



# BEHAVIOUR AND ATTITUDES SCHOOL POLICY

## Mission Statement

*“To foster a caring and loving environment for each child entrusted to our care, we seek to provide a haven of security and safety that will enable and encourage confidence and happiness to flourish in a community founded on love and respect.”*

## Rationale

The children of St Mary and St Thomas Aquinas Catholic Primary School are encouraged to live and work as a Christian Community in accordance with the Aims and Mission Statement of our school. We aim in our living and working to create a family atmosphere for all.

All parents and staff must help the children through the gradual process of growing in self-discipline, in an environment, where authority, fairness and love prevail.

Parents are the first educators of their children and it is expected that they will play a full role in the positive behaviour and discipline of their children.

The quality of relationships throughout the school is of utmost importance to:

- Enable teachers to teach and pupils to learn
- Raise self esteem and promote pupil confidence
- Provide a harmonious atmosphere and co-operation between pupils and adults
- Encourage self discipline and responsibility towards people and property
- Develop understanding of, and a tolerance towards various races, religions and cultures

## Aims of the Behaviour and Discipline Policy

- To value each other and develop mutual respect
- To fulfil all legal requirements
- To provide an orderly, fair, consistent and safe environment
- To provide an environment where effective teaching and learning can take place
- To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
- To develop a whole school approach to behaviour
- To apply appropriate discipline when pupil conduct falls below the standard which could reasonably be expected
- To build a community where all feel valued, safe and secure
- To promote a culture of praise and encouragement in which all pupils can achieve.



## 1. Key roles and responsibilities

The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.

All staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

Staff, including teachers, support staff and volunteers, should create a supportive and high - quality learning environment, teaching positive behaviour for learning and implementing this policy.

Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Pupils are responsible for their own behaviour both inside school and out in the wider community.

## 1. Definitions

For the purpose of this policy, the school defines **“serious unacceptable behaviour”** as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

2. Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age etc.
3. Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
4. Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
5. Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
6. Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
7. Possession of legal or illegal drugs, alcohol or tobacco
8. Possession of banned items
9. Truancy
10. Refusing to comply with disciplinary sanctions
11. Theft



12. Swearing, racist remarks or threatening language
13. Fighting or aggression
14. Spitting and biting

For the purpose of this policy, the school defines **“Low Level unacceptable behaviour”** as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

15. Lateness
16. Shouting in class
17. Talking when others are speaking
18. Swinging on chairs
19. Fidgeting
20. Running around the classroom or school
21. Inappropriate body language with others, such as not keeping hands to oneself
22. Throwing items either in the classroom or on the playground
23. Failure to complete classwork and not concentrating on tasks
24. Rudeness and not using manners
25. Telling lies
26. Refusing to complete school work
27. Not following classroom rules
28. Disruption on educational visits
29. Use of mobile phones
30. Graffiti

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

## **31. Pupil expectations**

Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:

32. Conduct themselves around the premises in a safe, sensible and respectful manner.
33. Arrive to lessons and school on time and fully prepared.
34. Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
35. Behave in a reasonable and polite manner towards all staff and pupils.
36. Follow classroom rules and procedures.
37. Show respect for the opinions and beliefs of others.
38. Complete classwork and homework as requested.
39. Report unacceptable behaviour.
40. Show respect for the school environment.



The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

1. Line up sensibly when entering or leaving the classroom or school premises.
2. Sit appropriately on school chairs, carpets, hall floors, etc.
3. Use appropriate voice levels and language, including manners.
4. Raise their hands when they wish to speak in class or assemblies.
5. Model good behaviour to other pupils.
6. Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

### **Implementation**

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:

- Religious Education Curriculum
- Collective Worship
- PSHE curriculum
- Citizenship
- Celebrating achievement, recognising social progress
- Links with community
- School Council
- Buddies

### **REWARDING GOOD BEHAVIOUR**

The school recognises that pupils should be rewarded for their display of good behaviour.

The school will use the following rewards for displaying good behaviour:

1. Certificates
2. Headteacher awards
3. Verbal praise
4. Prizes
5. End of term whole-class rewards
6. Stickers awarded by teacher and other adults across the school
7. House Points reward system
8. End of half term whole- House reward such as extra playtime
9. Outstanding Achievement Reward celebrated weekly at Celebration Assembly
10. Head teacher stickers and certificates presented at Weekly Celebration Assembly

### **Unacceptable behaviour**

Unacceptable behaviour will not be tolerated at the school.

Breaking any of the rules laid out in our Code of Conduct will lead to sanctions and disciplinary action.



## Sanctions

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:

We recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

The school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil.

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the headteacher using an [incident reporting form](#).

The headteacher will keep a record of all reported incidents.

The school does not take 'serious unacceptable behaviour' lightly. We will not hesitate to act in the best interest of the pupils within the school.

## ACTIONS TAKEN FOR BREAKING A RULE

CHILDREN ARE NEVER TO BE SENT OUTSIDE THE CLASSROOM TO STAND IN CORRIDOR WITHOUT SUPERVISION .

### In class

- Initially, teachers deal with minor disruptions in class with a verbal warning
- Disruption of the class a second time results in pupils name being placed on board (traffic light system)
- If disruption continues, child moves up traffic light system.
- If disruption continues, this will result in a playtime sanction e.g. standing with member of staff on playground duty or completing unfinished work in class with a member of staff.
- If disruption continues, staff to send child to Deputy Head Teachers class with work for the remainder of that teaching session (internal exclusion).
- If disruption persists over a longer period and child refuses to co-operate then member of staff to phone parents requesting they come into school and take child home (external exclusion).



