

# St. Cecilia's Catholic Infant and Nursery School

## Behaviour Policy



### Aims of our Positive Behaviour Policy

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate, supportive way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- To make children aware of unacceptable behaviour.

#### **This policy contains guidance on:**

- the school's approach to behaviour,
- the roles and responsibilities of staff and governors,
- the teaching of good behaviour,
- rewards and sanctions,
- the use of reasonable force,
- confiscation of inappropriate items,
- managing pupil transition,
- behaviour at playtimes and outside the school gates,
- pupil support systems,
- liaison with parents/carers and other agencies,
- malicious allegations,
- legal duties,
- staff development and support

#### **This policy sets out measures (as part of our legal duty) to:**

- Promote good behaviour, self-discipline and respect.
- Prevent bullying.
- Ensure that pupils complete assigned work.
- Regulate pupils' conduct - Section 89 (1) of the Education and Inspections Act 2006.

When deciding what these measures are, the Headteacher has regard to any guidance or notification provided by the Governing Body which includes the following:

- Screening and searching pupils,
- The use of reasonable force,
- Disciplining pupils beyond the school gate,
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour,
- Pastoral care for staff accused of misconduct

## **Roles and responsibilities**

### **The Class Teacher**

- It is the responsibility of the class teacher to ensure that the school/class rules are adhered to 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 applies the classroom code consistently. However at times behaviour management strategies will be employed appropriate to the needs of the child. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher may keep a note of incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner and follows the agreed steps.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. On occasion a home-school diary may also be used to provide support.

### **The Headteacher**

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The role of parents/carers**

- The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus and we expect parents to read these and support them. See Behaviour Booklet and Home School Agreement. We also publish the policy on our school website.
- We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. 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 the school has to use reasonable sanctions to support a child, it is expected that parents will support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher by appointment. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The role of Governors**

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head teacher in carrying out these guidelines.
- The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.
- In the event of the need to exclude a pupil the Head teacher and Governors follow LEA procedure.

We recognise that positive behaviour must be carefully developed and supported. Creating an environment which promotes positive behaviour can only be achieved when pupils are taught what positive behaviour is and what it looks like. This is modelled and reinforced by all staff, at all times. Similarly, sanctions and consequences for incidents must be understood by our pupils so they can learn from them. This is key to ensuring a positive environment for behaviour is created at our school. This is achieved and reinforced through:

- Weekly whole-school collective worship
- Daily class collective worship
- Circle time, PSHE and SMSC opportunities

## **Rewards and Sanctions**

**We praise and reward children for good behaviour in a variety of ways:-**

- teachers congratulate children and celebrate good behaviour with the class
- two children from each class are nominated to be Learner of the week and Star of the week each one receiving a Head teacher sticker
- certificates are distributed at assembly for achievements and good behaviour
- teachers give merits/dojo points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- Children may be invited to share good work/choices with other classes and members of the SLT
- Assemblies and services will take place throughout the year. Good work/choices are often shared at these.
- Teachers speak to parents/carers at the end of the day to share positive news

The school employs a number of sanctions to support the school rules and to ensure a safe and positive learning environment. We employ these appropriately to each individual situation and child.

To be lawful, the punishment must satisfy the following three conditions:

- The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Head teacher;
- The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Therefore before applying sanctions, consideration will be given to any underlying factors which may be affecting the child's behaviour.

When dealing with any behaviour the school acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

When a child is deemed to have not followed the school's guidelines then sanctions can be applied as deemed appropriate, proportionate and fair.

When a child presents with challenging behaviour staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school may also consider whether a multi-agency assessment is necessary.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task with support. If a child is disruptive in class, the teacher will follow the agreed steps as follows:-
- Speak to the child to bring them back to the focus of the lesson/activity.
- If a child continues to misbehave a "thinking time" of 5 minutes using a timer will be used whereby the child sits in a quiet place to reflect. After this time staff will talk the problem through with the child, to find a resolution.
- Continued incidents will mean time is missed from playtimes.
- Staff will make a judgement about whether incidents need to be reported to parents.
- Significant incidents will be reported to the Deputy Head teacher and ultimately the Head teacher who may decide to inform parents themselves or arrange a meeting.
- If a child's behaviour becomes a barrier to their learning, it may be necessary to devise an individual behaviour plan in conjunction with Parents. This would then be shared with all staff involved with the child, to support them in the future.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and removes the child to a safe place to calm down and think. A red card system is used by all staff throughout the school to indicate to the nearest adult that further support is required.
- If a child threatens, hurts or bullies another pupil, the class teacher informs the Deputy Head or Head teacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving and supporting the behaviour of the child.

The class teacher discusses with the children and class rules are agreed in each each class. In addition to the school rules, each class also has its own classroom promises, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or any other appropriate time.

