

Holy Spirit Catholic Primary School



Behaviour Policy

| | |
|-----------------------------|-----------|
| This policy was approved by | Governors |
| Name | |
| Position | Governors |
| Date | Sept 2021 |
| Review Date | Sept 2022 |

Mission Statement

Our school is a place where we respect the views and value the opinions of everyone. We encourage the development of behaviour and attitudes which reflect the life of Christ and the teachings of the gospel and so nurture the appreciation of every individual regardless of race, gender, colour or creed.

We endeavour to involve teachers, parents, governors and the wider community in the spiritual, intellectual, emotional and social development of our children. We strive to help our young people become more independent, making their own decisions and taking responsibility for themselves and others.

“Jesus holds my hand and guides me on my way”



Behaviour Policy

September 2021

Mission statement

Jesus holds my hand and guides me on my way, so that I may be the person that God has chosen me to be.

Trust

Respect

Growth

Behaviour Policy – September 2021

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. ('Behaviour and Discipline in schools' government guidance 2014)
Behaviour Ethos

Legislation and statutory requirements

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

- 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
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Introduction

At Holy Spirit Catholic Primary School we aim to provide a happy, caring and secure environment where all pupils (irrespective of race, disability, sexual orientation, gender and religious belief) are encouraged to demonstrate an understanding of self-discipline and respect to all members of our school community and do their best.

It is based on the principle of inclusion and equal opportunity and reflects the values of our school vision and will therefore, be monitored to ensure this.

We expect parents to work with us to enable children to behave sensibly and safely.

This policy has been developed through a process of consultation with school staff and Governors. It describes the school's principles, aims and expectations of behaviour. This document sets out the procedures for rewarding good behaviour and sanctions for inappropriate behaviour. Our Behaviour Policy is firmly linked to our Anti-bullying Policy, Racist Incident Reporting Policy, Equality Policy and Child Protection & Safeguarding policies.

Aims

Our policy is based on choices and consequences and our aims are:

To provide a safe and secure environment for all our pupils and staff, one in which bullying, discrimination and peer-on-peer abuse – online or face-to-face – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

To secure consistently positive attitudes to learning so that pupils can work and learn together to enable them to experience responsible and independent learning and encourage self discipline.

To be positive in our approach to promote considerate, respectful relationships between all members of the school community.

To have clear routines and expectations of behaviour across the whole school, modelling what is meant by exemplary behaviour and recognising this and rewarding it.

To be consistent about what is acceptable behaviour, ensuring that all members of the school community work together to apply this consistently and fairly.

To provide a calm and orderly environment in the school and classroom, as this is essential for pupils to learn.

Our Standards

It is essential that pupils at Holy Spirit Catholic Primary School understand what is meant by good behaviour and that the rules we expect them to follow are clear and understandable. As such we believe all members of the school community should aspire to reach the Holy Family Standard by following these standards:

- We follow instructions first time
- We will treat everybody how we would like to be treated ourselves
- We will keep hands, feet and unkind words to ourselves
- We will respect everybody, including ourselves
- We will care for our school and everything in it
- We will be good learners and allow everyone to learn together
- We will always listen to whoever is talking
- We will wear the correct uniform at all times

Approach

Holy Spirit has developed a positive and restorative approach to whole school discipline. This means that we reward good behaviour and implement sanctions for inappropriate behaviour.

In class we believe that this policy ensures that pupils learn to expect positive praise and rewards with agreed ways to reward good behaviour for children who are consistently 'good' and fair and consistently applied sanctions when deserved. So pupils can feel good about themselves we give a range of rewards for good behaviour, examples of which are listed (but not limited) below:

- Verbal rewards
- Stickers
- Positive messages/notes home to parents
- Assembly class certificates
- Class/House points

Weekly celebration assemblies which are designed to provide opportunities for all staff to acknowledge the following:

- Excellent achievements in a child's learning
- Outstanding or sustained improved behaviours
- Contributions to the life of the class or the school community
- Success in extracurricular activities and activities which take place outside school
- Outstanding attendance

Sanctions

There is a whole school system of rewards and sanctions which is explained to the pupils and applied consistently by all members of staff within the school community. All staff will strive to avoid confrontation and defuse situations wherever possible by talking to pupils in a calm, but fair manner, using restorative language.

In cases when the Holy Spirit standards are broken, a series of sanctions will be applied. It is the responsibility of the member of staff who is involved, witnesses or experiences the break in standards to issue the sanction.