- Member of staff to organise a meeting following the day of external exclusion with parents of child before child is allowed back into class.
- Pupils are able to reverse the warning procedure by displaying exemplary behaviour.

**NB If a serious misdemeanour occurs it will be dealt with immediately which could result in an immediate internal exclusion (DHT classroom) or external exclusion without moving up traffic light system.**

### **Undesirable behaviour**

- Persistent misbehaviour should be recorded by class teacher.

### **Lunchtime**

- Lunchtime supervisory staff should deal with any minor incidents in a fair way.
- Lunchtime staff should report incidents to class teacher at the beginning of the afternoon session.
- Persistent bad behaviour should be brought to the attention of the Head or Deputy Head
- A fixed term, lunchtime exclusion may result if a child persistently behaves badly during lunchtime.

## **SUPPORT FOR CHILDREN WHO HAVE INAPPROPRIATE BEHAVIOUR**

Children who are unable to learn effectively because of their behaviour or who persistently prevent others from learning may benefit from support from other agencies. We will consult fully with parents if we believe this would be beneficial.

## **EXCLUSIONS**

Exclusions guidance is based upon the Local Authority and DfE guidance and current legislations, which sets out responsibility of Head Teacher, governing body and the LA.

Fixed period exclusions will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move)

Only the Head Teacher has the authority to exclude and will notify parents/carers within one school day by telephone or letter.

Detailed records of incidents are kept and exclusions reviewed by governing bodies.

Exclusion will only be used for serious breaches of school policy.

For a fixed period exclusions of more than 5 consecutive days, the school will provide full-time education. Details will be specified for pupils from day 6 in the note to parents. Parents will be required to attend a re-integration interview regarding pupil's fixed period exclusion.



## **PERMANENT EXCLUSIONS**

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil.

This can arise for an accumulation of fixed-term exclusion or as a result of a very serious one-off offence.

Exclusions will not be used for:

- Minor incidents
- Poor academic performance
- Non-attendance, lateness

## **STEP PROCEDURE FOR THE EFFECTIVE MANAGEMENT OF CHILDREN'S BEHAVIOUR**

Procedures outlined in school handbook in dealing with sanctions should be followed. All instances of inappropriate behaviour should be recorded on an action record. Persistent inappropriate behaviour must be discussed with the SENCO and the child placed at School Action.

- Concerns about any child's behaviour should always be noted and addressed on a 'Learning Journey'.
- Factual notes should be maintained of any incident on the action record sheet.
- The SENCO will contact parents to invite them to meet with the class teacher to develop an action plan and review date if necessary. Action records must be maintained throughout the procedure – A Behaviour book may be set up which is sent home on a daily/weekly basis for parents to sign and make comments.
- If the action has been unsuccessful then the SENCO will refer the child to the Behaviour Support Service with the permission of parents.
- Recommendations made by the External Agencies and continued consultation with parents will form the next section of the Learning Journey.
- If behaviour continues to be a difficulty and causes extreme disruption the child can be referred for an Educational Health Care Plan. Involvement with parents, SENCO and Education Psychologist is required for this procedure.



## **Remember**

- Talk to parents as equal partners
- Define emotional and behavioural difficulties clearly and invite parents to comment
- Describe the things a child does well
- Tackle one main problem at a time
- Set realistic targets
- Set a realistic review date

## **Managing difficult behaviour**

- Avoid confrontation
- Keep calm
- Listen
- Carry out any actions promised
- Be consistent
- Record all serious incidents in the Incidents Book. This is kept in the Head Teacher's Office

## **The use of force and control to restrain pupils**

Reasonable force may be used if appropriate. This may be necessary for self-defence or because there is a risk of injury or damage to a person or property. Examples include:

- A pupil is attacking a member of staff or another pupil
- When pupils are fighting
- When a pupil is running in school and may cause an accident
- If a pupil is likely to injure him or herself and others
- A pupil attempts to leave school
- When a pupil is behaving in a way that compromises good order and discipline
- When a pupil seriously disrupts a lesson or refuses to do something asked of him or her

## **Using reasonable force**

- Ask pupil to stop the behaviour and explain clearly what will happen as a result
- There must be a teaching member of staff present
- Restrain the child using reasonable force. This may be:
  - Physical interposing between pupils
  - Blocking a pupil's path
  - Holding
  - Pulling gently
  - Leading a pupil by the arm
  - Moving a child away by placing a hand in the centre of the back
  - Using more restrictive holds if the child is using force
- Act calmly and efficiently
- Reassure the child that physical restraint will stop as soon as it ceases to be necessary
- Immediately after the incident, or as soon as possible afterwards make notes in the incident book
- The Head Teacher will immediately invite parents into school to discuss any incident





## **Authorised staff**

Teachers are authorised to use reasonable force and restraint. Teaching Assistants are authorised to use reasonable force if necessary.

## **SCHOOL POLICIES**

This Behaviour Policy should operate in conjunction with policies for

- Equal opportunities
- Anti-bullying
- Child protection
- Physical restraint
- Drugs
- Attendance
- Racial harassment
- SEN
- Complaints procedure
- Home-school agreement
- Disability Equality Scheme

## **MONITORING AND EVALUATION**

The policy will be reviewed on a regular basis.