Due to the age of our children, we endeavour to promote and focus on positive behaviour

This means we tend not to use the term bully/bullying except in extreme circumstances. We prefer to focus on behaviour management and discuss good/wrong choices with the children.

**The school does not tolerate bullying of any kind.**

If we discover that acts of bullying or intimidation have taken place, we act immediately to stop any further occurrences of such behaviour. A meeting will take place with Parents/Carers to ensure the child understands the consequences of their behaviour and the school/parents and child will work together to find a resolution. We do everything in our power to ensure that all children attend school free from fear.

## **Reasonable Force**

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, stolen items fireworks or articles that have been or could be used to commit an offence or cause harm.

All members of staff are aware of the regulations regarding the use of reasonable 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* (See Child Protection Policy). Staff will only ever 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.

### **Confiscation of Inappropriate Items**

There are two sets of legal provisions which enable our 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, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- Power to search without consent for "prohibited items" including:
  - knives and weapons
  - stolen items
  - fireworks
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme must always be handed over to the police, otherwise it is for the teacher or Senior Leadership Team to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the DFE 'Screening, Searching and Confiscation - advice for Headteachers, Staff and Governing Bodies' (2014).

### **Managing Transition around school**

- At the point of transition from a classroom, pupils line up quietly with a partner.
- Teachers/ OA's ALWAYS supervise a class as they move through school.
- Teachers /OA's supervise all pupils whilst exiting and entering the classroom and building, counting the children in and out.
- When pupils move around school, they walk quietly and are encouraged to make "good choices" to keep themselves and others safe. This is reinforced by all staff.

### **Behaviour at Playtime**

Expectations for playground behaviour are very clear to all staff and children. Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.

If inappropriate behaviour continues, children will receive a timeout in a designated area for 5 minutes.

Any more serious incidents such as aggressive behavior, either physical or verbal are dealt with immediately by a member of the Senior Leadership Team.

Lunchtime staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.

Lunchtime supervisors are to inform class teachers of incidents of poor behaviour.

Lunchtime supervisors may award Class Dojo points in accordance with the guidance set out in this policy.

## **Pupils' Conduct Outside the School Gates**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Please refer to the DFE Use Of Reasonable Force Guidance (2013).

In line with the DFE Discipline in School document (2016) we have set out below our response to behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed. Examples of such activities include when a pupil is:

- taking part in any school-organised or school-related activity or,
- travelling to or from school or,
- wearing school uniform or,
- in some other way identifiable as a pupil at the school.

Or 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.

In all cases of poor behaviour, school can only discipline pupils on school premises or elsewhere when the pupil is under the lawful supervision of a staff member. Following an investigation, in such cases as those listed above, the school will apply a sanction as is deemed appropriate to the behaviour in line with this policy.

## **Liaison with Parents and Other Agencies**

Our Pastoral/Safeguarding Team are here to support children and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic area.

We will provide interventions for pupils whose behaviour is, or potentially could, become a concern. The aim of these interventions is to provide a pro-active, rather than reactive, level of support. During Senior Leadership Team and Pastoral/Safeguarding Team meetings, allocated time is spent for staff to discuss pupils for whom there are concerns or those whose behaviour is causing concern. In response to these discussions we ensure that these pupils have appropriate support and interventions.

We will work closely with all staff, governors, outside agencies, pupils and their families.

At St Cecilia's we actively support any individual who is experiencing behavioural difficulties. Our Internal support services and pastoral systems are complemented by additional assistance from services including:

- CAMHS- Children's and Adolescent Mental Health Service
- Local Early Help Teams
- The school's Educational Psychologist
- School Health professionals

Referrals are made on a needs basis and are linked directly to priorities identified on individual pupil profiles.

## **Staff Development and Support**

All staff have the opportunity to access support with behaviour management strategies either in-house or through CPD. This may be targeted to their specific roles, responsibilities and individual training needs identified via school self-evaluation and appraisal.

Staff are provided with regular professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modeling. They are supported by the Pastoral/Safeguarding Team and Senior Leadership Team when managing behaviour, identifying solutions and implementing these.

Staff may request to attend additional behaviour management training should they wish to do so.

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis, reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher may records classroom incidents for those children who require additional support. The Headteacher and Deputy Headteacher will record serious incidents of bad behaviour. We also keep a record of any physical incidents which occur at break or lunchtimes: lunchtime supervisors give verbal details of any incident which occur during lunchtime to the class teacher and give an explanation of any incident slips to be given to parents. In extreme cases the Deputy Headteacher/Assistant Headteacher may be referred to during play or lunchtimes.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The Governing Body review this policy on a rolling programme. They Governors may, however, review the policy earlier, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Ratified by Governors June 2017

Review date June 2018

.....