

Statutory Policy

St Paulinus Primary
Catholic Voluntary Academy



SAINT PAULINUS
PRIMARY CATHOLIC
VOLUNTARY ACADEMY

Behaviour Management
Policy

Written By **Mr S Geaves**

Date Written **January 2016**

Approved by: _____ **Date** _____

(Governing Body)

Approved by: _____

(Head Teacher)

Adopted Date: **March 2016**

Review Date: **March 2017**

Consultation (if required)

Children **November 2015**

Staff **September 2015**

Other (Standards) **February 2016**

St.Paulinus Primary Catholic Voluntary Academy

Policy for Behaviour Management

St Paulinus Primary Ethos Statement

The school was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic school in accordance with canon law and the teachings of the Roman Catholic Church and in accordance with the Trust deed of the Diocese of Middlesbrough and in particular:

- a) religious education is to be in accordance with the teachings, doctrines, disciplines and general and particular norms of the Catholic Church**
- b) religious worship is to be in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;**

and at all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

Mission Statement

‘Love One Another As I Have Loved You’

In our school we help each other to be the best person we can be. We achieve this through:

Respect Enjoyment Acceptance Love

Statement on general principles on Behaviour and Discipline

The Governors and staff of St Paulinus School are committed to creating an environment, based on Gospel values and the school Mission Statement, where everyone is treated with love and respect, can work, play and express themselves, are cared for and encouraged to develop to their full potential. We believe that every child is unique and created in God’s image and that each individual has an important contribution to make to the school and the wider community. We expect that parents and carers will support the ethos and values of the school and co-operate with the school in the consultation process for the behaviour management policy and its application.

Children have choices to make and they should be encouraged to take responsibility for their actions in a manner appropriate to their age and maturity. Good behaviour will be promoted and celebrated through positive affirmation and appropriate role modelling by adult members of the community. By creating a strong sense of community and by working closely with parents and carers, we expect children to feel safe and confident that inappropriate behaviour will be dealt with fairly and consistently.

Statement of Intent

The aim of this policy is to promote good relationships and an environment where everyone feels happy and secure and can work together with the common purpose of helping each other achieve their unique potential. The Governors recognise and accept their

responsibilities, with respect to behaviour, under the Article 12 of the United Nations Convention on the Rights of the Child, the Education Act 2002, the Education and Inspections Act 2006 and the Equality Act 2010, with respect to safeguarding and promoting the welfare of children, and in respect of pupils with special educational needs.

This policy should be read in conjunction with the school's Policy for Dealing with Abusive Behaviour from Adults, the Code of Practice for School Governors and the Anti-Bullying Policy.

The Governors recognise that teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction. They may do this at any time the pupil is in school, or elsewhere under the charge of a teacher, including on school visits. They can also discipline pupils for misbehaviour outside school which is witnessed by a member of staff, or reported to the school, or occurs when a child is travelling to or from school, or when a pupil is in school uniform or another way identifiable as a pupil at St Paulinus. In addition, ST Paulinus staff may discipline a child whose behaviour poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school. Where appropriate, staff can confiscate pupils' property.

Governors' Responsibilities

1. To produce a written statement of principles on behaviour and discipline and to review this annually;
2. To ensure that the school's ethos, values and Mission Statement form the basis for the principles of the Behaviour Policy;
3. To ensure that the whole school community is consulted about the principles of the school's Behaviour Policy;
4. To ensure that there is a current and appropriate Anti-Bullying Policy in place;
5. To ensure that the Behaviour Policy does not discriminate against any pupil;
6. Through careful budgetary management, to ensure that there is provision for training of the school's staff on behaviour and discipline;
7. To ensure that teachers' roles in school discipline are consistent with the National Agreement Raising Standards, Tackling Workload and Workforce remodelling; so that there is due recognition of the enhanced roles of support staff and that not all responsibilities are focussed on teachers;
8. To ensure that the Head Teacher is supported in the preparation of the Behaviour Policy and in taking reasonable measures to ensure the wellbeing of staff and pupils;
9. To ensure, through careful budgetary planning, that there is funding for involvement of appropriate support agencies for children with challenging behaviour;
10. To behave in a respectful manner to all members of the school community and to act in accordance with the code of practice for school governors at all times.

