

St Luke Academies Trust



Our Lady of Walsingham Behaviour Policy

Adopted: May 2017

Review Date: May 2018





Our Lady of Walsingham Catholic Primary School is a learning community based on Gospel values. We aim to develop our pupils by encouraging their growth as spiritual and moral individuals who have the confidence to make the best choices. We encourage them to aspire to achieve and to realise their full potential. We nurture our children as they grow into responsible members of our community and to develop a lifelong love of learning.

Hand in hand with God, we love, live and learn.

Introduction

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policies as well as the policy for the use of restraint.

This behaviour policy has been written after consultation with governors, staff, children and parents. The aims of this policy are:

- To provide clear guidance to all staff, children and parents as to the expectations that our school has in relation to the behaviour of our children.
- To promote the schools' aims and values.
- To promote the positive steps that we can take as a school to encourage our children to take individual responsibility for their behaviour.
- To outline the actions that staff may take if a child does not follow the behaviour principles of our school. This includes behaviour during and outside of school hours as well as on and off school premises.
- To support staff with their rights to screen and search as well as the use of reasonable force if and when necessary.
- To develop a positive and safe learning environment in which bullying will not be tolerated
- To ensure that if bullying does occur that it is identified and dealt with promptly and appropriately.
- To promote inclusion, mutual respect, self-esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To raise the standards of behaviour and levels of achievement of all.

The advice and guidance in this policy have been taken from the guidance given to governors, head teachers and teachers from the Department for Education (May 2011) which is related to the following legislation:

- Education and Inspections Act 2006
- School standards and Framework Act 1998
- Education Act 2002

Behaviour Principles

The Governors of Our Lady of Walsingham Catholic Primary School expect our children to:

- Treat all adults with respect. This includes the way that they speak and act during school hours and whilst travelling to and from school.
- Follow instructions given by all adults in the school.
- Show respect in the way that they speak and act towards all children in our school.
- Report any incidents of bullying that they are subject to or aware of.
- Look after the building, equipment and furniture in our school and not to deliberately cause damage to property.
- Ensure that when taking part in any school organised or school related activity, that they behave in a way which does not adversely affect the reputation of the school or pose a threat to another child or adult.

In conjunction with these principles the school sets out our beliefs and expectations of all members of our school community in our Home School Agreement (Appendix One).

Promoting Good Behaviour And Positive Play

At all times, our staff are encouraged to adopt positive behaviour strategies to support our children to aspire to behave as well as they possibly can. These strategies include:

- Verbal praise
- Rewards such as stickers, merits and being given special responsibilities
- Sending children to the head teacher in recognition of their good behaviour
- Golden Time on a Friday afternoon
- Informing parents
- Weekly celebration assemblies

The children are regularly supported with identifying the principles and expectations of their behaviour in variety of ways:

- Daily assemblies
- The PSHE and RE curriculum
- The use of good role models including adults in the school
- Adults supporting positive play at play time and lunch time.
- Play equipment to promote active play

With particular regard to bullying our proactive strategies include:

- We are a listening and telling school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed.
- The issue of bullying will be raised regularly in order to maintain awareness of the issue through school assemblies and prominent pictorial displays and posters.
- Every opportunity to promote whole school initiatives such as anti-bullying week, theatre productions and external speakers will be taken.
- The School Council will include bullying as an agenda item regularly. Peer support systems for students will be promoted and training provided for both staff and students.
- Parents are actively encouraged to discuss any worries or concerns with their child's class teacher who will pass the relevant information onto the head teacher if necessary. Any complaints will be dealt with immediately by the school and noted.

- Our lunchtime supervisors are proactive in preventing bullying and are aware of the ways in which they should deal with any situations should they arise.
- The Governing Body and SMT will monitor bullying via staff meetings, auditing complaints from pupils and parents.
- Staff will use the information recorded about bullying to inform their teaching. Issues surrounding bullying will be addressed within the PSHE and RE curriculums. It may also be addressed throughout other curriculum areas such as dance, drama, story etc.
- Our responses to different types of bullying may vary from time to time, depending on the type of bullying, where it occurs (i.e. at home via cyberbullying) and the level of severity.
- Where parents report incidents of bullying that have occurred outside of school hours but involve other students in the school, the staff will support the parents as and when they can to come to a positive outcome for all involved.

