



# BEHAVIOUR POLICY

Policies 2021-2022

At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.

# Behaviour Policy

## Our Lady and St Hubert's Catholic Primary School

### 1. Statement of School's Curriculum Aims

Our Lady and St Hubert's Catholic Primary School aims to deliver a curriculum which is relevant for our pupils the community in which they live. We have aimed to create an ambitious and engaging curriculum which engages pupils and therefore has a positive impact on learning.

**“DO NOT BURY YOUR TALENTS, THE GIFTS THAT GOD HAS GIVEN YOU. DO NOT BE AFRAID TO DREAM OF GREAT THINGS”**

POPE FRANCIS

### *Mission Statement*

At Our Lady & St. Hubert's, home, school and parish work together as we grow and learn, knowing that God is with us in all we do'.

At Our Lady's and St Hubert's, as members of God's family, we help and support each other as we learn, play and grow; whatever our background. Everyone in our school, parish and home community is important and respected and given the opportunity to develop their faith and live out the Gospel values.

Through Jesus' teachings and example of love, we understand the importance of helping others, supporting charities in our local and global community.

Our school is a caring community where truth, forgiveness and justice are promoted and are at the heart of our learning and throughout our daily lives.

We know that each one of us is made in God's image; we encourage everyone to develop and share the talents that He has given to each of us.

*Agreed by the governing body:* September 2021

*Review date:* September 2022

“TRUST IN THE LORD WITH ALL YOUR HEART, AND DO NOT LEAN ON YOUR OWN UNDERSTANDING. IN ALL YOUR WAYS ACKNOWLEDGE HIM, AND HE WILL MAKE STRAIGHT YOUR PATHS.”

### PROVERBS 3:5-6

#### Aims

- To encourage high expectations of ourselves and respect for others, so we can model the values of Christ in our lives and the wider community, as children and families of God
- To promote our 6C's Curriculum, enabling children to succeed in their learning, and have a sense that learning can be fun and relevant to their lives, become independent, enthusiastic learners with a willingness to take risks.
- To establish purposeful and efficient learning environments. Our school has a number of rules, but the main aim of this policy is not to state and enforce rules. It is a means of promoting good relationships which we know lie at the heart of good teaching and learning.
- To encourage self-regulation, whilst clarifying the sanctions used in instances where behaviour breaches school rules or instructions or falls below what could reasonably be expected for the child's developmental stage
- For children to be able to manage and understand their emotions, to apply thinking between feeling and action and to increasingly show empathy and understanding to others is core to our work.

#### Core Beliefs

- We believe that parents, governors and staff should work together to enable children to succeed in our 6C's curriculum including core collaboration, communication, character, self-regulation and self-respect. These are skills that can, and should be, taught in order to equip our pupils with a sense of social responsibility as men and women of God.
- We believe that everyone in school has the right to be treated as an individual. The school should value, share and celebrate the achievements, academic and non-academic, of all its children, giving each an equal opportunity to achieve their potential.
- We believe children have a right to educational provision that meets their needs and enables them to thrive in an environment that is free from disruption, enabling all children to enjoy their learning, be safe and healthy and make a positive contribution to their schools and the wider community.
- We believe in children's right to have their voices heard, to be listened to and to know where to go to share their concerns.

- We believe children must know the behavioural expectations of the school that they must be clear and transparent with consequences and rewards details, ensuring fairness for all and an underlying understanding that with effort all can achieve.
- We believe every member of the Our Lady & St Hubert's School staff, volunteers and workplace students must be able to work safely, fulfilling their role free from the stresses and impact of challenging behaviour.

## Rationale: Lifelong Skills for Learning

To raise self-esteem and aspiration we have developed our 6C's Curriculum. This articulates the habits, attitude and mindset needed to achieve success. The 6C's are: Character, Creativity, Collaboration, Critical Thinking, Citizenship and Communication.

