

**OUR LADY AND ST EDWARD'S CATHOLIC PRIMARY SCHOOL
BEHAVIOUR POLICY AND PROCEDURE DOCUMENT**

Mission Statement

Our school is more than a building, it is a community where we learn, grow and achieve. It is a welcoming and joyful place where everyone feels happy, safe and protected. We are valued as individuals and our talents are shared and celebrated. Hand in hand we journey together with Jesus by our side.

Aims of the Behaviour Policy

Enable each child to raise their full potential.
Develop self-regulation
Raise self-esteem.
Enable children to respect and value everyone's contribution to the school community.
Enable children to play a full role in their own development.
Encourage children to respect value and take pride in the building and the material resources contained within it.

Code of Conduct

As followers of Jesus, always respect each other and everybody in our school.

Try to do our best in everything we do.

Always do work to be proud of.

Show we respect our school and ourselves by wearing our uniform and looking smart.

Move around the school sensibly.

Keep our school clean, tidy and safe.

Codes of Behaviour:

Assembly

We will come in quietly, and sit down when requested. Staff will be responsible for the behaviour of their class and must supervise and sit with them.

We will listen and participate appropriately.

We will go out quietly. Staff must ensure that their class leaves the hall quietly and sensibly.

Playground

We will be careful with everyone around us.

We will be kind and thoughtful with others.

We will play nicely, play fighting is never permitted.

We will keep to the playground rota for activities including playground equipment and football..

We will not use inappropriate language or be rude to others.

Staff will be ready to support lining up as the bell rings at the end of playtime.

We will line up quietly, quickly and safely. Staff must ensure that their class is lined up sensibly and quietly before they then move into school. Staff must ensure that children remain quiet and orderly as they walk into the building.

We want playtimes to be fun and enjoyable for everyone. Staff will actively engage in games and activities with the children to enable full participation for all pupils during lunch and playtimes.

Inside School

We will walk quietly, and sensibly and safely (particularly regarding stairs).

The first person through a door will hold it open for others.

We will not disturb other people's learning

We will be careful with displays and school equipment

We hope that following our Behaviour Policy and working together to create a happy, caring and safe learning environment for everyone at Our Lady and St. Edward's Catholic Primary School..

Promoting Good Behaviour, A Partnership between Home and School

Everyone has a part to play in promoting and maintaining standards of behaviour.

Pupils will:

Develop self-confidence and self-esteem.

Always strive to work to the best of their ability.

Learn to be caring and tolerant to everyone they meet.

Learn how to be a good and caring friend.

Listen to one another.

Respect school values and ethos.

Handle all resources carefully and look after our school environment..

Staff will:

Recognise the value and uniqueness of each child.

Deliver a curriculum which is broad, balanced and inclusive.

Provide a rich, stimulating, attractive and safe learning environment which supports learning.

Ensure lessons and activities are engaging, stimulating and well planned.

Be sensitive to the needs of every pupil, understanding those factors which have an impact on the behaviour and wellbeing of each individual.

Use behaviour strategies to support and enhance the personal development, wellbeing and mental health of pupils and colleagues.

Be a good role model

Develop positive relationships with pupils, be approachable and actively listen to children.

Develop effective communication between home and school.

Use RIP and PIP approaches to managing behaviour, wherever possible and appropriate. (reprimand in private, praise in public).

Parents/carers will:

Acknowledge and appreciate the role of the school in the development of their child.

Feel confident to approach members of staff including Headteacher and Senior Leadership Team on any issues / concerns regarding their children.

School will:

Through its good organisation and management promote the wellbeing and development of the whole child.

Ensure that our ethos enables pupils, staff and parents to feel part of a welcoming, caring and supportive community, where each finds shared fulfilment and confidence.

Ensure management and organisation of resources, including the deployment of staff, promotes and supports personal development and self-regulation.

Use rewards and sanctions which will encourage positive behaviour, supporting the well-being of the child and the 'School Family', and provide disincentives to inappropriate and unacceptable behaviour.

