



'Loving God in all we do'

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ST ANNE'S CATHOLIC PRIMARY SCHOOL - BEHAVIOUR POLICY

Statement of principles

The intention of this policy is to state clearly expectations about the behaviour of everyone within our school community; pupils, staff, parents, governors and visitors. It also serves to provide guidance to staff and parents on how we manage children's behaviour at St. Anne's Catholic Primary School to ensure a positive school environment with excellent attitudes to learning. St Anne's mission statement is "Loving God in all we do". We firmly believe in trying to provide the best possible education and pastoral support for all our children with the teachings of Jesus Christ at the centre of all we do.

Expected behaviour at St Anne's Catholic Primary School

Excellent behaviour for learning

Being kind and helpful

Being a good example to others

Showing acts of kindness

Understanding how to make friends

Trying to be the best you can be at everything you do

Demonstrating excellent manners

Speaking politely to all adults and all children at all times



'Loving God in all we do'

Context

This policy is linked to many other policies and related documents, e.g. health and safety policy, safeguarding policy, attendance policy, equalities policy and the teaching and learning policy.

Classroom Management

Every child at St Anne's has the right to learn and every teacher has the right to teach. We have very simple but effective systems to promote positive behaviour with the aim to ensure all our children thrive in school.

Adults in school all work together to:

- Provide opportunities for every child to develop spiritually, socially and academically.
- Proactively ensure that children wear the correct uniform and the correct P.E. kit with pride.
- Enable children to succeed in all areas of the curriculum.
- Provide a safe, secure learning environment where children can develop both socially and academically.
- Encourage good behaviour rather than to simply punish bad behaviour.
- Treat misunderstandings when they occur in a caring and sympathetic manner.
- Create a learning environment that enables children to make choices and to learn from the consequences.
- Give the children confidence in themselves and a pride in their achievements and their school.

<u>Classroom Behaviour Management</u>	
<u>Unacceptable behaviour</u>	<u>Consequence of unacceptable behaviour</u>
<ol style="list-style-type: none">1. Disturbing teaching and learning/not meeting expected behaviour2. Continuation of above therefore deliberately causing disturbance.3. Continuance of above therefore deliberately causing disturbance	<ol style="list-style-type: none">1. Adult to 'Explain' to the child why they are not meeting the expected behaviour.2. Adult to give a 'Verbal Reminder' as to why they are not meeting the expected behaviour.3. Adult to instruct child to 'Move' to another part of the room or, if appropriate, another classroom for an appropriate period of time.
For children who persistently reach 'Stage 3', the class teacher/member of staff will speak to parents about their concerns. We aim to work together with families to help improve children's behaviour.	

Playground Management

Every child at St Anne's has the right to enjoy playtime with their friends. We understand that children need to develop interpersonal skills during playtime and may need support and guidance to do this. This is a developmental process that children go through at different stages in the primary schooling. We must be sensitive to our children's developmental needs but also provide a framework that enables all children to enjoy playtime.

We have therefore developed a very simple but effective system to promote positive behaviour with the aim to ensure all our children thrive in school.

During playtimes and dinnertimes, all adults in school will work together to:

- Provide opportunities for every child to develop their friendships.
- Provide an environment where children can develop their social skills.
- Provide a range of physical games and resources to promote a healthy active lifestyle.
- Encourage good behaviour rather than to simply punish bad behaviour.
- Treat problems when they occur in a caring and sympathetic manner.
- Create an environment that enables children to make choices and to learn from the consequences.
- Give children confidence in themselves and a pride in their school.

<u>Playground Behaviour Management</u>	
<u>Unacceptable behaviour</u>	<u>Consequence of unacceptable behaviour</u>
<p>Examples of unacceptable behaviour:</p> <ul style="list-style-type: none">• Spoiling the games of other children• Playing physically rough games where children get hurt• Playing sports that result in children getting hurt• Not following instructions from adults• Any name calling or bullying of any sort	<p>All adults will aim to provide a consistent approach to promoting positive behaviour management during playtime and dinnertime.</p> <p>If children behave in a way that is unacceptable, then the adults on duty will follow a very simple two-step process.</p> <ol style="list-style-type: none">1. Adults will 'Explain' to the child why their behaviour is unacceptable.2. If the child continues to behave in an inappropriate way, then the child will not be allowed on the playground. This will be for a set period of time.
<p>For children who are persistently removed from the playground, the class teacher/member of staff will speak to parents about their concerns. We aim to work together with families to help improve children's behaviour.</p>	

Rules

The approach to promoting positive behaviour at St Anne's works. This approach has clear consequences for children who choose not to follow our rules. We expect the same standards of behaviour from all our children at all times of the day. These rules will be consistently applied by all welfare staff, breakfast club and after school staff and PE staff. The expectation is that our children will be well behaved for all staff at all times of the day. In the unlikely event that more serious sanctions are required, the following section provides clarity.