## 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:

- 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 Page | 3
- 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
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

## Rewards

“SHOW YOURSELF IN ALL RESPECTS TO BE A MODEL OF GOOD WORKS, AND IN YOUR TEACHING SHOW INTEGRITY, DIGNITY, AND SOUND SPEECH THAT CANNOT BE CONDEMNED, SO THAT AN OPPONENT MAY BE PUT TO SHAME, HAVING NOTHING EVIL TO SAY ABOUT US.”

*TITUS 2:7-8*

At Our Lady and St Hubert's to reward good behaviour and positive attitudes to promote exemplary behaviour standards, encourage pride and self-esteem in every child.

We encourage good behaviour patterns by using the following strategies:

- Staff praise children, congratulating them for their effort, determination and the results this attitude to learning yields.
- Staff give stickers, house points or dojo points to reward good behaviour, which are related to our 6c's
- Children in our Early Years (Reception and Pre-School) will learn about behavioural expectations through consistent and clear boundaries, routines and pictorial clues. 'Self-Regulation' and 'Managing Self' elements of Personal, Social, Emotional development in the EYFS Framework (September 2021). Observational assessments are made as part of the child's learning journey and interventions/support are put in place for those children working below their age-related expectation. These interventions will be discussed with parents and tailored to meet the needs of the individual child and circumstances.
- Reward certificates in assembly. Children are nominated by the teaching team to receive awards: parents are invited to assemblies to share in their success.
- Sporting and wider achievements are recognised with the children, including awards achieved outside of school hours.
- The school environment is a lively reflection of children's best work.

## Sanctions

Our school takes every opportunity to ensure inappropriate behaviour is minimised, and where such behaviour does occur consistent and fair sanctions are applied. This ensures every child can learn in a safe and positive environment.

Whilst we hope that all pupils will value and respect one another, and recognise the benefits of positive behaviour and attitudes, it is important too that a system to deal with inappropriate behaviour is in place, and administered consistently and reasonably by all staff.

We understand it is important to be **fair and consistent** in our behavioural expectations. To aid this, levels of behaviour are defined together with the action children can expect to be taken. The teaching team are aware of the levels and will ensure they are readily accessible for children to refer to in class. See Appendix 1.

At Our Lady and St Hubert's we use the school behaviour levels (Appendix 1) to support staff to make decisions in response to children's behaviour and provide a process of escalation where behaviour is repeated. These behaviour levels correspond to the reward system dojo's in class.

Children will be asked to complete a reflection sheet to consider how their behaviour can be more positive in future. Some examples of sanctions include children reflecting on behaviour during free time, loss of privileges, referral to SLT or in some cases, where welfare and safety of children is compromised, a reduced timetable.

## Lunchtime and Extra -Curricular Behaviour

If a member of staff needs to get the attention of the children while in the hall at lunchtime, this will be done by raising a hand and the children will copy.

At the end of playtime and lunchtime an adult will ring the hand bell. The children will stop, stay still & be quiet after the first bell, then walk to their lines when instructed.

If poor behaviour occurs during out of school clubs or activities the child will not be permitted to attend the club(s).

## Bullying

At Our Lady and St Hubert's we do not tolerate bullying in any form. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children are safe, happy and free from fear in our school.

**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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

## Use of reasonable force

A calm considered approach to any physical intervention is always necessary. When circumstances justify, staff can intervene in order to keep pupils and the wider school community safe. The school has adopted the techniques of MAPA (Management of Actual or Potential Aggression). Key staff members have received MAPA training which is refreshed annually. This MAPA programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations.

MAPA training also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others. The use of force must be reasonable, proportionate and necessary. MAPA provides a gradual, graded system of response proportionate to the situation, task and individuals involved. There is an emphasis on appropriate and targeted verbal and non-verbal communication as well as de-escalation strategies. When physical intervention is necessary, it is applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control and help them find a better way to deal with the situation. The Principal will decide which staff require MAPA training in order to meet the needs of the pupils they work with. This is evaluated and reviewed on an individual pupil basis.

When a physical intervention is used on a child, staff record this information in a bound and numbered book and parents will be informed.

