



# Behaviour Policy (Linked with Anti-Bullying Policy)

In accordance with our 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'.*

**Date: January 2020**

**Review date: January 2022**

This policy should be read in conjunction with the Education Endowment Fund's Improving Behaviour in Schools Summary of Recommendations which will form the pre-requisites for implementation.

## **Six Core Aims of the Policy:**

1. 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
2. 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.
3. 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.
4. 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
5. 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.
6. To fulfil our School Mission statement.

## **Six Core Beliefs**

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

## **Policy implementation**

### **1. The Academy committee** should:

- Be involved and contribute to the school behaviour policy
- Ensure the health and safety of the entire school community is not undermined or jeopardised
- Contribute to the school's positive ethos and its work in enhancing children's learning
- Ensure the behaviour policy is applied fairly and consistently and followed by all members of the school community, including visitors to the school
- Review the policy annually including considering the appropriateness of sanctions.

### **2. Employed member of staff and volunteers** should:

- Responsibly model high standards of behaviour, both during interaction with the children and with each other, as our example has an important influence on the children.

### **3. Parents, carers and community members** should:

- Encourage their children to recognise the importance of education, care and learning
- Ensure their child maintains respect for all
- Model high standards of behaviour during their interaction with all members of the school community. This includes not behaving aggressively or violently in words or actions towards anyone.

## **Open door policy**

When difficulties arise, we need a means to deal with all situations, address and resolve all problems. Our Lady & St. Hubert's operates an Open-Door Policy to parents who have a concern about the achievement or welfare of their child. A class teacher is available at the end of the school day to either deal with a concern or to make an appointment for the earliest opportunity. No class teacher is available before the school day begins, as they are preparing for the day and then available for the children from 8.50am. However, messages or request for appointments may be left via the Safeguarding and Inclusion Lead who is available at the start of the day, at the school office and the Principal is usually available to see parents at very short notice. Visitors to the school will be treated with the greatest courtesy and their problems are our concern. We will do all we can to help and aim to get back to parents within 48 hours, though parents should bear in mind that staff are sometimes absent from school for professional or personal reasons, may have to prioritise other demands or may be dealing with a circumstance which is urgent and time consuming, any of which may lead to this deadline not being met.

## **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.

## **Sharing expectations with children**

Our staff team will reward good behaviour and implement sanctions fairly and consistently. This will help all children to be clear of the rules and to understand our high behavioural expectations. Class teachers and support staff discuss whole school and individual class rules and boundaries with children at the start of and throughout the year. If there are patterns of unacceptable behaviour, the PHSE curriculum will be used to reinforce whole school or group messages.

## **Nurture groups**

We believe social stories, drama, role play, the arts and nurture groups are an integral part of children understanding behaviour choices, Catholic Values and a valued way of enabling children to further understand behavioural choices.

## **Rewarding good behaviour at every opportunity**

Our school aims 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:

- Our staff team praise children, congratulating them for their effort, determination and the results this attitude to learning yields.
- Our staff team give stickers, house points or dojo points to reward good behaviour.
- Children in our Early Years (Reception and Pre-School) will learn about behavioural expectations through consistent and clear boundaries, routines and pictorial clues. 'Managing Feelings and Behaviour' element of Personal, Social, Emotional development in the EYFS curriculum 2012. 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.
- Children visit the Principal to receive awards for outstanding behaviour and achievement. On receiving three Principal's Awards, children receive a prize from a designated box.
- Our staff team including the Principal or other senior leaders make regular phone calls to families, or speak to them personally to celebrate children's behaviour.
- Each week, a merit assembly is held to celebrate the achievement of up to 3 children per class. 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 celebrated with the children, including awards achieved outside of school hours.
- At the end of each term up to 3 children are selected for achievement awards.
- At the end of the year, The Saint Catherine of Siena Award is presented for outstanding contribution to Catholic Life.
- The school environment is a lively reflection of children's best work.

### **Understanding the Law**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Many staff are trained in the use of Positive Handling (see our Positive Handling Policy).

### **The use of 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.

### **Class norms (see Appendix A)**

Each class displays a list of 'norms' – norms are the normal expected behaviours of all children rooted in Catholic and British Values. Class norms will be written as 'I', showing individual responsibility, and will be signed by all children in the class. Norms always include:

- I will listen carefully and respectfully at all times in school.
- I will try my best at all times.
- I will show respect to my friends through the way I speak, the words I chose and my actions towards them.
- I will move silently in the corridors, understanding that this shows respect for all.
- I will settle quickly into tasks.
- If I make a mistake in the way I behave, I will be honest and will work with the teaching team to put my behaviour right.

