

## Behaviour Policy Caton St. Paul's C.E. Primary School

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### VISION AND BELIEF DECLARATION

One family, belonging, believing and learning together

### MISSION STATEMENT

Caton St Paul's C of E Primary School exists to encourage every child to achieve his or her full potential. A caring Christian environment is provided in which children are offered educational opportunities of the highest quality and where all contributions are valued.

The school is distinguished by the quality of care its members extend to each other and the wider community and by the fostering of spiritual development, mutual love, respect and responsibility.

### INTRODUCTION

#### Our 6 Golden Rules for Success

At Caton St Paul's C of E Primary School we follow 6 golden rules for success:-

- ❖ We are gentle
- ❖ We are kind and helpful
- ❖ We listen
- ❖ We are honest
- ❖ We work hard
- ❖ We look after property

These rules are reinforced through our daily lessons, worship and interactions with each other as well as through our Christian values which include British values. All the staff and pupils at Caton St Paul's C of E Primary School are aware of the rules. They are displayed in each class and around the school.

#### Statement of Principles

At Caton St Paul's C of E Primary School we strive to develop and nurture relationships and Christian values which allow all children to develop the necessary skills to manage their emotions,

and behaviour. We celebrate the diversity and difference within our school community and through our values curriculum strengthen our beliefs and attitudes in relation to: age, disability, gender reassignment, marriage/civil partnerships, pregnancy/maternity, race, religion/belief, sex and sexual orientation (Protected Characteristics Equality and Human Rights Act 2010). Every member of the school community contributes and adds to the diverse nature of our school, supporting one another in order to ensure we all feel safe and secure.

The needs of individual children are recognised and supported through positive behaviour for learning strategies. These strategies teach social and emotional skills, positive behaviour and well-being.

As a school community we promote equal opportunities for all and operate a zero tolerance approach to any forms of racism, bullying and inequality in relation to age, disability, gender reassignment, marriage/civil partnerships, pregnancy/maternity, race, religion/belief, sex and sexual orientation

Strategies which support pupil's learning in relation to behaviour are enhanced through positive verbal and body language, where the process is valued not the outcome.

It is important that this policy is understood and supported by pupils, staff, parents and community.

## Context

This policy must be read in conjunction with:

- ❖ Teaching and Learning Policy
- ❖ Anti-Bullying Policy
- ❖ Single Equalities Policy
- ❖ Special Educational Needs Policy
- ❖ Healthy and Safety Policy
- ❖ Safeguarding Policy
- ❖ Attendance Policy
- ❖ Home-School Agreement

## Classroom Management

This policy is based on the following principles, each outlined within the document:

- ❖ Six golden rules for success
- ❖ Engaging and stimulating curriculum
- ❖ Positive Reinforcement
- ❖ Effective Behaviour for Learning
- ❖ Consequences
- ❖ Pastoral Support system

## Whole School Affirmations

At Caton St Paul's C of E Primary School we believe that everyone in school has the right to be respected as an individual. We also strive to create a happy, safe and encouraging environment where our 6 golden rules to success are fully embedded within the daily ethos and support the children as they develop into independent and respectful individuals. Through our Christian values, which includes British values, we teach children the skills of cooperation, respect and tolerance towards others as well as self-discipline as these are essential skills required in society today. As a school we adopt a positive proactive response to behaviour, where all members of our community are encouraged to be the best they can be.

At Caton St Paul's C of E Primary we believe that our children need to understand that their behaviour in school is their choice and that they need to learn to make the right choice. Staff will frequently remind children that if they choose to behave in an inappropriate way that there will be consequences as a result of this. Where children make the right behaviour choice they will be praised for this.

