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

 2022-2023

Behaviour Policy

Our Lady and St Hubert’s Primary School

**Behaviour Policy Principals**

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.

**Aims of the Behaviour Policy**

* to provide a safe, comfortable, and caring environment where good relationships are nurtured, and optimum learning takes place.
* to provide a clear guide for pupils, staff, and parents of expected levels of behaviour.
* to provide a consistent and calm approach.
* all adults take responsibility for behaviour and follow-up personally.
* all adults use consistent language to promote positive behaviour.

**Purpose of the Behaviour Policy**

* To provide simple, practical procedures for staff and pupils that:
* to foster the belief that there are no ‘bad’ pupils, just ‘bad choices’;
* to encourage pupils to recognise that they can and should make ‘good’ choices;
* recognise behavioural norms;
* promote self-esteem and self-control.
* teach appropriate behaviour through positive intervention.

**Role of the class teacher**

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 Senior Leadership Team**

* be a visible presence around the school;
* regularly celebrate staff and pupils whose efforts go above and beyond
* set expectations;
* encourage use of positive praise, Dojo points, 6C parent notifications
* ensure staff training needs are identified and targeted;
* use behaviour data to track and intervene when appropriate;
* support staff in managing pupils with more complex or challenging behaviours.

**The Role of the Principal**

It is the responsibility of the Principal to implement the school behaviour policy is consistently throughout the school and to report to the Local Governing 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 suspensions 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 Governing Board and Local Authority have been notified.

**The Role of our Parents**

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.

**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.

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| **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:* Racial
* Faith-based
* Gendered (sexist)
* Homophobic/biphobic
* Transphobic
* Disability-based
 | 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 inappropriatetouching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumors, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

**Extreme Behaviours**

Some pupils exhibit behaviours based on early childhood experiences and family circumstances. At Our Lady and St Hubert’s, we recognise that their behaviour is their way of communicating their emotions. “Every behaviour is a communication.” We also understand that for many children they need to feel a level of safety before they exhibit

extreme behaviours.

When dealing with an episode of extreme behaviour where the child’s safety or the safety of others is at risk, the child may need to be ‘held’ if they or another person is unsafe. This will only be used as an absolute last resort. If an individual member of staff feels unable to deal with this on their own, then they should seek assistance from another colleague (best practice, from someone who is MAPA trained).

The school will record all serious behaviour incidents on Safeguard (Arbor),( red bounded book) including those where physical intervention has been used.

Exclusions will occur following extreme incidents at the discretion of the Principal.

* A suspension will be applied under these conditions:
* Staff need respite after an extreme incident;
* the child needs time to reflect on their behaviour;
* to give the school time to create a plan which will support the child better;
* the child being at home will have a positive impact on future behaviour

We understand that throughout this process, it is imperative that we explain to parents

what is happening and why it is happening and arrange meetings to discuss.

**Physical attacks on adults**

At Our Lady and St Hubert’s, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a ‘common sense’ approach to keep themselves and the child safe to manage the situation effectively. Staff can use ‘reasonable measures’ to protect themselves and should call for support if needed. Best practice is that only staff who have been trained in MAPA should attempt to physically intervene with a child.

All staff should report incidents directly to the Principal/Assistant Principal/Inclusion Manager and they should be recorded on Safeguard. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and

have created a plan around a child.

**Permanent Exclusion, Out of school transfer or Respite**

Exclusion is an extreme step and will only be taken in cases where:

* Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy.
* The risk to staff and other children is too high.
* The impact on staff, children and learning is too high.

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.

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.

Permanent exclusion will be a last resort and the school will endeavor to work with the family to arrange a period of respite (e.g. at a pupil referral unit) or manage a transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

**Application**

This Behaviour Policy is for all our school community. If it is to be effective, everyone must use it with confidence and consistency.

