



# Catforth Primary School

## Behaviour Policy

### Statement of Principles

This Behaviour Policy has been written and reviewed in consultation with all members of our school community. As a school, we are committed to helping children to manage their own behaviour in positive ways. We acknowledge that this can be a challenge for some of our children and that there are times when, because of their circumstances, some children will find it more difficult to manage their own behaviour positively. It is at these times that children need more help from the adults around them.

Our behaviour policy is intended to support the following principles.

We aim to help children develop an understanding of right and wrong and what constitutes good behaviour.

We aim to develop a common understanding of acceptable and unacceptable behaviour between all members of staff, children, parents and governors.

We want our children to understand that their actions impact on others and their learning opportunities in school.

When dealing with incidents of inappropriate behaviour, we will always address the behaviour and not the child.

Our expectations of children and their behaviour will be consistent. Good behaviour will be expected from all children regardless of their circumstances.

We will however, give children the support they need in achieving this, appropriate to their needs.

### Context

This policy should be read in conjunction with the following policies:

- Health and Safety Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Home –School Agreement
- Special Educational Needs Policy
- Display Policy

## Classroom Management

As a school, we expect every member of our school community to behave in a considerate and respectful way towards each other.

Our behaviour policy is concerned with promoting good relationships so that we can all work together with the common purpose of helping everyone to do their best, to learn and realise their potential – this applies to children and adults alike.

Children will be treated fairly and equally and this behaviour policy will be applied in a consistent way.

The following guidelines for staff are designed to ensure a positive and respectful atmosphere in the classroom which creates the best conditions for learning to take place.

- ✓ Staff will be in classrooms before the start of a lesson.
- ✓ Classrooms will be kept clean, attractive and tidy.
- ✓ Classroom displays will be interesting, of a high quality and celebrate children's achievements.
- ✓ Children will have an activity to do when they enter the classroom.
- ✓ All resources required for the lesson will be prepared in advance.
- ✓ Activities will be designed to engage children and keep them interested
- ✓ Children will be motivated and challenged in their learning at all times, taking account of the needs of more able and less able learners
- ✓ All work will be marked promptly and constructively

## School Promises

At Catforth Primary School, we have a small number of Golden Rules, which are designed to encourage all members of our school community to develop responsibility for the school environment, its ethos and their own behaviour.

They are :

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property

Each class has the Golden Rules displayed prominently in the classroom and can be seen and referred to regularly. These Golden Rules are revisited at the beginning of the school year during PSHE lessons and during assemblies.

## Rewards

In our school, we believe that good behaviour should be acknowledged and rewarded, as this reinforces our expectations and makes clear to all, the behaviours we want to see in our school. Rewards also encourage children to make good decisions about their own behaviour.

We praise and reward children for good behaviour in a variety of ways. We have a Celebration Assembly each week on a Friday afternoon. One child from each class can earn a Special Award,

which can be for good work or behaviour. Certificates are presented at an assembly, with parents being invited to attend.

Ongoing rewards should come in the form of praise and positive interactions from the adults in school and will be developmentally appropriate. They can include the following;

- ✓ A smile or a 'thumbs up' from across the room.
- ✓ Positive comments.
- ✓ Having good work displayed.
- ✓ Speaking to parents personally.
- ✓ Privileges or jobs for the teacher.
- ✓ Stickers (avoid over-use of these)
- ✓ Showing work to Headteacher or another teacher in school.

We aim for consistency of approach throughout the school and from year group to year group. Each teacher has strategies within their own classroom for rewarding good behaviour and achievement.

### Consequences

The school employs a number of consequences to promote, encourage and reinforce our School Promises and to ensure a safe and positive learning environment. These are appropriate to each individual situation. If children do not follow the classroom promises they are dealt with calmly. Consequences are presented to children as a choice, placing responsibility for inappropriate behaviour on the child.

