

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 All Saints' is 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 our 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

Praise and encouragement

Relationships Education: Ten Ten

Zones of Regulation

Celebrating achievement and recognising social progress

Links with the community

Pupil Leadership

Reception – Year Six Buddies

Peer Mentors

Tiny Topics

Pupil Leadership

House Points (winning group receiving termly awards)

Clear teaching of behaviour expectations

Working with external agencies

Responses to Behaviour

All children know and understand our Mission Statement. Pupils at All Saints' are taught our behaviour expectations and understand the behaviour we expect to see in school.

We praise and reward children for good behaviour in a variety of ways. We praise at a class level, group level and individual level:

- Teachers & support staff congratulate children;
- Teachers & support staff give children House Points for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school. The winning House each term receive a reward;
- 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;
- Pupils receive recognition awards linked to Times Tables. Extra breaktime is awarded to the TTRS winners of the week;
- Head Teacher's Awards (stickers) are distributed for good behaviour or good work; Children are praised for trying their best;
- Positive messages from the Head Teacher to families via Arbor.

Where pupil behaviour falls short of expectations, staff will log incidents on our management information system (Arbor) and, depending on the severity of the incident, parents will be informed. We appreciate that pupils make mistakes and, like curriculum subjects, behaviour needs to be explicitly taught. We believe that all pupils can learn how to make positive behaviour choices and how to turn their behaviour round when incidents occur. We use reflection and discussion to work with children to explore reasons for poor behaviour choices and to make positive changes.



Ready, Respectful, Safe

We aspire not to have more
but to be more.

Low Level Disruption

Three warnings in one session: asked to move seats and miss play (Arbor).
If play is missed twice in one week, teacher informs parents by phone.

Continuing Low Level Disruption

If play is missed twice or more in one week, the Head Teacher will speak to parents: behaviour plan/close monitoring, removal of privileges etc.

Rough Play

Three warnings and then sent to the office.
If you are sent to the office twice in one week, teacher informs parents (as above).
If it continues, Head Teacher deals with the issue (as above).

Aggressive or Abusive Behaviour

Will not be tolerated. It will be dealt with immediately depending on the incident and context.



- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. Within class, pupils can receive a maximum of three warnings for low-level disruption. After three warnings, the pupil may be asked to move seats, work in another classroom or work with the Head Teacher. They will also miss their playtime. If this happens twice in one week, the class teacher will contact the child's parents. If the low-level disruption persists, the Head Teacher will contact parents. Reminders about not playing rough are also given via warnings. If a child reaches three warnings in one day, this will be recorded on Arbor.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the adult stops the activity until all children are safe. Abusive or threatening behaviour is not tolerated and will be addressed in line with the individual and context by senior leaders.
- If a child threatens or hurts another pupil (physically or emotionally), the class teacher records the incident (on our electronic monitoring system – Arbor) and the child receives a consequence (for example, losing play, writing an apology, losing a privilege). 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.

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 Safeguarding Policy for more details.

All members of staff are aware of the regulations regarding the use of force by adults. 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 All Staff Members

It is the responsibility of all staff to ensure that the school rules are enforced.

All staff at All Saints' 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.

All staff treat each child fairly and enforces the classroom code consistently; they treat all pupils with respect and understanding.

If a child misbehaves repeatedly in class, all staff will keep a record of all such incidents on Arbor. In the first instance, the class teacher deals with incidents themselves however, if misbehaviour continues, the class teacher seeks help and advice from senior members of staff.

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.

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 school 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 Bishop Wilkinson Catholic Education Trust. 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.

The Role of Parents/Carers

The school collaborates actively with parents so children receive consistent messages about how to behave at home and at school.

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, 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 the Local Governing Committee (LGC)

The LGC has the responsibility of setting down these general guidelines on standards of 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 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.

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, in line with the Administering Medications Policy. 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 Local Governing Committee 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 Arbor and possibly CPOMS. Records are kept of any pupil who is being 'closely monitored', suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Local Governing Committee to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

This policy was implemented in January 2026. It will be reviewed annually or earlier if necessary.