

BEHAVIOUR POLICY
ST. HELEN'S CATHOLIC PRIMARY SCHOOL JULY 2013

ST. HELEN'S MISSION STATEMENT

**RESPECT YOURSELF,
RESPECT EVERYONE IN OUR SCHOOL COMMUNITY,
RESPECT EVERYONE IN OUR LOCAL COMMUNITY,
RESPECT EVERYONE IN OUR GLOBAL COMMUNITY
BUT MOST OF ALL, RESPECT GOD OUR FATHER IN HEAVEN.**

The Governing Body of St. Helen's Catholic Primary School adopted this BEHAVIOUR POLICY in July 2013. This policy has been written after consultation with Parent/carers, pupils, staff and Governors.

This policy operates in conjunction with the following policies:

- The Anti – Bullying policy
- The Inclusion Policy
- The Equality Policy
- Mission Statement
- Home/school Agreement
- Child Protection Policy

WHAT DO WE EXPECT AT ST. HELEN'S?

- ✚ Behaviour which is based on **RESPECT** for everyone, **RESPECT** for the school environment and **RESPECT** for other pupils' belongings.
- ✚ Behaviour which does not offend or affect the safety or learning of other members of the school community.
- ✚ Good behaviour in all aspects of school life – this includes: trips, clubs, sporting events, learning outside the classroom, travelling to and from school etc.

THE SCHOOL RULES:

- ✚ SHOW RESPECT TO EVERYONE.
- ✚ KEEP EVERYONE SAFE AND HAPPY – NO BULLYING.
- ✚ WALK IN SCHOOL.
- ✚ CARE FOR OUR SCHOOL ENVIRONMENT, EQUIPMENT AND OTHER PUPILS' PROPERTY.
- ✚ WORK TO THE BEST OF YOUR ABILITY – SHOW RESILIENCE, STICKABILITY AND GUMPTION.
- ✚ REPRESENT OUR SCHOOL WELL WHEN OUT AND ABOUT IN THE COMMUNITY.

(Written by the pupils – June 2013)

KEY PRINCIPLES:

- ✚ The fundamental approach is a positive one where we promote, recognise and praise and reward good behaviour.
- ✚ Every member of the school community must be made to feel valued and respected.

- ✚ Each person must be treated fairly and this policy must be consistently applied.
- ✚ We will provide an environment where everyone can feel safe and happy.
- ✚ We will promote good relationships so that all members of the school will be able to live and work together. As a result, learning will be the main priority of the School.
- ✚ We encourage pupils to have a sense of personal responsibility for their own behaviour by: making the right choice, understanding the consequences of their actions and by reflecting on their decisions - this enables pupils to develop their personal skills which will be useful for their future life.
- ✚ When a pupil has behaved in an unacceptable manner, an appropriate sanction is put in place.
- ✚ When a pupil has behaved in an unacceptable manner but has learnt from the experience, the incident is forgotten and a fresh start is given – as we are a Catholic school, it is crucial we forgive and allow pupils to learn from their mistakes.
- ✚ When a pupil is displaying a pattern of poor behaviour, we have a responsibility to consider why the pupil is behaving in this manner. Reference to the Child Protection Policy might be needed.
- ✚ Poor behaviour can be set off by specific triggers, we need to identify these and monitor these patterns of behaviour and act if necessary.
- ✚ Where necessary, we will work in partnership with outside agencies to support a child with their behaviour and implement fully any appropriate strategies that are suggested.

ALL SANCTIONS MUST BE REASONABLE – AGE APPROPRIATE AND IN LINE WITH EQUALITY LEGISLATION IN TERMS OF SEN, DISABILITY, RELIGION AND CULTURE.

OUR VALUES:

- ✚ Build trust
- ✚ Show compassion (care)
- ✚ Accept forgiveness
- ✚ Uphold justice (fairness)
- ✚ Share respect
- ✚ Be Saintly
- ✚ Create peace
- ✚ Show tolerance (patience)
- ✚ Love one another

(Based on the Beatitudes)

KEY STRATEGIES FOR ENCOURAGING POSITIVE BEHAVIOUR:

- ✚ **All** Staff have the statutory authority and must accept this responsibility for maintaining good behaviour throughout the school, as children move around the school and whilst out of school on school activities.
- ✚ All staff should ensure that our expectations are consistently applied. But flexibility in the use of these strategies is needed in extreme cases (especially when a pupil has an Individual Educational Plan for behaviour and in more extreme cases, a Pastoral Support Plan) - this will be the

