



BEHAVIOUR POLICY

June 2017



# St Anthony's Catholic Primary School

## BEHAVIOUR POLICY

Our behaviour policy is based on the teachings of Jesus Christ which support the principle that all people should be respected and valued. We aim to create a safe, positive and caring learning environment based on mutual trust, where all children can positively achieve their full potential. Pupils will develop the self discipline and skills needed to make them good citizens of the future and able to lead satisfying and fulfilling lives. Pupils are taught that they are responsible for their own behaviour and it is their choice how to behave.

### IN THE CLASSROOM

Teachers should expect the best behaviour from their pupils at all times and should communicate this to them at the start of the year.

### RULES, REWARDS and SANCTIONS

The rules are the same for every class in school and should be referred to regularly by the class teacher in classes, and Headteacher in assemblies. These rules should be one of the first tasks when getting to know a new class. They should be displayed for everyone and used as a reference when needed to.

Resources must be looked after by pupils and teachers must ensure that pupils have well looked after resources in order for them to produce quality work e.g. pencils must be an appropriate length and should be thrown away when they get too short to write effectively with.

Children have a right to be treated with dignity - we need to remember this at all times.

Teachers **must** problem solve behaviours and use a variety of strategies and activities to try and improve a pupil's difficulties. We must be mindful that certain behaviours may be telling us something. (Please see attached Behaviour System)

### MOVEMENT AROUND SCHOOL DURING THE DAY

The type of movement around the school is crucial to the atmosphere within it. If movement is quiet and purposeful, it enhances the working environment being established rather than being a distraction and a disruption.

When classes move around school, the group should be stopped at strategic points to ensure the safety of the pupils at the end of the group.

When coming into assemblies pupils must come in silently and with their hands at their sides.

At lunchtimes, the welfare staff are responsible and in charge of dealing with behaviour and movement around school. Welfare staff must ensure the pupils are not running down corridors or into the hall. They must escort the group of pupils into the hall. (Please see Behaviour Strategy for Lunchtimes.)

## **FROM THE PLAYGROUND IN THE MORNING**

The tone of the working day can be established by how the children enter school from the playground. When the bell rings, the children should all stop talking/playing and line up. The children's classes are then called by the teacher on the playground. As each class is called, the children walk quietly to the door by which they enter the building. All teachers have a responsibility to ensure that behaviour is exemplary and the Key Stage Managers must monitor this.

All teachers should be on the playground to direct the children into school. In **exceptional** circumstances, this duty may be delegated to the class Teaching Assistant.

The children are then expected to remove their coats quietly, take anything they need from their bags and walk into their classroom to prepare for their lesson.

## **END OF LESSONS**

At the end of the morning the children need to leave the classroom respectfully, get their lunch from the cloakroom and walk to where they will eat it. After finishing their lunch, they should return their lunch box to the cloakroom and go out on to the playground.

They should not return to their classroom without permission.

At the end of the afternoon, children should leave the classroom quietly and, after getting their belongings from the cloakroom, should leave the building sensibly and safely.

Within any classroom situation and with any adult, each child must show respect and good manners at all times. This is an **essential requisite** of good classroom behaviour.

## **ASSEMBLIES**

When coming into assemblies, pupils must come in silently and with their hands at their sides. They should wait to be told to sit down by their class teacher. Class teachers must be vigilant for behaviours that do not follow our rules and either do something immediately about it or if not appropriate at the time, speak to the pupil afterwards. As well as this, teachers must check that the pupil has listened and amended their behaviour appropriately. Classes/pupils that cannot come into assembly quietly and sit quietly will be asked to leave and this may happen during assembly.

## **REWARD SYSTEMS**

- **IN CLASS**

These are established with the pupils and class teachers.

- **WHOLE SCHOOL**

(Please see attached Rules, Rewards and Sanctions)

- **HEADTEACHER'S AWARD**

This can be for anything positive including behaviour that teachers feel deserves extra special recognition.

## **SANCTIONS**

Positive reinforcement of good behaviour is often most effective. However, there are occasions when it is necessary to impose sanctions. Any behaviour that is of a bullying nature will be dealt with as per our anti-bullying policy. Please refer to our Behaviour Strategies (separate document).