Sanctions For Inappropriate Behaviour

The school has agreed upon the following sanctions that may be used by any adult who is employed by the school. The sanctions listed below are hierarchical but adults are expected to use their own judgement when applying these sanctions and to take into account the age of the child, any known previous behaviour or problems and the severity of the incident.

The school uses a traffic light system to support behaviour management. There are three sessions to the day – morning until break, from break until lunch and from lunch until home time. The procedure runs as follows:

- A verbal reminder to the child that continuing with unacceptable behaviour will lead to their name being moved from the Green to the Orange Traffic Light
- Name moved to the orange traffic light.
- Reminder that if the behaviour continues, they will be moved to the Red traffic light and this will result in losing 5 minutes of break or lunch time. This time **must not** be earned back by a child for subsequent 'good' behaviour. To ensure that this sanction has maximum effect it is crucial for the child to spend this 5 minutes in the class and with the adult who enforced the sanction (in most cases this will be the class or covering teacher). This will also support the whole-school expectation that all adults working at the school are responsible for behaviour.
- If the child's name is moved to the Red traffic light on two or more occasions within the school day, this will result in them losing 5 minutes of Golden Time on a Friday afternoon. Again, this time **must not** be earned back by a child for subsequent 'good' behaviour.

More serious incidents or persistent unacceptable behaviour will result in the child being given behaviour points which will be recorded on SIMs. See Appendix below for the steps to be taken with regards to the points system

Sanctions for incidents which occur during play time or lunch time:

- Verbal warning
- 'Time out' on the line
- Class teacher informed of behaviour when returning to collect children from the playground.
- Time removed from the next break time or lunch time (to be recorded in the staying in book in the school office). The children will spend time outside the staffroom with work assigned by the class teacher or adult who deemed this necessary.
- Stop and Think Sheet issued by the head teacher (Appendix 2) If three or more of these have to be completed in a half term then parents will be called in for a meeting with the head teacher.
- The child may be placed on a behaviour incident report where a record of their behaviour is kept for a period of time.

The school has the power to impose reasonable sanctions for non criminal misbehaviour that has occurred outside of the school premises and is witnessed by a member of staff or reported to the school. This may include incidences of cyber bullying.

The action taken by the school on these occasions will be decided on a case by case basis by the head teacher, depending upon the severity of the behaviour. The sanctions imposed are very likely to be similar to those listed above. In all cases, parents will be informed of the situation and the actions taken.

Exclusion

The decision to exclude a child is never taken lightly and this course of action will only be taken as a result of extreme behaviour or as a result of continuous disruptive behaviour. Such behaviour may include:

- Physical assault against another pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour towards another pupil or adult
- Persistent bullying
- Racist/sexist abuse
- Damage to school or personal property
- Theft
- Persistent disruptive behaviour in the classroom or on the playground

Decisions on fixed term or permanent exclusions will be based on the guidance set out in the school's Exclusion Policy

Use Of Reasonable Force

Should an incident of a serious nature occur, adults in the school have the power to use reasonable force to prevent pupils from:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disrupting good order and discipline in the classroom.

There is an additional Restraint Policy for staff to follow should this be necessary.

Power To Search Without Consent and Confiscate Inappropriate Items

If necessary, the school has the power to confiscate, retain or dispose of a pupil's property and is protected from liability for damage to, or loss of any confiscated items. Returning the item will depend upon individual circumstances; weapons of any kind will be handed to the police immediately.

Safeguarding Children

Members of staff have a responsibility to consider whether behaviour exhibited by a child gives the school cause to suspect that a child is suffering or is likely to suffer significant harm. Where this is the case, the member of staff involved should follow the school's safeguarding policy and inform the Senior Designated Person for Child Protection.

