



St. Brendan's Catholic Primary School



Behaviour Policy

Presented to Governors: September 2023

Adopted by Governors: September 2023

Review date: September 2024

Our Mission Statement

'Always treat others as you would like them to treat you'.

(Matthew Ch. 7 v 12)

Our behaviour expectations are closely linked with the ethos of the school. We strive to ensure that all children experience consistent positive reinforcement for all aspects of good behaviour and work ethic in order to promote a sound sense of self-worth. All staff seek to develop this positive ethos through praise and celebration of these attributes. We believe all behaviour is a form of communication and staff are trained to implement a variety of approaches when dealing with inappropriate behaviour.

Our policy uses several approaches when dealing with behaviours, as every child is an individual who may require a bespoke approach when supporting them to make better choices in their communication and behaviours.

In accordance with our mission statement we aim to help our children develop respect for themselves, others and their environment by ensuring:

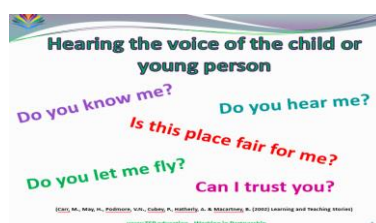
1. All pupils, staff and visitors are free from any form of discrimination
2. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
3. Staff and volunteers set an excellent example to pupils at all times
4. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
5. The **behaviour policy** is understood by pupils and staff
6. The **exclusions policy** explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.
7. Pupils are helped to take responsibility for their actions
8. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Our policy process is supported by the Department for Education 'Behaviour in Schools' September 2022 to ensure our practice is up to date. Changes will be checked regularly and the policy reviewed in accordance to any changes to the advice from the Department for Education.

Our behaviour policy operates in conjunction with the following policies;

- Anti-Bullying
- Child on Child abuse
- Child Protection and Safeguarding
- KCSIE
- Exclusions
- SEND and Inclusion
- Online Safety
- Acceptable use
- Health and Safety

We aim to hear the voice of the child or young person during times of unsuitable behaviours



Positive behaviour is consistently reinforced everywhere in school, across the school day – each class follow the whole school behaviour expectations and have a poster displayed to ensure pupils know the expectations and consequences if they choose not to follow the school rules. The school uses a restorative approach, linking in with the PSHE curriculum, where pupils explore self-awareness, self-regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve. Our School Rules and taught and embedded right through school, from Reception to Year 6. This creates a transparent, whole school theme which everyone strives to work towards.

School Rules

The school rules clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do and help to create a happy environment for pupils to work in. These rules are set out below. These have been agreed with the children, staff and Governors as a whole school, consistent approach.

- I will be a good friend to everyone.
- I will always be honest and use my manners.
- I will always try my best.
- I will treat others with respect.
- I will listen to other people's views.
- I will be ready to learn.
- I will take responsibility for my belongings and respect school equipment and our school environment.
- I will respect other people's personal space.
- I will keep my hands, feet and objects to myself.

Appropriate behaviour is recognised, celebrated and rewarded with positive points throughout the school day encouraging children to work towards self-rewards and whole class rewards. In addition to verbal praise and feedback which is embedded in our teaching and learning, we have whole school incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults.

Whole school incentives are: -

- Superstar of the week
- Positive points can be earned throughout the whole school day. They can earn points for:
 - Good behaviour
 - Following school rules
 - Demonstrating excellent learning behaviours when faced with a challenge or the need to persevere.
 - Being polite
 - Helpful
 - Kind to others
 - Changing their behaviour
 - Supporting others in their class or in the playground
- A message sent home to inform parents of the positive learning and attitude

These points would usually be given singularly, with a maximum of 5 house points for one occasion.

All staff in school can give positive points. The class with the most achievement points at the end of each half term are able to choose a reward for the class to enjoy together, such as additional playtime, movie treats, a class party, additional sport or arts. The individual recognition for the total of positive points are that each pupil receives a badge matching their achievement and aim towards a lucky dip larger rewards when they achieve platinum or diamond points.