Child- On- Child Abuse

St. Anne's is committed to safeguarding and promoting the welfare of all children. Through our personalised curriculum, PSHE, Christian values and worship, we develop the understanding of positive relationships with the children to ensure our school community is a safe one for all children. However, we recognise that children may face different forms of abuse and we work together to protect children from harm. As well as being abused by adults, children can be abused by other children. This is known as 'child-on-child abuse'. The school is committed to preventing child-on-child abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. We recognise that child-on-child abuse is abuse and should never be passed off as "just banter", "just having a laugh", "part of growing up" or "boys being boys". We appreciate that often there are barriers to reporting child on child abuse and as such, we understand that even if there are no reports it does not mean it is not happening. We maintain an attitude of 'it could happen here' and act in the best interests of the child at all times. Child-on- child abuse forms an integral part of our safeguarding procedures and policies and antibullying policies within school. Staff receive training on indicators for child- on- child abuse and this is a key aspect of monitoring appropriate behaviour in school.

Procedures for Managing Allegations of Child on Child Abuse

The Headteacher/Deputy Headteacher and DSL will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school
- contextual safeguarding issues.

Yellow cards

The issuing of a Yellow Card is a serious sanction. Children must understand the seriousness of receiving a Yellow Card.

Only the Deputy Headteacher will issue a yellow card.

It is vital that children are accountable for their actions. Parents are encouraged to support the school's decision.

Red cards are only issued in the most extreme cases

The issuing of a 'Red Card' is a very serious punishment that can lead to Internal Isolation, Fixed Term and Permanent Exclusion.

Only the Headteacher can issue 'Red Cards'.

It is vital that parents support school in this decision.

Internal Isolation, Fixed Term and Permanent Exclusion

All staff and parents care deeply about our children. Internal isolation, fixed term or permanent exclusions are extremely serious.

The Headteacher can exclude a pupil for a fixed period (up to a maximum of 45 school days in a school year). This can comprise a series of short exclusions or a single 45-day exclusion. Headteachers decide about the length of each exclusion.

For children who have additional learning needs, there will be a personalised behaviour structure. This is at the discretion of the Deputy Headteacher/Headteacher

Rewards

All adults promote a consistent message about how we expect members of our school family to behave. As our children grow through school, we progressively increase the opportunities for our children to think about their own behaviours. Our rewards systems recognise when children have met the expected standards we set.

It is important to reward good behaviour in school and provide opportunity for parents to reward good school behaviour at home. Whole school reward systems are as follows:

- Each week every class will give a 'Mission Statement Award' and a 'Merit Award'. Photos are to be celebrated on Twitter.
- 'Reward Postcards' will be sent home from every class once a week.
- Nursery and Reception class will give 'Star of the Week', 'Key Worker Award' and 'Wow' awards, along with 'Target 10' awards and 'Reading' awards.
- KS1 classes will give 'Star of the Day', 'Target 10' and 'Reading' awards.
- KS2 classes will give house points to children for good work or good behaviour. House points will be valued the same throughout KS2. A good piece of work/good manners/ acts of kindness etc = 5, 10, 15 or 20 house points depending on quality. 20 house points will be the maximum award.

KS1 awards are presented during assembly and during the KS2 assembly, house points are calculated and the team with the most house points will receive an additional 10 minutes play once a week. At the end of each half-term, Young School Leader's and house teachers will share a pastoral afternoon where rewards for house points are also celebrated.

All staff believe spending time with our children and explaining why expected behaviour deserves to be rewarded is extremely valuable. Teacher record positive and negative behaviours online using the Class Charts platform. Parents can access the information from Class Charts and it is a parental decision as to whether they use this information at home.

Each class teacher will also have their own individual systems in place to promote and rewards good behaviours. Staff may choose to reward children with treats/gifts when appropriate up to the value of approximately 25p. It is not appropriate for staff to buy children gifts/treats greater than this value.

