

## Whole School Behaviour Policy

Judge not, and you will not be judged; condemn not, and you will not be condemned; forgive, and you will be forgiven;

**Luke 6:37**



At The Blessed Sacrament we are safe and cared for; we make Christ known and loved, using his example to strive for excellence in all we do.

In close partnership with parents and the parish of The Blessed Sacrament, we aim to deliver an outstanding and distinctive Catholic education with Christ at its heart. Each person's unique value is recognised and nurtured so that, through God's grace we can grow, learn and realise our full potential.

We use our gifts and talents for the glory of God and in the loving service of others, proclaiming the Gospel and striving for the values of the Kingdom of God.

We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

## **STATEMENT OF PRINCIPLES**

Our behaviour policy is based on the teachings of Christ, which support the principle that all people should be respected and valued. We aim to create a safe, positive and caring learning environment, based on mutual trust, where all children can achieve their full potential. Our curriculum is designed to teach the children that behaving appropriately and working hard is a way to serve God and that the example set by Jesus Christ is a model for how we should act towards others. As such, our behaviour policy reflects the values of the Gospels and forgiveness, in particular, is the key to this. Our children will develop the self-discipline and skills needed to make them good citizens of the future, able to lead satisfying and fulfilling lives. Our children are taught that they are responsible for their own behaviour and it is their choice how to behave.

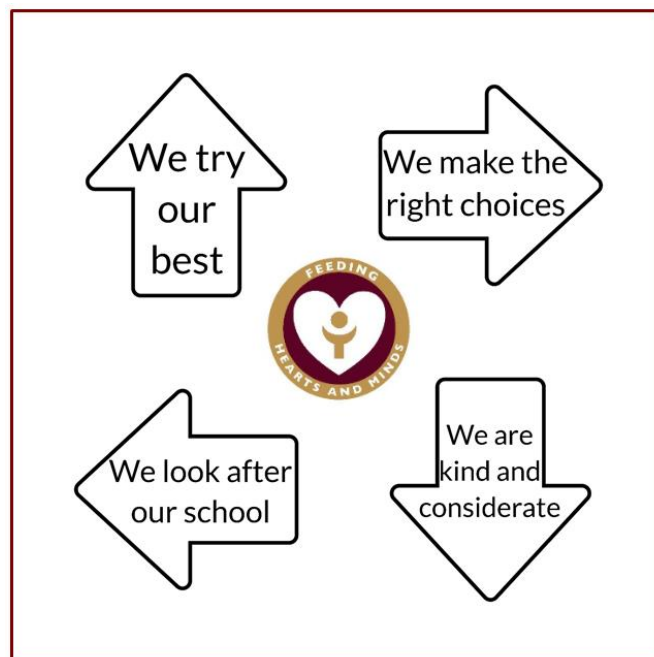
## **CONTEXT**

This policy should be read and followed with due reference with the following policies:

- Health & Safety
- Safeguarding / Child Protection
- Attendance
- Teaching & Learning
- Home-School Agreement
- Equalities
- Anti-bullying
- Exclusions

## **RULES**

There are 4 main school rules titled 'The Blessed Sacrament Way':



These are displayed prominently around school (see Appendix A) and children are reminded of them regularly.

## **ROLES AND RESPONSIBILITIES**

### **THE GOVERNING BODY**

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.

### **THE HEADTEACHER**

The Headteacher is 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

### **OTHER STAFF**

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**

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance. Our Home School Agreement is currently under review.

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.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

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). [These have been increased as of 1st Sept 2012]

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 The Blessed Sacrament. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

## **REWARDS**

There are certain school-based systems to encourage the whole school to be involved together and to try and encourage a pastoral spirit; these include stickers and celebration assembly which includes achievements out of school as well as in school.

Pupils can gain rewards through displaying positive behaviours. Appropriate behaviours must be directly taught and modelled by all staff working in school.

Children are recognised for going 'Over and Above' the Blessed Sacrament Way in the form of a certificate in assembly or a postcard home.