### Engaging and Stimulating Curriculum

The school develops and enhances pupil's learning experiences both in and out of school, through engaging and stimulating lessons as well as an enriched and varied programme of opportunities. We operate a curriculum which is based on the statutory National Curriculum and is also enriched through our own school curriculum as well as a key set of agreed Christian values including British Values. Through this multi-layered approach to the curriculum, we strive to provide the best possible learning experience for all pupils regardless of academic ability, race, culture, gender, behaviour and socio-economic background. Within lessons pupils demonstrate high levels of behaviour for learning and if inappropriate behaviour occurs, all staff are able to manage this appropriately with little disruption to learning. Staff are proactive in managing behaviour, through well planned, differentiated lessons, where individual needs are recognised and supported, as well as through well-structured systems and routines. Consistency in routines and expectations ensure that children feel safe and secure, therefore willing to take risks within their learning. Due to the creative and enriched approach in which the curriculum is delivered, teachers are able to respond to pupil's interests as well as life experiences, providing engaging and motivating lessons.

### Effective Behaviour For Learning

Every member of staff throughout school understands the importance of acting as an appropriate role model for all children. Modelling appropriate conduct strategies to deal with problems as well as the emphasis on values such as: honesty, love, patience, consideration etc is vital in the development of positive behaviour strategies in all children. Within lessons, pupils show engagement and focus due to the nature of the curriculum. In order to nurture pupil's self-esteem, encouraging them to be the best they can be, all staff use positive verbal and body language in order to reward and praise the process and effort a child applies rather than the final outcome or result. Behaviour for learning is also rewarded through the whole school reward systems as well. This approach supports the conveyance of expectations and the teaching of social norms, as well as nurture children's self-esteem.

To enhance our school rules further, every class also has a class charter. At the start of the school year all members of a class will work together to discuss the school rules and to identify and agree behaviour expectations. These expectations are displayed in the class' individual charter, alongside the school rules, and must be signed in some way by all members of the class. This collective ownership for behaviour encourages pupils to recognise how their behaviour impacts on others, as well as encourages them to independently manage their behaviour, therefore developing emotional intelligence.

### Positive Reinforcement

Praise is used appropriately by all staff throughout school, in order to confirm high expectations as well as nurture confidence and self-esteem. Within class, all staff will use positive verbal and body language, which will provide pupils with recognition and praise for their efforts and actively encourage positive behaviour for learning.

Pupil's positive behaviour towards others and their learning is recognised and can be rewarded in a number of ways.

**Whole school house point system** - All children belong to a designated house: Artlebeck, Bullbeck and Kirkbeck. Pupils can receive house points for any positive behaviours around school and these are recorded in classes and collated weekly. At the end of a half term the house with the highest number of house points is rewarded.

At the beginning of each new term children have an opportunity once again to earn the half termly

### **Whole School 'Credit' System**

All children can be rewarded with a 'credit' (star token) for any positive behavior and/or positive contribution to school life as well as academic success.

- ❖ The credit is 'house coloured' so that it contributes to the house points each week.
- ❖ The credit total for each individual child is counted up each week – any child achieving 5 or more credits receives a reward.
- ❖ Each credit is also worth 5 seconds golden time for the class. This is counted up weekly and the class is given 'golden time' either weekly or it can be 'banked' for the half term.

### **Class Reward Systems**

Each class teacher uses praise and reward systems of their choice to support positive behavior and nurture confidence and self esteem. These systems may vary and change

### **Certificates**

- ❖ Each class teacher is able to award certificates on a weekly basis. This can be to support teaching and learning, recognizing success in sport/drama, success linked to school priorities.
- ❖ VIP Certificates – these can be awarded on a weekly basis (one per class) to children who have been noted displaying positive contribution to school life linked to the Christian value of the term. Children receive a star badge to wear for one week and they also have a special lunch with friends on a Friday (table cloth, treats and extra play).
- ❖ Outstanding contribution to RE and worship – these are special awards (certificate and silver cross badge for uniform) presented half termly or when children are spotted demonstrating 'above and beyond' behavior that is modelled on Christian learning.