Signed (Principal):



Signed (Chair of Local Governing Body):

Date adopted by the Local Governing Body: 13th October 2022

Appendix 1

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| **Behaviour** | **Strategies** | **Sanctions** |
| **Initial Low-Level Disruption**Child is not following school rules (general low-level behaviour which causes disruption to others) Examples include shouting out, pushing in the line, refusing to follow instructions etc. | **Warning** – If behaviour continues a housepoint will be taken awayReminder of correct behavior | Verbal warning |
| **Continuation of low-level behavior** (Outlined above) | **Reminder of correct behaviour**Change child’s seat/tasks (Where appropriate), more praise to promote positive behaviourYellow 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. (Yellow card can be taken back if behavior improvesbefore break time)**Reminder of correct behavior. Explanation of sanction if behaviour does not improve.**Change child’s seat/task where appropriate, more praise to promote positive behaviour.If behaviour improves, remove yellow postit note.**Lunchtime supervisors/ wrap around:**Withdraw child from playing. Child to staywith staff member for 5 minutes.Record behaviour on Safeguard(Arbor) and informteacher at the end of lunchtime. | Dojo taken awayEnsure understanding.If child is still has a yellow card by break time or lunchtime, they will miss 5 mins of play/lunch time(supervised by CT). Child to go outside at the start ofbreak time and be called in early.Children to complete reflection sheet in classroomduring loss of break time.If after this time, CT to decide on another suitable5min privilege loss (e.g.: golden time etc.).Record on SAFEGURAD (Arbor)If behaviour occurs three or more timesin one week. CT **must** discuss with parents. |
| **Continuation after the loss of break time** (Repeating the above) | Reminder of correct behaviour Explanationof sanction (sent to Phase leaders)If behaviour improves, children can moveback to yellow (then refer to level 2)**Lunchtime supervisors/ wrap around:**Withdraw child from playing. Child to staywith staff member for 15 minutes time outRecord behaviour on Arbor and informteacher at the end of lunchtime. | Child escorted to Phase leaders (SLT) [ If Phase leadernot available other year group teacher]Log on Safeguard (Arbor)Parents informed at the end of the day by classteacher.(Phase leaders: Loss of break time.Or at lunch with Pastoral Lead)If behaviour occurs twice in one week.CT **must** discuss with parents and Pastoral Lead |
| **Repeating the above or serious behavior incident**(SENDCo/Pastoral Lead/VP) | Explain sanction and why.Discuss behaviour expectations and why.**Lunchtime supervisors wraparound:**Withdraw child from playing. Child sent toSENDCo/VPRecord behaviour on Safeguard (Arbor) and informteacher at the end of lunchtime. | Child escorted immediately to SENDCo or VPParent informed.Update on Safeguard (Arbor)If 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. |
| **Repeated serious offences****(**VP/Principal)Examples include:- Bullying- Continuous accounts or serious accountsof damaging school property- Physical assault on a pupil/ staff- verbal abuse or threatening behaviour against a pupil of staff- Persistent accounts of swearing- Persistent accounts of racism- repeated accounts of disruptivebehaviour | Discussion with class teacher to establishwhat has happened (includingdiscussion with witnesses) and record onSafeguard (Arbor)Child to be escorted by a member of staffto VP or Principal.**Lunchtime supervisors/wraparound:**Withdraw child from playing. Child sent toSENDCo/VP and give information about the incident but not in front of the pupils. | Internal exclusion for rest of day- CT to provide work.Child to be escorted by a member of staff to VP orPrincipal.Phone call to parentsIf behaviour have caused significant harm to others, or are consistently repeated, suspension may be enforced. |
| **Suspension/Permanent exclusion**-Persistently and purposely assaulting a child or a member of staff including supply staff- Persistent breaches of school behaviour policy | Removal from classroom/ provision/wraparoundSent to VP/PrincipalParents called **Lunchtime supervisors/wraparound:**Withdraw child from playing. Child sent toVP/ Principal and give information about the incident but not in front of the pupils | Alternative provision (AP)/ Managed moveSuspension or permanent exclusion will be enforced |

**Reflect**

**The Restorative Five:**

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| **What happened?** |  |
| **What were you thinking of at the time?** |  |
| **What have you thought since?** |  |
| **How did this make people feel?** |  |
| **Who has been affected?** |  |
| **Note/ comment:** |  |