

# Behaviour policy and statement of behaviour principles

## Our Lady of the Visitation Catholic School



<b>Approved by:</b>	Maureen Gordon	<b>Date:</b> 2 <sup>nd</sup> October 2016
<b>Last reviewed on:</b>	October 2018	
<b>Next review due by:</b>	October 2020	

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# 1. Purpose and Aims

The prime purpose of our Behaviour Policy is for all to develop a sense of self control, tolerance and personal responsibility. In this way we aim to maintain an environment in which all pupils feel safe and secure and can flourish as individuals.

As a Catholic School we support the Gospel Values of forgiveness and reconciliation. We encourage children to learn to negotiate, to show sorrow for wrong doing and forgive those who may have hurt them in word or actions.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

# 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

# 3. Attitudes and Definitions

**Attitudes that we seek to promote include:**

To value each child not only for what they achieve, but for who they are:

To develop mutual respect and support each other:

To help each child learn how to learn

To help each child enjoy their school work and find in it, both satisfaction and a sense of achievement.

To develop an attitude of care and concern for the environment, both locally and globally

Each class, through Religious Education, discussion and 'circle work' will work through the kinds of positive behaviours we are seeking to develop.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-compliance / disobedience
- Non-completion of classwork or homelearning
- Low level disruptive behaviour
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Consistent low level disruptive behaviour
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Pupils acting in a manner that endangers their own safety or that of others

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (in class behaviour log and on SIMS)

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Arrive at school on time and ready to learn
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- House points
- Notes / Letters or phone calls home to parents
- A wide range of behaviour and achievement awards
- Forty minutes of 'Golden Time' each week
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- The use of a traffic light system within class – notifications sent home to parents on a daily basis if the traffic light system is used
- A verbal reprimand
- Missing 5 minutes of playtime
- Missing some or all of their 'Golden Time'
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Behaviour notice sent home (to keep parents informed)
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

See appendix 2 for sample letters to parents about their child's behaviour.

We may exclude pupils from class or breaks in response to serious or persistent breaches of this policy. Pupils may be sent to another class or a senior member of staff during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

## 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our allegations of abuse against staff policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

# 8. Behaviour management

## 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Consistently following the behaviour policy
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Staff will be supported by members of the senior leadership team to develop behaviour management techniques in line with school policy.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every two years.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy



- Safeguarding policy
- Anti-bullying Policy
- Allegations against staff

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The school will implement the behaviour policy for incidents that cause harm to pupils outside the school gates, including cyber bullying and unacceptable behaviour on school trips
- Outside agencies, such as the behaviour support team, will be involved where support is needed for continuous disruptive behaviour
- The school will follow the restraint policy where a pupil is at risk of self harm or causing harm to others
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Pastoral Care will be provided for staff accused of mis-conduct

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every two years.

## Appendix 2: letters to parents about pupil behaviour – templates

### First behaviour letter

Dear parent / carer,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

Your child has now received 5 behaviour notices. As \_\_\_\_\_ is still struggling to adhere to our pupil code of conduct I would appreciate it if you could arrange to meet me on \_\_\_\_\_ after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

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

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### Behaviour letter – return slip

Please return this slip to school to confirm you can attend the meeting. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

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

## Second behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,  
\_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

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

## **Appendix 3: Guidance for Managing Behaviour**

### **AIMS**

1. All staff will manage behaviour consistently
2. Parents will be kept fully informed so that they can support with the behaviour. (All unacceptable behaviour will be communicated to the parent/carer).
3. Children will know when they have made the wrong choices, what they have done and the consequences of making the wrong choice.
4. Consequences will be immediate or at the very least the next day (excludes golden time which will be in the same week).

### **PROCEDURES**

1. The traffic light system will be used consistently.
2. Unacceptable behaviour will be given a warning.
3. If the child needs to be spoken to a second time this will result in moving to Amber.
4. If the behaviour continues the child will be moved to red.
5. If amber /red is reached before lunchtime the child will complete a behaviour slip to take home. The child will then move back to green.
6. If the child continues to make the wrong choices they should be moved to amber or red. It may result in a child taking home more than one behaviour notice.
7. If the wrong choices are made during break or lunch this should be investigated by the lunch time supervisors. They should then decide if a child needs time out with them or if the class teacher or a senior member of staff should be involved. If the lunch time supervisor cannot resolve the issue a senior member of staff should be informed to further investigate the matter. A notification slip will be completed by the lunch time supervisor and given to the class teacher. The teacher will decide whether this is an amber or red warning and the appropriate notice will go home. If the class teacher is unavailable then the deputy will be informed.
8. If a child consistently chooses to make the wrong choice and behaviour notices are going home every day then parents should be asked to meet with the class teacher (see letters).
9. If behaviour notices are not returned to school then a phone call should be made (from the office).
10. If the behaviour continues and is not being addressed we may need to consider that the child has a special need and other procedures may need to be considered. This will require input from the SENCo and parent/carer.

### **SANCTIONS**

1. If a child moves to amber the consequence is a behaviour notice sent to parents.
2. If a child moves to red the consequence will be missing minutes of their next playtime (either break or lunch). (Amount of time to be determined by the class teacher. The child will be required to sit in silence in the classroom and not engaged in any activity.
3. If a pupil moves to red three times within a week will mean a meeting between the class teacher and parent will be necessary.
4. Each day and week will start fresh. However if more than 5 red behaviour notices are sent home within a half term then a meeting with the parent will be necessary.

5. Golden time sanctions are given when a child has done something that is deemed to be more serious (see policy). This should be for 20 minutes when the child sits in silence and not engaged in any activity. The class teacher will have agreed beforehand what golden time activity the child will then attend.
6. Where necessary a child will be sent to a senior member of staff or to another class. These sanctions must be recorded and parents notified through the behaviour notice.

Please note – sanctions are given at the adult’s discretion, depending on the circumstances and needs of the child.