## **EXCLUSIONS**

Where behaviour is deemed to compromise the safety of the pupils or adversely affect their education a fixed term exclusion may be imposed. This can only be done by the HT under delegated authority from the governing body. This will always be as a last resort where all other strategies and advice has not resolved the unwanted behaviour. Exclusions, whether they be half a day or 5 days, will always be made official and be reported to the pupil access team. For short term exclusions the school will provide work for the child to complete at home that complements what is being taught in school. It is hoped that a short term exclusion is all that is needed to refocus the pupil on school rules and improve their behaviour. We would start with a half to one day exclusion that might have to build up to 5 days after repeated incidents. Sometimes, very infrequently, a school may have to make a permanent exclusion. Where there has had to be a permanent exclusion, school would ensure that all necessary arrangements have been sought and considered for the education of the child. A pupil who has reached this stage will most likely have had input from their local pupil referral unit to try and resolve the behaviour whilst the pupil is still in their own school.

## **Vulnerable Pupils**

Pupils that have special educational needs or are looked after may often display unwanted behaviour because of their experiences and situations. These pupils may need extra support as soon as they start at our school. We ensure that we are proactive with these pupils so that all is in place for a successful school experience. Our learning mentor, where appropriate will have visited the pupil at home and in their current setting, either in nursery or another school. He/she will also have ensured that all professionals involved have given their advice in how to best support the pupil with their behaviour and learning.

## **Sanctions for behaviour outside the school**

Where behaviour occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, the same principles and sanctions that are applied in school will be applied in accordance with the severity of the behaviour. This may be when children are:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, if the behaviour:

- 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.

## **Searching & Confiscating**

All school staff have the right to ask pupils to allow them to search them for any item that could do harm to others and is a danger to themselves.

Members of the SLT and Pupil mentor have the statutory right to search pupils or their possessions where they suspect a pupil has prohibited items.

School staff can confiscate any item found as a result of a search which they consider harmful or detrimental to school discipline. This is a personal search, not an intimate search.

### **Carrying out a search**

When searching a pupil two members of staff should be present and the one carrying out the search should be the same gender as the pupil being searched. When searching a pupil's possessions the pupil must be present and the pupil informed of why a search is being carried out.

A search may take place on the school premises or where the member of staff has lawful control or charge of the pupil (e.g. on an educational visit).

Clothes, possessions and bags may be searched.

Parents/carers do not have to be contacted before a search takes place.

### **Grounds for a search**

In order to carry out a search without consent there must be reasonable ground for suspecting that a pupil may have in his/her possession a prohibited item (other pupils overheard talking about the item is, for example, reasonable grounds).

### **Confiscation**

A member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty when reasonable to do so. Parents/carers will be informed when items are confiscated.

### **Power to use reasonable force**

In our school, we do not have a no contact policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment.

### **Definitions**

- a) Reasonable Force**  
Means using no more force than is necessary
- b) Physical Contact**  
Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils with learning disabilities; in P.E./drama; to comfort pupils.
- c) Physical Intervention**  
This may be used to divert a pupil from a destructive or disruptive action, e.g. guiding a pupil by the hand, arm or shoulder with little or no force.
- d) Physical Control/Restraint**  
Means to hold as pupil back physically or to bring a pupil under control. This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is typically used in more extreme circumstances. All such incidents must be recorded.

### Authorised Staff

In this school all members of staff are authorised to use reasonable force, but none are compelled to do so. The decision on whether to physically intervene is down to the professional judgement of staff member concerned and should always depend on the individual circumstances.

Members of outside agencies working in school are expected to be aware of and operate within, the policy of this school.

### Training

Will be provided for all staff. No staff will be expected to undertake the use of reasonable force without appropriate training. Until training has been provided, guidance will be given on action to be taken.

### Roles and responsibilities

Ultimately, it is the Headteacher's responsibility to ensure behaviour is outstanding. However, all who are involved in the life of the school need to ensure they work collaboratively and positively to maintain high standards. The Headteacher will decide upon systems that support teaching and learning as well as promote fairness and equality. The Headteacher will monitor standards of behaviour as part of the yearly monitoring cycle. The governing body is responsible for setting general principles that inform the behaviour policy. The governing body will work collaboratively with the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

### Complaints procedure

In the event of a complaint by a member of staff, pupil or parent, procedures will be followed that are identified in the Complaints Policy.