- decision of the Senior Leadership Team/Inclusion Manager and these adaptations must be supported by all adults in the school community.
- ✚ Pupils also need to understand that sometimes pupils are treated differently but that this is still fair and this is what that pupil needs to help them improve their behaviour.
 - ✚ All adult members of the school community are expected to be good role models and use positive language which promotes respect for all at all times.
 - ✚ Positive reward strategies include: stars of the week, lunchtime positive play superstars, Headteachers' special mention certificates, trophy and extra play for the best lined up class of the week, lunchtime raffle tickets leading to 5 prizes each week – these rewards are available to all pupils and it is the expectation that everyone will be star of the week once during the year.
 - ✚ Certificates are handed out at our weekly celebration assembly in order to publicly recognise good behaviour/success. All these recognitions of praise are also included in the newsletter in order to share the good news with the whole community.
 - ✚ Class merit points are given to reward good behaviour, thoughtful acts as well as good effort in work – each class personalise this system for their class at the beginning of each academic year.
 - ✚ Staff will give time to talk and listen to the views of pupils about behaviour.
 - ✚ Praise should be given whenever it is appropriate by all adults in the school community.
 - ✚ Our strategies encourage pupils to reflect on their inappropriate behaviour but should never humiliate pupils such as standing facing the wall or a public telling off.
 - ✚ The strategies should also match the severity of the incident and be appropriate to the pupil involved, in line with equality legislation.
 - ✚ Staff should avoid stereotyping by labelling certain pupils – everyone is entitled to a fresh start.
 - ✚ When disagreements occur, adults should listen to both sides of the argument and when necessary ask other pupils/adults for their views of the event.
 - ✚ The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Reference should be made to the Anti-bullying Policy.
 - ✚ We have a wide selection of support systems on offer in our school. These include: Learning Mentor support, Circle of Friends groups, Counselling, the worry bag and Nurture support.

BEHAVIOUR FOR LEARNING STRATEGIES – THE CLASS TEACHER'S ROLE:

- ✚ If work is appropriately matched to ability and the curriculum is interesting and engaging, pupils will want to learn and therefore behavioural issues will be minimal.
- ✚ Every class will have a class code of behaviour which is agreed by all members of the class – these are compiled at the beginning of the Autumn term based on high teacher expectations and the teacher must ensure that these codes are consistently applied in their classroom.
- ✚ Teachers will remind pupils, as they leave class, of expected behaviour as they move around the school.

- ✚ Every teacher will treat each child fairly, with respect and with understanding.
- ✚ Positive language will be used e.g. please walk rather than don't run.
- ✚ Teachers will encourage the use of positive choices e.g. If you do this, then this will happen (positive outcome), If you choose this, then this will happen (negative outcome). Now you choose what you are going to do.
- ✚ Every class will have their own merit systems. The process for gaining certificates and prizes is explained in the staff handbook.
- ✚ Strategies which punish whole groups should be avoided at all costs – further investigations need to take place to see who is responsible and who needs to learn from the misdemeanour.
- ✚ Expectations for behaviour must be regularly discussed with pupils to remind them of: our mantra that “everyone has a right to feel safe and happy” at our school and that pupil behaviour cannot have a negative effect on any other pupil’s learning. Assemblies, R.E. lessons, SEAL sessions and Philosophy for children sessions can all play a part in these discussions.
- ✚ All staff must recognise the importance of creating a positive learning environment where raising pupils’ confidence and self esteem is vital in order that pupils can achieve their full potential.
- ✚ Occasionally, an “ignoring” strategy is appropriate as a child might just want attention – it is better to give positive attention to them when they are doing the right thing.
- ✚ Teachers have the legal authority to discipline pupils whose behaviour is unacceptable – in school and whilst on out of school activities, for misbehaviour outside of the school premises which has an impact on school life (see section on pupil conduct outside of the school premises) and can confiscate inappropriate items belonging to pupils (see section on confiscation).
- ✚ Class Teachers will work in partnership with outside agencies to support a pupil who needs further guidance and specific strategies to improve their behaviour. They will also ensure that the next teacher/ next school are aware of any behavioural issues a pupil has and which strategies have been particularly successful.

THE ROLE OF SUPPORT STAFF:

- ✚ The Support Staff of St. Helen’s have a key role to play in ensuring that the school’s expectations for good behaviour are encouraged.
- ✚ The Support Staff of St. Helen’s treat each pupil fairly and apply the school’s expectations consistently.
- ✚ Support Staff will report any significant incidents back to the class teacher.

