



St Mary's
Catholic Primary Voluntary Academy School

'We value all in the name of Jesus the Christ'

Behaviour Policy and Statement of Behaviour Principles

Approved by:	The Joint Local Governing Body – St Mary's Catholic Primary Academy School
Last reviewed on:	March 2023
Next review due by:	September 2024
Amendments – Page	Behaviour with SEND needs/Supporting a pupil following a sanction. P 11
Page 6	Prohibited item- Vape/E Cigarette

Rationale

Governors and staff believe that good behaviour is a key foundation of good education. Without an orderly atmosphere, effective teaching and learning cannot take place. The ethos of St Mary's is expressed in its Statement of Mission and includes a clear vision of the values which matter within the academy and its community;

'We Value all in the name of Jesus the Christ'

As a Catholic academy, we take our values from the Gospel. These values include: respect for others, for property and the environment; honesty, trust and fairness; tolerance and compassion and the virtues of self-respect and self-discipline.

It is our aim here at Saint Mary's to assist children to grow up with a clear and acceptable view of what is right and wrong, appreciating the needs of others and of the society around them. At all times, in their dealings with pupils, all members of staff must remember that every human being is made in the image and likeness of God, and therefore deserves to be treated accordingly, whatever the circumstances. There must be regular dialogue on these issues between Governors, staff, pupils and parents, and there is a vital need to be clear on what kind of behaviour is expected of pupils and how they might expect others to behave towards them. If as a Catholic Academy we believe in the uniqueness of persons created in the image and likeness of God, and if we can truly believe that of every pupil/person we meet, we would have little difficulty in knowing the importance of self-discipline and self-respect realising and living by the basic virtues of honesty and fairness.

We need to take care not only to promote these values in Assemblies, PHSE, SMSC lessons and RE lessons (the explicit situation), but also in all areas of the curriculum (particularly the hidden curriculum) which are implicit. The way in which staff and all those involved in the academy treat each other is also of great significance. Improvements in behaviour are far more likely to follow if the self-esteem of pupils can be enhanced by the actions and attitudes of staff towards them. If we can teach our pupils to begin to believe in their own self-worth, they will naturally begin to develop a sense of responsibility and respect for others.

As a school, St Mary's will attach great importance to the following examples of affirmation of positive respect for others:

- Informal regular recognition of everyday acts of consideration.
- Encouraging older pupils to look after younger or disadvantaged pupils.
- Spending time looking at issues of mutual respect.
- The drawing of attention of all pupils to examples of commendable behaviour in assembly.
- The involvement of all adults (at home and in the academy) in praise for good behaviour.
- Commendations/prizes/certificates/ dojo awards/text messages awarded to individual pupils
- To create an ethos that makes everyone in the school community feel valued and respected.
- To create a nurturing, loving environment where children are not punished for having big feelings but instead are guided through them
- To develop self-aware, empathetic and reflective thinkers whereby children are learning from their difficult feelings and behaviour and developing their emotional intelligence
- To support children through their difficult feelings and behaviour with the intention of teaching and guiding them through how to manage the same feelings/ situation differently next time
- To respond to children with connection and understanding rather than disconnection and rejection with the awareness that this will help create an opportunity to learn and for behaviours to change
- For all children to feel safe in our care, especially when they are overwhelmed with their feelings
- To develop positive mental health and wellbeing through this approach
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To ensure pupils complete assigned work to the best of their abilities.
- To regulate the conduct of pupils

The purpose of this policy is to provide an environment of consistency, which promotes a feeling of security, care, love and respect for all within our Catholic school community for; 'We value all in the name of Jesus the Christ'

Our clearly defined expected standards of behaviour and expectations of consistency of approach are adopted throughout school. We have a range of rewards and sanctions for celebrating good behaviour and for dealing with unacceptable behaviour.

The school and Joint Local Governing Body seek to create an environment in the school, which nurtures and promotes positive learning behaviour. It acknowledges that as an educational establishment, an important outcome is for individuals to display good behaviour as members of society.