Head Teacher's responsibilities

1. To ensure that the Behaviour Policy and procedures promote good behaviour and respect and are founded on the ethos and values of the school and the Mission Statement;
2. To take all reasonable measures to ensure the safety and wellbeing of staff and pupils;
3. To ensure that the Behaviour Policy is publicised to all parents, pupils and staff at least annually and to all new staff, parents and pupils;

4. To ensure that copies of the Behaviour Policy are in the School Prospectus and Staff Handbook and are given to all supply staff when first attending the school;
5. To ensure that the staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
6. To ensure that staff are supported in the application of the Behaviour Policy;
7. To ensure that all staff consistently model good behaviour;
8. To ensure consistency in the application of the policy and related procedures;
9. To ensure promotion of pupils' positive behaviour through the active development of pupils' social emotional and behavioural skills;
10. To organise training and professional development around promoting positive behaviour and dealing with inappropriate behaviour;
11. Through classroom observation and performance management to monitor and evaluate teaching and learning opportunities to ensure that all children are being included and feel valued;
12. To work with other agencies to promote community cohesion and safety;
13. To consider whether behaviour under review may be the result of unmet educational or other needs. If this is/may be the case then to consider the need for multi-agency assessment;
14. To consider whether the behaviour under review gives cause to suspect that a child is suffering or likely to suffer significant harm. Where this is the case, the School's Child Protection Policy and procedures should be followed;
15. To involve support agencies, where appropriate, to support children who are exhibiting challenging behaviour in order to promote their inclusion in the school community;
16. To ensure that the Governors' Complaints Policy is publicised to staff, parents and pupils;
17. To work in partnership with parents and carers to promote good behaviour and deal with persistent challenging behaviour;
18. To refer children to and liaise with support agencies as appropriate;
19. To exclude pupils where necessary and appropriate;
20. To inform the Chair of Governors in the event of an exclusion;
21. To ensure that the Policy is reviewed annually with the Governor responsible and through Governor, staff, pupil and parent consultation;
22. To return confiscated items to the relevant parent/carer at the first opportunity.

Teachers' Responsibilities

1. To participate in the consultation process and thereby contribute to the Behaviour Policy;
2. To know and understand what the school's Behaviour Policy is and to ensure that they are clear about the extent of their disciplinary authority;
3. To attend any professional development opportunities offered on the promotion of positive behaviour and the management of inappropriate behaviour;
4. To model good behaviour at all times and treat children sensitively;
5. To ensure that children know what is expected of them at all times;
6. To adopt a consistent and fair approach to managing children's behaviour;
7. To work in partnership with parents and carers to promote good behaviour and deal with persistent challenging behaviour;
8. To support, praise and, as appropriate, rewards pupils' good behaviour;

9. To apply sanctions fairly, consistently, proportionately and reasonably, taking account of the Behaviour Policy and procedures, SEN, disability, the needs of vulnerable children and to offer support as appropriate;
10. To promote positive behaviour through the active development of children's social, emotional and behavioural skills and, where appropriate, through the school's curriculum;
11. To ensure that teaching and learning styles are appropriate, enjoyable and inclusive for all children;
12. To ensure that the learning environment is calm, controlled and conducive to learning;
13. To ensure that children understand the pastoral support system;
14. To keep parents and carers informed of their child's behaviour, good as well as bad and use appropriate methods of engaging them and, where necessary, supporting them in meeting their parental responsibilities;
15. To work with other agencies that may be involved with individual children;
16. To confiscate any items which are not appropriate for school use.

Support Staffs' Responsibilities

1. To participate in the consultation process for and therefore contribute to the behaviour policy;
2. To know and understand what the school's Behaviour Policy is and to ensure that they are clear about the extent of their disciplinary authority;
3. To attend any professional development opportunities offered on the promotion of positive behaviour and the management of inappropriate behaviour;
4. To model good behaviour at all times;
5. To adopt a consistent and fair approach to managing children's behaviour;
6. To inform teaching staff of situations where unacceptable behaviour has or is likely to occur, as soon as is practicable;
7. To monitor the actions and behaviour of individual behaviour or groups of children as requested by a class teacher of the Head Teacher.

Lunchtime Supervisors' Responsibilities

1. In addition to the Support Staff Responsibilities above, to record in designated notebook any incidents occurring during lunchtime and report to class teachers or senior leaders as appropriate. (Serious incidents should be reported to senior leader immediately).