- For low level disruption or poor behaviour, staff initially employ a strategy of 'tactical ignoring and proximity praise', where they ignore the child, but praise another child close by who is showing good behaviour.
- If this is not effective, the child is then asked to do what is expected of them, (e.g. 'show me good sitting and good listening')
- The next step is to give the child a choice. ('if you don't show me good sitting and good listening, you will have to sit/work on their own away from the group, with TA, move to another area etc')
- In cases where the child has had to be spoken to repeatedly, they are told that if they do not show good behaviour, they will have to go to another class.
- In cases where poor behaviour has been persistent during the day, parents will be spoken to at the end of the day.
- We expect children to do their best and take part in all activities. If they do not, they will be asked to redo the activity again in their own time.
- Occasionally, children have to miss part of their playtime, staying with their teacher for 5 minutes.
- Children whose behaviour is persistently poor will have a daily behaviour card. Children with a behaviour card can earn all their playtimes by demonstrating good behaviour during the day. If they do not, then they miss part or all of the next playtime.

Adults should be careful not to make idle threats and to follow up any sanctions that are imposed.

### Exceptionally Poor Behaviour

Occasionally, there may be incidents of exceptionally poor behaviour. These will be dealt with by the Headteacher in accordance with the guidelines outlined in this policy. These may be incidents such as;

- Physical aggression, which endangers the child concerned, other children or adults.
- Bullying (also see Anti-Bullying Policy)
- Severe verbal abuse that is overtly directed at staff or pupils.
- Serious violation of property.
- Engaging in behaviour that has stopped the class learning.
- Deliberately use of sexist or racist remarks to cause offence.

### Exclusion

The decision to exclude a pupil will be a last resort and will be in line with the Government Guidance to Exclusion and guidance from the publication 'Improving Behaviour and Attendance: Guidance on exclusion from schools and Pupil Referral Units' (2008) by DfE.

The headteacher will decide whether to exclude a pupil for a fixed term or permanently, taking account of all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

Schools have a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Although there is no legal duty to do so, school will provide and mark work for all excluded pupils for the first five days of any exclusion.

When a child is excluded from school, parents must take responsibility for their child and make sure they are not in a public place without good reason during school hours for the first five school days of any exclusion.

Following any fixed term exclusion, parents will be expected to attend a reintegration interview to discuss their role in ensuring their child is well-behaved in school.

### Behaviour outside the school gates

When representing Catforth Primary School outside the school premises, children will be reminded of expected behaviour and this will be highlighted in visit risk assessments.

Where behaviour is inappropriate when a pupil is;

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

or where the above does not apply but the inappropriate behaviour;

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

the same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

### Preventing Bullying

At Catforth Primary School, we firmly believe in developing good relationships between all members of our school community. This is the basis for a happy and productive school, where relationships are built on trust and respect.

There is no place for bullying at Catforth Primary School and where we find bullying has taken place, we act immediately to stop any further occurrences. Staff treat bullying very seriously because of the harm it causes both to the victim and the bully.

Details of our approach to bullying and our efforts to prevent it, through anti-bullying work can be found in the schools 'Anti-Bullying Policy'.

### Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils.

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

At Catforth Primary School, we discourage children from bringing toys and other items from home, including money. The reasons for this are so that these items do not get lost, stolen or broken and therefore cause upset for children and parents. If items are brought into school, the class teacher will usually look after them until home time, when they are handed to the child's parent, with a reminder that this is not appropriate.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

## Power to Use Reasonable Force

At Catforth Primary School, we do not have a 'no contact' policy, as this brings the risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking the action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment because this is unlawful. All staff have been provided with training to support their understanding of reasonable force.

*Please see the appendix, DfE publication 'Use of Reasonable Force' which outlines further details of what reasonable force is, who can use reasonable force and when reasonable force might be used.*

## School Support Systems

It is our aim to support children in making sensible choices about their behaviour. The adults in school will need to help children develop strategies for managing their behaviour positively. We will do this by;

- Providing adult support for a child in a problematic area. This might be an area of the classroom (e.g. sand tray) or at a particular time of day (e.g. lunchtime).
- Providing a good role model or buddy
- Work with learning mentors
- 1:1 chat with teacher or teaching assistant if appropriate.
- The adults in school will use positive strategies that encourage excellent behaviour, such as praise, individual reminders and helping children to make sensible choices.
- We will always work in ways that help children to avoid inappropriate behaviour. Children can then be proud of their success.