Children With Particular Needs

Children who are frequently in breach of the school code with regard to behaviour may be deemed to have a particular need with regard to behaviour. In such instances, some or all of the following courses of action may be taken:

- Discussion with the SENCo
- Completing an IEP
- Discussion with parents
- Contacting professional bodies i.e. BACIN and/or the Education Psychologist

Anti-Bullying Policy

Bullying is present to a greater or lesser extent in all institutions. *All* members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a pupil's self-esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances.

Our children, parents and staff have defined bullying as a hurtful or offensive action which happens several times and on purpose. It can be:

Physical – hitting, kicking, stealing or hiding belongings, sexual assault.

Verbal – name calling, insults, offensive or sexual remarks, threatening language.

Relational – social exclusion, spreading rumours or stories, graffiti, defacing property, displaying literature or materials of a racist, sexist or pornographic nature.

Indirect –defacing property, displaying literature or materials of a racist, sexist or pornographic nature.

Cyberbullying can include offensive or abusive text or internet messages.

Bullying can be racist, religious, cultural, homophobic or sexual in nature. It can also be related to physical, learning and emotional disabilities. Sometimes bullying occurs because of someone's appearance or health conditions or is due to the fact that someone has a particular home circumstance.

Bullying in any form, will not be tolerated at our school. This includes any member of the school community (staff, students, parents or governors). As a 'listening and telling' school we are committed to the creation of positive a safe learning environments for all.

The way that we respond to the different types of bullying may vary from incident to incident according to the type and the level of severity.

Reporting Bullying

- If a child believes that they are being bullied then they can report this to any adult in the school with whom they feel safe and secure. If they do not wish to go directly to an adult they can put a note in the school's 'worry box' which is checked regularly.
- An appropriate member of staff will then work with the victim to resolve the situation and to ensure that they feel safe. This could be a member of the teaching staff or the support staff.
- Pupils and staff are regularly reminded that they have a duty to be observant and to note and report any potential incidents of bullying that they might witness.
- When an incident of bullying has been reported and investigated either the child's class teacher, or a senior member of staff will discuss the issues with any parents involved. This

should be done as soon as possible so that the child feels that their worries have been dealt with quickly.

- The school also has a duty to support any child who is found to be bullying another child. This will either be done on a one to one, group or whole class basis, depending upon individual circumstances.

Guidelines for implementing the Policy

- There needs to be recognition that anyone can be a bully or victim and that bullying can take many forms
- It is recognised that the head teacher and Governing Body have a statutory responsibility for school behaviour and discipline, but all members of the school community accept collective responsibility for the successful implementation of this policy
- Students are encouraged to report all incidents of bullying that they experience or witness
- All staff will respond to student, staff or parental concerns seriously and support the agreed procedures.

Recording bullying and evaluating the policy.

- In the event of a bullying incident the same procedures will be followed as for all other incidents of poor behaviour (see School Behaviour Policy.) Staff will gather evidence and consult their line manager.
- All staff will receive training on the identification, prevention and management of bullying. At the start of a new school year procedures for dealing with a bullying incident will be discussed at an early staff meeting. The policy will be discussed and then distributed to all new staff.
- In all cases details of the incident and action taken will be recorded by the class teacher and/or senior staff.
- Our prime concern will be the support and protection of the victim. Action will continue until the issue is satisfactorily resolved and the bullying ceases. The actions will be reviewed and modified in light of circumstances and if the bullying continues.
- If it is a serious incident temporary or permanent exclusion will be considered after a full review of the facts.
- Bullying incidents will be logged and monitored on a termly basis by the Head, or named member of the SMT. This information will be given to the Governing Body each term as part of the Head's report.
- A Governor will be nominated to have responsibility for maintaining an overview of behavioural and bullying issues.
- Governors, staff and children will regularly be consulted regarding the success of the strategies that we have put in place to prevent and deal with incidents of bullying and the policy will be reviewed on an annual basis.
- The school is looking into becoming involved in the 'Anti-bullying Accreditation Programme'.