Certificates and trophies gained outside of school may be brought in to Friday worship for presentation. This further supports and celebrates the wide variety of skills and talents children possess eg swimming, dance, club level sport, music instrument grades.

Certificates may be presented at any time but Friday Family worship is the main weekly opportunity to celebrate and present certificates.

## Consequences

Each class teacher or teaching assistant will address and deal with behaviour within their own class. When dealing with behaviour they will be supported, when necessary, by the Learning Mentor and Senior Leadership Team. Any inappropriate behaviour within class will be dealt with as swiftly and with as little emotional energy as possible. In order to develop independent behaviour management skills in all children, consequences to inappropriate behaviour are conveyed in a manner which impacts on the whole class. The creation of a team atmosphere within each class encourages every child to work towards a collective goal or a sense of belonging. This is reinforced through the whole school house point system.

If and when a child behaves in a manner which is deemed inappropriate, therefore impacting on their own and others learning, they will be warned initially and may receive consequences. This can be done within class, by asking the child to move to another seat or a quiet area. If a child needs to have some time to calm and manage a more heightened sense of emotion, they may be asked to leave the classroom. At which point they could be asked to go to the Learning Mentor or another class deemed appropriate for an identified period of time, in order to allow them some time to reflect on their behaviour and calmly make some better choices. In order to support such actions all teachers and teaching assistants who are managing a class will discuss incidents when a child has been asked to leave their class with the Learning Mentor. This ensures the teacher and teaching assistant are supported but not undermined and pupils are also aware of the importance of adopting positive behaviour within school. If a child is asked to leave the classroom, parents may be notified and a request might be made for parental support.

It is essential that children have a fresh start at the beginning of every day and although inappropriate behaviour will be reflected upon, children must feel they always have the opportunity to make a change. Children with more complex needs in relation to their behaviour may require adaptations in relation to consequence, however the boundaries will not be changed; they remain the same for all.

For children with more challenging behaviour, their day will be divided into smaller sections, with each part of the school day being viewed as a new start. Stickers will not be used in order to encourage pupils to 'behave well' but home-school communication strategies will be used in order to engage families and ensure home and school are working together to achieve the best for every child. At Caton St Paul's C of E Primary School we would like our children to want to behave in an appropriate manner because of the intrinsic feeling gained, rather than for the extrinsic motivation of receiving something. However we want to celebrate the success of those children whose behaviour is outstanding and contribution to school life is considerable, this is done through the Credit System/Certificates.

Some examples of consequences to inappropriate behaviour may be the child having to be removed from their table or class, loss of a playtime or lunchtime, being unable to attend an extra-curricular enrichment club or represent the school at an event. All consequences are meaningful and are put in place in order to support the child in making a change to their behaviour, learning from the experience. Refer to appendix 1.

When a child presents challenging behaviour in school all teachers and support staff are trained in order to question the behaviour and support the child. Inappropriate behaviour is reflected on at an appropriate time, encouraging all children to accept responsibility of their actions and identify strategies which could be used in future to manage their emotions and feelings. This restorative approaches methodology allows staff to build strong, supportive relationships with the children at our school developing a strong sense of trust.

### Detention

Whilst we don't adopt a formal system of after-school detention, a child may be asked to spend part of their play-time or lunch time in class as a logical consequence to inappropriate behaviour. Parental consent is not required in this situation, but staff will give consideration for time to eat, drink and use the bathroom.

### Exclusion

It may be necessary to carry out a formal exclusion from school if a child's behaviour is deemed serious, the following behaviour which will not be tolerated and may warrant exclusion are:

- ❖ Extreme or violent physical abuse towards a member of staff or another child
- ❖ Persistent disruptive behaviour that does not allow children to learn or teachers to teach.
- ❖ Use of racist language towards another child within context.
- ❖ Use of a weapon/threatening with a weapon
- ❖ Racist behaviour

However, as a school we provide a robust system of pastoral support which meets the needs of children and families in order to be pro-active in nurturing positive behaviour for learning.

