

Diocese of Nottingham
...working in partnership with
The Our Lady of Lourdes Catholic Trust

St Philip Neri with St Bede Catholic Voluntary Academy
Policy Document



Behaviour

Written by:	Approved by:	Approval Date:	Review Date:
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ST. PHILIP NERI WITH ST. BEDE SCHOOL MISSION STATEMENT

"We put Christ at the centre of our lives."

The whole school community aims to:

1. Follow Christ's example at all times and grow in love, awe and wonder of Him.
2. Make everyone aware that, through Christ, we take our own place in society acknowledging that our actions affect the lives of others.
3. Give everyone the opportunity to develop their full potential within an atmosphere of mutual respect.
4. Ensure that within a broad and balanced curriculum, everyone will be given the opportunity:
 - To develop enquiring minds, with the ability to question, argue and think rationally and independently;
 - Use number and language effectively;
 - Develop physical abilities and aesthetic appreciation;
 - Acquire knowledge and skills relevant to adult life, society and employment in a fast changing world.
5. Enrich the spiritual life of the individual through varied and meaningful liturgical acts of worship.

"This is what the Lord asks of you: only this that you act justly, love tenderly and walk humbly with your God" (Micah 6:8)

This Policy should be read in conjunction with the school's Child Protection and Safeguarding Policy, Anti-Bullying Policy, Special Educational Needs, and Equal Opportunities Policy.

As a Roman Catholic Academy, we believe that everyone should behave in a way that benefits and reflects our Christian community. This results in children learning effectively in an atmosphere of mutual respect, safety and responsibility. The way of life and curriculum of our school enables our children to grow in every way to Christian maturity. The Catholicism of our school is more than its Religious Education policy: all that we do and teach is rooted in a religious understanding of life, based on the teaching of the Gospels.

To ensure children are helped to achieve this expected behaviour, clear sets of guidelines are needed so all pupils are constantly reminded of the standards that are expected of them. These guidelines are known as the **Golden Rules** and are displayed and referred to throughout the school.

Our Golden Rules

We firmly believe that the five Golden Rules below make our school a safe, happy and caring place for everyone.

As a valued member of our school community, I should:

1. Show God's love to everyone.
2. Think before I act and speak.
3. Treat others as I want to be treated.
4. Look for the good in myself and others.
5. Keep myself safe and speak up for others.

In order to encourage pupils to persevere, be generous, respectful and be responsible, each class will also have its own set of rules if deemed necessary. A copy of the Class Rules can be shared with parents upon request.

Behaviour in Lessons

In order for learning to be effective and use of lesson time maximised, the following responsibilities should be met.

It is the responsibility of teachers, including Supply Teachers to:

- Set appropriate and challenging work for all children in the group;
- Respond to their pupils' needs where appropriate;
- Provide opportunities for children to be actively involved in their learning;
- Recognise and encourage achievement and success;
- Assess pupils' work regularly;
- Maintain a safe, orderly and calm classroom atmosphere.

It is the responsibility of pupils to:

- Complete their work to the best of their ability;
- Work cooperatively with others;
- Be prepared to ask for help when this is needed;
- Be prepared to wait their turn;
- Accept advice and guidance from the teacher;
- Carry out requests from the teacher.

It is the responsibility of parents to:

- Be supportive of teachers;
- Send their child to school with the appropriate equipment;
- Ensure their child does not arrive too early in the morning or that they are collected too late in the afternoon;
- Ensure homework is completed and submitted on time. If homework is not understood by a child, parents should notify the teacher of this before the submission date;
- Report to the Deputy Headteacher or Headteacher with queries concerning behaviour;
- Have discretion when working with classes and in classrooms.

Meeting Children's Behavioural Needs

Children who are showing difficult behaviour make particular demands on teachers and schools. These demands may include:

- Unpredictable behaviour, which can occur unexpectedly and may escalate into a crisis;
- Large amounts of time may be spent on one individual or a small number of children;
- Staff feeling challenged personally and professionally, causing situations of a stressful nature and affecting their self-confidence;
- Powerful emotional responses produced as a result of difficult behaviour.

In considering difficult behaviour, all staff at St. Philip Neri with St. Bede are influenced by its frequency and severity as well as the context in which it occurs. Difficult behaviour is often linked to other aspects of school, home or life in the community. Inappropriate behaviour can be linked to:

- Learning difficulties;
- Circumstances outside of school;
- School-based factors;
- Personality clashes;
- Relationships with other pupils;
- Appropriateness of the Curriculum/individual lessons;
- Medical conditions;
- Or a combination of the above elements.