Children's Responsibilities

1. To follow reasonable instructions from the school staff;
2. To obey school rules and accept sanctions in an appropriate way;
3. To uphold the agreed class code of conduct;
4. To act as positive ambassadors for the school, both in the building and when wearing uniform away from the school site;
5. To show respect to staff, fellow pupils, visitors, the school property and environment;
6. To welcome newcomers to the school;
7. To include others in their activities and play;
8. To always behave towards other pupils, staff and visitors in a way you would like them to behave towards you;
9. To co-operate with any arrangements put in place to support their behaviour.

Parents' and Carers' Responsibilities

1. To support the ethos and values of the school as stated in this policy and the school Mission Statement;
2. To behave in a manner that is respectful towards all members of the school community;
3. To work in partnership with the school to promote an environment where children feel safe and happy;
4. To respect the schools' Behaviour Policy and the disciplinary authority of the school staff;
5. To help ensure that each child follows reasonable instructions from school staff and adhere to the school rules;
6. To send their child to school punctually, wearing full school uniform, and ready to learn;
7. To ensure that school staff are aware of any factor which may result in their child displaying behaviours that differ from those considered normal or that are expected;
8. To work with the school staff to support positive behaviour or as part of a pastoral support system where there is cause for concern;
9. To attend meetings with the Head Teacher, other school staff or support agencies as requested, to discuss behaviour;
10. To have regard for the school's Behaviour Policy when interacting with their own children on school premises and to be sensitive to the potential affect of their actions on other members of the school community.

Procedures for Promoting Good Behaviour

1. Staff will explain the reasons for asking children to do something;
2. Staff will listen to children and treat them respectfully;
3. Appropriate behaviour will be acknowledged by the following:
 - Verbally, individually or in front of the class or school
 - Smiling
 - Written comments in the child's work
 - Stickers
 - Written or verbal comments to the child's parent or carer
 - Certificates
 - House Points
 - Student of the Week

Staff will ensure that the child(ren) understand why their behaviour is being commended. Staff recognise that it is particularly important to pay attention to children who have previously exhibited poor behaviour, but who have managed to meet the expected standard, as well as to acknowledge those who are consistently good.

Procedures for Addressing Poor Behaviour

The Governors recognise that teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction. They may do this at any time the pupil is in school, or elsewhere under the charge of a teacher, including on school visits. They can also discipline pupils for

misbehaviour outside school which is witnessed by a member of staff, or report to school, or occurs when the child is travelling to or from school, or when the pupil is in school uniform or in another way identifiable as a pupil at St Paulinus. In addition, St Paulinus staff may discipline a child whose misbehaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school. Where appropriate, staff can confiscate pupils' property.

St Paulinus disciplinary penalties are designed to impress on the perpetrator that what they have done is unacceptable, to deter them from repeating the behaviour and act as a deterrent for them.

When dealing with negative behaviour staff will ensure that:

1. They consider whether the behaviour may be an indication of learning difficulties, disabilities, stress or trauma;
2. The child is given the opportunity to explain his/her behaviour;
3. The child understands that it is the behaviour that is being dealt with – the child is not being stigmatised;
4. Sanctions are proportional to and relevant to the offence with severe sanctions being reserved for persistent or severe misbehaviour;
5. Ensure that sanctions account for individual needs, age and understanding;
6. Avoid whole group sanctions that punish the innocent with the guilty;
7. Use sanctions to assist children in understanding how they can learn from their mistakes and improve their behaviour;
8. Where appropriate, use the sanctions to put right any harm caused;
9. Try to link sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others. In this way, they can increasingly learn to take responsibility for their own behaviour;
10. Sanctions will not be used where low-level interventions such as a non-verbal signal are all that are needed;
11. Staff will quietly, calmly and respectfully explain to the child(ren) what it is about a behaviour that is unacceptable and request that they stop;
12. Depending on the nature of the offence, staff may:
 - Discuss the behaviour with the child and explain why it is not appropriate
 - One-to-one admonishment
 - Ask the child to leave the area where the poor behaviour occurred
 - Apply a sanction related to the nature of the offence
 - Ask the child to report to a more senior member of staff
 - Issue the child with a warning and explain what will happen if the warning is not heeded
 - Record the incident in the behaviour book
 - Record the incident on a 'Cause for Concern' form and ensure that this is received by the Head Teacher or Deputy the same day
 - Inform the child's parent or carer.