THE ROLE OF PUPILS:

- ✚ The school council should be involved in discussions about behaviour and any new strategies that are going to be introduced to address any behavioural issue within our school.
- ✚ Our Peacemakers must be recognised for the important job they do on the playground. Pupils should be encouraged to ask them to help sort out any minor disagreements.
- ✚ At the beginning of every academic year, pupils review and adapt the Playground Code and are responsible for their class code of conduct.

THE ROLE OF PARENT/CARERS:

- ✚ An active partnership should be developed with Parent/Carers to help promote good behaviour - if the child is aware that home and school are giving the same message, it usually has a positive effect on their behaviour. Parent/Carers should be involved at an early stage to help to turn the situation around quickly.
- ✚ Parents/ Carers will be able to see the class teacher or a member of the senior leadership team on the same day, if they have a concern about their child's well being/behaviour.
- ✚ The Home/school agreement gives clear expectations about behaviour at St. Helen's. This is shared with Parent/Carers as their child starts school and also appears in the school prospectus which is available at all times on our website and is attached at the end of this policy.
- ✚ Staff should report any issues of serious behaviour to Parent/Carers as soon as possible and also give regular updates on their child's behaviour, where necessary. This should also be discussed at progress meetings with the child present (if appropriate) and a summative evaluation of their behaviour and behaviour for learning in the annual report.
- ✚ Parent/Carers will be informed of any new strategies that are introduced, by the means of the weekly newsletter and can view this policy at any time on the website.
- ✚ If the school has to use reasonable sanctions then Parent/Carers are expected to support the actions of the school. If Parent/Carers have any concern about any sanction that their child has received, they should initially contact the Headteacher. If they are not satisfied with the outcome of their discussion with the Headteacher, they should then contact the Chair of Governors in writing.

THE ROLE OF MIDDAY ASSISTANTS:

- ✚ At St Helen's, our Midday Assistants regularly take part in positive behaviour training. We value the part they play in the life of the school especially the positive reward systems which they have introduced: raffle tickets, Good manners scroll of honour and positive play superstars.
- ✚ The Midday Assistants are responsible for behaviour throughout the lunchtime but backup from the Senior Leadership Team is always available.
- ✚ Any issues are verbally reported to the class teachers and they will follow up these issues as appropriate.
- ✚ The playground code was originally written by the pupils of our school and is reviewed and adapted at the beginning of each academic year by the pupils. All staff are consulted – all stakeholders have agreed on the following code:

ST.HELEN'S PLAYGROUND CODE

- We will involve other people when they are on their own.
- We will help anyone who is hurt or upset.
- We will speak to everyone in a polite way.
- We will do what the dinner ladies ask us to do and offer help to them if needed.
- We will look after the play equipment and help to tidy up.

- When disagreements occur, we will ask a peacemaker to help us to sort it out.
- We will not climb or swing on the trees as it is dangerous.
- We will not play near the bushes or go behind the sheds.
- We will not hurt anyone with physical violence such as kicking or thumping or with nasty words.
- We will put our litter in the bin.
- We will walk in the Dining Hall and wait calmly for our school dinner.
- We will try not to drop food on the floor of the dining hall.
Remember.....Pick it up and put it in the bin.
- When a new child or adult joins our school, we will welcome them onto the playground and make sure they feel involved.
- Respect nature as if it were your home – trees help us breathe so don't pull the branches.
- We will use the toilets appropriately and leave them clean and tidy.
- When it is wet play, we will help to tidy away ready for the afternoon.
- And remember think before you act.

OUR PLAYGROUND HAS TO BE A SAFE AND HAPPY PLACE FOR EVERYONE.

Reviewed by pupils: September 2012

THE FOLLOWING BEHAVIOUR IS CONSIDERED TO BE UNACCEPTABLE IN OUR SCHOOL:

- ✚ Bullying – individual or group, verbal or physical abuse, taunting, mimicking and any form of cyber-bullying.
- ✚ Aggression towards pupils or adults.
- ✚ Swearing and using God's name inappropriately.
- ✚ Rudeness
- ✚ Stealing

SANCTIONS USED IN ST. HELEN'S:

FOR INFANT PUPILS:

- ✚ The pupil will miss some of their playtime and have to hold the hand of an adult.
- ✚ The pupil will miss some Golden Time and will have a directed activity to do.

