

St. Chad's Catholic Primary School



Grow in Love. Live in Peace

Title: Behaviour Policy - 2023-2024

(Annual)

This policy is to be read in conjunction with the following policies:

Author: Senior Leadership Team (SLT)

Committee: Teaching & Learning

Date Prepared: 07/01/2023

Date of Review: 07/01/2024

Chair of Board of Directors Yvonne Ndifor

St Chad's Catholic Primary School

Safeguarding Statement

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

Lead Safeguarding Persons: Mrs P Mitchener and Mrs J Mooney

Director Designated Safeguarding Officer: Abiola Boateng

BEHAVIOUR POLICY

JANUARY 2023

Be Kind

This policy is based on our Mission as a Catholic School. At St. Chad's we seek to be a living example of the Gospels in action, based on the firm foundations of Christian love with Jesus at the centre. We endeavor to foster the development of the whole person, having regard to the child's physical, moral, educational and spiritual formation. We aim to be flexible in meeting the educational needs of individual pupils, fully recognising the worth of each child, to display patience with development at all levels; to give encouragement and to celebrate achievement; to share anxieties and to resolve conflict through the Gospel values of forgiveness and reconciliation.

In this way we hope to create a safe, secure environment in which children and adults feel free to relate to each other in a relaxed, friendly, civilised way, safe in the knowledge that they are valued and respected and will be listened to, and responded to, with courtesy. We cannot expect children to know instinctively how to behave: example is vitally important, as is a sensitive explanation of why their manner/behaviour is considered unacceptable.

Aims

In our school it is our aim that our behaviour policy:

- is true to the beliefs within our Mission;
- promotes and celebrates the positive behaviour of parents, school staff, visitors, governors and children;
- helps to develop an ethos of kindness, co-operation and forgiveness that has Gospel values at heart;
- outlines clear expectations for behaviour both within and beyond the school premises;
- supports the ways in which all members of our school and wider community can live and learn together in a supportive way;
- promotes good behaviour for life rather than simply addressing poor behaviour;
- involves parents so that the school and home partnership is strengthened;
- helps children develop strategies to manage their own behaviour successfully;
- recognises that every person is valued, both as an individual and as a member of a much wider caring community;
- establishes an ethos where reflection about behaviour is a normal way of living, helping children develop an understanding that they are responsible for their behaviour.

Living Our Mission

All children are involved in creating their class, school and world mission statements. These statements guide and influence how they conduct themselves.

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

Incorrect uniform

Rudeness in either language or gestures

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying

Sexual violence or harassment

Vandalism

Theft

Fighting

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. (Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil))

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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

TYPE OF BULLYING	DEFINITION
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 strategy.

Expectations

All adults in our school have high expectations of children in our school in the areas of behaviour, attitudes to learning and attitudes towards others. Adults develop children's self-esteem, confidence and positive self-image by developing secure relationships and encouraging positive behaviour through consistent application of:

- expectations
- rules
- routines
- rewards
- sanctions

All adults will:

- provide the role model the children need through modelling respectful relationships
- pre-empt and prevent poor behaviour by organising and managing children in a supportive way that gives them the chance to demonstrate what they can do
- reinforce and encourage the desired standards
- enable children to feel good about all aspects of their behaviour
- teach and encourage good manners
- respond to positive and negative behaviour;
- record all reports of bullying and address the issues raised
- report all incidents of discrimination
- report all incidents of inappropriate or explicit sexualised language

All children will:

- follow the school rule – Be Kind
- act responsibly
- tell an adult if something concerns or worries them
- support each other when things go wrong
- maintain a high standard of respect and good behaviour
- accept the outcome of a dispute provided their view has been heard
- expect to receive an appropriate punishment or sanction when things go wrong;
- be polite to all members of staff
- Behave in a self-controlled way

All parents will:

- support the school policies on Behaviour and Bullying
- follow 'Our Code of Conduct'
- sign, annually, the Home-School Agreement
- expect to be informed if their child is behaving poorly
- expect to be involved if there are serious matters to discuss

- support, at home, the moral development and teachings of the school
- recognise that the truth is often complex and that, at St Chad's, we seek only to establish and act upon the truth
- set a good example for their children
- not encourage physical violence, retaliation or intimidating behaviour at any time

Directors will:

- need to monitor behaviour at least termly through the Headteacher report
- need to observe the school behaviour policy in operation by visiting the school in session
- need to hear disputes involving possible exclusion
- approve the School Behaviour Policy and Anti- Bullying Policy at least annually
- take the final decision if permanent exclusion is considered
- emphasises that violence or threatening behaviour will not be tolerated in any circumstances

Visitors to the school (this includes parents and carers) are expected to:

- show care and consideration to others
- speak politely at all times
- look after our school and everything in it
- address all concerns to class teacher, head or deputy head teacher
- never confront another parent relating to issues that have occurred in school

Visitors including parents are very welcome in the school and playground. However, if the behaviour or language used by a visitor is in any way upsetting or intimidating to others, the Head teacher will exercise her right to ban the individual from school and its grounds.

