



All Souls' Catholic
PRIMARY SCHOOL

BEHAVIOUR POLICY

JULY 2022

<u>Review Programme:</u>	
Ratified by Governors at:	Full Governor Meeting on 6/07/22
Date for next review:	September 2023
Signed – Chair of Governors: <i>Shirley Langford</i>	<i>S. Langford</i>
Signed – Headteacher: <i>Andrew Cooke</i>	<i>A Cooke</i>

All Souls' Catholic Primary School

Behaviour Policy

Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to promote good relationships so that it's members can live and work together with the common purpose of helping everyone to learn. It aims to promote an environment where everyone feels happy, safe and secure.

We aim to develop a positive ethos by:

- expecting every member of the school community to behave in a considerate way towards others.
- helping children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- rewarding good behaviour, as it believes that this will develop an ethos of kindness and cooperation.
- promoting good behaviour, rather than merely deter anti-social behaviour.
- fostering an ethos of remorse and forgiveness in keeping with the Gospel Values
- living out and encouraging others to live out our school mission statement "Christ is our Light"

Aims

The aims of this policy are:

- To provide a consistent approach to behaviour management
- To define the school rules and Gospel teachings that underpin these
- To define what we consider to be unacceptable behaviour, including bullying
- To outline how pupils are expected to behave
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- To outline our system of rewards and sanctions

Purpose

The purpose of this policy is:

- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create conditions for an orderly community in which effective learning can take place
- To maintain an ethos where there is mutual respect and trust between all members of the community
- To take care of all aspects of the school environment
- To maintain an ethos that rewards good behaviour and attitudes whilst encouraging others to do the same.

- Ensure that all members of the school community feel safe, are happy and consider themselves to be valued

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
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Mission statement and virtues

At All Souls we adopt one simple principle with regards to how we should behave and conduct ourselves and we encourage children to learn how to behave through their understanding of Jesus and the Gospel Values. In the first instance, this takes the form of our mission statement "[Christ is our Light](#)" which manifests into our daily lives by

- Encouraging us to consider 'What would Jesus do?' before making choices
- Knowing that our one true model in life is Jesus
- Encouraging honesty and remorse, and seeking forgiveness when we have done wrong
- Granting forgiveness to those who have wronged us
- Knowing that we are all in the image and likeness of God and that everything around us is God's creation

School Rules

Whilst the behaviour principles that we teach are centred on our Mission Statement, we recognise that, for children, the true understanding of this will grow over time as they develop spiritually. We therefore adopt three simplified school rules, which can be applied consistently and are known and understood by all. These are:

be **Ready**
be **Respectful**
be **Safe**

In addressing behaviour and maintaining high expectations of all, staff are expected to refer to these core rules so that children understand what is expected of them in, in the instance of them falling below these expectations, in what ways.

Catholic Schools' Pupil Profile

As a Catholic School in the Archdiocese of Birmingham, we have embraced the Catholic Schools' Pupil Profile, which teaches the children a set of eight pairs of virtues to be internalised and cultivated - enabling them to grow in wholeness as fully rounded individuals in the image of God. The pairs of virtues are:

- Grateful and generous
- Attentive and discerning
- Compassionate and loving
- Faith-filled and hopeful
- Eloquent and truthful
- Learned and wise
- Curious and active
- Intentional and prophetic

At All Souls, we expect our children to be:

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, now and in the future... by encouraging them to know and be **grateful** for all their gifts, developing them to the full so that they can be **generous** in the service of others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices... by promoting the practice of **attentive** reflection and **discerning** decision making: in teaching, in the examen, prayer and retreats; and through the practice and example of school leaders and staff.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words... by being **compassionate** and **loving** in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or violence.

Faith-filled in their beliefs and **hopeful** for the future... by passing on the living and **faith-filled** tradition of Jesus Christ; by having persevering **faith** in the pupils, and by encouraging them in turn, to have faith and hope in themselves and others.