### **Fair and consistent**

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.

For the majority of the time, where the entitlements and responsibilities listed in this policy are respected, there are few problems. However, the need for sanctions will not disappear. Good behaviour makes effective teaching and learning possible: bad behaviour disrupts. A teacher has a right to teach and pupils have a right to learn. Children need to be taught what behaviour is acceptable within the school environment and when they test the boundaries of good behaviour, affirmation is necessary and this may include punishment.

In the case of inappropriate behaviour, affirmation of what is required should be given directly to the child e.g. "Do this work in silence please." The affirmation may be accompanied by the reason for the rule e.g. "You were asked not to talk and you are disturbing your group." It is expected that the child will now comply. The behaviour of children who have breached the rules will continue to be monitored until it is likely that no further breaches are likely in the immediate future. Should the inappropriate behaviour continue then reaffirmation is made and a sanction clearly given (see Appendix B for teacher version and Appendix C for child version).

Repeated or severe inappropriate behaviour, including persistent low level disruption, must be reported to the parents and they must be given the opportunity to work with the teacher to ensure that the behaviour improves. Advice may be sought from the SENCO on Behaviour Support plans and a referral may be made to the LA Behaviour Support team.

Meeting with parents or outside agency meetings must be recorded on MyConcerns. Should a child be moved onto the Special Needs Register then records of consultations are important. The forms also provide good evidence of school action and act as an aide-memoir across the year. They are another support for good home/school links.

### **Unsafe and/or continuously inappropriate behaviour**

The safety of every child is paramount in all situations (please refer to our Positive Handling Policy). If a child repeatedly acts in a way that disrupts or upsets others, or puts themselves repeatedly at risk, our school will contact the child's parent and an appointment will be made with the Principal and/or the Safeguarding and Inclusion Lead to discuss the situation, the action needed and a review date to ensure the child's behaviour has improved. An agreed Behaviour Plan will be put in place (behaviour plans will be individualised to meet the needs of the unique circumstances).

### **Further Action including exclusions**

Problems are usually resolved when the school and home work in partnership to improve inappropriate behaviour and all efforts are made to establish and maintain good relationships with the parents. However, if inappropriate behaviour does not improve or a serious matter arises including a one-off incident e.g. one which causes another person physical or emotional harm or puts another person in danger, then fixed term or permanent exclusion may be used by the Principal (or the designated person in charge in his/her absence), following procedures laid down by the DfE.

Reasons for exclusion may include:

- Where strategies in the discipline policy have been applied without success
- Persistent and defiant misbehaviour including continued low level disruption
- Bullying, including racist, sexist or cyber bullying or incidents of extremism
- Assault including spitting, biting, kicking, hitting, punching, removing clothing
- Abuse including sexist or racist abuse
- Unacceptable language
- The carrying of illegal or unacceptable objects, materials or substances (see drugs policy)
- Where the use of restraint is required in anything other than exceptional circumstances

The above apply to behaviour in and out of school. In the case of temporary exclusion of less than five days the Chair of the Academy Committee will be informed. Should temporary exclusion of

greater than five days or permanent exclusion be under consideration then the Chair of the Academy Committee and the Local Authority will be informed and the Chair will inform the Academy Board. The Principal may also decide to involve the police in certain instances where there may be legal implications or breaches of the law having consulted with the Chair of Academy Committee and, if required, LA/DES officers.

Following consultation with all stakeholders in July 2012, the school is committed to excluding a child from class but him/her working under supervision in school wherever possible.

### **Bullying**

Our school does not tolerate bullying of any kind. If we discover that any act of bullying has taken place, including threats of bullying, we will take steps as identified in our Anti-Bullying Policy. We will do everything we can to ensure all children is safe, happy and free from fear in our school.

### **Further action**

At Our Lady & St. Hubert's, we always wish to work with parents to resolve issues, and in many cases this avoids formal procedures. However, if a parent is not satisfied with the outcome of such meetings or action taken by the school, the Complaints procedure should be followed. A copy of this may be found in the prospectus or website or on request from the school office.

Please refer to Appendices.

