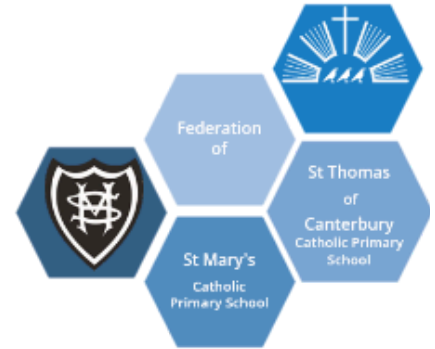


Federation of St Mary's and St Thomas of Canterbury Catholic Primary School

Behaviour Policy for St Mary's 2024-2027



The policies of the Governors of the Federation of St Mary's and St Thomas of Canterbury Catholic Primary Schools are intended to ensure that the children rejoice in their dignity as children of God and as a unique creation of God's love. The policies are written so as to support the most effective teaching and learning that we can provide. It is our intention that every aspect of school life will support this fundamental aim.



Signed on behalf of Governors:
Alexandra Pettitt
Co-chair of Governors
Date:
October 2024

To be reviewed by:
January 2027

Revision Record

Revision No.	Date Issued	Prepared By	Approved By	Comments
1	January 2020	MS	FGB	
2	January 2022	MS	FGB	Reviewed and updated
3	January 2023	MS	FGB	Reviewed and updated. Included Anti-bullying
4	October 2024	SB	FGB	Reviewed and updated

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law. Galatians 5:22-23

Context –The Federation of St Mary’s and St Thomas of Canterbury Catholic Primary Schools put the education, aspiration and safety of their pupils at the centre of the vocation of all those involved in the schools.

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE):

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- In accordance with DfE guidance, the school's behaviour policy is published on the school website and available to parents/carers in paper format on request

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Disrespect towards others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Theft
- Fighting
- Smoking
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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 of time
- Difficult to defend against Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Sexting, upskirting, explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, banter
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our antibullying strategy.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

5.2 The head teacher

The head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1). The head teacher will also approve this policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2 CPOMS)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- To recognise that different children, have different needs and understandings that the school will endeavour to support

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

We have agreed with the children our Beehaviour Policy which is displayed around the school and on the school website.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal challenge to the poor behaviour choices
- Sending the pupil to another class to work
- Expecting work to be completed at home, or at break or lunchtime
- Missing break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract



In class, staff should apply the following steps in response to unacceptable behaviour. **This must be consistent throughout the school and with ALL staff.**

1. Verbal challenge – quietly in ear or preferably away from other children. The staff member should also understand if there are reasons for the behaviour unspoken or otherwise. What is the child trying to communicate through this non-verbal expression? Once this has been ruled out as an issue then the following should continue with care.
2. A repeat of the unsettled behaviour results in the adults in the room reminding the child what is expected and what will happen if this behaviour continues. At this point the child could be asked to sit in a different space within the classroom or to take a moment just outside the classroom door as a reflection time.
3. If the unsettled behaviour does not stop, for the third time with the clear understanding that a further incident will result in the child being sent to the next-door classroom WITH WORK to complete. The child who has settled back to learning before this stage should be allowed to continue with the lesson without continued referral back to the previous poor choices.
4. Child sent to next door class for a set period of time (i.e. 20 minutes) and must have relevant work which they are able to complete independently.
5. In the majority of cases, step 4 is rarely needed. If, however, on return to class, the unacceptable behaviour continues, the child should be sent to work in the Head of School's room, again with relevant work to complete independently.
6. CPOMS must be completed to record steps taken and next steps (i.e. missing break, talk with parents if necessary)
7. Break and or (part of) lunch times can be missed but children must have work to complete during this time. This must be supervised and only used as a last resort as children need to have breaks as do staff.
8. In rare cases, children may work in the executive head teacher's room if all the above steps have been taken with no improvement.

It is vital that, at every step of the above process, discussions are held with the child concerned to ascertain the reason for the unacceptable behaviour and, where relevant, appropriate adjustments made by staff to address any issues (i.e. level of difficulty of work, support to complete it, seating within classroom)

Staff should be sensitive to and aware of the particular needs of some children which can result in their unacceptable behaviour. Staff must remember that all behaviour is communication and adults in school need to ensure they try all ways to find out what the child is trying to tell them. An adult shouting at a child is always unacceptable and will achieve nothing positive.