50 points - Bronze award

100 points – Silver award

150 points – Gold award
 200 points - platinum award
 250 + - diamond award

When dealing with inappropriate behaviour from pupils, when they choose not to make the right choice in following the school rules, staff should consider the **Shield of Shame**, again considering the individual pupil and their needs in the moment.



At St. Brendan's Catholic Primary School, we do not accept violence, racism, sexism, bad language or bullying in any form in our school.

All classrooms have the school rules and consequences displayed to ensure all children are fully aware of their behaviour, their choices and their responsibility. This has been developed with the school council and clear expectations for following the school years have been agreed, which support the nurture and inclusive ethos of our school.

Our School Rules

- ★ be a good friend to everyone
- ★ always be honest and use my manners
 - ★ always try my best
 - ★ treat others with respect
- ★ respect other people's personal space
 - ★ listen to other people's views
 - ★ be ready to learn
- ★ take responsibility for my belongings and respect school equipment and the school environment
- ★ keep my hands, feet, and objects to myself, (consequence is 4 days of the playground if this rule is not followed)

Your behaviour
Your choice
Your responsibility

Your behaviour
Your choice
Your responsibility

1	Ready	You follow the school rules so you are: ● Safe ● Respectful to everyone ● Happy ● A responsible Learner
2	Reminder	An adult will remind you of the behaviour they are expecting to observe if you are distracted from your learning.
3	Warn	If you remain off task or choose not to follow school rules an adult will give you a warning
4	Call in	You have chosen to ignore the warning a call in has now been sent to the office

*Always treat others as you would like them to treat you'.
 (Matthew Ch. 7 v 12)*

All adults should follow the procedures and use the same common language below when dealing with inappropriate behaviour in class or on the playground. The use of behaviour scripts supports the dealing with inappropriate behaviour to be calm, an effective response to the unacceptable behaviour in the class room or on the playground.

	Staff instructions for each stage of the escalation
1 Ready to Learn	Our school rules are followed and everyone is ready to learn, this is renewed for every child at the start of every day ensuring each day is a new day for every child.
2 Remind	<p>A reminder from an adult to support the child to re-focus on their task with a clear structure to their communication. Stating the behaviour, they do not want to continue and reinforcing what they would like to see from the child. Providing positive praise when they then observe this.</p> <p>Verbal Request 'Name' your (describe action) please can you (desired behaviour). Praise a child with desired behaviour.</p>
3 (Tier1) Warn	<p>Warning that the behaviour being observed has remained unchanged and remains unacceptable with a clear structure of communication.</p> <p>Verbal warning 'Name' you have continued to (describe action) you now have a warning, please can you (desired behaviour).</p> <p>Clearly stating the behaviour they are observing for example;</p> <ul style="list-style-type: none"> • Not getting on with work • Stopping other children from working • Talking at the wrong time • Being disrespectful to any member of staff • Disobedience • Disruptive classroom behaviour <p>Being dishonest</p>
4 (Tier 2) Call in	<p>Send 'Call In 'Card to the school office requesting a senior leader to support the pupil.</p> <p>Name' you have continued to (action), you now need to think about making the right choice desired behaviour) and you can explain your choices to a senior leader when they come to our class. Praise another child with desired behaviour.</p> <p>The pupil will complete a think sheet with the senior leader to explain their behaviour and their choices. They will then agree actions needed to improve the pupils learning behaviours and ensure the pupil fully understands what these are. The senior leader will spend an appropriate time supporting the pupil in class and will request that the pupil's parent is spoken with at the end of the school day to discuss the issues with the class teacher.</p> <p>The senior leader will check in on the pupil during the school day and for a set period of time following the 'call in' to ensure the changes are sustained and have a positive impact on their learning behaviours each day – this may be in class or on the playground.</p> <p>If the behaviour is persistent parents will be invited into school to meet and to discuss the issues with an agreed action plan for everyone to follow in order to support the pupil's with demonstrating the expected learning behaviours or to discuss external support if needed.</p>

Adults may implement the following actions to support a pupil with developing positive learning behaviours in class or the playground; behavior target chart, behaviour home/school communication book etc. liaising with senior leaders, inclusion manager, SENCO and parents to ensure clear communication is given for the behaviours expected for each pupil

If a child physically harms another child they will be removed from the playground for the next four days for breaktime and lunchtime. The child will spend their time with the Head teacher's or a member of the senior leadership team reflecting on their actions and what actions they could have taken to avoid the situation. Parents will be informed if this occurs and will be encouraged to speak with their child at home about how to manage their emotions to avoid causing any physical harm to another person.