The success of the policy calls for commitment from all involved, staff, pupils, parents, governors. We acknowledge the role that parents have in helping their children to behave well and in supporting the work of the school. We believe that it is important to work together with parents to agree and implement strategies that will have the greatest positive effect on their children's behaviour.

Discipline in schools

All staff are responsible for promoting positive behaviour. The following staff are responsible for overseeing behaviour across school:

Joseph O'Connor (Headteacher)

Mrs M. Steeper (Deputy Headteacher)

Danielle Souter (SLT)

All teachers, however, have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)

Teachers (or paid member of school staff or a member of staff authorised by the Headteacher) can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. All staff have a duty under KCSIE to remind children of the behaviour expectations. In St Mary's Catholic Academy, all staff are authorised to discipline pupils in line with the Behaviour Chart. Serious offences will be dealt with by class teachers and/or SLT.

This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction for that pupil. Teachers can discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management in light of our ethos

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

- Outline how pupils are expected to behave

- Outline our system of rewards and sanctions (Behaviour Chart)

- Define what we consider to be unacceptable behaviour, including bullying

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school. Every child deserves to be inspired, have a positive mindset, recognise failure is just a stepping stone to success and to believe they can do anything they set their minds to. At St. Mary's, we aim to develop the self-awareness, self-belief and emotional intelligence of every child,

regardless of their background or circumstances, to give them the tools needed to flourish in life. We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010

Responsibility for the Policy and Procedure

The governing board

The Joint Local Governing Body has:

The duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school

Responsibility to ensure that the school complies with this policy;

Delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;

Delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy.

The duty to support the Headteacher and school personnel in maintaining high standards of behaviour;

Responsibility for ensuring that the school complies with all equalities legislation;

Responsibility for ensuring funding is in place to support this policy;

Responsibility for ensuring this policy and all policies are maintained and updated regularly;

Responsibility for ensuring all policies are made available to parents;

Responsibility for the effective implementation, monitoring and evaluation of this policy

The Joint Local 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.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Joint Local Governing Body giving due consideration to the school's statement of behaviour principles. 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.

The Headteacher will:

Determine the detail of the standard of behaviour that is acceptable to the school;

Ensure all school personnel, pupils and parents are aware of and comply with this policy;

Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;

Promote good behaviour by forging sound working relationships with everyone involved with the school;

Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;

Ensure the health, safety and welfare of all children in the school;

Work closely with the link governor and coordinator;

Provide leadership and vision in respect of equality;

Provide guidance, support and training to all staff;

Work closely with parents;

Deal with external agencies;
Monitor the effectiveness of this policy;

Role of the Senior Leadership Team:

The Senior Leadership team will:

Lead the development of this policy throughout the school;
Work closely with the Headteacher and governors;
Provide guidance and support to all staff;
Provide training for staff and keep up to date with new developments and resources;
Work with the School Council;
Monitor school support systems;
Undertake classroom monitoring;
Work closely with parents;
Deal with external agencies;
Monitor the effectiveness of this policy;

Role of School Personnel

It is the responsibility of each staff member to respond and guide the children when dealing with a difficult behaviour or feeling. It is also their responsibility to be familiar with the new behaviour policy ensuring it is implemented at all times across the school.

Staff are further expected to comply with all aspects of this policy

Encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;

Promote self-discipline amongst pupils;

Deal appropriately with any unacceptable behaviour in line with the Behaviour Chart

Apply all rewards and sanctions fairly and consistently

Record concerns in class pastoral file so patterns of behaviour can be established;

Fill in appropriate paperwork e.g. serious incident form, concern form;

Discuss pupil behaviour and discipline regularly at staff meetings;

Provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;

Be sensitive to difficulties which happen in family situations and which can affect children;

Attend organised training on behaviour management;

Ensure the health and safety of the pupils in their care;