In monitoring the frequency and severity of poor behaviour, staff should also look for the following characteristics in children:

- They believe themselves to be unsuccessful;
- They have difficulty in making and maintaining relationships based on trust;
- They show little control in unstructured situations;
- They lack motivation and are difficult to teach;
- They have established patterns of poor behaviour;
- They need contact with adults who can demonstrate that they are caring, supportive and reliable;
- They need to address their own feelings as well as their behaviour;
- They have little to show for their years at school.

Supporting Children with Behavioural Needs

At St. Philip Neri with St. Bede, we encourage improvements in behaviour by:

- Expressing our faith and the religious teachings of the Catholic Church;
- Our low key responses to early signs of difficulties;
- Using pupils' Personal Organisers to involve children in their personal organisation and to encourage frequent home-school contact;
- Working in direct partnership with Teaching Assistants and Support Staff;
- Firmly helping pupils to take responsibility for the outcome of their behaviour;
- Being realistically selective about behaviour to focus on and behaviour to ignore;
- Maintaining a balanced view of a young person's behavioural range;
- Acknowledging relative improvements in a pupil's behaviour and building positive on these;
- Using our Dojo Reward System to good effect.

Rewards

A child's reward within school is to receive the praise of their teacher and the acceptance of their friends. This includes non-verbal praise - through a smile, thumbs up or visual expression. We recognise that some children need more than just praise; some are in need of motivation to achieve.

Collecting Dojos

Where children exhibit Generosity, Respect, Perseverance, Responsibility, Trust and Effort, they will be awarded Dojos. Upon receiving Dojos, the pupils are able to "purchase" a range of items from the Dojo Shop. Each time a purchase is made, their Dojos are "spent". A "Dojo Menu" has been created to ensure the "value" of Dojos is consistent across school. Typically, a maximum of **three** Dojos will be awarded at any one time; three Dojos would be to reward something that was outstanding.

Headteachers' Award

In order to praise individual achievement, we hold weekly Headteachers' Award Assembly. During this assembly, children receive individual praise for being hardworking, industrious or successful in all areas of school life in front of the entire school community. Each child receives a certificate to record the happy event.

Stickers

To reward and recognise outstanding effort or achievement, pupils will be rewarded with Stickers from their Class Teacher or a member of the Senior Leadership Team.

Foundation Stage

For children in the Foundation Stage, the Golden Rules used within school are modified and form part of the positive behaviour strategies used in the Foundation Stage. These are:

1. Looking eyes
2. Listening ears
3. Walking feet
4. Quiet voices
5. Helping hands

Children are rewarded with Dojos, stickers, treats from the Golden Box and the Headteachers' Award.

Sanctions

Occasionally, children may not respond to the rewards system and their behaviour may need further support and intervention. If this is the case, the following graduated response is adopted:

1. Non-verbal Discouragement

- 'The Look'
- Body Language

2. Verbal Warning and Reminder of Expectations

- Verbal reprimand discreetly, with reference to rules or expectations
- Comment on the standard of work - is it their best effort?
- Dissatisfaction expressed with reference to behaviour or work

3. Buddy Class System

- See below

4. Time Out

- Restorative justice: how can I put right what I've done wrong? This will include reference to behaviour, effort or attitude to learning
- Actively put right the wrong after the agreed period of Time Out

5. Yellow Form

- Any incident or inappropriate behaviour will be recorded on CPOMs, referred to as a Yellow Form. This may trigger the need for an informal meeting with parents and the teacher. A member of SLT may be involved in this meeting
- If a child's behaviour, effort and attitude regularly falls short of expectations, this will trigger an informal meeting with parents and the teacher where a Behaviour Management Plan may be drawn up

6. Red Form

- The child loses all privileges
- A meeting is held between the Headteacher and parents
- A Behaviour Management Plan will be agreed between the Headteacher and Parents
- A pastoral plan may be drawn up to support the child in his/her behaviour modification
- The involvement of external agencies may be requested to review the education plan to avoid exclusion

7. Fixed Term Exclusion

8. Permanent Exclusion

Buddy Class System

If minor, low level behavioural disruptions occur in class during lessons, then a child may be sent to a buddy classroom for a period of no more than 15 minutes. If they are sent to their buddy class, then they should have work to complete, which is linked to the lesson in class.