In the situation of exclusion, parents have the right to make representations to the governing body, where in certain situations the decision to exclude will be reviewed. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

### Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour or communication could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. Under the Malicious Communications Act it is a criminal offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police will be undertaken with the support of the Headteacher.

## Preventing Bullying

We pride ourselves on the creation of strong relationships between staff, pupils, parents and families. These relationships are built on mutual respect and a collective goal to provide the best possible support for all children at our school. Through collective worship, circle times within class, PSHCE lessons and whole school celebrations of festivals and cultural traditions, we teach our children to value difference and be tolerant and accepting of others regardless of gender, race, cultural background or ethnic origin (refer to Equality Policy). Supported by a school Christian values and curriculum we develop a culture of respect and acceptance of others. Procedures followed for incidents of bullying are held in our Anti-Bullying policy which is available on the school website.

## Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils.

1. Staff in school have general power to discipline, which enables them to confiscate, retain or dispose of a pupils property as a consequence to inappropriate conduct. Staff will not be held responsible for any damage to, loss of any item confiscated as they will always act lawfully and reasonably to ensure children's safety and ensure they are able to engage in their learning. Any confiscated item will be retained by staff until an appropriate time to be returned or will be handed directly to parents/carers. If the item could endanger the safety of any staff or children it will be disposed of appropriately and parents will be notified.
2. Staff have the right to search for prohibited items without consent eg
  - ❖ Knives and weapons
  - ❖ Alcohol
  - ❖ Illegal drugs
  - ❖ Stolen items
  - ❖ Tobacco and cigarettes
  - ❖ Pornographic images
  - ❖ Any item which has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - ❖ Any items which is banned within school.
  - ❖ Weapons, knives and pornography will be handed to the police, otherwise it is managed by the Headteacher who will make the decision to dispose of the item or return it.

## Power to Use Reasonable Force

In our school we do not operate 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 necessary to prevent a pupil causing harm to themselves or others.

School staff have a legal power to use reasonable force. Force is usually used whether to control or restrain but never as a punishment. Staff required to have regular physical contact with pupils are provided with appropriate training and resources.



## Roles and Responsibilities

- ❖ The governing body sets out the rationale for this policy, which the headteacher operates on a day-day basis.
- ❖ There is an expectation that all staff and pupils will adhere to this policy.
- ❖ We expect all parents to support this policy: communication about any aspect of this policy and its application should be directed to the headteacher.

## School Support Systems

At Caton St Paul's C of E Primary School we recognise that behaviour is a means of communication and therefore work collaboratively to provide support for individual pupils who are displaying worrying behavior to ensure that all needs are addressed. All staff including class teachers and teaching assistants, welfare staff, Key Stage leaders, the Deputy Head, the Head and the pastoral team, which includes the learning mentor and SENCO, work together to establish reasons for an individual's worrying behavior and seek to provide support. Whenever possible, school liaises closely with parents/guardians to establish open communication to encourage support with regards to actions and interventions at home and school.

As a nurturing and inclusive school we recognise that some children will have additional needs in relation to their learning, and behaviour may be an aspect of this. In some cases particular actions and interventions may be necessary due to a child's special educational needs or disability and in this situation all is carried out in accordance with the SEND code of practice. Children with emotional and social difficulties may also display worrying behavior at times and therefore may require additional support within school. This may be managed using strategies within the classroom and with advice from the pastoral team. However, if it is felt that the needs of the child are more complex then a structured approach is necessary. If a child is highlighted in school as displaying complex needs in relation to behaviour they will be referred to the pastoral team in school, which includes the SENCO and Learning Mentor. If it is deemed necessary they will carry out observations of the child around school and liaise with the class teacher. The class teacher will be asked to complete an ABC chart over a period of time which will allow the pastoral team to identify the types of behaviours being displayed as well as any possible triggers. Throughout this time the child's family will be fully involved in discussions in order to establish if the child is experiencing any challenging circumstances outside of school. It may be felt at this point an appropriate action would be to put the child on an Individual Behaviour Plan. The plan will highlight a key target, which the child will focus on supported by staff and parents, within the plan there will be an outline of strategies and support which will be deployed in order to enable the child to succeed.