Identify problems that may arise and to offer solutions to the problem;

Implement the school's equalities policy and schemes;

Report and deal with all incidents of discrimination;

Attend appropriate training sessions on equality;

Report any concerns they have on any aspect of the school community

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](#)
- Keeping children safe in education 2022 Statutory guidance for schools and colleges

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). 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
- Our legal duties under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs
- Recognise that some pupils require a more sensitive and differentiated approach
- Make sure our behaviour policy doesn't unintentionally discriminate against certain groups. For example, keeping a record of behaviour incidents and look for patterns, so you can make sure one particular group isn't more affected by the policy than other groups through CPOMs records

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence – this includes rape, assault by penetration, or sexual assault (intentional sexual

touching).

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes

Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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)
- E-cigarette, or similar (vape)

Harmful Sexual Behaviour

Harmful Sexual Behaviour is defined as:

'Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, maybe harmful towards self or others, or be abusive towards a child, young person or adult'.

Any incidents involving child on child sexual violence and sexual harassment will be taken to the Head teacher and DSL in line with Step 5 on the Behaviour chart.

Child Protection and Safeguarding procedures will be followed referring to the guidance provided in part 5 of the KCSiE 2022.

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 Harassment	Unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting
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.

Roles and responsibilities

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

The senior leadership team will support staff in responding to behaviour incidents.

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

Pupil code of conduct

Pupils are to live out our Catholic Values and transmit the gospel; message in their daily lives. In such a way, children 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

Rewards and sanctions

The school uses a clear and concise Behaviour Chart which is placed in all classrooms and discussed with the children by the class teacher at the start of each term. (see attached)

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merits/DoJos/Stickers
- Letters/postcards or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- Sending the pupil to sit in isolation in the classroom
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters, invites to parents to discuss behaviour or phone calls home to parents
- Agreeing a behaviour contract
- Fixed term (suspension) or permanent exclusion

Lunchtime Behaviour Club

We may use the behaviour club in response to this policy and they will be expected to complete the same work as they would in class.

It is an expectation that members of staff keep a register of children attending the club and the reasons why they are there. Children in the club more than twice must have a letter sent home to inform parents. It is good practice to inform parents sooner rather than later if their child's behaviour is becoming a problem rather than letting it escalate into a serious or persistent breach of the school's rules.

The behaviour club is managed by a Teaching Assistant. (See Behaviour Club Letter to parents – Appendix 2)

Off-Site Behaviour

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section*

89(5) of the *Education and Inspections Act 2006* gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

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.

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/statement of procedures 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.

Behaviour management

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's sanctions and rewards
- 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
- Escorting pupils around the school in an orderly manner and both in and out of the playground, before and after school

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 by an appropriately trained member of staff.

At St. Mary's these staff are:

- Mr Joseph O'Connor
- Ms Danielle Souter
- Ms Barbara Szlapanska
- Ms Laura Greaves
- Incidents must be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of sanction
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

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](#).

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.

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.

Training

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed annually by the Headteacher and Joint Local Governing Body. At each review, the policy will be approved by the Headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Joint Local Governing Body at the same time.

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?
- Identify whether a trigger is causing behavioural incidents.

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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.

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.

Supporting a pupil following a sanction

Following an exclusion or fixed-term exclusion further support can be implemented including:

- Reintegration meetings
- Daily contact with the pastoral lead
- A behavior chart
- Parent updates

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- SEND Policy
- Attendance Policy
- Uniform Policy
- Assessment Policy
- Teaching and Learning Policy

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
- All staff and visitors have the right to feel safe, respected and valued too
- 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 in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Joint Local Governing Body every two years

Appendix 2

Behaviour Letter

Dear Parent/carer

I am writing to inform you that _____ has been given a detention in the lunchtime Behaviour Club on this date.

The reasons are set out below

If you need to see me about this matter, please call the school office to make an appointment.

Yours sincerely,

Class teacher name:

_____ Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter.

Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____