latest guidance explains that exclusions will only be used as a last resort and outlines the processes involved in permanent and fixed-term exclusions.

We acknowledge that our children are very young and therefore many of the reasons identified below may not be relevant but are included to provide a more comprehensive list of instances where exclusions may be considered.

The reasons to exclude are listed below;

- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Bullying
- Damage
- Drug or alcohol related
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault on a pupil
- Physical assault on an adult
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse or threatening behaviour an adult
- Verbal abuse or threatening behaviour to a pupil
- Wilful and repeated transgression of protective measures in place to protect public health

### **There are 2 types of exclusion:**

- Fixed Term Exclusion. These can be for part of a school day (including lunchtime exclusions) or for whole school days. Schools can issue up to 45 days of fixed term exclusions in a year but must provide education from day 6 of a fixed term exclusion (*it is advised from the first day of absence*). Fixed term exclusions do not have to be for a continuous period.
- Permanent Exclusion. In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

## Appendix 1: written statement of behaviour principles

### Principles

At St. Bede's Catholic Infant School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other.

- The school community promotes values including honesty, fairness and respect for truth and justice, within a caring and nurturing Christian environment
- All members of the school community have a right to feel safe
- All members of the school community have a right to respect
- All members of the school community have a right to learn
- 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
- The behaviour policy is understood by staff and pupils (at an age appropriate level)
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body 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 full governing body annually.