Before school and after school

Whilst children are on school grounds either waiting to come into class at 8.45am or when leaving class at 3.30pm, parents are responsible for the behaviour of their children. We understand that older children who walk to and from school independently use mobile phones to communicate with their parents. Once children enter the school grounds, mobile phones must be switched off and not used. There is no requirement for children to use mobile phones during the school day.

Sanctions

St Anne's behaviour structure explains the sanctions that, if required, the school can use to help children's behaviour improve. This behaviour structure works because adults spend the necessary time investigating any incident fully prior to issuing a sanction.

The following information is provided to inform our children and families of the sanctions available to all schools.

The law says that teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them. This includes breaking the school rules and failing to follow a reasonable instruction.

To be lawful, the sanctions must satisfy the following two conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
2. It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances.

A punishment must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them. Sanctions may vary according to the age of the pupils and any other special circumstances that affect that pupil.

The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example on a school trip. Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy should be consulted. They should also consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment should be considered.

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

At St Anne's, a consistent approach will be applied in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school.

Subject to the policy, the teacher may discipline for any misbehaviour when the pupil is:

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

The teacher may also discipline for 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.

Detentions:

Teachers have a legal power to put pupils under 18 in detention. Schools must make clear to pupils and parents that they use detention (including detention out of school hours) as a sanction. The times may include any school day where the pupil does not have permission to be absent, weekends, except those preceding or following a school break and non-teaching (INSET) days. The Headteacher can decide which members of staff can put pupils in detention. Parental consent is not required for detentions. Staff must act reasonably. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. School staff should not issue a detention out of school hours where they know that doing so would compromise a pupil's safety. Staff issuing the detention should consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether parents ought to be informed of the detention. In many cases it will be necessary to do so; notice may not be necessary for a short after-school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil.

It does not matter if making these arrangements is inconvenient for the parent.

St Anne's does not issue after school detentions as part of the behaviour policy. However, children who have not completed their work, either purposefully or due to causing disruptions during the lesson, may on occasion be kept in at break time to complete their work or tidy up their spaces.

Exclusion:

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account 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 (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel. Schools are under 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. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Confiscation of inappropriate items

We are blessed at St Anne's to have wonderful children. The need to confiscate inappropriate items is extremely rare. The following information in our policy is provided as legal guidance.

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. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.

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

a. Knives and weapons

b. Alcohol

c. Illegal drugs

d. Stolen items

e. Tobacco and cigarette papers

f. Pornographic images

g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

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. Schools are able to identify additional items in their school rules which may be searched for without consent. Force CANNOT be used to search for these items.

Power to use reasonable force

We are blessed at St Anne's to have wonderful children. The need to use reasonable force is extremely rare. The following information in our policy is provided as legal guidance.

The purpose of the following information is to set out, in the behaviour policy, the circumstances in which force might be used. For example, teachers will physically separate pupils found fighting or that if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed.

Any policy on the use of reasonable force should acknowledge the legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN). Schools do not require parental consent to use reasonable force on a pupil. Schools should **not** have a 'no contact' policy. There is a real 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 action needed to prevent a pupil causing harm. By taking steps to ensure that staff, pupils and parents are clear about when reasonable force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Additionally this applies to staff who have been accused of misconduct pending investigation. Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally use force to control pupils and to restrain them. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Roles and Responsibilities

The following is provided a legal guidance on roles and responsibilities.

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Parents have a clear role in making sure their child is well behaved at school. Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school.

School support systems

For children with additional learning needs, there will be a personalised behaviour structure that does not follow the school's behaviour structure. This is at the discretion of the Deputy Headteacher/Headteacher. A personal behaviour plan will place the child's needs at the centre and school will aim to work collaboratively with parents to provide consistency and a positive outcome. The school will work with outside agencies in a multidisciplinary manner to help improve the behaviour of the individual. If there is a special educational need causing the disruptive behaviour then our graduated response model will be used to help ensure the appropriate support is implemented. School staff at all levels will receive behaviour management training and policy updates to ensure consistency.

Consultation, monitoring and evaluation

The Headteacher has prepared this policy to be approved by the Governors at St Anne's. The full Governing Body consists of parents, foundation governors, parish priest and local authority representatives. The Young School Leaders have contributed to the development of this policy.

Complaints procedure

The school's complaints procedure is available on the school website.