What do we mean by Unacceptable Behaviour?

Low level disruption:

Not following instructions

Not paying attention during activities including: not remaining seated, fidgeting with equipment etc

Shouting out in class.

More serious types of disruptive behaviour:

Repeated breaches of school rules.

Lying, not being truthful.

Deliberate damage to books or school equipment.

Name calling

Refusal and non-compliance during activities both inside and outside the classroom.

Most serious forms of disruptive behaviour:

Repeated lying, rudeness to others, including adults

Assault (verbal or physical)

Use of racist, sexist, homophobic, or any discriminatory language

Stealing

Fighting

Bullying

Deliberate damage or vandalism

Biting

Spitting

Leaving the classroom/teaching area without permission

Managing Unacceptable Behaviour

Unacceptable behaviour is dealt with initially at classroom level by the teacher or teaching assistant. There are clear standards and behaviour expected and children are aware of sanctions which discourage unacceptable behaviour. Sanctions are applied consistently and appropriately. If behaviour escalates the Inclusion Team will provide additional support. In extreme circumstances the Headteacher or Senior members of staff will become involved immediately and decide on appropriate action. Parents/carers will be informed of unacceptable behaviour. If a child's behaviour is deemed to be an ongoing issue, the child will be referred to the Inclusion Team. Unacceptable behaviour will be recorded on CPOMS.

Bullying

Bullying is defined as the repetitive, intentional harming of a 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

Procedure for dealing with Bullying

- The victim and the perpetrator will be counselled and the bully given the opportunity to change his / her behaviour and parents will be informed.
- If this fails the bully's parents will be invited into school to discuss the behaviour and their co-operation requested for changing this behaviour.
- If this fails the bully will be suspended from the playground for a fixed term.
- If this fails the bully will be suspended from school for a fixed term.
- Bullying incidents are recorded using CPOMS.

The parents/carers support is very important if we wish to work together to minimise bullying in our school.

Any incidents or reports of bullying are logged on CPOMS.

As a school we are committed to working with our pupils to develop an anti-bullying culture.

See Anti-bullying Policy 2022-23

Rewards

Successful behaviour is one that is built upon recognising, promoting and rewarding good behaviour rather than on sanctions. The encouragement and reward of good behaviour is the responsibility of all staff. They should at all times recognise and praise good behaviour. Children should feel that their positive behaviour will always be recognised. Each classroom has a behaviour chart which is clearly displayed.

There are agreed procedures for the recognition and reward in academic work, effort and good behaviour. Each class teacher follows a system of rewards within their own classroom based on the whole school policy. Children will be moved up the reward chart from bronze to silver to gold. On reaching the gold, children will be given a Golden Raffle Ticket for a special raffle draw at the end of the week, in each class. The system recognises good behaviour based on the following criteria.

- Good work
- Caring, Helping and Sharing
- Effort
- Good Behaviour
- Sportsmanship
- Attendance

The system is made clear to the children and is applied consistently. Other rewards include:

- Immediate verbal praise.
- Written comments in books.

- Being chosen to participate in activities
- Sharing of good work or good behaviour as an example to others.
- A visit to the Headteacher for stickers.
- All staff play an active role in supporting the rewards system in our school.

Sanctions KS1 and KS2

Sanctions will be consistently applied by all staff to help to ensure that children and staff feel supported and secure. Sanctions need to be in proportion to the behaviour.