## **The role of the class teacher**

**“BE SHEPHERDS OF GOD’S FLOCK THAT IS UNDER YOUR CARE, WATCHING OVER THEM—NOT BECAUSE YOU MUST, BUT BECAUSE YOU ARE WILLING, AS GOD WANTS YOU TO”**

**PETER 1 5:2**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher follows the sanctions as discussed above (and in appendix 1). Every member of staff in this school also has a responsibility for behaviour of all children outside their own classroom.

The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The class teacher, along with the SENCo, liaises with external agencies, as necessary, to support and guide the progress of each child. Where deemed applicable, some children may be given a personalised behaviour plan, which is based on advice from external agencies and addresses their additional needs.

## The Role of the Principal

It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school and to report to the Local Academy Board, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school. The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Principal is supported by the Governors when arranging fixed-term exclusions for individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour and unsafe and/or continuously inappropriate behaviour, where all support avenues have been exhausted, the Principal may permanently exclude a child. Both these actions are only taken after the school Local Academy Board and Local Authority have been notified.

## The Role of our Parents

“BROTHERS AND SISTERS, ALL OF YOU SHOULD TRY TO FOLLOW MY EXAMPLE AND TO COPY THOSE WHO LIVE THE WAY WE SHOWED YOU”

PHILIPPIANS 3:17

The School works in partnership with parents so that children receive consistent messages about how to behave. We expect parents to support their child's learning and to co-operate with us in reinforcing positive behaviour traits. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If we have to use reasonable sanctions as a result of a child's behaviour, we expect parents to support our action. If parents have any concerns about the way that their child has been treated, they should either, make direct contact with the class teacher to book an appointment with them.

Following an investigation and discussion with the class teacher, if the parent believes that the concern has not been resolved, they should contact the Vice-Principal. If a parent feels that following discussions with the Vice Principal's the situation has still not been resolved, the parent should contact the Principal.

Prior to meeting with a parent, the Principal and Vice Principal will investigate the 'discussion/action trail' and any accompanying documentation. If discussions with the Principal cannot resolve the problem a parent has the right to contact the Chair of the Local Governing Board. A formal grievance or appeal process can be implemented from this point.

## The Role of the Local Governing Body

The Local Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Local Governing Board supports the Principal in carrying out these guidelines and may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

## Fixed-term and permanent exclusions

It is not our wish to exclude a pupil from school and other means of addressing unwanted behaviours will be explored before a decision to exclude is taken. Only the Principal (or the acting Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently if all other areas of support have been exhausted.

In an ever-changing environment, it is **not** possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.

If the Principal excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Governing Board. The school informs the parents how to make any such appeal.

The Principal informs the LA and the Local Academy Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Local Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Principal. The Local Governing Board has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Local Governing Board appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

## Monitoring

The Principal, Vice Principal and SLT team monitor the effectiveness of this policy on a regular basis. They also report to the academy committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour, including Behaviour Reflection Sheets (as detailed in sanctions). Class incidents are recorded in DCPRO, which is monitored regularly by the Principal, Vice Principal and SLT. The Principal, Vice Principal and SENDCo scrutinise the forms to determine if further investigation or action is required.

Any bullying or racist incidents are recorded on separate forms.

