GOOD BEHAVIOUR POLICY AND RELATIONSHIPS POLICY AND STATEMENT OF PRINCIPLES

Reviewed: 22nd March 2023
Next Review: Spring 2026

Our Mission Statement
To provide an environment that nurtures all towards the fullness of life that comes from God and a curriculum that expands our children's horizons; a place where all can realize their potential – intellectual, spiritual, moral, physical and emotional; and where our children are prepared to take their places as effective, caring and respectful global citizens.

Our Ethos
To value and appreciate everyone.
To try our best at everything.

Saint Mary's Catholic Primary School Swanage

In reviewing this policy and making decisions regarding behaviour management due consideration is given to equality legislation.

1. Aims

This policy aims to:

- Encourage pupils to **value and appreciate** everyone in line with our Ethos Statement and Plymouth CAST Vision and Values

- Provide a **consistent approach** to behaviour management and relationships within school

- **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 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.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Hurting others with words or actions
- Spoiling or damaging property belonging to the school or others
- Being rude or disrespectful
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Behaviour outside school

All students should behave impeccably outside school. This has particular relevance when they are in school uniform. We expect students to act as positive ambassadors for our school and to be considerate members

of the local community. We are always delighted to hear praise about our students and welcome your feedback where you see notable good behaviour.

Parents and students need to be aware that students must follow staff instructions outside school at all times. We do not expect any poor behaviour but we may impose a consequence should it occur.

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

Bullying can include:

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 performance, 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 board

The governing board 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 positive behaviour and relationships 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.

The head teacher will:

- Meet and greet children at the start of the day
- Be a visible presence around school
- Regularly celebrate the children whose efforts go above and beyond expectations
- Support teachers in managing children with more complex of challenging behaviours
- Review provision for children who fall beyond the range of written policies

5.3 Staff

Staff are responsible for:

- Implementing the behaviour and relationships policy consistently
- Modelling positive behaviour and building positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs
- Meeting and greeting children at the start of the day
- Reward children who are living up to our high expectations
- **Never walking past or ignoring children who are failing to meet expectations.**

5.4 Parents

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with a member of staff promptly
- Be supportive of the school's staff and policies
- Encourage children to complete homework regularly
- Model respectful relationships to their children in their interactions with the school

Should parents be experiencing problems with their child's behaviour at home, the staff should advise them of outside agencies who are available to help them and create a dialogue that shares and supports our families.

6. Pupil code of conduct

Pupils are expected to reflect a culture of high standards of behaviour based on the teachings of Jesus and our Gospel Values:

- Show kindness and be gentle
- Show compassion and be empathetic
- Show courage and stand up for truth
- Show justice and be fair-minded
- Be committed to peace-making
- Show forgiveness and

- Have integrity and act accordingly

- Show humility and respect all others equally

  St Mary's expects this culture to evident in the way pupils behave in all aspects of school life and also in the way they conduct themselves when outside school. All adults working at St Mary's are expected to model these behaviours for the children and be committed to embedding Gospel Values.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise

- House points

- Letters or phone calls home to parents

- Special responsibilities/privileges/extra golden time

- Stickers and certificates

- Recognition at weekly praise assemblies

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

- A verbal reprimand and reminder of behaviour expectations

- A second reminder of expectations

- Sending the pupil out of the class to a different classroom

- Child loses all or part of their lunch, playtime and/or golden time

- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents

- The child being isolated from other children for a fixed time period.

- If a child has three serious behaviour incidents in one week, the headteacher will arrange a meeting with the child and parents to discuss the failure to comply with St Mary's Behaviour Policy

- Agreeing a behaviour report for a specific agreed time

- If the child's behaviour is a cause of great concern the above steps may be bypassed and additional sanctions imposed – e.g. missing clubs/trips/opportunities to represent the school

At any stage we may feel it necessary to contact parents and ask them to meet with us if we felt it necessary to discuss a child's behaviour.

Exceptional circumstances – in cases of serious verbal or physical aggression or refusal to obey staff, parents will be contacted and isolation within school or exclusion from school for a fixed period may follow. (Details set out in the school's Exclusion Policy).

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 or on the bus on the way to or from 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 Child Protection policy and Dealing with Allegations of Abuse policy for more information.

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

8. Behaviour management

All efforts are made to ensure that our approach is based on recognising and rewarding instances of positive behaviour.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Model high standards of behaviour and Gospel Values both in their own actions and in different areas of the curriculum
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupils' own behaviour policy and their own class charter
- Develop a positive relationship with pupils, which may 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
    - Adapting behaviour management according to individual children's needs and circumstances and ensuring that relevant information is shared with other staff

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

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

More details are set out in the schools Policy on Use of Force and Physical Restraint.

8.3 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.

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 on managing behaviour and support is given by the Senior Leadership Team if a member of staff needs or requests help to improve their practice.

Behaviour management will also form part of continuing professional development where appropriate.

11. Responses to Repeated Incidents

If, despite being given a warning and having a restorative conversation, children still make an unwanted choice in their behaviour, they will be given a brain or movement break. This could include working in a quieter area of the school, working in another classroom, going to a 'safe space' within the classroom or going to an agreed space in school. Where they go, will be a professional judgement call of the teacher who has a knowledge of the child. The action being taken will be logged on CPOMS that they spent time in another area of the school.

12. Responses to Repeated Disruptive Behaviour or Serious Misbehaviour

If, despite time in another class or elsewhere, the behaviour does not improve, or the child continues to misbehave when they re-enter their classroom, the child will be sent to the headteacher. This will either be immediately, or at break time, whichever the class teacher deems most appropriate. The decision to miss break time or not, will be at the discretion of the Headteacher.