If a child displays any of the following behaviour, the Head teacher or Deputy Headteacher will be called to the classroom without a warning being issued;

- Name calling
- Swearing
- Spitting
- Deliberately causing damage to property
- Injuring others by thoughtless behaviour
- Notable unkindness to other children
- Persistent insolence or disobedience
- Using violence towards others
- Threatening or intimidating others
- Stealing
- Leaving school premises without permission
- Bringing anything dangerous into school

As a response to serious misbehaviour removal from the classroom with the Headteacher or senior leader may be deemed appropriate for the pupil to regulate their behaviour.

A 'Behaviour Incident Record Sheet' (Appendix Three) should be completed following a behaviour incident and shared with a senior leader who can support with deciding on the appropriate sanction. The senior leader will then be responsible for recording the incident on Bromcom for incident tracking purposes Individual staff should keep a brief record of all incidents of inappropriate behaviour. Class teachers should make the Head teacher or Deputy Headteacher aware of any inappropriate behaviour that occurs.

Responsibilities:

The following roles and responsibilities will be implemented in support of the behaviour policy:

The Headteacher will:

- Implement the behaviour policy, reinforcing the need for consistency throughout the school
- Be ultimately responsible and accountable for behaviour throughout School
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Liaise closely with the inclusion lead
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children and staff
- Praise and encourage positive behaviour with rewards and dedicated assemblies

Staff will:

- Provide a well- balanced and creative curriculum
- Support children when dealing with their emotions and feelings using a restorative approach and elements of PSHE
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Reward and praise positive behaviour
- Inform parents/carers about the welfare and behaviour of their children
- Work in partnership with the inclusion team to ensure all behaviour is dealt with and paperwork completed
- Follow the behaviour policy consistently
- Challenge unwanted, negative behaviours following the policy

- Report challenging behaviour following the correct procedure
- Ensure a pupil's needs are considered when issuing a sanction or consider whether reasonable adjustments need to be made to a sanction in response to a SEND that a pupil may have,

Children will:

- Foster social relationships in the school community of mutual engagement.
- Be responsible for own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair
- Be willing to be reflective to change behaviours
- Follow the school rules
- Learn to work cooperatively

At St Brendan's Catholic Primary School, we will use a restorative approach to deal with challenging behaviour which will focus on repairing harm done to relationships and people at the centre of the focus. All children will be supported to explore incidents and reflect on responses to ensure the preservation of positive relationships.

The Governing Body will:

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

Key Points Taken from the DFE guidance – behaviour and discipline (September 2022)

[Behaviour in school's guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/102444/behaviour-in-schools-guidance.pdf)

- Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes, which include, **deterrence, protection or improvement.**
- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school.
- Teachers can confiscate pupils' property.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safe guarding and promoting the welfare of children.
- Staff have a legal duty of care to protect all pupils and staff, which may mean a need to physically intervene (DFE – use of reasonable force July 2013)

Reporting of incidents within School

As outlined above, all staff are expected to follow this policy in regards both rewarding and sanctioning children. They are responsible for communicating these behaviours with parents and carers – see below. Staff also have the

responsibility to not only challenge but also report all negative, unwanted behaviour incidents. These may cover a whole range of behaviour incidents. All staff report behaviour incidents via out incident reporting form (appendix three). Every staff member is expected to report incidents as soon as possible so that they can be dealt with in an appropriate and timely manner. The reporting of a 'call in' or physical incident will involve a member of SLT and/ or the Head Teacher dealing with the incident which is why we have this high expectation of staff. Staff are expected to report on the context/ lead up to the incident, the actual incident (fact based, not opinion) and the consequence of the pupil action i.e. sanction given.

