St John's Catholic Primary School

Behaviour Policy and Statement of Behaviour Principles

Approved by:	The Headteacher and Governing Body	**Date:** 02/10/17
Last reviewed on:	04/09/17	
Next review due by:	04/09/19	

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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

It is also based on the special educational needs and disability (SEND) code of practice.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in time periods between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Poor manners/respect

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. Examples include:
    - o Knives or weapons
    - o Alcohol
    - o Illegal drugs
    - o Cigarettes, vaping equipment, Tobacco and cigarette papers
    - o 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

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

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 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 strategy.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour 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 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 school rules and expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5.5. Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

6. Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Stickers
- Visits to senior staff or the Headteacher
- Dojo points, converted to house points
- Dojo messages or phone calls home to parents
- Special responsibilities
- Additional privileges

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

- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Messages or phone calls home to parents
- Agreeing a behaviour contract

We may use the Year 3 side room in response to serious or persistent breaches of this policy. Pupils may be sent here during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7. Behaviour management

Staff use a consistent approach to managing behaviour, which escalates in accordance with the seriousness of the situation and individual pupil circumstances. For serious behavioural incidents, pupils will be instantly removed from their classrooms and managed by senior staff. However, for the vast majority of misbehaviour incidents, staff will use the following list:

- Identify and reward children who are displaying the desired behaviour
- Issue a verbal warning, reminding the child of the desired behaviour
- Move the child to a different space in the classroom
- Have a formal discussion with the child about the rule that is not being followed
- The child misses some break time (appropriate to age and situation)
- Send the child to a different class to work
- Remove a Dojo point
- Complete the behaviour log and inform the parent
- Send the child to the Headteacher
- Formal meeting between the Headteacher, teacher and parent
- Place the child on an internal exclusion

7.1 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 school rules and expectations for behaviour
- Develop a positive relationship with pupils, which will 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

8. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, a sports fixture or whilst being transported to or from school. This may result in the pupil being excluded from future activities that take place off the school site.

9. 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 policy for procedures for dealing with allegations of abuse against staff.

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

10. 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

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 and reported to parents

11. Confiscation

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.

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

12. 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.

13. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. 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.

14. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management also forms part of continuing professional development.

15. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing body every two years. At each review, the policy will be approved by the headteacher.

Appendix 1: written statement of behaviour principles

- Every pupil understands 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

- The behaviour policy is understood by pupils and staff

- 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 board also emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

Appendix 2: behaviour log

Name of pupil:	
Class:	
Name of staff member reporting the incident:	
Date of incident:	
Location and time of incident:	
Details of what happened:	
Details of who was involved:	
Actions taken, including sanctions:	
Follow-up actions and by whom:	
Parents informed? (date, time and method of communication)	
Other people/agencies informed:	