Positive Reinforcements

In order to encourage high standards of behaviour and achievement at St Chad's the following positive reinforcements are encouraged.

- Children are given verbal encouragement and praise for work, good behaviour, courtesy and other personal achievements. Positive reinforcement should outnumber negative by 5:1.
- House Points are awarded for following the school rules and demonstrating Gospels Values.
- Work is displayed and celebrated.
- KS1 children show work (or examples of good behaviour, consideration etc) to H/T or D/H (sticker award)
- Children are rewarded for good work and good behaviour with a special Head Teacher's award at a weekly assembly.
- KS2 children are given merit marks and certificates for good work, good behaviour and displaying positive attitudes.
- Gospel Values award.
- Kindness Award

- St Therese Award

Sanctions

In our school, teachers and support staff help children to keep to the rules by creating conditions for them to demonstrate positive behaviour through routines and rewards. Praise always outweighs reprimand. However, sanctions may need to be applied to help a child return to positive behaviour.

Sanctions are applied consistently, firmly, fairly and without confrontation. Teachers and support staff ensure that the child understands, from their actions, that it is the behaviour that is inappropriate, not the child. All of our community understand that sanctions are sometimes needed and respect their use, as they are used in conjunction with a wide range of classroom management strategies and rewards. Teachers and support staff understand that sanctions discourage inappropriate behaviour, but do not teach new more appropriate behaviour, so they must not be overused or relied upon too heavily.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

A verbal reprimand and reminder of the expectations of behaviour

Setting of written tasks such as an account of their behaviour

Expecting work to be completed at home, or at break or lunchtime

Reflection Time at breaktime

Loss of privileges – for instance, the loss of after school clubs

School-based community service, such as tidying a classroom

Referring the pupil to a senior member of staff

Letter or phone call home to parents

Agreeing an Individual Behaviour Plan

Removal of the pupil from the classroom

Suspension

Permanent exclusions, in the most serious of circumstances

All staff will follow the Behaviour Policy – Sanctions and Consequences flow chart.

The managing of behaviour both positive and unacceptable needs to be consistent and fair. Professional judgement is used by staff members as different children respond to different rewards and sanctions. However, all members of staff need to ensure that the school rules are adhered to by all children, at all times and rewarded accordingly. Incidents of bullying, peer on peer abuse, sexual violence or sexual harassment and discrimination are taken very seriously and reported to the Headteacher and Senior Management Team. Only the Headteacher, or in their absence, the Deputy Head may exclude a child.

It may be necessary, from time to time, to create specific strategies for individuals who have been identified as being vulnerable or whose needs require bespoke attention. As an inclusive and

Catholic school we will always try to do the best we can for each child ensuring that they are supported in ways that will foster security, confidence and independence.

Strategies for these vulnerable children may include:

- specific rules and regulations for the named child;
- Emotional Well-being Plan
- school based meetings for all adults, in school, regarding the child;
- completion of a Common Assessment Form;
- risk assessments and strategies for the adults helping the named child;
- involvement of external support agencies;
- a reduced timetable to allow time for building / repairing relationships.

School rules should be displayed clearly in class and around the school. Reminders about agreed behaviour will be discussed at assemblies.

Safeguarding

We as a school recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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, Reported to the Headteacher and to the parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short planned movement breaks for a pupil with SEND who finds it difficult to sit still for a prolonged period of time
- Adjusted seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjust uniform requirements for a pupil with sensory issues or who has severe eczema
- Use of separation spaces (the Nurture Hub, the Sensory Room & the playground) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

Assess whether there is an urgent need for a search

Assess whether not doing the search would put other pupils or staff at risk

Consider whether the search would pose a safeguarding risk to the pupil

Explain to the pupil why they are being searched

Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets

Explain how and where the search will be carried out

Give the pupil the opportunity to ask questions

Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or bag

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Tray
- Bags

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded on CPOMS

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Searching of pupils will not take place on school property.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips/sporting events)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

- Talking to the teacher
- Talking To the Family Support Worker
- Nurture Provision
- Reward Chart

- Regular parents meetings

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for 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.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- Following the schools policy and procedures relating to behaviour
- Following the schools School's Flow Chart
- Being a Kindness school
- How SEND and mental health needs impact behaviour

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- The use of Reasonable Force
- Use of Reflective Time

The data will be analysed every term by J Mooney DHT and reported to the Directors at the Learning and Teaching Committee

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff

By time of day/week/term

By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Board of Directors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

Anti-Bullying Policy

J Mooney

January 2023

