

Holy Spirit Catholic Academy



Behaviour policy and statement of behaviour principles

School approval	M. Forrest
Signed by Chair of LGB	Fr C McCoy
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1. Aims	3
2. Legislation and statutory requirements	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	4
6. Whole School Code of Conduct	6
7. Rewards and sanctions	6
8. Behaviour management	8
9. Pupil transition	10
10. Training	10
11. Monitoring arrangements	11
12. Links with other policies	11
Appendix 1: written statement of behaviour principles	12
Appendix 2: letters to parents about pupil behaviour – templates	13

Introduction

Holy Spirit: Our Mission

Jesus holds my hand and guides me on my way. The Holy Spirit Way

Our vision is for every child and adult to thrive and achieve their full potential- *the Holy Spirit Way*.

The Holy Spirit Way is to inspire and nurture:

- Respect
- Resilience
- Love of Learning
- Excellence and Achievement

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 has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations and School Code of Conduct
- Any form of bullying
- Assault, which is any unwanted behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Verbal aggression (including inappropriate language)

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - 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	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
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 Anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The Governing Body of Holy Spirit Catholic Academy is responsible for reviewing and approving the written statement of behaviour principles (appendix 1) which apply to all members of our school community, children, staff and parents and carers.

Governors 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.

5.2 The headteacher

The headteacher 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 headteacher will also approve this policy.

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. This includes monitoring the policy's effectiveness in addressing SEMH related drivers of poor behaviour.

The headteacher will ensure the policy is shared with and available for parents and carers, reporting on its effectiveness to governors.

5.3 Pastoral Team and SENCO

The Pastoral Team will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH strategies.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly
- Modelling positive behaviour and setting high expectations for every pupil
- Providing a personalised approach to the specific behavioural needs of particular pupils, including developing behaviour plans as appropriate
- Recording behaviour incidents using Arbor

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

5.5 Pupils

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community. This includes behaviour using social media.
- Reporting any unacceptable behaviour to a member of staff

5.5 Parents

Parents are expected to:

- Adhere to the School Code of Conduct
- Support their child in adhering to the School 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
- Support the school's behaviour principles and Code of Conduct

6. Whole School Code of Conduct

Respect: The Holy Spirit Way

Our Whole School Code of Conduct– Children

RESPECT: The Holy Spirit Way

<p><u>Our Faith</u></p> <p>Say our prayers Reflect in collective worships Believe in God's love for us Follow in Jesus's footsteps</p>	<p><u>Ourselves</u></p> <p>Make healthy choices Make positive choices Be kind to ourselves Always try our best</p>	<p><u>Other Children</u></p> <p>Include everyone Encourage others to achieve Collaborate Show empathy and kindness</p>
<p><u>Staff and Visitors</u></p> <p>Use good manners Look people in the eye, smile and greet them Listen carefully and follow instructions</p>	<p><u>Our School</u></p> <p>Wear correct uniform with pride Take good care of school resources Help keep school clean and tidy Move around school calmly</p>	<p><u>Our Community and World</u></p> <p>Be active in looking after the environment Respect other faiths and cultures Respect equality and inclusivity Support those less fortunate than us</p>

This is our whole school Code of Conduct. Each year group will use this as the basis for their classroom expectations. All members of our school community are expected to adhere to and role model this code of conduct.

We outline our Code of Conduct for all members of the community. More detail can be found on the school website: <https://holyspiritcatholicprimary.co.uk/>

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojos
- Letters or phone calls home to parents
- Special responsibilities/privileges including Half termly reward events
- Silver/ Gold stars for exceptional individual conduct or class conduct as a whole

The school may use one or more of the following sanctions in response to unacceptable behaviour: Where appropriate, children will be given time to reflect and discuss their behaviour and given access to emotional coaching skills and strategies.

- A verbal reprimand
- Sending the pupil out of the class or session (short time-out or to another teacher)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

Putting a pupil 'on report' (behaviour chart/ home/ school communication book etc)

In-school exclusions*

School exclusion- temporary or permanent**

School will endeavour to take into account a child's age and ability when using rewards and sanctions

See appendix 2 for example letters to parents about their child's behaviour.

*In school Exclusion- Pupils may be sent to the Headteacher, Assistant Headteachers or Learning Mentor offices during lessons if they are disruptive, and they will be expected to complete the same work as they would in class or complete a separate task.

** School exclusion- Parents/ Carers will be informed if their child has a temporary exclusion (this means they are not allowed to attend school for a fixed period of time) and will be informed of the length of time. Repeated exclusions and breaches of our behaviour policy may lead to permanent exclusion.

7.2 Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, during school hours. This will usually be in the form of missing all or part of a break or lunch time. When a child has a lunchtime detention, they will have time to eat their lunch as usual either in the school hall or in a classroom or other supervised area, as directed by the staff member issuing the detention. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

7.3 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 bus on the way to or from school.

Sanctions may also be applied in response to misbehaviour at any time that could have repercussions for the orderly running of the school.

7.4 Breakfast and Extra-curricular sessions

The School Code of Conduct and behaviour policy will be followed to ensure consistency for the children at clubs.

All clubs provided by school, including those which are charged for, reserve the right to withdraw the service if a child's behaviour is consistently unacceptable. Parents will be informed in advance via letter if their child participation in After School Clubs is withdrawn.

7.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Support will be provided to both staff member and child in the form of Learning Mentor guidance or outside agencies if required.

Please refer to our Allegations Management Policy for more information on responding to allegations of abuse.

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

8. Behaviour management

At Holy Spirit Catholic Academy, we strive to create a school community where children and adults achieve their full potential. We aim to ensure that every child is ready for their next stage or step by creating a positive learning culture, developing a growth mindset and meta-cognitive approach to learning.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and Breakfast Club and Extra-curricular activities.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct 'Respect: The Holy Spirit Way' and their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons or sessions
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than just 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 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.

The school will ensure that good, supportive relationships are formed so that pupils are aware that they have access to:

- Lunchtime clubs
- Extra-curricular clubs (sometimes targeted for children we believe will benefit from inclusion)
- School Council
- Playground Buddies
- Pastoral Team- nurture groups

- Other staff members

8.3 Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

8.4 Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Provision of smaller, quieter workspaces for children to learn in for periods of time
- Training for staff in understanding autism and other conditions

8.5 Initial intervention

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

8.6 De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

- Providing adequate personal space and not blocking a pupil's escape route. (NB If the escape route provides a danger to themselves or others, appropriate diversion will be used)
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

8.7 Physical restraint

In some circumstances, 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 parents

8.8 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](#).

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 may be transferred to 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 managing behaviour as part of their induction process. There are staff trained in Team Teach approach to positive handling and restraint.

Behaviour management will also form part of continuing professional development provided via external training as well as in-house.

Staff training is recorded in the school CPD matrix

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governor Committee at least every 2 years. At each review, the policy will be approved by the headteacher.

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

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Allegations Management
- Anti-bullying and Harassment Policy
- SEND Policy
- SMSC Policy
- Equal Opportunities Policy
- School Code of Conduct

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 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

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

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 Governor Committee every 2 years.

Appendix 2: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____