Eloquent and **truthful** in what they say of themselves, the relations between people, and the world... by developing an **eloquent** language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be **truthful** in the way they represent themselves and speak about the world.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good... by the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more **learned** and **wise**.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better... by leading pupils to be **curious** about the universe and all human activity, and to take

*increasing responsibility for their own learning, and by providing opportunities for them to be **active** in the life of the school, the Church, and the wider community.*

***Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others... by being a school community which is **intentional** in its way of proceeding to build-up quality of life; and which is **prophetic** in the way it offers an alternative vision of education and the human person rooted in the gospel.*

Each half-term the school focuses on a specific pair of virtues which are explored in greater depth through assemblies, RE lessons and classroom worship.

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, but is not limited to:

Emotional: Being unfriendly, excluding, tormenting

Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial: Racial taunts, graffiti, gestures

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 policy.

Roles and Responsibilities

Governors

- The governing body has the responsibility of setting down these guidelines on standards of discipline and behaviour and reviewing their effectiveness.
- The Governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher should take this into account when making decisions about matters of behaviour.
- The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Headteacher

- It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school.
- When requested, the Headteacher should report the effectiveness of the policy to Governors.
- The Headteacher must ensure the health, safety and welfare of all children at all times.

- The Headteacher supports the staff by implementing the policy by setting the standards of behaviour and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Teachers and Other Adults

- To ensure that the school mission statement is understood by all and enforced.
- Ensure their classes behave in a responsible manner at all times both within and outside of school.
- Have high expectations of our children with regard to behaviour and attitudes and insist on acceptable standards of behaviour, work, uniform and respect.
- Strive to ensure that all children work to the best of their ability.
- Treat each child fairly, and enforce the policy consistently.
- Treat all children in their classes with respect and understanding.
- Communicate with lunchtime staff and other staff to ensure procedures are consistent throughout the day & follow up any incidents involving their children.
- Contact a parent if there are concerns about the behaviour or welfare of a child.
- Record and log behaviour incidents using the school's reporting system

Parents

- The school collaborates actively with parents, to ensure that children receive consistent messages about how to behave at home and at school.
- We expect parents to support the School rules as defined above.
- Should the school need to use the sanctions in response to a child's behaviour, we expect parents to support the actions of the School.
- If parents have any concerns about how their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the School Governors.
- We try to build a supportive dialogue between the home and the school and inform parents immediately if we have concerns about their child's welfare or behaviour.

Home/School Agreement

The school implements a Home/School Agreement which is reviewed and renewed in the Autumn term each year. This agreement sets out the expectations and promises that are made by the school, the child and the parents to ensure that every child is happy, safe and achieving their best. In signing this agreement all parties are agreeing to adhere to the principles and points set out in this policy.

Expectations of Pupil Conduct

Pupils are expected to be guided by the school mission statement by:

- Behaving in an orderly and self-controlled way
- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving quietly around the school
- Following the instructions and direction of all school adults
- Trying their hardest in all lessons

- Treating the school buildings and school property with respect
- Wearing the correct uniform at all times
- Accepting sanctions when given and being truthful when they have done something wrong
- Refraining from behaving in a way that brings the school into disrepute, including when outside school

Rewards and Sanctions

The school operates the principal of discouraging poor behaviour by praising that which is positive. We do, however, believe that children should not be overly rewarded for behaving 'as would be expected'.

Positive behaviour may be rewarded by (but is not limited to):

- Verbal encouragement and praise
- Written praise
- Class merits, stickers, stamps etc.
- Display good work
- Allocation of responsibility
- Award house point
- Recognition in school assemblies
- Weekly superstar
- Special privileges
- Referral to another teacher
- Referral to deputy headteacher / headteacher

The school may use one or more of the following sanctions in response to unacceptable behaviour (this list is not exhaustive):

- A verbal warning
- A discussion with the teacher/school adult
- Move within the classroom to another area within school (supervised)
- Withdrawal of privileges
- Write explanation of incident / lines etc
- Missing part / all of break / lunchtime
- Incident recorded in school behaviour record system
- Contact parents informally/formally
- Placed on Report card
- Fixed / permanent exclusion

In determining the appropriate sanctions for an incident of unacceptable behaviour, a number of factors will be taken into consideration:

- The age/maturity of the child
- The context and severity of the behaviour incident
- The consequences of the incident
- Previous incidents of poor behaviour
- The level of honesty/remorse shown
- The continued risk posed to themselves/others
- The influence of external factors

The Staged Approach

The school adopts a 'staged' approach to behaviour management. This provides a framework for adults to work within to ensure that children are aware of the consequences of poor behaviour, and such that a consistent approach to behaviour management is maintained across the school. The school uses three stages (Stage 1, Stage 2, Stage 3) of behaviour management, dependent upon the severity of the behaviour incident.

Where possible, children should be given a verbal warning, prior to sanctions being issued, where the nature of the misbehaviour is pointed out to the child and the expectations of them reinforced. For more serious incidents, it would not be appropriate to give a verbal warning and therefore sanctions would immediately apply.

For 'low-level' behaviour incidents a **STAGE 1** would be issued to the child by the adult who has dealt with the incident. This means that:

- The child is issued with a yellow 'Stage 1' card which details their name, date, the incident and which of the 3 core rules have been broken
- This card is taken to a member of SLT (or another teacher in the absence of SLT) at the next break/lunchtime where the incident will be discussed and if appropriate, further sanctions issued
- The child will miss the entire morning break time **OR** 10 minutes of their lunch time, as appropriate to the time of day
- During this time the child should think and identify how they can rectify their actions and show remorse
- The stage card will be retained in the stage card folder – kept in the admin office.
- If a child received 3 stage 1 cards within the period of a term a letter will be sent to the child's parents inviting them in to discuss this behaviour
- Parents would not normally be informed of every stage 1 issued

For 'moderate' behaviour incidents a **STAGE 2** would be issued to the child by the adult who has dealt with the incident. The adult may need to investigate the incident prior to issuing a stage 2 to establish that on the 'balance of probabilities' the child committed the offence. In the instance of a stage two being issued:

- The child is issued with an orange 'Stage 2' card which details their name, date, the incident and which of the 3 core rules have been broken
- This card is taken to a member of SLT (or another teacher in the absence of SLT) at the next break/lunchtime, where the incident will be discussed and, if appropriate, further sanctions issued
- The class teacher, or adult issuing the stage 2 (as appropriate) will inform the parents of the incident at the end of the school day or via telephone/email if unavailable.
- The child will miss the next entire break and lunchtime including any clubs that they may be signed up to.
- During this time the child will complete a 'reflection' task, considering their actions and, in the spirit of the mission statement, how they should have behaved.
- The stage card will be retained in the stage card folder – kept in the admin office.
- If a child received multiple Stage 2s any privileges, included attending school trips/events and representing the school may be removed.
- Parents should be informed of any Stage 2s issued

For 'serious' behaviour incidents a **STAGE 3** would be issued to the child. This can only be done by a member of SLT and following an investigation into the incident to establish that on the 'balance of probabilities' that the child committed the offense. In these instances:

- The child will be immediately removed from lessons/activities
- They will remain in isolation for the remainder of the day

- The parents of the child will be invited into school to discuss the incident, at which point there must be an agreement that this behaviour will stop and not be repeated before the child may return to class lessons. This agreement must be signed by the child and parents.
- All privileges including attendance at clubs and school trips may be withdrawn for up to two weeks.
- All Stage 3s recorded will be reported to the governing body

Some serious incidents may warrant a greater consequence than a Stage 3 at which point a fixed-term or permanent exclusion may be considered by the headteacher. This may also be the case where a child repeatedly fails to adhere to the school's behaviour policy.

In these instances, the school refers to the guidance issued by the DFE: *"Exclusion from schools and pupils referral units in England"* and the school's exclusion policy.

Classification of behaviour incidents

Below details how the school typically classifies the various degrees of behaviour incidents. Note though that this list is non-exhaustive nor rigid as the context of incidents may have bearing on their seriousness – and so this table should therefore be seen as a guide.