In addition, Class teachers and the Head Teacher may decide, where appropriate:

1. To withdraw all or part of a break. If they do so, they will ensure that the child has the opportunity to eat (at lunchtime) have a drink and use the toilet and exercise;
2. To remove the child from the classroom. If they do so they will ensure that the child is moved to an area where they can be supervised by another member of staff;

3. To increase the level of supervision for the child e.g. withdraw them from group work or move them closer to the teacher.
4. To seek advice and support from external agencies (i.e behavioural support)

Procedures for dealing with a serious incident of poor behaviour

A serious incident will be determined by the Senior Leadership Team, taking into account the age of the child. A serious incident is one where a child or group of children, adult has/have been hurt by an action which is physically, verbally, socially or emotionally damaging, or where there was potential and/or intent for this to happen.

1. When a serious incident is reported, investigated and there is proof that a child is guilty a formal warning will be issued in the form of a letter, describing the reason for the warning. (See appendix 1 for a copy of the letter). Children will be asked to take the letter home and have it signed by a parent/carer and return it to school the next day. If parents wish to contact school, they should. If teachers wish to speak to parents they will indicate on the letter;
2. If a second or third formal warning is issued in a school year, parents will be required to meet with school (normally the Head Teacher). Minutes of meetings will be retained in school. The child may be internally excluded until the meeting has taken place;
3. A serious incident following a third verbal warning will result in a child being excluded. This may take the form of an in-school exclusion, fixed term exclusion or permanent exclusion;
4. All behaviour incidents will be recorded in a whole school incident book. It is the responsibility of the SLT to make sure the information is presented for all staff. The school incident book will be kept in the Head Teacher's room;
5. When a child has received a verbal warning, he/she will automatically lose at least one playtime, or will be removed from their class, or at least one session (1/2 day). A school log of the warning and follow up action will be kept by the Head Teacher.
6. If the problem persists after the initial involvement of parents, in school exclusion procedures will ensue followed by the exclusion procedures.

For serious or repeated incidents of poor behaviour, the Head Teacher or Deputy may decide

1. To withdraw participation in school trips or extra-curricular activities;
2. To withdraw access to the school IT system (will normally only be done if bad behaviour involves the misuse of the IT system);
3. To withdraw more than one break. If they do so they will ensure that the child has the opportunity to eat (at lunchtime) to have a drink, use the toilet and to have some exercise/fresh air (weather dependant);
4. To negotiate with parent/carers to remove the child from school for a specified and agreed 'time out' as part of a pastoral support or health plan;
5. To determine a fixed period of exclusion;
6. To determine a permanent exclusion.

Exclusions

Governors and staff recognise that exclusion is a very serious matter and will normally only use this where a child is threatening the safety of the staff, other children or buildings, where other sanctions have failed to impact on persistent behaviour and/or where parents refuse to engage with school to address issues.

Where it is decided to exclude a child for a fixed term, the parent/carer will be notified (normally by telephone, followed up in writing) and asked to collect the child from school and informed of the length of the exclusion. Parents/carers must then ensure that the child is not present in a public place, without reasonable justification during school hours for the first five days of each and every fixed period.

Parents/carers may be required to attend a reintegration interview at the end of a fixed term of exclusion.

If a child is permanently excluded, the parents/carers have the right to appeal against the decision, initially to the Governing Body and then to an independent appeal panel. Details of how to do so are available from the Head Teacher.

Parents also have the right to complain, initially to the Head Teacher, then to the Governors and beyond that to the Secretary of State for Education, if they feel that the school has exercised its disciplinary authority unreasonably. The Complaints Procedure is available from the school and on the school website.

This policy was reviewed by the Head Teacher Mr Geaves in September 2015 It was then taken to the Standards Committee for a full review in February 2014 and reviewed in February 2016.

Consultation with Pupils: September 2015

Consultation with Staff: September 2015

Signed _____ **Date** _____

Approved by the Standards Committee **Date** _____

Chair of Governors _____

Adopted by the Full Governing Body: _____

Signature of Chair of the Governing Body: _____

Review Date: March 2017

References and Related Legislation, Guidance, Policies and Procedures

Disability Discrimination Act 1995

Education Act 1996

School Standards and Framework Act (1998)

Education Act 2002

Education and Inspection Act (2006)

Education Act 2011

St Paulinus School Anti-Bullying Policy

St Paulinus School Child Protection Policy

St Paulinus School Positive Handling Policy

St Paulinus School Health and Safety Policy

St Paulinus School Policy for Dealing with Abusive Behaviour from Adults

St Paulinus School Policy for Teaching and Learning

St Paulinus School E-safety Policies

Behaviour and Discipline in Schools – a guide for Head teachers and School Staff

United Nations Convention on the Rights of the Child (Article 12)