We recognise that a child with social, emotional and behavioural difficulties may require additional support in the same way that we would make curriculum adaptations for a child with learning needs. Where this is the case, a child will be identified on our school SEN list and an Individual Behaviour Plan will be established. Parents will be invited to discuss this and the plan will include agreed targets and strategies and the ways in which we will support the child. This may sometimes include referral to an appropriate outside agency.

Staff will receive appropriate training and support to help them manage pupils who present with challenging behaviour.

## Child on Child abuse

Child on Child Abuse is defined as a serious form of abuse between persons of a similar age and as such has wider safeguarding implications.

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline .

It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment

for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it.

Catforth Primary School recognises that children are vulnerable 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 “banter” or “growing up”.

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. In cases where Child on Child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of ‘it could happen here’.

### Online Behaviour

Many forms of Child on Child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Policies and procedures concerning this type of behaviour also links closely to our ***Child Protection and Safeguarding Policy***.

Technology can be used for abusive behaviour and can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone’s online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

Some of these behaviours will need to be handled with reference to other policies in school such as the Safeguarding and Child Protection Policy and Online Safety Policy.

### Physical abuse

Physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated. This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action to be undertaken. The principles from the anti-bullying policy will be applied in these cases.

### Prevention

Catforth Primary School actively seeks to raise awareness of and prevent all forms of child on child abuse by educating all Governors, Senior Leadership Team, staff and volunteers and parents about this issue.

This will include training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of child on child abuse, and how to prevent, identify and respond to it.

This includes:

- Contextual Safeguarding
- The identification and classification of specific behaviours; and
- The importance of taking seriously all forms of child on child abuse (no matter how low level they may appear) and ensuring that no form of child on child abuse is ever dismissed as play or teasing.

### Teachers and Support Staff Responsibilities in relation to Child on Child Abuse

Our Teachers and Support Staff are responsible for:

- Ensuring that all child on child abuse issues are fed back to the School's safeguarding lead so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom);
- Working with Governors, Senior Leadership Team, all staff and volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;
- Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of child on child abuse promptly and appropriately.
- Educating children about the nature and prevalence of bullying through PSHE and the wider curriculum.
- Ensuring children know what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- Ensuring children are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards all forms of child on child abuse.

### Roles and Responsibilities

The governing body has the responsibility for setting down the general guidelines and standards of discipline and behaviour and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the responsibility of ensuring that the principles outlined in this policy are adhered to on a day-to-day basis.

All school staff who work with children have the power to discipline pupils whose behaviour is unacceptable. We expect all staff to adhere to the principles and guidance outlined in this policy.

We expect that all parents will support this policy. Communication about any aspect of this policy and its application should be directed to the head teacher.



### Consultation, monitoring and evaluation

The headteacher monitors the effectiveness of this policy on a regular basis. This is reported to the governing body along with recommendations for further improvements.

### ***Monitoring and record-keeping***

Class teachers will keep a record of any incidents of serious misconduct. These will be shared with the Headteacher at regular intervals.

Class teachers will also keep a chronology of less serious, but disruptive and inappropriate behaviours which are occurring on a regular basis for certain children who need lots of support with managing their own behaviour. These too will be shared with the Headteacher and discussed regularly.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

### Complaints Procedure

This section of the policy should be read in conjunction with the school's complaints procedure which can be found in our school prospectus. An up to date copy of this is available on the school website. A full copy of the complaints procedure is available from the school office.

In respect of this particular policy, it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made, the onus is on the person making the complaint to prove that their allegations are true. It is NOT for the member of staff to show that they have acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. The headteacher and governing body will refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' (2012) guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought. A full copy of this guidance is kept in the school office and is available online.
5. The headteacher and governing body will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact in school who can provide support.
7. The governing body must consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, the governing body and local authority have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

This Behaviour Policy has been reviewed and agreed by the governing body.

Date: *November 2016*

Reviewed annually thereafter.

Updated: *April 2023*