Low Level	Moderate	Serious
Fidgeting/generally distracting behaviour	Escalation or repetition of a low level incident	Serious assault
Talking when asked not to / shouting out in lessons	Telling lies (more serious / persistent)	Vandalism
Running around school	Stealing	Racist behaviour
Leaving seats without permission	Threatening/aggressive behaviour	Physical or verbal threats made to adults
Rough play	Refusal to follow instructions	In possession of illegal materials or bringing inappropriate items into school
Laziness / deliberately producing poorer work than capable of	Continuous or more serious distraction of others	Refusal to follow instructions which could put own or others' safety at risk
Telling tales/ deliberately trying to get another child into trouble	Bad language (more offensive or persistent)	Leaving school without permission
Leaving an area of school untidy / neglecting the school/classroom	Rudeness/attitude towards adults	Malicious allegation against a member of staff
Failing to line up appropriately	Behaviour resulting in damage to school/others' property	
Being in an area of school without permission	Deliberate remarks likely to cause offense	
Telling lies (isolated incident)		

Bad language (moderate and isolate incident)		
Retaliating to another incident		
Unkind remarks		
Incorrect/incomplete uniform		

Off-site behaviour

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

The DFE guidance “Behaviour and discipline in schools” January 2016, also explains that children can be punished for any behaviour outside of school that:

- 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

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
- Display the school mission statement, virtues and their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

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

Confiscation

Any prohibited items 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.

SEND/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.

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.

Equality of Opportunity

Our approach to behaviour management is characterised and underpinned by a commitment to Equality of Opportunity. We do not deal with children in a different way 'just because they have a reputation,' nor will we assume that in any particular incident, the child is immediately to blame.

It is absolutely critical to the success of our approaches to behaviour management that ALL children believe that they have had a fair and honest hearing and that they have been dealt with in exactly the same way as other children would have been, given the same set of circumstances. That is not to say, however, that a child who has already been reprimanded for a particular problem and who has been warned as to his/her future conduct will be treated in the same way as a child for whom this is the first occurrence.

Equality of Opportunity is particularly powerful in the context of the reinforcement of positive behaviour. A child who is consistently 'good' must not be able to wonder why a child who has behaved appropriately is praised more than they have been.

Monitoring and review

It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school.

When requested, the Headteacher should report the effectiveness of the policy to Governors.

This policy should be revised at least every two years from its last revision, in consultation with the governing body

Appendix A

This appendix is to be read alongside the school's Behaviour Policy. It is to work in conjunction with the policy already in place and is not intended to replace it.

Additional measures put in place during the COVID-19 pandemic

- Children will be made aware of the additional measures and behaviour expectations on their return to school and these measures will be encouraged by all members of staff
- Normal school rules apply; these are additional measures to help combat the spread of the coronavirus.
- Children should restrict their movement around school and adhere to the instructions given by staff.
- Personal belongings should be kept to a minimum.
- Pupils must wash/sanitise their hands as instructed by staff. This includes after blowing their nose or after sneezing into their hands. If a child uses a tissue, they must dispose of it in the lidded classroom bin.

Pupils are expected to:


- Take responsibility for their own actions and words;
- Follow any measures put in place to keep everyone safe during the COVID-19 pandemic;
- Understand the whole school rules, rewards and sanctions as a consequence of all behaviour choices;

Teachers are expected to:

- Have responsibility for the management of behaviour of all pupils in their class using the strategies outlined in this policy;
- In dealing with a pupils' behaviour the teacher should take into consideration the anxieties and emotions that the coronavirus pandemic has had upon children and how this may have impacted their behaviour.

Appendix B

1 – Stage 1 & 2 cards



**All Souls' Catholic
PRIMARY SCHOOL**

STAGE 1

Name: _____

Year Group: _____


Date: _____

Reason for stage 1 :

READY RESPECTFUL SAFE

Signed (Adult): _____

Name (Adult): _____



**All Souls' Catholic
PRIMARY SCHOOL**

STAGE 2

Name: _____

Year Group: _____

Date: _____

Reason for stage 2:

READY RESPECTFUL SAFE

Signed (Adult): _____

Name (Adult): _____