

Behaviour Policy

Date	Review Date	Coordinators	Nominated Governor
26 May 2021	26 May 2022	Senior Leadership Team	Paul Mokwenye

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Behaviour Policy and practice OLSJ 2020

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

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We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We are aware that during a school inspection the inspection team will make a judgement on behaviour and attitudes by evaluating among other aspects whether:

- we have high expectations of pupils behaviour and conduct and whether these expectations are applied consistently and fairly;
- pupils:
 - have a positive attitude to their education
 - are committed to their learning
 - know how to study
 - are resilient to setbacks
 - take pride in their achievements
 - attendance and punctuality are outstanding
- the relationships between pupils and school personnel reflects a positive and respectful culture
- school personnel and pupils have created a school environment where all forms of bullying are not tolerated
- school personnel deal with incidents of bullying quickly and effectively and they work hard to prevent bullying from spreading.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have in place areas to provide an environment for any pupil who is upset, distressed or acting in an unsafe manner. These are places where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them. e.g. shared area between Reception and Year 1, Learning Mentors room or office behind main entrance.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to pupils of compulsory school age who are registered at a school'.

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We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We understand that 'headteachers' and school personnel authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item'.

We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We wish to work closely with the pupils and School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

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The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We aim to be judged outstanding in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and ethos.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Our Vision in Our Lady and St Joseph Primary School

Our vision is to create a learning environment where all pupils feel safe, secure and able. We believe that by working together, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of education and learning is of the highest standard.

Core Values in Our Lady and St Joseph Primary School

- Love
- Kindness
- Respect

Aims

- Our aim is to provide a holistic environment where children can develop socially, emotionally, physically, spiritually, and academically in a safe and secure environment.
- To encourage a calm, purposeful learning environment in the school.
- To create an ethos that makes everyone in the school community feel valued and respected.
- To foster caring attitudes and to celebrate diversity so achievements in all areas are acknowledged.
- To encourage increasing independence and self-discipline.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school
- responsibility to ensure that the school complies with this policy
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy
- appointed a coordinator for behaviour and discipline to work with the headteacher
- the duty to support the headteacher and school personnel in maintaining high standards of behaviour
- responsibility for ensuring that the school complies with all equalities legislation
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body
 - discussing improvements to this policy during the school year
 - organising surveys to gauge the thoughts of all pupils
 - reviewing the effectiveness of this policy with the Governing Body
 - nominated a link governor to:
 - visit the school regularly
 - work closely with the Headteacher and the coordinator
 - ensure this policy and other linked policies are up to date
 - ensure that everyone connected with the school is aware of this policy
 - attend training related to this policy
 - report to the Governing Body every term
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher and Senior Leadership Team

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school
- ensure all school personnel, pupils and parents are aware of and comply with this policy

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- create an ethos that makes everyone in the school community feel valued and respected
- promote good behaviour by forging sound working relationships with everyone involved within the school
- promote self-discipline and proper regard for authority among pupils
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,
- ensure school rules are displayed around the school and that all stakeholders know what they are
- ensure school personnel apply this policy consistently
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected
- promote good behaviour by forging sound working relationships with everyone involved with the school
- model behaviour that he/she wants to see from school personnel
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- ensure school take individual children to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them
- with all members of the Senior Leadership Team will:
 - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
 - ensure pupils move around the school in an orderly manner
 - praise good behaviour
 - celebrate successes
 - the good performance of school personnel
 - take action if school personnel do not follow this policy
 - consistently inform parents of this policy
 - ensure school personnel praise good behaviour and work
 - ensure school personnel understand the additional needs of all pupils in their care
 - monitor the number of sanctions and rewards given by individual school personnel
 - have in place clear strategies for pupils who are likely to misbehave
 - ensure school personnel are aware of these strategies and apply them
 - have in place support mechanisms for pupils with behaviour difficulties
 - ensure school personnel build and maintain positive relationships with the parents of pupils with behaviour difficulties
- ensure the health, safety and welfare of all children in the school
- work with the School Council and school personnel:
 - to create a set of school rules that will encourage good behaviour and respect for others
 - to annually discuss what are our expectations of behaviour towards each other by considering the following:
 - Are we clear on the importance of discipline and good behaviour in school life?

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- How do we promote this understanding?
 - How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?
 - How well do we promote a range of positive character traits among pupils?
- recommend to the Governing Body the use of a parenting contract:
 - in cases of truancy/poor attendance
 - when a pupil has consistently misbehaved or has been permanently excluded or excluded for a fixed period
 - when it is considered that parenting is a factor in the truancy or bad behaviour of a child and where the parent appears to be in need of support.
 - work closely with the link governor and coordinators
 - provide leadership and vision in respect of equality
 - provide guidance, support and training to all staff
 - monitor the effectiveness of this policy by regularly analysing data on:
 - pupil attitudes to school and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying
 - strategies to improve behaviour and discipline
 - make effective use of relevant research and information to improve this policy
 - annually report to the Governing Body on the success and development of this policy.