Incidents of racist, homophobic, hate crimes or child on child abuse are dealt with in line with the behaviour policy. These incidents are often also reported to the Local Authority. Incidents of bullying are also reported to SLT and the Governors via termly to the LGB as part of the Headteacher's report. Any incidents of online/ cyber bullying (see Online Safety policy) also follows the behaviour policy in the manner in which they are dealt with.

Incidents of sexualised behaviour – harassment or violence - are reported via Bromcom, which is then always dealt with by a member of SLT and Head Teacher and where necessary DSL (designated safeguarding lead). In the instance of harmful, sexualised behaviours two of our DSL's will complete an IPRA (individual pupil risk assessment) and the AIM checklist. DSLs will recognise, respond and refer incidents/ pupils to the Local Authority where necessary, following pattern mapping on the AIM checklist. Outcomes and levels of intervention will be determined based upon types of presenting behaviours. Where abusive/ violent behaviours are identified, safety and support planning will be put into place.

See both Child Protection and Safeguarding 2022 policy, KCSIE 2022 policy and Anti Bullying policy for school's responsible curriculum delivery.

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility for this, alongside the inclusion team if they are involved. Teachers will be responsible for reporting any early warning signs for behaviour and safety to SLT, so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers via the school website. SLT and the class teacher will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will explore extended services and agencies with parent/carers should there be a need for support within the home environment.

The Head teacher will share positive stories about best and improving behaviours. They will work in an open and honest way with parents in order to achieve the aims of this policy.

Lunchtime behaviour

We expect behaviour at lunchtimes to match behaviour at break time and in classroom situations. There is to be no tolerance for swearing or being aggressive to another child. If these situations occur, a 'Call In' card will be used and a senior leader will deal with the pupil involved in the incident.

In order for restorative practice, the children will discuss the incident with the Headteacher or Deputy Headteacher and an agreed action plan will be written together and shared with parents, who will be invited in to discuss the situation.

Confiscation of inappropriate items

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

2. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a 'prohibited item' list including:
 - Knives and weapons
 - Alcohol
 - Stolen items
 - Fireworks
 - Pornographic images
 - Illegal drugs
 - Tobacco and cigarette papers
 - Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police.

If and when an item is confiscated from a pupil, an IPRA (pupil risk assessment) may need putting into place for that child to help reduce and control the risk of future incidents.

(Guidance taken from the DfE – 'Searching, Screening and Confiscation' Advice for schools - July 2022)

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/105426/Searching_Screening_and_Confiscation.pdf)

Pupils conduct outside the school gates

At St Brendan's Catholic Primary School, we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day – e.g.: football matches. Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupil's behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the behaviour policy, teachers may discipline pupils when:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time whether or not the conditions above apply 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.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

Use of reasonable force

The legal provision on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm. If a member of staff has to physically hold a child the **positive**

handling policy will be adhered to. Following the use of physical intervention, there will be a restorative discussion with any staff and pupils, parent/carers will also be invited to participate.

Pupils who regularly present challenging physical behaviour will be closely monitored by the inclusion team and SLT. Often, an IBP (individual behaviour plan), PHP (positive handling plan) and an IPRA (individual pupil risk assessment) will be put into place for these children to help reduce the need for physical intervention and use of reasonable force.

Malicious Allegations

At St Brendan's Catholic Primary School, allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated confidential and every effort will be maintained to guard off any publicity while the allegation is investigated. Suspension would not be an automatic response to an allegation.

Review of policy

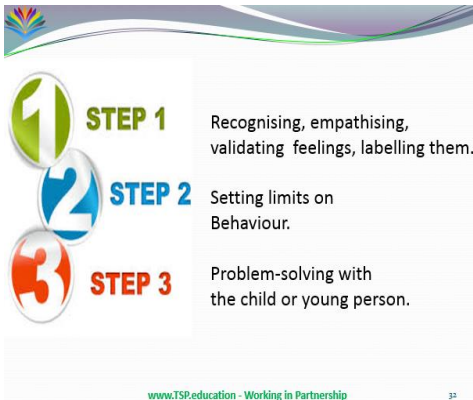
This policy will be reviewed annually.