Time with the Headteacher will involve a restorative conversation and a 'relevant consequence' e.g. a child completing the work they did not do in the lesson or making amends with another individual impacted. Sometimes therefore, this will require the involvement of others that were affected.

Wherever possible, misbehaviour will be addressed on the same day however, we will make reasonable adjustments for those children with identified needs. If repeated incidents occur after the intervention of a Headteacher, or an incident is perceived as being very serious, the issue will be referred to the Headteacher.

13. Serious Incidents

Staff must recognise that young people can abuse other young people. This is generally referred to as child on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice based and discriminatory bullying); sexual violence and sexual harassment;

physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

abuse in intimate personal relationships between peers; causing someone to engage in sexual activity without consent;

consensual and non-consensual sharing of nudes and semi nudes images and or videos;

upskirting and initiating/hazard type violence and rituals

(Keeping Children Safe in Education, 2022).

There is no place in our school community for these behaviours. More serious incidents are therefore reported to a member of the Senior Leadership Team (all of whom are Designated Safeguarding Leads) who deals with the incident, with advice and guidance from other Local Authority advisers and partners where necessary, and logs the details on CPOMS. These are always reported to the Headteacher. The school's approach is clearly articulated in the Child Protection Policy under 'Child-on-Child' abuse. The duty to keep all children safe and to have the best interests of the child / children involved at the heart of any decision making will be central to any actions taken. The school may choose to apply the most appropriate sanction, up to and including permanent exclusion.

14 Specific Behaviour Needs

Reasonable adjustments should be made for those pupils with specific needs or certain conditions.

It may be appropriate for some pupils to have their own Behaviour Support Plan (BSP) with their own rewards and consequences. They are specifically tailored to meet the needs of the individual pupil and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills and enable their social integration into school. A Behaviour Support Plan is maintained to record and monitor challenging behaviour.

The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any Individual Behaviour Plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings.

15 Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. child on Child abuse will not be tolerated or passed off as part of "jokes" or "growing up" and we understand that nonrecognition/downplaying its scale will lead to a culture in school of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that child on child abuse can manifest itself in many ways such as:

● Bullying

● Radicalisation

● Technology used for bullying and other abusive behaviour

● Sexting (sharing nudes) or inappropriate digital imagery

● Child sexual exploitation

● Children who display sexually harmful behaviour

● Gang association and serious violence (County Lines).

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the anti- bullying policy, child protection policy and online safety policy.

16 Pupils with SEND

Pupils with identified behavioural needs will have their own needs met with targets to work towards and specific strategies to use. Their needs are taken into consideration when applying this policy as they will be on an individual behaviour programme.

17. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and Governors every 3 years or more frequently if situations dictate.

18. Links with other policies

This behaviour policy is linked to the following policies:

• Exclusions policy

• Safeguarding policy

• Anti-Bullying Policy

• Policy on the Use of Force and Physical Restraint for Behaviour Management

• Child Protection Policy

• E Safety Policy

• SEND Policy

• Pupils' Behaviour Policy (amended by the School Chaplains in Nov 2019 – Appendix 2)

Appendix 1: written statement of behaviour principles

<u>Our approach to behaviour is a Christian and positive one which has its basis and foundation in the teachings of Jesus Christ.</u>

For the most part the children in our school community are lively, enthusiastic and caring pupils, who enjoy the freedom to work and play together without being hindered by other children's actions. From time to time, however, children who live in a community will not always agree and difficulties arise. Our children will learn from experience to expect fair and consistently applied rewards and sanctions and distinction will be made between serious and minor misdemeanours. In all situations we encourage children to consider behaviour in relation our Gospel Values.

- 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 and sanctions 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 in any circumstances.

Appendix 2- Pupils' Behaviour Policy

Our children have worked together – through the School Chaplains – and have written a behaviour policy themselves which lives out the mission and ethos of the school. **November 2019**

Behaviour at School

written by us, for all of us.

We should be happy, safe and learning.

This policy is important because:

- ✓ it helps keep us safe
- ✓ it helps keep us happy

We love being at our school because it is:

- ✓ happy, safe, inclusive, fun
- ✓ an interesting & exciting place to learn
- ✓ clean & tidy

To keep it like this we should follow the example of Jesus and show our Gospel Values through our actions and behaviour at all times:

- ✓ show kindness and be gentle
- ✓ show compassion and care about others
- ✓ show courage and stand up for truth
- ✓ show justice and be fair
- ✓ be committed to peace-making
- ✓ show forgiveness and want to make things better
- ✓ have integrity, be honest and do what you say
- ✓ show humility and respect everyone

We always try and notice good behaviour and celebrate it in many different ways.

There are consequences for bad behaviour and these are some of the things that may happen if we don't behave well.

- • up to 2 warnings then time-out in the classroom or working in another classroom
- • missing playtimes or golden time
- • missing school trips or visits
- • being sent to the headteacher

- a meeting with between your parents/carers and teachers or a letter home
- if someone is deliberately hurt at school, parents will be called in

Good behaviour makes learning easier for everyone

Appendix 3- A Consistent Approach

Members of staff who manage behaviour well:

• Deliberately and persistently catch children doing the right thing and praise then in front of others

• Know their classes well and develop positive relationships with all children

• Relentlessly work to build mutual respect

• Remain calm and keep their emotion for when it most appreciated by children

• Demonstrate unconditional care and compassion 'deliberate botheredness'.

Children want adults to

• Give them a fresh start every lesson

• Help them learn and feel confident

• Be just and fair

• Be calm and caring