Role of the Coordinators – Senior Leadership Team

The coordinators will:

- lead the development of this policy throughout the school
- work closely with the Headteacher and the nominated governor
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- work with the School Council
- monitor school support systems
- undertake classroom monitoring
- track pupils through IEPs
- create links with parents
- deal with external agencies
- review and monitor
- annually report to the Governing Body on the success and development of this policy.

Role of School Staff

School staff will:

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- comply with all aspects of this policy
- maintain consistency in applying this policy throughout the school
- welcome pupils into the classroom
- have in place clear classroom routines
- maintain consistency in applying these routines
- encourage good behaviour and respect for others
- praise good behaviour and good work
- ensure all work is differentiated
- apply all rewards and sanctions fairly and consistently
- work with pupils to compile a list of class rules
- display class rules / codes
- work with pupils to compile a list of sanctions and rewards
- display the list of sanctions and rewards
- promote self-discipline amongst pupils
- deal appropriately with any unacceptable behaviour
- stay calm when dealing with unacceptable behaviour
- apply any behaviour plans of individual pupils
- ensure support staff are aware of these plans
- be aware of and understand the additional needs of pupils in their care
- take individual children when a situation arises to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them
- have in place and will refer to a visual timetable
- discuss pupil behaviour and discipline regularly at staff meetings
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline
- attend periodic training on behaviour management
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school
- ensure the health and safety of the pupils in their care
- identify problems that may arise and to offer solutions to the problem
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the school community.

Expectations of School Staff

Some of our expectations of staff are:

- To be an exemplary role model for children and colleagues.
- To respect all children and treat them fairly by the implementation of consistent rules, rewards and sanctions.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and inclusive curriculum.
- To create a safe and stimulating environment that supports children's learning.

Role of pupils

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times
- show consideration to others
- talk to others without shouting and will use language which is neither abusive nor offensive
- listen carefully to all instructions given by the teacher
- ask for further help if they do not understand
- treat others, their work and equipment with respect
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school
- obey all health and safety regulations in all areas of the school
- co-sign and abide by the Home School Agreement
- liaise with the school council make suggestions about improving school behaviour
- take part in questionnaires and surveys.

Expectations of pupils

Some of our expectations of children are:

- To learn well and to the best of their ability
- To support the learning of other children by behaving well
- To help others to learn by working collaboratively
- To use time and resources carefully and wisely
- To talk to each other in a polite and courteous way
- To listen to each other and try to see each other's point of view

Role of Parents/Carers

Parents / carers are encouraged to:

- comply with this policy
- have good relations with the school
- support good behaviour
- sign the school's 'Home-School Agreement'
- ensure their children understand and value the meaning of good behaviour
- support school rules and sanctions
- be asked to take part in periodic surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Our Expectations of Parents/Carers

As part of the Home - School Agreement parents are expected to support the school's Behaviour Policy.

- To make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- To encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- To foster good relationships with the school and to support the school in the implementation of this policy.

How do we promote good behaviour?

- Our approach to good behaviour is based upon the understanding that positive actions are more effective than negative ones.
- Through our RE and PSHE curriculum
- Frequent use of praise
- Celebrating good behaviour through assemblies, sharing with staff
- Raising self-esteem
- Planned assemblies and learning opportunities linked to personal, social, health moral (PSHE) curriculum and our school values
- Positive messages and if exceptional behaviour or acts of kindness then phone calls or Dojo messages home
- Special jobs and responsibilities in the classroom and around the school
- We encourage classes to discuss and agree appropriate learning behaviour and staff to refer to this throughout the day
- Restorative justice approach ensuring time is given for children to reflect on choices made

Sanctions and Rewards

Sanctions and rewards:

- have been devised by the staff, School Council and the Governing Body
- must be applied fairly and consistently across the school
- must not be degrading or humiliating to any pupil
- must be age appropriate
- must be displayed around the school

A system is in place to ensure that no child ever misses out on sanctions or rewards.

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

Pupil Support

- A number of pupil support systems are in place and are proving effective in promoting good behaviour.
- All school personnel work hard to ensure that these systems run smoothly.

How do we promote Good Behaviour

- Our approach to good behaviour is based upon the understanding that positive actions are more effective than negative ones.
- Through our RE and PSHE curriculum
- Frequent use of praise
- Celebrating good behaviour through assemblies, sharing with staff
- Raising self-esteem
- Planned assemblies and learning opportunities linked to personal, social, health moral (PSHE) curriculum and our school values
- Positive messages and phone calls home
- Special jobs and responsibilities in the classroom and around the school
- We encourage classes to discuss and agree appropriate learning behaviour and staff to refer to this throughout the day
- Restorative justice approach ensuring time is given for children to reflect on choices

Promotion and Celebration of Good Behaviour

- Good behaviour is celebrated regularly.
- Regular praise and encouragement is part of the school ethos.