Supporting children, staff and parents

We have very high standards of pastoral care in our school and we pride ourselves on our care, guidance and support for all. Whether children are the victims of or the perpetrators of misbehaviour the school has a range of strategies in place to support them. Children are able to discuss issues with their class teacher or learning support assistant. There is also a learning support assistant who works particularly with children requiring pastoral support of any kind.

Parents are also welcome to come to the school to discuss any concerns that they may have about behaviour.

Our staff should feel confident that they can discipline a child without recourse providing they follow the guidelines set out in this policy. The school will not automatically suspend a member of staff accused of misconduct pending an investigation. The head teacher and governing body will draw on the advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance on the Department for Education website. This document also sets out the pastoral support that school staff can expect to receive if they are accused of misusing their powers.

Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff. The nature of the action will be taken in consultation with the head teacher and/or Governing body and will reflect the severity of the situation.

Appendix One

Home School Agreement

The staff and governors of Our Lady's will always do our best to:

- Keep our children safe and secure, both physically and emotionally.
- Provide a setting for our Catholic children which helps to deepen and strengthen their faith. For our non-Catholic children we will do all we can to develop their own sense of spirituality.
- Treat our children and parents with respect, fairness and kindness.
- Provide a challenging curriculum based upon the guidance of the National Curriculum, which meets the needs and interests of all of our children so that they can achieve their full potential.
- Provide information and support for parents as to how they can best support their children's learning at home.
- Provide our children with appropriate homework activities which support the learning that is going on in the classroom.
- Ensure that children and parents are aware of the school's expectations in terms of behaviour, effort and attendance.

We expect parents/carers of our children to:

- Ensure that your child comes to school wearing the correct uniform and to ensure that your child has their PE kit on the appropriate days.
- Respect and support the Catholic ethos of our school.
- Support the behaviour policy of our school.
- Treat all staff with respect and courtesy.
- Take an active interest in your child's education and progress, through attending Parents' Evenings.
- Support and encourage your child at home with reading, spelling and written homework tasks.
- Ensure that your child arrives on time for school and attends every day unless they are ill or there is a family emergency.
- Inform the school at the earliest possible opportunity if your child is going to be late or absent.
- Communicate with the school if you or your child is experiencing any difficulties so that we can resolve them as quickly as possible.
- Not use Social Media websites to discuss the school in any way.

Signed _____ Date: _____

We expect our children to:

- Treat others how they would like to be treated.
- Behave in a way that is safe.
- Try our best to behave well.
- Try our best with our school work and homework.
- Welcome other people who join our community.
- Take care of our school and all the people in it.

Signed _____

Date: _____

Behaviour

Who/type of behaviour	Rewards	Sanctions
<p style="text-align: center;">Low level in class - responding to individual needs</p>	<p>Stickers Table of the week Speaking to parents Traffic light system</p>	<p>Staying in to complete unfinished work Informal chat with parents Traffic light system</p>
<p>Whole school - low level</p>	<p>House points/jojo points - highest scores get an afternoon of activities at the end of the half term Attendance cup Sent to Mrs. Hayes for a sticker Golden time - 5 gold tickets at start of the week</p>	<p>Removal of golden ticket for the day therefore losing Golden time on Friday Stop and Think Sheet 1</p>
<p>Whole school beginning to escalate</p>	<p>Headteacher's tea party</p>	<p>Removal of Golden Time Stop and Think Sheet 2 (received from HT and parents informed) Classroom Agreement completed between teacher, child, parent and HT Child 'on report' for morning and afternoon behaviour.</p>
<p>Serious behaviour issues</p>		<p>Stop and Think Sheet 3 Parents' Meeting with HT Involvement with outside agencies considered Fixed term exclusions Individual Behaviour Plan and Positive Handling Plan if required.</p>



Classroom Agreement

I will....

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-
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-
-
-
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Signed: (Child)

Signed: (Teacher)

Signed: (Parent)

Signed: (Headteacher)

	Rewards	Sanctions
Level 1		
Level 2		
Level 3		
Level 4		

Stage 1

Criteria - A child has failed to comply with school rules and expected standards of good behaviour on two occasions in one half-term. Two incidents of this nature would result in two points.