FOR JUNIOR PUPILS:

- ✚ Children who have been reminded of the class rules and continue to break them should be asked to sit on the thinking step.
- ✚ Whilst on the thinking step, we should record (or have support in recording) what they have done, who it has affected and what they should do next e.g. write an apology.
- ✚ A sanction will then be issued such as a missed break-time but the pupil must have access to food, drink, the toilet and some fresh air. For a more serious incident, the pupil might miss a lunchtime or be sent to another class with work.
- ✚ If inappropriate behaviour continues, the records of behaviour will be shared with Parent/Carers by the class teacher.

- ✚ If the behaviour continues after this, then the Key-stage Leader and Parent/Carer will assess the behavioural targets and adapt if necessary.
- ✚ If still no improvement, the Headteacher, Parent/Carer and child will have a home/school agreement.

IT IS IMPORTANT THAT THE PUPIL IS TOLD THAT IT IS THEIR BEHAVIOUR THAT IS NOT WELCOMED NOT THE CHILD IN PERSON.

The above strategies are usually sufficient in maintaining good order at St. Helen's. But Government guidance recommends that a school's Behaviour Policy should include information about inappropriate behaviour outside of the school, the use of reasonable force and the confiscation of inappropriate objects.

PUPIL CONDUCT OUTSIDE THE SCHOOL PREMISES

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. This can be when:

- Taking part in any school organised or school related event
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.
- Events outside school could have repercussions for the orderly running of the school, pose a threat to another pupil, to themselves or to a member of the public or could adversely affect the reputation of the school.

USE OF REASONABLE FORCE

School staff have a legal power to use force and lawful use of the power will provide defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school Leaders should support their staff when they use this power.

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 involves a degree of physical contact with pupils.
- Force is usually used either to control or to 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 student needs to be restrained to prevent violence or injury.
- "Reasonable in the circumstances" means using no more force than is needed.
- As mentioned above, 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 2 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.

Staff should only intervene physically to restrain a child in order:

- to prevent injury to another child,
- if the child is in danger of hurting him/herself,
- if the pupil is about to commit an offence and
- in order to maintain good order and discipline in the classroom.

This should only happen when no other course of action is available. **Staff at St. Helen's have also been TEAM TEACH trained and therefore know appropriate ways to restrain pupils.**

Staff may also legally use restraint when conducting a search **without** consent for:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images or
- articles that have been used to commit an offence or cause harm.

Force or physical restraint **cannot** be used to search for items banned under school rules.

These actions are all in line with government legal provision on the use of reasonable force.

CONFISCATION OF INAPPROPRIATE ITEMS

There are 2 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 pupil's property – this protect them from liability for damage to, or loss of, any confiscated items.
2. Power to search without consent – see list of items in previous section.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher to implement this policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure that the health, safety and welfare of all children in the school are paramount.

The Headteacher will support the staff by implementing the policy, by setting the standards of behaviour, by supporting staff in the implementation of the policy and by reminding pupils of our expectations. Also, the Headteacher will ensure that appropriate training is provided.

The Headteacher keeps records of all reported serious incidents of misbehaviour in the behaviour log.

The Headteacher has the responsibility for excluding children for a fixed term when serious acts of misbehaviour take place. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Governors will be notified of any exclusions.

It is important that bridges can be rebuilt on the pupil's return from a fixed term exclusion and that a fresh start given.

THE ROLE OF GOVERNORS

The Governing Body should consult the Headteacher, staff, parent/carers and pupils before compiling a set of principles which becomes the basis of this policy.

The Governors should support the Headteacher in carrying out these principles and review annually the effectiveness of the policy.

The Headteacher has the day-to-day authority to implement the school's Behaviour Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

Governors are responsible for the pastoral care of staff and should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. Reference should be made to "Dealing with Allegations of Abuse against Teachers and other staff".

Governors must ensure that this policy appears on the school's website.

MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis. She reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

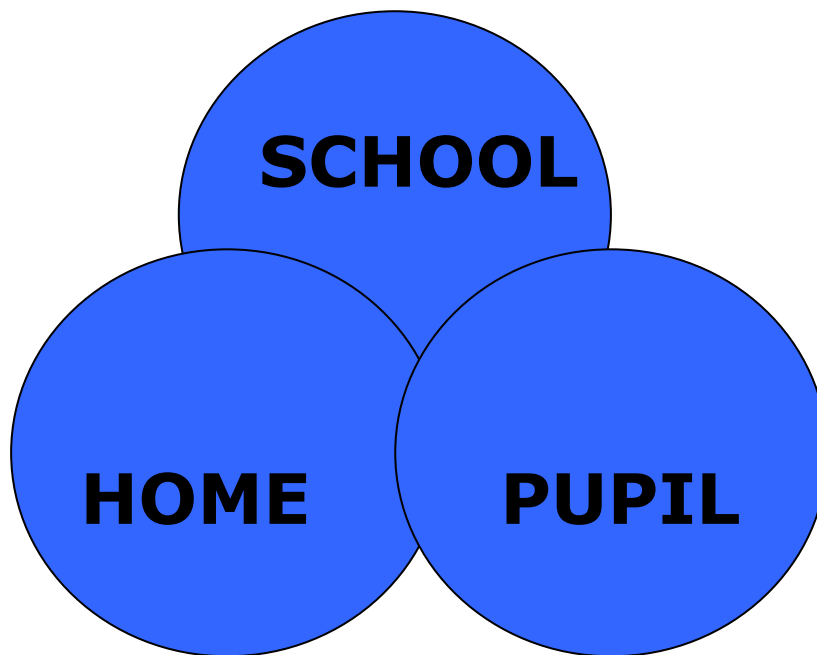
The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him / her on account of unacceptable behaviour. We also keep a record of any incidents that occur at break or lunchtimes; Midday Assistants give written details of any incident in the books that we keep in the staff room. All paperwork connected with exclusions is kept in the Headteacher's office.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

REVIEW

The Governing Body reviews and adapts (if necessary) this policy annually. It is then publicised to Parent/Carers, staff and pupils. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Reviewed July 2013



PARTNERSHIP **AGREEMENT**

OUR MISSION STATEMENT

RESPECT YOURSELF,
RESPECT EVERYONE IN OUR SCHOOL COMMUNITY,
RESPECT EVERYONE IN OUR LOCAL COMMUNITY,
RESPECT EVERYONE IN OUR GLOBAL COMMUNITY
BUT MOST OF ALL, RESPECT GOD OUR FATHER IN HEAVEN

At St Helen's, to ensure that the Mission Statement is fulfilled, we:

- Provide a secure, caring environment inspired by Christ in which every member of the school community feels welcomed.
- Ensure your child will be valued and respected as a unique individual with particular needs and abilities.
- Provide a religious education programme which will give knowledge and understanding of the Catholic faith.
- Ensure that there are opportunities for prayer and liturgy appropriate to your child.
- Provide a balanced curriculum which is of the highest possible quality and which meets the needs of your child.
- Treat your child with respect, kindness, and courtesy and encourage him/her to behave to others in the same way.
- Endeavour, through a range of activities, to encourage your child to be actively involved with the parish and wider community.
- Make it as easy as possible for parent/carers to communicate with and be involved in the school.
- Contact parent/carers if concerns arise which may affect your child's work or behaviour or health.
- Keep parent(s) informed about school activities via newsletters and notices.
- Keep available copies of all current school rules and policies for parent(s) to see.
- Supply a written report on your child's achievements and progress each academic year.
- Listen to the views of the children and through the School Council, act upon constructive suggestions.

Head Teacher's

signature.....

I / We, the Parent/Carer(s) will:

- Support the Mission Statement.
- Support the religious education, ethos and the worship of the School.
- Ensure that my/our child attends school on time with proper equipment.
- Keep the school informed of matters that may affect my/our child's work or behaviour or health.
- Acknowledge that holidays taken during term times are not an entitlement and require the consent of the Headteacher.
- Take an active interest in my/our child's progress.
- Support my/our child in complying with the school's homework policy.
- Encourage my/our child to engage fully in school and parish life.
- Treat all members of the school community with consideration and courtesy.
- Read and respond promptly, where appropriate, to all communications from the school.
- Fully support the School Rules and policies - particularly those concerned with the wearing of correct full school uniform, behaviour, discipline and bullying.
- Support the work of the Parent Teacher Association. (PTA)

Parent (s) signature:.....

For children Year 3 and upwards.

I, the Pupil, will:

- Show respect for the feelings, work and possessions of others.
- Be friendly and helpful to others.
- Keep to the playground code.
- Do all my class work and homework as best as I can.
- Take good care of the school buildings and equipment.

Pupils Signature.....