Fair-levels (professional judgement will be valued in relation to stage appropriate development and action taken)	
<b>Level 1</b>	
<ul style="list-style-type: none"> <li>• Deliberate rudeness and refusal to comply with simple clear instruction.</li> <li>• Pushing in the line.</li> <li>• Inappropriate language – one off incident.</li> <li>• Failure to apply effort in work.</li> <li>• Not cooperating.</li> </ul>	
<b>Process to Follow</b>	<b>Consequences</b>
<p>One warning will be given. If the behaviour continues one more time, the child will be asked to move away from the situation. Either to position themselves by someone else, next to the class teacher.</p> <p>Teacher to inform phase leader of more than 2 incidents in 3 days.</p> <p>Teacher to discuss with SLT potential for child to attend nurture.</p>	<p>Conversation between teacher and child about what happened and re-affirm expectation.</p> <p>Child to be spoken to individually by teacher (*and phase leader if more than 2 incidents in 3 days) – parents informed by class teacher or *phase leader.</p> <p>Child will miss up to 5 minutes of their next break time, going out to play first and then coming into class early.</p>
<b>Level 2</b>	
<ul style="list-style-type: none"> <li>• Repeated level 1 behaviours.</li> <li>• Dishonesty.</li> <li>• Misusing and disrespecting school resources and the environment such as toilet roll.</li> <li>• Graffiti on any school equipment, walls and resources.</li> <li>• Continued use of inappropriate language.</li> <li>• Damage to the property of others.</li> <li>• Threat of physical aggression towards others – fighting.</li> <li>• Environmental spitting.</li> <li>• Attempted bite.</li> <li>• Rough play.</li> <li>• Use of inappropriate gestures including sticking tongue out, use of fingers and other visual signs.</li> <li>• Walking off from teacher.</li> </ul>	
<b>Process to Follow</b>	<b>Consequences</b>
<p>Log on MyConcerns by staff member dealing with incident.</p> <p>SLT to speak to individual child, re-affirm expectations.</p> <p>Teacher to discuss with SLT potential for child to attend nurture.</p> <p>Telephone call to parents by member of SLT.</p>	<p>Child to speak to a member of SLT.</p> <p>Task set for child to restore their behaviour.</p> <p>Child will miss all of their next break time (Principals Office) or 15 minutes from their lunchtime break (in the hall). Stage 2 behaviour on a Friday afternoon will be discussed with the individual child and a probation period applied to Monday's before break (preventing sanctions being carried over a weekend).</p> <p>Child placed on report for one week with follow-up discussion with parents (KS2)</p>
<b>Level 3</b>	
<ul style="list-style-type: none"> <li>• Physical aggression towards others – fighting, kicking, hitting.</li> <li>• Spitting at others</li> <li>• Biting</li> <li>• Attempt to independently leave immediate environment.</li> </ul>	
<b>Process to Follow</b>	<b>Consequences</b>
<p>Log on MyConcerns.</p> <p>Child immediately sent to Principal or Safeguarding Lead.</p> <p>1:1 session with Principal to explain behaviour.</p> <p>Principal and Safeguarding Lead discuss with parents extended support e.g. counselling or therapy sessions.</p>	<p>Child to speak to Principal. Principal to contact parents and arrange meeting.</p> <p>Principal sets task for child to restore their behaviour.</p> <p>Child will miss all of their next two break times, time will be spent with the Principal or Deputy Head.</p> <p>Individual action will be taken in line with the child's unique circumstances and the severity of the behaviour. This may include internal or external exclusion. The school will always work with the parents and external agencies to ensure the safety of every child.</p>

**Fair-levels classroom display**  
**(professional judgement will be valued in relation to stage appropriate development and action taken)**

**Level 1**

- Deliberate rudeness and refusal to comply with simple clear instruction.
- Pushing in the line.
- Inappropriate language – one off incident.
- Failure to apply effort in work.
- Not cooperating.

**Level 2**

- Repeated level 1 behaviours.
- Dishonesty.
- Misusing and disrespecting school resources and the environment such as toilet roll.
- Graffiti on any school equipment, walls and resources.
- Continued use of inappropriate language.
- Damage to the property of others.
- Threat of physical aggression towards others – fighting.
- Environmental spitting.
- Attempted bite.
- Rough play.
- Use of inappropriate gestures including sticking tongue out, use of fingers and other visual signs.
- Walking off from teacher.

**Level 3**

- Physical aggression towards others – fighting, kicking, hitting.
- Spitting at others
- Biting
- Attempt to independently leave immediate environment.

## Class norms (normal expected behaviour)

### Class norms

Each class displays a list of 'norms' – norms are the normal expected behaviours of all children rooted in Catholic and British Values. Class norms will be written as 'I', showing individual responsibility, and will be signed by all children in the class. Norms always include:

- I will listen carefully and respectfully at all times in school.
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- I will settle quickly into tasks.
- If I make a mistake in the way I behave, I will be honest and will work with the teaching team to put my behaviour right.

Further norms children in this class feel are important:

Signed by all class members on (date) \_\_\_\_\_