Appendix One – strategies to support escalation

These agreed strategies for escalation of a pupil's unregulated behaviour are;

The 3 Step Approach

Used effectively, Emotion Coaching is a practical three-step approach to dealing with behaviour in the moment, whilst also maintaining behaviour expectations and boundaries and is sympathetic to Dan Hughes' PACE model of supporting and scaffolding regulation.

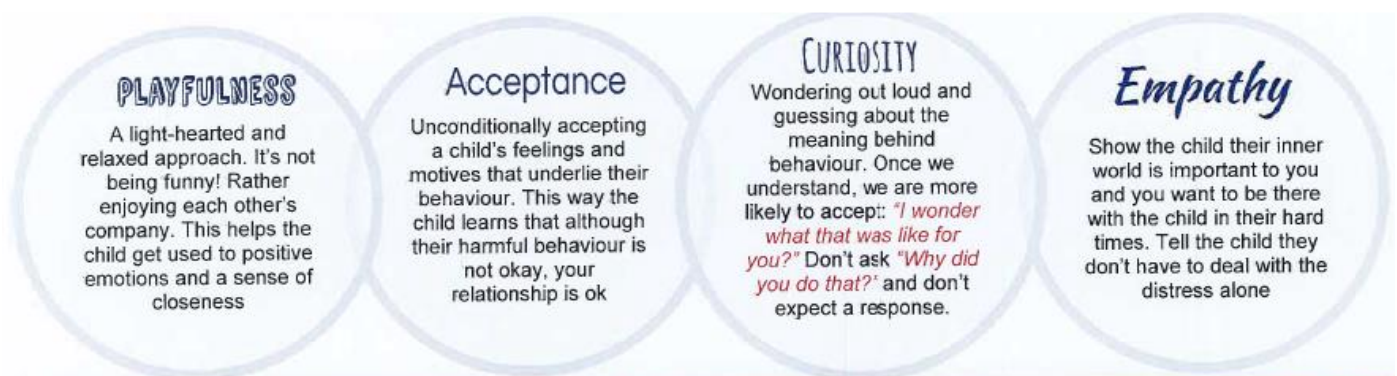


- **Step 1** – hearing the voice of the child or young person
- **Step 2** – explaining why their choice of behaviour was unsuitable (using the school rules to reinforce the expectations if needed)
- **Steps 3** – alongside the child or young person agree on how to solve the issue together – this could be talking with other children, agreeing an appropriate sanction in relation to the behaviour, time out or time in, speaking with parents together.

The PACE Model Approach

Dan Hughes PACE model for effective communication and the scaffolding of positive relationship and attachment

