



# St Sebastian's RC Primary School

## Behaviour Policy

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|---|--|--|-----|
| <b>Names and Designation of Policy Author(s)</b>            | Caroline Doyle, Headteacher  | <b>Is this a Statutory Document?</b>                           |     |
|   |  | Yes  |     |
| <b>Approved by:</b>   | FGB  |  |     |
| <b>Date Approved</b>  | October 2023<br>reviewed January 2024  | <b>Is this to be published publicly on the school website?</b> | Yes |
| <b>Review Date</b>  | September 2024   |  |     |
| <b>Target audience</b>                                      | Staff, parents, governors  |  |     |
| <b>Links to other strategies, policies, procedures etc.</b> | Pupil Code of Conduct, Social, Emotional and Mental Health (SEMH) Policy, Complaints Procedures Policy, Special Educational Needs and Disabilities (SEND) Policy, Suspension and Exclusion Policy, Physical Intervention Policy, Child-on-child Abuse Policy, Child Protection and Safeguarding Policy, Searching, Screening and Confiscation Policy, Anti-bullying Policy |  |     |

## **Mission Statement**

**As we walk in the ways of the Lord, we will:**

- Keep Christ at the heart of all we do.
- Love learning and grow our gifts and talents
- Make lasting memories full of joy
- Understand our special place in the family of God
- Open our arms in love to all
- Live life to the full

### **1. Philosophy**

At St Sebastian's RC Primary school, we are committed to creating an environment where exemplary conduct and behaviour is at the heart of a productive, calm and safe learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we promote and adhere to the values of being: 'Ready, Respectful, and Safe'.

Children have a right to an education (Article 28 UNCRC); a right to be the best they can be (Article 29 UNCRC) and a right to be kept safe (Article 19 UNCRC).

At St Sebastian's, the Christian principle of Reconciliation is central to promoting good behaviour. Our children are encouraged to empathise and compromise with others and should feel welcomed back into the school community, following appropriate sanctions for unacceptable behaviour.

### **2. Legal framework**

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- fE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

### **3. Intent of the behaviour policy**

To provide simple, practical procedures for staff and children that;

- Foster the belief that there are no 'bad' children, just 'bad choices';

- Encourage children to recognise that they can and should make 'good' choices;
- Recognise and share what expected behaviour looks like;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive intervention

#### **4. Aim of the behaviour policy**

- To provide a safe, comfortable and caring environment where everyone can learn well;
- To ensure that all children are treated fairly, shown respect and to promote good relationships
- To provide clear guidelines for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up personally
- To help children take control of their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

#### **5. Responsibilities**

##### **5.1 All staff will:**

- Meet and greet children at the start of the day
- Be at the door of their classroom at the beginning and end of each lesson
- Model positive behaviours and build relationships
- Reward children who are living up to our high expectations
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to our school rules

##### **5.2 The Head teacher and The Senior Leadership Team will:**

- Meet and greet children at the start of the day
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, house points and certificates
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies.
- Monitor and take action according to the school's attendance and CME policies regarding children who are absent from education particularly on repeat occasions or prolonged periods.

##### **5.3 Parents will:**

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child.)
- Inform school about any issues at home that might affect a child's learning or behaviour

#### **5.4 Pupils will:**

- Follow our school rules at all times – even when nobody is watching.
- Be motivated to be the best they can be
- Show they are ready by sitting attentively and being silent until invited to talk by an adult
- Show they are respectful by listening to any adult or pupils who is talking
- Show they are safe by asking permission to move out of their seat before moving

### **6. A consistent approach**

#### **6.1 Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion 'deliberate botheredness'

#### **6.2 Children want adults to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

### **7. Rules**

All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Rules are further discussed and developed at a class level. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems, which develop. Our school rules are:

- ❖ Be Ready
- ❖ Be Respectful
- ❖ Be Safe

#### **7.1 Class / School behaviour management.**

It is widely recognised that children have clear and consistent approached to behaviour they are more likely to also behave in a more consistent manner.