1. Check behaviour (name unacceptable behaviour and reminder of expectations).
2. If behaviour continues, lose 15 min break time in next break.
3. If behaviour continues, phone call to parent and loss of a week's break time. (Behaviour logged on CPoms) and...
4. Parents invited in to discuss behaviour and a Personal Behaviour Support Plan agreed.
5. If no improvement then a referral to external Behaviour Support Team will be made.
6. Three phone calls to parents may result in an in-school isolated day (internal exclusion day)

The SLT is there to support any behaviour that causes disruption during class time or break times and a child may be removed from the classroom. (SLT to be contacted over radio but child's name not to be disclosed)

Severe Behaviour

Severe behavioural issues must be reported to a member of the Leadership Team who will deal with the incident. Severe behaviour can include, but is not limited to:

- Inappropriate/dangerous items being brought onto school premises
- Racist abuse
- Bullying
- Physical assault
- Homophobic abuse
- Peer-on-peer abuse
- Theft
- Damage to property
- Persistent disruption to learning

All incidents will be recorded on CPoms and parents will be informed immediately. Behaviour Policy will be followed regarding support plans and exclusions if deemed necessary by the Headteacher.

Vulnerable Groups

It is recognised that some children need a more individual approach to independently display positive behaviour. To do this we offer the following approaches:

- Time out opportunities
- Modified timetable
- Social skills groups
- Targeted interventions
- Home School Link Worker
- School Counsellor

Further Supportive Measures

Restorative Justice and Restorative Practices Restorative practices including language will be used throughout the school as it is important to understand the antecedents, behaviour and consequences (ABC) of any behavioural action and address this. In this way pupils are more likely to be successful in not repeating unacceptable behaviour. The use of restorative practices helps to:

- reduce violence and bullying
- improve behaviour
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

To ensure vulnerable pupils are supported in an appropriate way, children with specific needs will be identified to all staff and support plans shared.

Personal Behaviour Support Plan

This is a structured plan to gain a clearer understand of a child's behaviour when it is agreed a more focused approach is needed to support the child to make positive changes to their behaviour. This involves completing a close monitoring of a child's behaviour throughout the school week. This gives detail on an individual's strengths and areas for development. This plan will be implemented and monitored by the class teacher on a daily basis. It will be reviewed on a weekly basis by the class teacher and pupil in liaison with a member of the Senior Leadership Team. The plan will be signed by the parent each evening acknowledging the child's behaviour of that day. The child will be removed from the plan when they have a success rate of 90% over a four week period.

After the first two weeks there will be a review meeting to talk about the progress the child has made and working towards coming off the plan. However, if they have not shown any progress at

the end of the four week period the child will have a further two weeks to change their behaviour before a referral for more specialised support is considered.

Learning Mentor

Their role is set up to support children with social, emotional and mental health (SEMH) needs which hinder their ability to access the curriculum in a whole class situation. Support is tailored to the needs of the pupil and usually takes place over a short intensive period. The process of re-integration back into class is then carefully managed to support the pupils.

This is also when a child may have a short time to calm down and reflect on a situation in order for them to be able to reintegrate back into the class or activity when it is deemed appropriate. This is also where behaviour interventions may take place when necessary.

Restorative practices will take place with a view to allowing empathy and good behaviour choices to develop. Following this, pupils will be expected to complete the class work assigned for that day to ensure they do not fall behind.

Internal Exclusion

Three phone calls to parents may result in an in-school isolated day (internal exclusion day) There is a maximum of three isolated days in any six-week period (excluding holidays); any incidents beyond this may result in a fixed term exclusion.

Fixed Term and Permanent Exclusions

Fixed term or permanent exclusions will only be used as a last resort. It will be used where there is a serious breach of the school's behaviour policy and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Exclusions

After the implementation of a personal behaviour support plan and a period of monitoring, or following 3 isolated days, then exclusion procedures may commence in accordance with the DfE Exclusion from maintained schools, academies and pupil referral units in England, statutory guidance 2017.

In light of a serious incident at school that results in a person being hurt; damage to school property or disruption to the teaching and learning of other pupil's, the sanctions in the behaviour policy will be escalated immediately, the child may receive a fixed term/ or permanent exclusion at the discretion of the head teacher.