### **TIDY AWARD**

A class is identified each week to receive the award for tidy classroom/cloakroom. They receive the 'golden brush' and a sweet for each child.

### **SPECIFIC AWARDS**

Awards for personal achievement (i.e. swimming, entry into school competitions) are celebrated during weekly assembly.

## **SANCTIONS**

Positive reinforcement of good behaviour is often most effective. However, there are occasions when it is necessary to impose sanctions. Within the classroom each teacher makes their own expectations and sanctions clear to their children

When an incident has occurred where a child has behaved inappropriately in school they will be asked to explain in their own words what they believe happened, how they were feeling, how their behaviour affected others and what they need to do to put it right. Children should be encouraged to talk in terms of 'choice' and 'consequence'

If a child displays a behaviour which is extreme, the details are recorded in the Serious Incident Book by the Key Stage Leader. This helps to reinforce to the child that their behaviour is unacceptable.

On the third occasion of a name being entered into the SIB, Behaviour Lead speaks to parents. One more incident and HT and Behaviour Lead speaks to parents to initiate a behaviour contract. All parties are involved so that they understand the situation and work together to support the action being taken. The underlying aim of a behaviour contract is to give the child time and attention and to discuss periods within the day which may have been causing difficulties. Together, strategies for improvement can be determined. The aim of the discussions is to motivate the child and to encourage more self-awareness. The contract has a positive ethos with the emphasis being on achieving the target or on improving last week's progress. When the child does achieve the target, the completed sheet is taken to the Headteacher for further encouragement.

We use the ABC approach to investigate incidents of challenging behaviour. The class teacher will usually be the member of the behaviour team to record the incident on CPOMS.

In order to support the behaviour of the child, teachers are expected to make use of the four pathways of the Lancashire Behaviour Support Tool, a summary of which is included in Appendix E

## **SANCTIONS FOR CONDUCT OUTSIDE THE SCHOOL**

All teachers have the statutory power to discipline pupils for misbehaving outside of school premises. The Headteacher has a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'.

Where behaviour occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, the same principles and sanctions that are applied in school will be applied in accordance with the severity of the behaviour. This may be when children are:

- 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.

Teachers may also discipline for misbehaviour at any time, whether or not the conditions above apply, if the behaviour:

- 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.

## **CRIMINAL LAW**

Some types of harassing or threatening behaviour – or communications – could be a criminal offence. If school staff feel that an offence may have been committed they may elect to seek assistance from the police. This will only be undertaken with the agreement of the Headteacher.

## **EXCLUSION**

The Headteacher is the only member of staff who can decide whether to exclude a pupil, for a fixed term or permanently, in line with the schools exclusion policy, taking into 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 in certain circumstances, which include all permanent exclusions. Where the dismissal panel of the governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel, made up of members of the governing body with no previous knowledge of the situation.

The school is 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. The local authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

The school will 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)

## **CONFISCATION OF INAPPROPRIATE ITEMS**

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

- 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.

- 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.

At The Blessed Sacrament, we will confiscate any item which has been brought into school despite a previous warning to the contrary or any item which we consider could cause injury or be a danger to other members of the school community.

The confiscated items will be kept in the Headteacher's office until the end of the half term when they will be returned on request to the child's parent or guardian.

In line with our Acceptable Use policy, children are not allowed to bring their mobile phones to school and hand them to the office if they do bring them in. Should a child be found to have kept their phone about their person or using it during the school day, it will be confiscated and returned to them at the end of the day.

### **POWER TO USE REASONABLE FORCE**

In our school we do not have a no contact policy as 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 to prevent a pupil or pupils 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.

### **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.
- 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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.
- 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?**

- All members of school staff have a legal power to use reasonable force.
- 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.

If reasonable force is used by a member of staff, a written account is taken by the Deputy Headteacher and remains both on the child's file and the staff file as evidence. This is not a punitive act.