In some situations, school may refer to a variety of outside agencies including specialist teachers, the school nursing team, pediatrician, GP, CAMHS, counseling service, pupil referral unit for in house support etc... in order to access additional support for the child, family and school. Referrals will only be made with the consent of the child's parent or guardian. If specialist support is required multi-agency meetings will be organised in order to identify the best possible provision for an

individual and/or family.

In order to support identified pupils with their behavior we have a number of support systems in place

- ❖ Home school diaries will be initiated with the agreement of a child's parent(s)/guardian
- ❖ During morning playtimes, the Learning Mentor supports identified pupils with social, emotional and behavioural needs in her room. The children have the opportunity to engage with others through games and drawing activities supported by an adult. A number of children who attend are those who have been identified as having additional BES needs.
- ❖ During lunchtimes the Learning Mentor and Senior Staff are on hand to give support to children.
- ❖ For children who also require support during other transitions in addition to those shown then an individual behaviour plan of support is put in place.
- ❖ 1:1 sessions with the learning mentor focusing on developing self awareness with regards to behaviour.
- ❖ Small group work with the learning mentor or identified TA developing social skills
- ❖ Individual Behaviour Plans

### Safeguarding and Child Protection

Clear and robust systems are in place in order to safeguard all children within school. Please refer to the Safeguarding and Child Protection policy. Staff are provided with detailed training in order to allow them to reflect on behaviour displayed by a child and ensure that the child's welfare is not at risk. Centrally held records are maintained as well as low level teacher concerns within classroom behaviour files.

### Consultation, Monitoring and Evaluation

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing body on the effectiveness of the policy and if necessary makes recommendations for further improvements.

The Headteacher keeps a record of any child who is suspended for a fixed-term or who is permanently excluded and this information is also submitted to the county council.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality (refer to Single Equality Policy) it will seek to ensure that the school abides by the non-statutory guidance and Duty to promote Racial Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

## Complaints Procedure

This section should be read in conjunction with the schools complaints procedure. A full copy is available from the school office or on the website.

In respect of this particular policy it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defense to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the ‘Dealing with Allegations of Abuse against Teachers and Other Staff’ guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically or without careful thought.
5. Schools will consider carefully whether the circumstances of the case warrant a person being suspended until allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a name contact who can provide support.
7. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

APPENDIX 1

<b>Examples of Inappropriate Behaviour</b>	<b>Logical Consequences</b>
Disrupting learning/wasting time in lessons	Dealt with by the class teacher Move within the classroom, loss of playtime possible time out to another class.
Swearing	Class teacher/Key Stage leader – dependent on situation Loss of playtime, privileges
Spoiling other children’s playtime	Staff on duty/class teacher Loss of playtime Possible referral to pastoral team if persistent
Talking / interrupting teacher when talking	Dealt with by class teacher Move within the classroom, loss of playtime.
Verbal violence/ physical violence	Class teacher / SLT (dependent on situation) Loss of privileges club, playtimes etc Notify parents
Refusing to work	Class teacher Work to be completed in their break/lunch time Inform parents if necessary
Stealing	Refer to HT / DHT Inform parents
Lying	Class teacher Loss of playtime to reflect, possible referral to pastoral team
Disrespect to adults in school	Class teacher / refer to key stage leader Loss of privileges club, playtimes Refer to HT / DHT
Bullying of any kind	Refer to Senior Leadership Team Removed from class, parents informed, incident recorded, loss of privileges club, playtimes
Racial comments	Refer to Senior Leadership Team Removed from class, parents informed, incident recorded, loss of privilege club, playtimes

