

# Behaviour policy and statement of behaviour principles

## St. Joseph & St. Bede R.C. Primary School



**Approved by:** J. Myerscough & Curriculum,  
Standards & Welfare Committee

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## 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 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:

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between 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 rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - 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

## 5. Roles and responsibilities

### 5.1 The governing board

The [Governing board/Curriculum, Standards & Welfare Committee] is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The [Governing board/Curriculum, Standards & Welfare Committee] 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 board/Curriculum, Standards & Welfare Committee], 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.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents onto Safeguarding Monitor (Impero Edaware)

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

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil 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

## 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Adhere to the school rules of: Ready, Respectful, Safe
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House Points
- Postcards or phone calls home to parents
- Special responsibilities/privileges
- Hot Chocolate with the Head – for over and above behaviour.
- Board of Positivity

Consequence Pathway:

1. Reminder (1) – Reminder of expected behaviour – reinforcing our 3 rules
  2. Warning (2) – Warning that this is the second time of the same behaviour and next time will be logged. Again reinforcing our 3 rules.
  3. Blue Book (3) - The incident is logged in the blue book (Safeguarding Monitor)
  4. Phone call home (4) - The child will ring home and explain to parent/carer their actions.
  5. St. Joseph's Way (5) – The child will be removed from the playground for 3 lunchtimes.
  6. Report Card (6) – The child will miss 3 lunchtimes with a member of SLT
  7. Report Card (7) – The child will miss 5 lunchtimes with a member of SLT
- A child will be withdrawn from any visits, trips or treats if on Report Card.

- After consideration the child may be invited to stay at the clubs and be given a Passport to support positive behaviour.
- Parent/carer meetings will be arranged if outside agencies are needed to support a child's behaviour.
- Any extreme behaviour may result in internal and external exclusions at any time at the discretion of the headteacher. [Bury Exclusion Policy and Guidelines]

We may use the St. Bede's/The hive rooms in response to serious or persistent breaches of this policy. Pupils may be sent to the St. Bede's/The hive rooms during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

## 7.2 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.

## 7.3 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.

Please refer to our [\[safeguarding policy/statement of procedures for dealing with allegations of abuse against staff\]](#) 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

## 8.1 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 rules
- Develop a positive relationship with pupils, which will 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
  - Use of reconciliation meetings

## 8.2 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 on Safeguarding monitor and reported to parents during a meeting.

### 8.3 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](#).

### 8.4 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.

## 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, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

An individual staff training log can be found on CPD Tracker.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and [\[Governing board/Curriculum, Standards & Welfare Committee\]](#) every **year**. 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 the [\[Governing board/Curriculum, Standards & Welfare Committee\]](#) every **Year**.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy



## Appendix 1



# St. Joseph & St. Bede R.C. Primary School



## Readiness to Learn Overview

### The plan consists of:

- Three rules that apply in class and all areas of the school: Ready, Respectful, Safe
- The recognition of good behaviour with praise.
- A number of consequences ranging from a comment by the teacher to contacting the parents/carers for children who CHOOSE to break the rules.

Rewards and sanctions are administered by the member of staff involved, but there are occasions when circumstances dictate that a child is sent to be dealt with by a member of the Senior Leadership Team.

### Rewards:

- House points awarded for 'over and above' behaviour, work and attitudes.
- Samples of good work or practice are sent to the Headteacher, Assistant Head teachers and Class teachers for praise and stickers.
- Department assemblies are used to celebrate achievement.

Board of positivity is used by all class teachers to assist a child in celebrating their good behaviour choices.

- Good work is displayed.
- Postcards/phone calls home.
- Special responsibilities/privileges
- Golden time – For the consistently good, above and beyond
- Hot Chocolate Friday

### Consequence Pathway:

1. Reminder (1) – Reminder of expected behaviour – reinforcing our 3 rules
2. Warning (2) – Warning that this is the second time of the same behaviour and next time will be logged. Again reinforcing our 3 rules.
3. Blue Book (3) - The incident is logged in the blue book (Safeguarding Monitor)
4. Phone call home (4) - The child will ring home and explain to parent/carer their actions.
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7. Report Card (7) – The child will miss 5 lunchtimes with a member of SLT
  - A child will be withdrawn from any visits, trips or treats if on **Report Card**.
  - After consideration the child may be invited to stay at the clubs and be given a Passport to support positive behaviour.
  - Parent/carer meetings will be arranged if outside agencies are needed to support a child's behaviour.
  - Any extreme behaviour may result in internal and external exclusions at any time at the discretion of the headteacher. [Bury Exclusion Policy and Guidelines]

Reconciliation is always sought between all members of St. Joseph & St. Bede School Community and after each behaviour a restorative meeting will be held with the child and the class teacher and if needed a member of SLT.

### Lunchtime Behaviour

1. Reminder (1) - Reminder of expected behaviour – reinforcing our 3 rules
2. Warning (2) – Reminder of expected behaviour – reinforcing our 3 rules
3. Blue Book (3) - The incident is passed to the class teacher and logged in the blue book

*Dream Believe Achieve*