

# Lanchester All Saints' Catholic Primary School



## Behaviour Policy

### **Recruitment and Selection Policy Statement**

All Saints' Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**(to be read in conjunction with: Anti-Bullying Policy; Online Safety; Safeguarding; Attendance; Equality; Health & Safety; Relationships Education; SEND Policy)**

## **Our School Policy for Behaviour**

**As unique children of God we:**

**aspire not to have more but to be more.**

**To:**

**Love Christ**

**Listen to Christ**

**Learn from Christ**

### **Our school aims to:**

- bring young people to their full and unique potential as children of God in a supportive and caring environment;
- develop the whole child – spiritually, intellectually, morally, physically, socially and emotionally;
- provide an excellent quality of education which is inspired by the values of the Gospel in which our children will feel valued and cherished;
- ensure that the children's experience of interactions and friendships within the school have a formative and significant influence on their understanding of relationships;
- foster in our children the qualities of self-esteem, justice, honesty and respect for other people and cultures;
- provide an atmosphere of warmth, care and justice in which children, parents, staff, governors and visitors are welcomed, accepted and affirmed.

The central 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. Our Mission Statement is the basis for all decisions, communication and actions in school. The school behaviour policy is therefore based upon our Mission Statement and 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 a positive environment where everyone feels happy, safe and secure.

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 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.

### **Implementation**

Relationships Education: Ten Ten

Celebrating achievement and recognising social progress

Circle time work

Links with the community

School Council

Reception – Year Six Buddies

Playground Buddies

Pupil Leadership

Clear teaching of behaviour expectations

### **Rewards and Sanctions**

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

- Teachers & support staff congratulate children;
- Teachers & support staff give children house points either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- We nominate children from each class to receive a Head Teacher's award or a Mission Award in the school assembly; these awards are communicated with families;
- To encourage teamwork, teachers reward groups within their classes with table awards;
- Head Teacher's Awards (stickers) are distributed for good behaviour or good work; Children are praised for trying their best;
- Individual classroom reward schemes are in place.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation depending upon the context of the situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own as a 'time out'.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child misbehaves and disrupts the learning environment after being reminded of our high expectations, we isolate the child from the rest of the class by sending them

to work in another classroom or with the Head Teacher until they are in a position to work sensibly again with others.

- 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 until all children are safe.
- If a child threatens or hurts another pupil (physically or emotionally), the class teacher records the incident (on our electronic monitoring system – CPOMS) and the child receives a consequence – part of a playtime (or the whole playtime for extreme behaviour) is lost and the child's parents are informed. If a child repeatedly acts in a way that disrupts or upsets others, the class teacher may put the child on a behaviour chart. This encourages weekly sharing of information with parents regarding behaviour and builds on positive reinforcement. If negative behaviour continues after that, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The Head Teacher may feel that a period of 'Close Monitoring' is required. At all stages, parents will be informed via phone, letter or face to face meetings.

All children know and understand our Mission Statement. Furthermore, our 'golden rule' is to treat others the way you wish to be treated'. In addition to these expectations, each class also has its own classroom code, which is agreed by the children. In this way, every child in the school knows the high standard of behaviour that we expect at all times.

The school does not tolerate bullying or child on child abuse of any kind (please see our Anti-Bullying Policy). If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. We prioritise developing and maintaining positive, reciprocal and meaningful relationships with all families and rely on our home/school partnerships to ensure families are well-informed about circumstances in school.

We take a zero-tolerance approach to sexual harassment and sexual violence. We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

There are procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Keeping Children Safe in Education Policy for more details.

All members of staff are aware of the regulations regarding the use of force by teachers, Staff only intervene physically to restrain children if there is immediate fear of risk or harm; to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children and appropriate training is in place.

When children are out of school accompanied by members of staff, on visits or taking part in sporting activities for example, they are representing All Saints' and the high expectations of behaviour are the same as those in school. Should an incident occur outside of school which impacts on school life, even when a member of staff is not present, the Head Teacher reserves the right to inform parents, or other authorities, such as the police, when necessary.

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need or are part of a condition we are already aware of. In all cases, we treat challenging behaviours as a means of communication on the part of the child. When concerns about behaviour are significant, we will establish whether SEND needs may be a contributing factor and will ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, where appropriate. This does not invalidate the behaviour and discipline policy but is an indicator that school takes account of need at the correct stage and that reasonable adjustment will be made to take into account individual needs.

### **The 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, respect and good manners, 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 keeps a record of all such incidents. In the first instance, the class teacher deals with incidents themselves however, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher or Deputy Head Teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

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.

### **The Role of the Head Teacher**

It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour. Under the Equalities Act 2010, any incidents related to the protected characteristics of disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender, or sexual orientation are recorded and reported to the Governing Body on a termly basis. This information is also

shared with the Local Authority. The Head Teacher will contact parents immediately to discuss any such incident.

The Head Teacher has the responsibility for giving temporary exclusions and fixed-term suspensions to individual children for serious acts of misbehaviour or repeated offences. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The Role of Parents**

The school collaborates actively with parents, so 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.

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 punish a child, parents should 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 followed by the Head Teacher. If the concern remains, they should contact the school governors. 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.

### **Fixed-term and Permanent Exclusions**

We follow the current guidance from the Department of Education when considering exclusions <https://www.gov.uk/government/publications/school-exclusion>

Exclusion will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move). Only the Head Teacher has the authority to exclude and will notify parents/carers within one school day by telephone and letter. Detailed records of incidents are kept and exclusions reviewed by governing bodies. Exclusion will only be used for serious breaches of school policy or for continued and persistent breaches of the Behaviour Policy/Anti-Bullying Policy despite alternative solutions being tried. i.e.

- Verbal abuse

- Violent or threatening behaviour

- Persistent, defiant, disruptive behaviour

- Racist or homophobic abuse

- Bullying including repeated incidents of unacceptable behaviour and conduct online

- Conduct in or out of school that is against the law

Wherever possible, the family of a pupil whose behaviour is leading towards exclusion will be notified with a pre-exclusion letter (see appendix One).

For fixed period exclusions of more than five consecutive days, the school will provide full-time education. Details will be specified for pupils from day six in the note to parents if this is appropriate. Parents will be required to attend a reintegration interview regarding a pupil's fixed period exclusion.

Permanent exclusion is an extremely serious step and an acknowledgment that the school can no longer meet the needs of the pupil. This can arise from an accumulation of fixed-term exclusion or as a result of a very serious one-off offence. Serious one-off offences may include:

- Serious, actual violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

### **Drug and Alcohol Related Incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and complete a medicines consent form when the medication is brought into school. Any medicines should be taken directly to the school office by an adult for safekeeping. Any medication needed by a child while in school must be taken under the supervision of the trained staff.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher. If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

### **Monitoring**

The Head Teacher monitors the effectiveness of this policy on a regular basis. They also report 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 on an interactive programme called CPOMS. The class teacher records minor classroom incidents. The Head Teacher keeps a record of any pupil who is being 'Closely Monitored', 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure

that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.

This policy was reviewed September 2024. It will be reviewed annually or earlier if necessary.