St Sebastian's operate a very clear approach to how we can gather a class back together / larger groups together quickly. All staff use a 'silent signal' of raising their hand. Children know what we expect and react accordingly.

#### **7.2 Coming into school**

How the day starts sets the tone for the rest of the day. At St Sebastian's we firmly believe that all children should receive a warm welcome as they enter school. A member staff will be on the entrance doors each morning to say hello / good morning to the children and the class teacher

will be at the classroom door to welcome them into their class. When that class teacher is at the main door another adult in the class will do this.

Children will have an independent activity to complete on arrival at school so all learning time is used.

### **7.3 Coming in from Breaks and Lunches**

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At St Sebastian's we operate the following system.

At the end of the break a whistle is blown – all children stop what they are doing and stand still. When a second whistle is blown, all children walk silently to their class lines. The class teacher (or if PPA, the staff member covering) will go onto the playground and collect their class, bringing them into school in an orderly and silent manner.

### **7.4 Encouraging good behaviour**

At St Sebastian's we expect and reward high standards of behaviour and effort. Children's good behaviour is noticed, encouraged and often rewarded. Rewards include:

- Verbal praise for doing the right thing
- Verbal praise of learning (from Feedback books)
- Stickers
- Public displays of children's work
- Public acknowledgement in assembly of good effort, behaviour and attitude to work through certificates
- Attendance at the Headteacher's tea party
- Sharing children's achievement with other staff by sending work to them
- Award of house points for good work and behaviour
- Leaf stamps for demonstrating commitment to our Gospel values
- Verbal feedback and notes home to parents
- Spending time with the Bertie, the school dog

### **7.5 Managing incidents of unacceptable or inappropriate behaviour**

We follow the following stepped behaviour code:

1. non-verbal warning
2. quiet reminder of expected behaviour
3. final verbal warning
4. Reprimand in private

At any point, a child could move to another classroom and have 'time-out' where they do not face consequences, but can use the time to calm down or consider alternative behaviour choices. A 'sent out' request could be issued where a child consistently fails to conform to behaviour rules.

Children should be sent to partner classes (Nursery/Reception, Year 1/2, Year 3/4, and Year 5/6). Teachers who receive children from their partner class will provide a calm space for the child, not question why the child is there and return the child after 5 minutes.

An incident record within CPOMS should be completed when a member of staff has a restorative meeting to address a behaviour incident.

It may be occasionally necessary for individual pupils or groups of pupils to practice the expected behaviour during non-curriculum time.

## **7.6 Managing incidents of unacceptable or inappropriate behaviour outside of school**

The DfE state the following in their guidance:

*Pupils' conduct outside the school gates – teachers' powers What the law allows:*

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above. [Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](#)

## **8. Creating a Positive Ethos**

Consistency is key. Staff must be consistent in their approach and implementation of the behaviour policy. See Appendix for specific guidance.

Key language that will be used consistently by all staff:

- Ready (for learning),
- Respectful,
- Safe
- Is that safe?
- Was that respectful?
- Which is the right choice?

Children should be asked to identify whether what they are doing makes them Ready? Respectful? Safe?

Children are encouraged to reflect on their choices, rather than us telling them our view.

Staff will make reasonable adjustments tailored to specific circumstances for pupils with additional needs such as ASC.