Possible Actions - Appropriate and proportionate consequences include loss of play/lunch time for a defined period, loss of golden ticket or golden time if unsafe behaviour has been displayed, play/lunch time intervention.

Parents/ carers will be informed of this via a discussion with the class teacher.

Stage 2

Criteria - A child has been involved in a negative incident in the classroom, at playtime or lunchtime that includes the use of physical or verbal aggression (for the first time) towards a peer (persistent play fighting and rough play will now be classed as verbal aggression). An incident of this nature would result in 4 points.

Possible Actions - Appropriate and proportionate consequences include loss of play/lunch time for a defined period, loss of golden ticket or golden time if unsafe behaviour has been displayed, play/lunch time intervention.

The school may decide to monitor a child's behaviour via a daily behaviour report log.

A fixed-term or lunchtime exclusion may also be considered as a consequence for negative behaviour.

Wellbeing intervention will be considered in consultation with parents/carers.

Parents/Carers of child are asked to attend a Behaviour Review Meeting (child included) with Mrs Hayes or Miss Byrne or Mr Politano and the class teacher (this may be part of a re-integration meeting after a fixed period of exclusion).

Stage 3

Criteria 1 - A child has accrued 10 or more points in a term or has been involved in a negative incident in the classroom, at playtime or lunchtime that includes the use of physical or verbal aggression towards a peer (for a second/third... time) or member of staff (for the first time). An incident of this nature would result in 6 points.

Criteria 2 - Or a child is being persistently defiant, is refusing to adhere to adult instructions, is leaving the classroom without permission, is disrupting learning and good order and is continually disregarding the school's expected standards of good behaviour. An incident of this nature would result in 3 points.

Possible Actions - Appropriate and proportionate consequences include loss of play/lunch time for a defined period, loss of golden ticket or golden time if unsafe behaviour has been displayed, play/lunch time intervention.

The school will monitor a child's behaviour via a daily behaviour report log. External agencies may be consulted to provide additional advice and support to maximise the school's provision.

Where suitable, a 'restorative' approach may be considered to support the child to reflect on their behaviour, the impact it had on others and how to 'make things better'. Wellbeing intervention will be considered in consultation with parents/carers.

A fixed-term or lunchtime exclusion may be considered as a consequence for negative behaviour. The school will also consult with the Education and Inclusion Partnership Team to inform them that the child is at an increased risk of exclusion.

Parents/Carers of child are asked to attend a Behaviour Review Meeting (child included) with Mrs Hayes and a Governor of the school (this may be part of an integration meeting after a fixed period of exclusion.)

Stage 4

Criteria 1 - A child A child has accrued 24 points in one whole term. Or a child has been involved in a negative incident in the classroom, at playtime or lunchtime that includes the use of physical or verbal aggression towards a peer (for a second/third... time) or member of staff (for the second time). An incident of this nature would result in 6 points

Criteria 2 - Or a child is continuing to be persistently defiant, is refusing to adhere to adult instructions, is leaving the classroom without permission, is disrupting learning and good order and is continually disregarding the school's expected standards of good behaviour.

Possible Actions - Where suitable, a 'restorative' approach may be considered to support the child to reflect on their behaviour, the impact it had on others and how to 'make things better'. External agencies may be sought to provide additional advice and support to maximise the school's provision. Wellbeing intervention will be considered in consultation with parents/carers.

A fixed-term exclusion, play/lunchtime exclusion, or a part-time timetable may be considered as a consequence for negative behaviour and to mitigate this risk of further incidents. The school will also consult with the Education and Inclusion Partnership Team to inform them that the child is at an increased risk of permanent exclusion.

If over a period of time the support and intervention that the school has put in place is not leading to an improvement in behaviour then the school, in consultation with EIP team, Governors and parents will consider a managed move or permanent exclusion.

Parents/Carers of child are asked to attend a Behaviour Review Meeting (child included) with Mrs Hayes and a Governor of the school (this may be part of an integration meeting after a fixed period of exclusion.)