Staff have received training in Attachment and Trauma Awareness which has developed our understanding of why some children behave as they do. Staff use a range of strategies and approaches arising from this training to support those children who have difficulty regulating their emotions and behaviour. Distressed behaviour should be the understanding of needs rather than simply seeing it as challenging behaviour. During this process children should have the opportunity to access the breathing space within the classroom or the sensory room (accompanied by an adult) if this will enable the children to resolve the issues around their behaviour. Staff should reflect with the children when appropriate about the Zones of

regulation. Children are not attention seeking, they are connection seeking and staff need to recognise this change in emphasis so that the child is able to move forward positively in their learning.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy. Please refer to our Allegations of abuse against staff policy for more information on responding to allegations of abuse.

The head teacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Discuss and share with children the Pupil Code of Conduct (see 6 above)
- Display our Beehaviour Policy and agree their own classroom rules
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which will include:

Greeting pupils in the morning/at the start of lessons

Establishing clear routines

Communicating expectations of behaviour in ways other than verbally

Highlighting and promoting good behaviour

Concluding the day positively and starting the next day afresh

Having a plan for dealing with low-level disruption Using
positive reinforcement

8.2 Physical restraint

In some circumstances, appropriately trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to the head teacher and parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is shared with relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on appropriate behaviour management techniques.

11. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and Governing Body every 2 years, unless legislation or government guidelines change. At each review, the policy will be approved by the head teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body every 2 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff, governors and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every 2 years.





Appendix 2: Use of CPOMS to record behaviour incidents

CPOMS replaced the Written notes system in April 2019.

All staff have their own log-in to CPOMS which is password protected and have received training on how to use it.

All staff must use the online system CPOMS to record incidents of poor behaviour, any safeguarding concerns, parental concerns, phone calls and conversations, racist/homophobic incidents or comments and any contact with outside agencies (i.e. Social workers)

Appendix 3: Recording behaviour

Understanding different types of physical behaviour		
Action	Meaning & example	School response
<p>Physical assault/abuse</p> 	<p>Deliberate action meant to hurt not to communicate e.g. hitting, kicking biting, spitting, using hands and/or feet to deliberately hurt or try to hurt someone else</p>	<p>Where is this identified in your Behaviour policy – what actions are needed? Do the pupils understand the expected code of conduct?</p> <p>If any prejudicial/ discriminatory language and behaviour is involved in the incident it should be recorded as an incident relating to prejudice and discrimination. (see below)</p>
<p>Physical altercation</p> 	<p>Action resulting from escalation of situation e.g. playing football disagreement leads to pushing one another over a disagreed foul</p>	<p>How is this level of behaviour managed? What can the school do to support the children being able to reflect and manage on this type of behaviour themselves? If you spot the situation arising can preventative measures be put in place? Is further supervision needed?</p>
<p>Physical behaviour</p> 	<p>Behaviour that may or may not result in people being hurt. Behaviour that is not deliberately focussed on hurting others but may reflect thoughtlessness or desire to communicate e.g. waving arms around to express upset and the arms hit another child who happened to be walking by</p>	<p>How is this behaviour managed by staff – does this need unpicking with the children within classes where this behaviour happens? How do families and the school engage and understand this behaviour and the context?</p>
<p>Incidents relating to prejudice & discrimination</p> <p>a) Racist b) Sexist c) Homophobic Biphobic /Transphobic d) Ableist</p> 	<p>Verbal, physical, online (initial/sustained) Also note: Has the victim experienced this before? Has the perpetrator done this before? Was it deliberate and designed to hurt? Does it involve an imbalance of power?</p>	<p>Staff should ensure that incidents are thoroughly investigated and that the recording of these incidents identifies any prejudicial/ discriminatory language and behaviour involved in the incident.</p>

How to use this sheet?

When staff record incidents for safeguarding and behaviour reasons it is important that there is a common understanding of what each behaviour is. This sheet provides descriptions for physical behaviours so that staff can identify under which category they should record the incident.

Once the type of report has been identified the detail in the report will be supported by checking through these questions:

1. Has a check been made to ascertain whether student's SEN needs could be a contributing factor?
2. Have any of the students' received interventions prior to this incident?
3. Are there any relevant factors that may have contributed to the behaviour?
4. Are there any potentially mitigating circumstances to consider?
5. Has there been a previous incident involving the same student/s?
6. Do the parents/carers need to be informed i.e. if the incident is prejudicial in nature and/or persistent for the victim and/or perpetrator?
7. Does this need to be escalated or referred to other external agencies i.e. police, children's services, public health?

To understand the use of language with regards to perpetrators and victims this KCSiE extract is helpful to staff:

Victims and alleged perpetrator(s)

For the purposes of this guidance, we, in places, use the term 'victim'. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable. For the purpose of this advice, we, in places, use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

Further support is available for schools in understanding prejudicial language and behaviour:

<https://www.hants.gov.uk/educationandlearning/hias/teaching-learning/rights-respecting-education>

password - RREtool*19

CPD on prejudicial language and behaviour (HIAS offer)