## **PUPIL SUPPORT SYSTEMS**

As a fully inclusive school we recognise that for some children additional or different action may be necessary as a result of special educational needs and /or disability. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different 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 / ALN register. An individual behaviour plan will be established with the child and his or her parent. This will outline agreed targets and strategies as well as ways in which we will support the child. This may include referral to an appropriate outside agency. It may also be necessary to help the other children in school to understand what they can do to help and support this particular pupil.

Further information on the school's approach to inclusion is outlined in the school's Special Educational Needs policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them to manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force.

## **CONSULTATION, MONITORING AND EVALUATION**

Our school is a Catholic caring community and it is the function of our school through a system of relationships, rewards, rules and sanctions to encourage and develop self-discipline in our pupils in order to make them valued members of the community in later life.

Our policy has been developed in consultation with the school community and it will be monitored in accordance with the schools annual cycle of monitoring and evaluations, shared with the Governing body through the Headteacher's report and the school record of self evaluation.

The policy will be reviewed with all staff at the beginning of the academic year, with midyear reviews where monitoring suggests that this is necessary. Following the annual review of the policy parents will be informed of any adaptations or changes through the school newsletter. The school newsletter and website will be used to ensure that the principles of the behaviour policy remain high profile for the whole school community.

## **COMPLAINTS PROCEDURE**

- 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 his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “dealing with allegations of abuse against teachers and other staff” 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.

5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements, such as working within another area of the school are more appropriate.

6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

7) Governing bodies should always 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, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

Please refer to the school Complaints Policy for further details.

## **UNIFORM**

The Department for Education strongly encourages schools to have a uniform as it can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. Children must be reminded to appear smart on a regular basis. This is the responsibility of all staff.

We expect all children to wear our school uniform. The majority of our uniform is available to purchase from 2 local suppliers.

- The only jewellery allowed in school is a digital / analogue wristwatch. Children may wear a PAIR of small, plain studs (gold / silver) in their ear lobe.
- Hairstyle / colour should be appropriate for school. Bright colours, shaven patterns or gelled styles are not suitable for school.
- Hair past shoulder-length should be tied back.
- Black shoes with either velcro, buckle or laces should be worn.

Any child wearing an item not specified on the website will be considered to be non-compliant.

The Headteacher, or a person authorised by the Headteacher, may ask a pupil to go home briefly to remedy a breach of the school’s rules on appearance or uniform. This is not an exclusion but an authorised absence.

## **PREVENTING BULLYING**

### **WHAT IS BULLYING?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school’s first priority but emotional bullying can be



more damaging than physical; teachers have to make their own judgements about each specific case.

### **PREVENTION**

The school's response to bullying does not start at the point at which a child has been bullied. The school has developed a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

The school is proactive in preventing bullying. We have an ethos of good behaviour where pupils treat each other and staff with respect because they know it is the right way to behave. There is an understanding of the value of education and a clear understanding of how our behaviour and actions impact on other people. This is reinforced throughout the school by staff and the older pupils.

All children are taught to 'say no' to bullying through their work in RE and PSHE. They are encouraged to speak to an adult or use the worry box if they are aware of any instances of bullying either to themselves or others. The school's anti-bullying policy is available on the school's website.

Pupils at The Blessed Sacrament Catholic Primary School treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

### **THE EQUALITY ACT 2010**

This act requires public bodies to have due regard to the need to: Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and Foster good relations between people who share a protected characteristic and people who do not share it.

The Blessed Sacrament Catholic Primary School complies with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

### **SAFEGUARDING CHILDREN AND YOUNG PEOPLE**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the DSL should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

# The Blessed Sacrament Way





## Behaviour Policy September 2019

The Behaviour Policy is based on best practice advice from Lancashire County Council.

The implementation of this policy will be monitored by Miss Kelly Hannah in consultation with the Leadership Team.

This policy will be reviewed as appropriate by The Senior Leadership Team

Intended Policy Review Date – September 2020

Approved by \_\_\_\_\_ (Headteacher)

Date: \_\_\_\_\_

Approved by \_\_\_\_\_ (Governor)

Date: \_\_\_\_\_