PACE: communicate, accept and connect to increase safety





Stop and Think Sheet

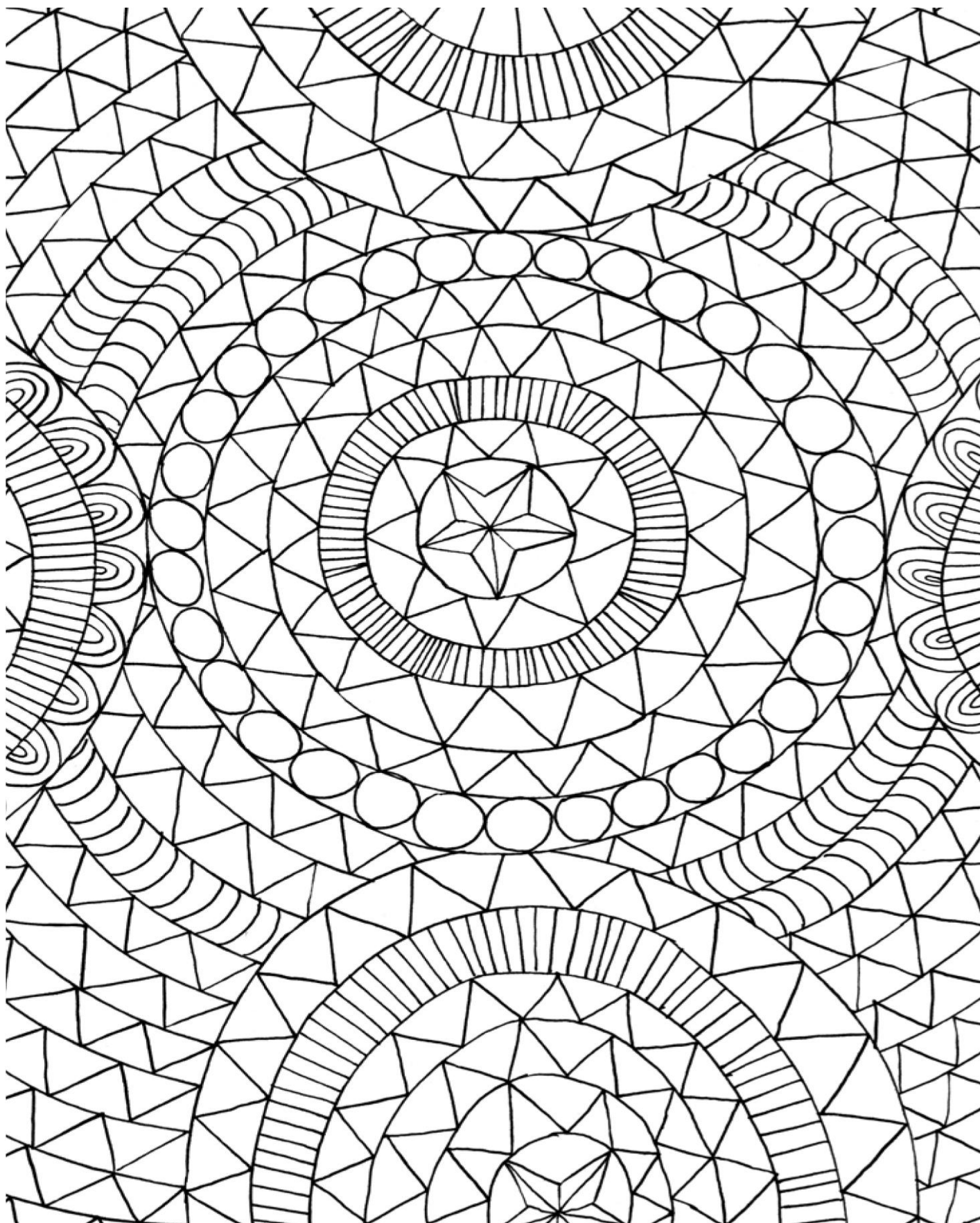
Step 1 – How am I feeling? Can you explain why you feel this way?

Step 2 – Which school rule have I not followed? What has happened as a result of this?

Step 3 – How can I solve this problem? What actions do I need to take now?

NAME _____ **DATE** _____

You can colour this picture in if it helps you to feel calmer





St Brendan's catholic Primary School Behaviour Incident Report

Name:	Class:
Date:	Time:
Adult completing form:	Other adults present:
Incident Location:	
Activity/Lesson:	
Type of Behaviour: Assault (child-on-child) <input type="checkbox"/> Assault (adult) <input type="checkbox"/> Bullying <input type="checkbox"/> Damage to property <input type="checkbox"/> Defiance <input type="checkbox"/> Disruptive Behaviour <input type="checkbox"/> Racist incident <input type="checkbox"/> Hate crime incident <input type="checkbox"/> Verbal abuse <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Other <input type="checkbox"/> _____	
Details of the Incident: (Include the A ntecedents B ehaviour and the C onsequences – ABC's) (Use first initial for another child)	
Actions taken by adult involved:	
Actions and consequences by SLT:	
Reflection Sheet completed (please attach) <input type="checkbox"/>	
Parent/Carer informed: Yes/No Telephone call/Meeting/Discussion after school Comments made:	
Recorded on Bromcom: <input type="checkbox"/>	