The behaviour of a pupil outside school can be considered grounds for an exclusion. Please refer to Holy Spirit's Exclusion Policy. Only the Headteacher (or an acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the

Headteacher excludes a pupil, she informs the parents without delay giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent)
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the Headteacher must report to the local authority and governing body once a term. In the case of a fixed period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

Lunch-Time Exclusions

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents still apply. Lunchtime exclusions are counted as a half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

Procedure Following a Major Infringement and/or Exclusion

Following a major infringement of the behaviour policy or a fixed term exclusion, the child, with their parents/guardians will attend a re-integration meeting upon returning to school and a Pastoral Support Plan will be put in place to support the pupil.

Pastoral Support Plans (PSPs)

Where there are more serious behavioural concerns, the school, in conjunction with the pupil, parents or carers of the pupil and outside agencies eg: Educational Psychologist and Behavioural Support, will work together to draw up a PSP. This will run for at least but not confined to 8 weeks addressing the pupil's behaviour through a detailed action plan. It will be reviewed at regular intervals (as agreed at the initial meeting) with those concerned to discuss progress and may be extended if required.

From this a Behaviour Plan for use in the classroom is drawn up to help the pupil with their future behaviour. This is a positive behaviour plan. Comments for every lesson and playtime are made and the pupil can also collect points/rewards on their behaviour plan. The behaviour plan is shown to parents to read and sign. The frequency of this is personalised for each pupil. The behaviour plan will

run for four weeks after which time staff and parents will decide whether to resume normal monitoring or continue. This will be fed back into PSP meetings.

Dependent on the behaviour shown, if necessary the matter is referred to the Home School Link Worker in order to engage with and support the family. If external agencies have worked with the school and the pupil, and the pupil continues to misbehave, the school would then consider a permanent exclusion.

Support Agencies

We have a strong working relationship with a number of educational and health agencies who can give additional input where it is deemed necessary to review a child's behaviour. This is undertaken with permission from parents/guardians.

Off-site Behaviour

It is expected that Holy Spirit pupils will uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and by their adherence to the school's dress code to the Holy Spirit Standard.

The Power to Discipline Beyond the School Gate

The Headteacher has the right to discipline pupils beyond the school gate when non-criminal negative behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the school. The Headteacher in dealing with the incident outside school will consider the following:

- If the misbehaviour has repercussions for the orderly running of the school.
- If the misbehaviour poses as a threat to another pupil, staff member or member of the public.
- If the misbehaviour could adversely affect the reputation of the school.

The Headteacher will also consider and notify the police or anti-social behaviour co-ordinator in their local area of the actions taken against the pupil, if they feel it is appropriate. If the Headteacher feels the misbehaviour is linked to the child suffering then the school's safeguarding policy will be followed.

Misconduct of Parents on School Site

In the event of a parent displaying misconduct on school property the Headteacher will notify the parent with a written warning about the behaviour or, in a serious breach of misconduct, ban the parent from physically setting foot on school property and report the matter to the police.

Notices explaining the school's stance on keeping our school safe will be displayed strategically on the school site.

Misconduct of Staff Members

In the event of a staff member being accused of misconduct the Headteacher will follow the guidance and advice in “Dealing with Allegations of Abuse against Teachers and Other Staff.” Staff members will not automatically be suspended after an allegation of misconduct, pending an investigation into the matter. The decision will be made in line with the Local Authority.

Use of Reasonable Force

The school reserves the right to use reasonable force with a pupil should the need arise. This will be undertaken in line with the school’s Touch and the Use of Restrictive Physical Intervention Policy and Guidance.

Screening and Searching Pupils

The school reserves the right to screen and search pupils for property and dangerous weapons should the need arise. This will be done respectfully and in accordance with the DfE Searching, Screening and Confiscation advice 2018. When a pupil is searched at least two members of staff will be present. Pupils will be searched by a staff member of the same sex. Parents will be notified that their son/ daughter has been searched and the reasons as to why this was undertaken.

Prejudicial and Peer-on-Peer Abuse

This behaviour is not tolerated at Holy Spirit and as such, there is a zero tolerance of at Holy Spirit of such behaviours. Such occurrences will be dealt with in line with the school’s Child Protection and Safeguarding Policy. Racist incidents will be recorded and reported to the local Authority (and recorded on CPoms).

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 be emotional, physical, racial, sexual, direct or indirect verbal and cyber-bullying. Details of our school’s approach to preventing and addressing bullying are set out in our Anti-bullying policy.