Preventative Measures

- Raising student self-esteem
- Communicate a sense of importance
- Ensure successful experiences
- Emphasise children's responsibility through providing choices
- Vary groups in class according to friendship and abilities
- Display and celebrate children's outcomes (finished work)

Offering a well-planned high quality curriculum

- Aim for high quality teaching which encourages breadth of exploration and representation and balance in the pupil experience of the wider curriculum
- Ensure good and flexible preparation of activities matched to student abilities
- Vary lesson pace
- Plan for and support SEND / EAL students
- Plan for other adults in the classroom
- Set challenging but achievable goals
- Explain tasks well
- Have back up self-sustaining activities ready
- Providing a comprehensive programme of personal, social, health and citizenship education

Good classroom management of time

- Establish clear routines (end of lessons/day and activities)
- Allow time for clearing up, questions, and children to finish work.
- Allow children to organise their own time and tasks where possible.
- Plan for quality activities for quick finishers. Evaluate their completed task (hard enough, their best? extend task or present it better?).

Good classroom management of resources

- Have clear movement routes
- Allocate clear curriculum areas in the classroom
- Ensure resources are easily available and kept tidy
- Discourage wastefulness
- Share resources across age groups
- Subject co-coordinators to catalogue, promote, and organise special resources

Quality of Education – Teaching and Learning

- Vary teaching style to meet range of preferred ways of learning
- Pupils usually remain on task if the learning experience is interesting
- Consider the climate for learning
- Be clear about the relevance of classroom activities
- Cultivate a working environment which is comfortable, attractive, interesting and safe
- Create a climate where children have equal status. Establish a climate where there are clear expectations about behaviour and work habits structured
- Work towards an ethos where children can have an increasing role in shaping classroom activity.
- Be explicit in your expectations of what constitutes achievement and encourage children to work towards relevant standards
- Support children to try new things and learn from mistakes

Conditions for personal growth

- A climate where the following are encouraged:
- Active pupil learning with others
- Respect
- Acceptance so people can be themselves and express beliefs
- Trust in themselves and others
- Self-discovery – find out about themselves and meet own needs
- Non-threatening climate to challenge others
- Openness
- Respect for the personal nature of learning, where differences in style and interest are thought to be good and desirable
- Right to make mistakes
- Toleration of ambiguity – explore alternative solutions
- Co-operative evaluation and self-evaluation (with help)

Restorative justice

- Conflicts are investigated fully by a member of staff.
- Children involved are given the opportunity to share their concerns and views about the conflict.
- Member of staff acts between the parties agreeing a contract or arranging a meeting between the parties.
- Members of staff then act as a facilitator to resolve the conflict and encouraging the parties involved to seek a resolution.

What kind of behaviour constitutes unacceptable behaviour?

- Some examples are:
- Hitting, kicking, pushing, threatening
- Making someone do something they don't want to do
- Preventing someone from doing something they want to do
- Putting someone down by belittling, or embarrassing or humiliating
- Being coercive, domineering or controlling

Staff take a clear and consistent approach to support children in making the right behaviour choices

- This means:
- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who regularly follow the rules are noticed and rewarded.

A staged approach that consists of:

1. An age appropriate consideration and response
2. A reminder, referring to previous examples of good behaviour
3. First Warning, clearly outlined, a positive choice offered
4. Reflection time
5. Final Warning
6. Reconciliation

If poor behaviour choices continue, the next step (post-pandemic) would be reflection time in a partner class. This would then move on to time with a senior leader, deputy head and then finally the head of school. In this case, a parent would be informed.

Incidents

- All significant incidents of bad behaviour are recorded.
- The leaders thoroughly investigate all incidents and reports to the Headteacher.
- All incidents to be logged on C-Poms.

What If a Child's Behaviour Causes Serious Concern?

Children generally behave really well in lessons and at playtimes and relationships are strong.

However, we do recognise that some children will benefit from support in terms of their behaviour choices, especially if it impacts on their own and others' learning, safety and wellbeing.

We have a comprehensive procedure we follow and will support you with should your child need it. This includes working with professionals both within and outside of the school.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist
- educational welfare officer
- school health nurse and from
- Social Services.
- CAMHS

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School website
- Staff Handbook

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- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Written communications with home such as weekly newsletters and of end of half term newsletters
- Reports to parents
- Headteacher reports to the Governing Body
- Information displays in the main school entrance
- Text messages
- Email / Class Dojo

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Maintaining good order and discipline
 - Safeguarding pupils
 - The use of reasonable force
 - Dealing with bullying
 - Pupils at risk of disaffection
 - Pupil support programmes
 - Searching, Screening and Confiscation
 - Equality
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Headteacher:	Sean Flood	Date:	June 2021
Chair of Governing Body:	Paul Mokwenye	Date:	June 2021

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