- Children may be kept in at break or dinnertime, supervised by the class teacher for between 5 and 15 minutes.
- Loss of privilege - children may lose privileges such as attending clubs, playing in teams and representing school.
- Referral to SLT
- Report Book – Parents/carers will be contacted to inform them that their child will be put on report. The report book goes home daily. Children placed on report must achieve 5 (KS2) or 3 (KS1) overall green days in order to be taken off the report book. Whilst on report, children will not be allowed to represent the school or attend after school activities. Children on report may not be able to access educational visits for this period. For those children who remain on report for two weeks, a contract will be signed by all involved parties (the child, the parent, the school). This contract outlines the part each plays in supporting and enabling the child to achieve 3/5 green days and the consequences for poor behaviour. The contract provides clear, written guidance on what will happen in different circumstances and what the sanction will be.
- Suspension - In the most serious circumstances a child may be given an internal suspension or a fixed term suspension.
- In the most extreme circumstances a managed move or a permanent exclusion will be considered.

Procedure at Break times

- Teachers and Support Staff will accompany their class on to the playground at break times and ensure that all children have entered the playground and are being supervised by an appropriate member of staff.
- All staff will go out to the playground to collect their class and will then move into the school quietly.
- Children will follow a rota of activities at break time including the use of small PE equipment, a football and the playground equipment. All activities are supervised by an identified member of staff. Staff on both playgrounds will engage with children in games and activities during break and lunch times.

Lunchtime Behaviour

Midday Assistants and Support Staff are encouraged to reward positive behaviour. They will give out stickers to reinforce good behaviour.

The Senior Midday Supervisor will inform teaching staff of anything more than inappropriate behaviour. Such behaviour will be recorded in the 'lunchtime log'.

Issues arising from behaviour at lunch time will be investigated by the Achievement Mentor alongside the involved children.

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off', 'never shuts up', 'battered', 'attention seeking' are unhelpful in these instances and we should remain professional and calm at all times. Behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents should be logged on CPOMS.

Children with Special Educational Needs

When children have difficulty managing their behaviour and do not respond to the regular behaviour management systems, the school will speak to parents and seek advice from the Inclusion Team. The inclusion team may make a referral to outside agencies for advice and support. Children identified as having Special Educational Needs will have a one-page profile and access to support supervised by the Inclusion Team. Support may be group or individual, and personalised to meet the needs of the child. Depending on the child's need they may have an additional support plan which will be reviewed at least termly by the class teacher and SENCO in partnership with the parents. If the school feels additional support is required, with parental permission a referral will be made to work with one of the school's Educational Psychologists. During this process parents may have a consultation meeting with the Educational Psychologist and appropriate strategies and support will be discussed and implemented to support their child.

Please refer to the school SEND policy for further information.

Behaviour outside school

We may need to deal with unacceptable behaviour outside of school:

- Whilst taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or when behaviour could:

- Have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Unacceptable Behaviour Online

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

Use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property or committing an offence. Use of reasonable force should always be used as a last resort and should:

- 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

Reference 'Use of Reasonable Force' DfE July 2013

Recording incidents of assault against staff

All incidents of physical assault (including spitting) against staff by pupils in the school will be referred to the headteacher and recorded on CPOMS. Parents/carers will always be informed of an assault, or an incident including damage to property. Whilst incidences of physical assault towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Alternative provision on school site

In some circumstances, the headteacher may decide that a time away from other pupils would be beneficial and suitable provision will be provided. The headteacher will determine how long pupils will access alternative provision on site and what pupils will and will not do during the time they are there. Time spent in alternative provision will be used constructively and positively.

Alternative provision off site

In exceptional circumstances, children may receive alternative provision from other agencies or providers. This may include attendance at activities and therapy sessions, e.g. Play Therapy, Giltbrook outreach and support, exclusion base etc.

Suspension from School

This sanction is used in school as a last resort, where all other measures have been used, yet failed to improve a child's behaviour. The period of suspension ranges from a fixed term, which must not exceed more than forty-five days in a school year, to permanent exclusion.

Searching of Pupils and Confiscation of items

If there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item there may be a need to search their bag or coat.

No member of school staff should physically search a child. The child will be removed from class and asked to give up the suspected item. If the child refuses their parent/carer will be contacted and asked to attend the school site. If an item has been confiscated from a child it will be kept secure in school and parents/carers will be contacted to collect the item.