Roles, Rights and Responsibilities

The Headteacher and the Governors have overall responsibility for the implementation of the school’s Behaviour Policy. However, everyone in the school community has roles, rights and responsibilities to ensure that Holy Spirit Catholic Primary School is a safe place to work, learn and play.

The Role of Governors

The Governing Board is responsible for reviewing and approving the written guidelines of behaviour principles support the Headteacher in carrying out these guidelines. The governing body will also review this behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Role of the Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing body and to implement this policy consistently throughout the school. The Headteacher 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.

The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for major infringements of misbehaviour. For repeated or very serious breaches of the school's behaviour policy the Headteacher may permanently exclude a pupil.

The Role of all Staff

Staff at Holy Spirit Catholic Primary School have the right to teach and work in a safe and supportive environment. The class teacher has overall responsibility for all pupils in their classes during the teaching school day.

All adults who have contact with children reinforce school expectations and are responsible for implementing and promoting the Behaviour Policy. All staff should act as role models to achieve the Holy Spirit standard.

At the start of every school year pupils in each class, in discussion with the class teacher, are reminded of the Holy Spirit Standards which are then displayed as a constant reminder.

All pupils are involved in lessons in PSHE (Personal Social, Health Education) and circle time. During this time relevant issues are discussed to promote good relationships between all pupils and adults. It is the class teacher's responsibility to ensure that the school rules are followed in their class, and that their class behaves in a responsible manner during lesson time, by taking a proactive approach in supporting pupils with their behaviour.

The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour and they strive to ensure that all pupils work to the best of their ability through a personalised learning approach and based on specific behavioural needs of particular pupils.

Staff will treat each pupil fairly and with respect and understanding. A restorative approach is taken to find out the root cause of chosen pupil behaviour in order to correct it together. If a child's behaviour is not meeting the expectations of the positive behaviour expected at Holy Spirit the class teacher will follow the order of sanctions. The staff member dealing with behaviour must record the incident on CPoms once it reaches a phone call home. The class teacher has the responsibility of contacting the parent or guardian to discuss the behaviour incident. The class teacher will liaise with

the school SENCO and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a pupil with the education social worker or the Behaviour Support Team.

The Role of Parents and Carers

Parents and guardians have the right to know that their children work, learn and play in a safe and supportive environment. The school works collaboratively with parents, so pupils receive consistent messages about how to behave at school and adhere to the school's behaviour policy.

We expect the parent/carer to inform the school of any changes in circumstances that may affect their child's behaviour and to discuss any behavioural concerns with the class teacher promptly. In this way Holy Spirit School builds a supportive dialogue between home and school and we inform parents/carers as soon as possible if we have concerns about their child's welfare or behaviour.

If the school has to use sanctions due to poor behaviour, parents/carers should support the actions of the school.

If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or Deputy Headteacher. If still not satisfied the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Pupil

Pupils have the right to work, learn and play in a safe and supportive environment. They are expected to follow the school rules and act in accordance with the Home School Agreement.

Pupils are expected to show good manners and be polite at all times, behaving in an orderly and self-controlled way.

Pupils should show respect to members of staff and each other and in class make it possible for all pupils to learn.

Pupils are expected to move quietly around the school and treat the school buildings and school property with respect.

Pupils are required to wear the correct school uniform at all times.

Pupils are encouraged to have a clear understanding that all behaviours have consequences in terms of rewards and sanctions and refrain from behaving in a way that brings the school into disrepute, including when outside school.

Behaviour Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Develop a positive relationship with pupils with may include:
- Greet pupils in the morning
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promoting good behaviour
- Conclude the day positively and starting the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement 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 Coordinator 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.

Monitoring and Evaluation

All behaviour is monitored by staff with rewards and sanctions applied accordingly. If behaviour is deemed to warrant a phone call home this incident will be recorded centrally on CPoms to provide a central record of serious incidents. Behaviour and attendance are audited on a half termly basis. This audit leads to the identification of targeted training and intervention for staff and pupils to address any priorities in the policy application.

Review

This policy, will be reviewed and evaluated annually by the Headteacher and Governing Body. It should be read in conjunction with:

- Anti-Bullying Policy.
- Touch and the use of Restrictive Physical Intervention policy
- Equal Opportunities Policy
- Anti-Cyber Bullying Policy
- Safeguarding and Child Protection Policy
- Racist Incident Reporting Policy

| Name | Date | Who is involved? |
|--|------|------------------|
| What Happened | | |
| Who did you tell? | | |
| What could you do differently next time? | | |
| What could adults to help you? | | |