The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the local governing board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Behaviour	Strategies	Sanction
<p><b>Level 1 - Initial LowLevel Disruption</b></p> <p><i>Child is not following school rules (general low level behaviour which causes disruption to others)</i></p> <p><i>Examples include: shouting out, pushing in the line, refusing to follow instructions etc.</i></p>	<p><b>Warning - If behaviour continues a house point will be taken away</b></p> <p>Reminder of correct behaviour</p>	<p>Verbal warning</p>
<p><b>Level 2 - Continuation of low-level behavior (Outlined above)</b></p>	<p>Reminder of correct behaviour</p> <p>Change child's seat/tasks (Where appropriate), more praise to promote positive behaviour</p>	<p>House point taken away</p> <p>Ensure understanding.</p>
<p><b>Level 3 - Continuation of low-level behavior (Outlined above)</b></p>	<p>Yellow post it note (KS1 onwards), placed at child's desk to indicate loss of 5 minutes of break time and as a reminder that behavior needs to be improved. <i>(Yellow card can be taken back if behavior improves before break time)</i></p> <p>Reminder of correct behavior</p> <p>Explanation of sanction if behaviour doesn't improve</p> <p>Change child's seat/task where appropriate, more praise to promote positive behaviour</p> <p>If behaviour improves, remove yellow post it note.</p> <p><u>Lunchtime supervisors:</u></p> <p>Withdraw child from playing. Child to stay with staff member for 5 minutes</p> <p>Record behaviour on DC Pro and inform teacher at the end of lunchtime.</p>	<p>If child is still has a yellow card by break time or lunch time, they will miss 5 mins of play/lunch time (supervised by CT). Child to go outside at the start of break time and be called in early.</p> <p>Children to complete reflection sheet in classroom during loss of break time.</p> <p>If after this time, CT to decide on another suitable 5min privilege loss (e.g.: golden time etc).</p> <p>Record on DC Pro</p> <p><b><u>If level 3 behaviour occurs three or more times in one week. CT should discuss with parents.</u></b></p>
<p><b>Level 4 - Continuation after the loss of break time (Repeating the above)</b></p>	<p>Reminder of correct behaviour Explanation of sanction (sent to Phase leaders)</p> <p>If behaviour improves, children can move back to yellow (then refer back to level 2)</p> <p><u>Lunchtime supervisors:</u></p> <p>Withdraw child from playing. Child to stay with staff member for 15 minutes time out</p> <p>Record behaviour on integris and inform teacher at the end of lunchtime.</p>	<p>Child escorted to Phase leaders (SLT)[ If Phase leader not available other year group teacher ]</p> <p>Log on DC Pro</p> <p>Parents informed at the end of the day by class teacher.</p> <p><i>(Phase leaders: Loss of break time. Or at lunch with SENDCo or VP for 15minutes.)</i></p> <p><b><u>If level 4 behaviour occurs twice in one week. CT should discuss with parents.</u></b></p>
<p><b>Level 5 - Repeating the above or Serious behavior incident (SENDCo/VP)</b></p>	<p>Explain sanction and why.</p> <p>Discuss behaviour expectations and why.</p> <p><u>Lunchtime supervisors:</u></p> <p>Withdraw child from playing. Child sent to SENDCo/VP</p> <p>Record behaviour on DC Pro and inform teacher at the end of lunchtime.</p>	<p>Child escorted immediately to SENDCo or VP</p> <p>Parent informed.</p> <p>Update on DC Pro</p> <p><i>If Level 5 behaviour is repeated there will be possible alternative provision made for lunch times, extra-curricular activities, or school trips). This is at the discretion of SLT.</i></p>
<p><b>Level 6 - Repeated serious offences/(VP/Principal)</b></p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>- Bullying</li> <li>- Continuous accounts or serious accounts of damaging school property</li> <li>- Fighting</li> <li>- Continuous accounts of swearing</li> <li>- Continuous accounts of racism</li> <li>- repeated accounts of disruptive behaviour</li> </ul>	<p>Discussion with class teacher to establish what has actually happened (including discussion with witnesses) and record on DC Pro</p> <p>Child to be escorted by a member of staff to VP or Principal.</p> <p><u>Lunchtime supervisors:</u></p> <ul style="list-style-type: none"> <li>- Withdraw child from playing immediately</li> <li>- Record behaviour in DC Pro</li> <li>- Take to VP/Principal and give information about incident.</li> </ul>	<p>Internal exclusion for rest of day- CT to provide work.</p> <p>Child to be escorted by a member of staff to VP or Principal.</p> <p>Phone call to parents</p> <p><i>If behaviours have caused significant harm to others, or are consistently repeated, a fixed-term exclusion may be enforced.</i></p>

Appendix 2

**Reflection Sheet**

**You need to scribe or use pictorial markings depending on the situation**



<b>Year :</b>	
<b>What happened?</b>	
<b>How did you feel?</b>	
<b>How did your actions make the other person feel?</b>	
<b>How can we make it better?</b>	
<b>How can we make sure this doesn't happen again?</b>	
<b>Note/comments</b>	