The Buddy Classes are as follows:

- Nursery and FS2TG
- FS2KW and FS2TG
- Y1RB and Y1CG
- Y2RT and Y2DK
- Y3HA and Y3AN
- Y4SM and Y4NH
- Y5VD/NC and Y5SC
- Y6GM and Y6NS

After 15 minutes, the child should then return to their own class in the hope that they are able to continue with their lesson, behaving appropriately. Should there be further disruption, the child should be sent to their Key Stage Leader (FS Mrs Graham; KS1 Mrs Taylor; KS2 Mrs Shivley) for a further 15 minutes. The child will then be returned back to their classroom. If the child continues to disrupt the lesson, they should then be sent to the Deputy Headteacher for a further 15 minutes. Once returned after this period, the child will be sent to the Headteacher if they continue to disrupt.

If there is an incident or incidents which are concerning or require a quick response, then the Headteacher should be sent for immediately.

Foundation Stage Sanctions

If a child does not follow the modified Golden Rules as stated above, a verbal warning will be given. If the rules continue to be broken, the child will be asked to have 'Time Out', which will allow them the opportunity to reflect on their actions. Should the situation be of a more serious nature, they will be spoken to by Mrs Graham, the Foundation Stage Leader.

Pupils Conduct Outside the School Gates – Teachers' Powers

In line with *Section 89(5) of the Education and Inspections Act 2006*, Headteachers are given specific statutory power to regulate pupils' behave in circumstances 'to such extent as is reasonable', which includes having statutory power to discipline pupils for misbehaving outside of the school premises. Therefore, subject to this Policy, a teacher may discipline a pupil for any misbehaviour when a child is:

- On school premises, including before and after school hours;
- In the immediate locality of the school in the time leading up to the start of the school day, or following the end of the school day;
- Off site on an arranged educational visit;
- Travelling to and from school when not accompanied by a responsible adult;
- Wearing our school uniform or are in some other way identifiable as a pupil at St. Philip Neri with St. Bede.

Or for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Drug and Alcohol Related Incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medicating during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping by a parent or responsible adult. **Children should not bring medication into school themselves.** Any medication needed by a child while in school must be taken under supervision of a teacher or other adult employee.

Any misuse of substances such as glue, solvents or alcohol will be taken very seriously. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term

exclusion. The child will not be readmitted to school until their parent or guardian has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded and the Police and Social Care will be informed.

If any child is found to be suffering from the effects of alcohol or other substance, arrangements will be made for that child to be taken home and an investigation conducted.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the child will be permanently excluded from the school. The Police and Social Care will be informed.

Confiscation of Inappropriate Items

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

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The **power to search without consent** for "prohibited items" including:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

Malicious Allegations

Disciplinary action will be taken against pupils who make a malicious accusation against a member of school staff. If an allegation is determined to be unfounded or malicious, Social Care will be informed and/or the Police will be contacted to see whether any legal action should be taken against the individual concerned under the *Protection from Harassment Act*

1997. In the case of malicious allegations against the Headteacher, the Local Authority Designated Officer, Cheryl Stollery, will be contacted.

Physical Intervention

As a school, we strive to use a range of strategies to deal with all situations but as a last resort, physical intervention may be necessary. Physical intervention must only be used in the best interests of, or out of necessity for, the child. Any physical intervention must be reasonable and proportionate to the circumstance and always be conducted in relation to the child's age, gender, size, health stage of development and other relevant factors. Parents will always be informed if physical intervention on their child has been necessary.

The Law of the Land

Please also note that the law of the land applies to St. Philip Neri with St. Bede Catholic Voluntary Academy. Therefore, the following is forbidden on the entire school site:

- Physical violence;
- Threatening behaviour;
- Damage to property;
- Leaving litter;
- Bringing illegal items, or items considered to be dangerous, on to the school premises, which includes knives or other sharp implements.

THIS POLICY IS FOR ALL PUPILS, REGARDLESS OF RACE OR GENDER, ABILITY OR DISABILITY. HOWEVER, IT MAY BE REQUIRED OR NECESSARY FOR ELEMENTS OF THIS POLICY TO BE ADAPTED FOR CHILDREN WITH SEND.