## 8.1 Managing behaviour

| Low level behaviour   | Serious behaviour   | unacceptable behaviour   | Repeated serious or unacceptable behaviour   |
|---|---|--|--|
| <p><b><u>In class</u></b><br/>Talking whilst the teacher is talking<br/>Messing around with objects/resources<br/>Distracting others<br/>Talking when you should be working silently<br/>Wasting learning time / refusing to work</p> <p><b><u>During break time or lunchtime</u></b><br/>Being inside when you shouldn't be<br/>Climbing up fence<br/>Inappropriate or dangerous use of equipment<br/>Talking once the whistle has been blown<br/>Not lining up after the second whistle</p> | <p>General name calling<br/>Physical incident (hitting, kicking, pushing, spitting, scratching or hurting someone)<br/>Swearing<br/>Refusing to follow adult's instructions, speaking rudely to an adult<br/>Going on a website/app without permission<br/>Inappropriate touching</p> | <p>Racist, homophobic, biphobic, transphobic or sexist name calling<br/>Child on Child Abuse including sexual harassment/sexual violence<br/>Stealing<br/>Vandalism<br/>Bullying, including cyberbullying and "silent" bullying by social isolation / peer exclusion<br/>Repeated serious behaviours</p> | <p>Racist, homophobic, biphobic, transphobic or sexist name calling<br/>Child on Child Abuse including sexual harassment/sexual violence<br/>Stealing<br/>Vandalism<br/>Bullying, including cyberbullying and "silent" bullying by social isolation / peer exclusion<br/>Repeated serious behaviours</p> |
| Managing low level behaviour  | <b>Managing serious behaviour</b>   | <b>Managing unacceptable behaviour</b>   | <b>Managing repeated unacceptable behaviour</b>  |
| <p>5. non-verbal warning<br/>6. quiet reminder of expected behaviour<br/>7. final verbal warning<br/>8. Reprimand in private</p> <p>Time out in another class</p>   | <p>Restorative meeting (see 8.2)<br/>Behaviour monitored<br/>Teacher conversation with parent<br/>Social stories</p>  | <p>Restorative Meeting (see 8.2) plus<br/>Headteacher meeting with parents<br/>Safety plan for bullying /cyberbullying<br/>Support programme<br/>Support from FLO</p>  | <p>Headteacher meeting with parents<br/>Internal exclusion<br/>Suspension<br/>Exclusion</p>  |

## **8.2 Restorative Meetings and other consequences**

A restorative meeting will take place following unacceptable behaviours. This will determine the appropriate consequences and actions. Staff will facilitate restorative meetings using the agreed script (see Appendix 1).

If pupils fail to engage in restorative meetings, parents/carers will be invited in to school to discuss the behaviour and appropriate consequences.

## **9. Child on child abuse**

In particular staff are aware of the importance of challenging inappropriate behaviours, making clear that sexual harassment and sexual violence is not acceptable, will not be tolerated and is not an inevitable part of growing up or dismissed as “banter” or “having a laugh.” Dismissing or tolerating such behaviours can create an unsafe environment and risks normalising them, leading to children not coming forward to report it (see Child on Child Abuse policy).

Incidents arising from not following the computer and internet acceptable use agreement will be dealt with in line with this behaviour policy.

Serious incidents and racist incidents will be recorded on CPOMS. Incidents involving physical restraint will also be recorded on CPOMS including any actions taken as a result of the incident. Physical restraint will be used in line with the DfE Guidance document, ‘Use of reasonable force’ 2013 (reviewed July 2015).

Where poor behaviour takes place off site or on a school trip, children may be removed from the group, or in exceptional circumstances may be returned to school with an accompanying adult.

## **10. Physical Intervention**

In line with the school’s Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil’s parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil’s parent will be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the school’s Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.



## **11 Suspensions and Exclusions**

In exceptional circumstances, in line with Local Authority guidance on exclusions, a child may receive a fixed term suspension or permanent exclusion. In these rare circumstances, the school will seek the advice of the Local Authority and other support services.

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high
- Permanent exclusion will be a last resort and the school will endeavour to work with the family to avoid this step wherever possible

## **12 Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- 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)

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items

## **13. Additional Needs**

Where a child has Special Educational Needs (SEN) or a disability, the above sanctions may be modified and supplemented where appropriate, for example pastoral support programmes, including Nurture groups or an Individual Support Plan. Support may also be sought from external agencies.

## **14. British Values**

At St Sebastian's, we value the diversity of backgrounds of all pupils, families and the wider school community.

We uphold the following definition of British Values:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

## **15. Equality**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil or member of our school community and it helps to promote equality at this school.

Updated September 2023

Reviewed January 2024

To be reviewed: September 2024

## **Reprimand**

30 second microscript for reprimanding pupils (in private)

1. I have noticed that you are.... poor behaviour ...right now.
2. At St Sebastian's, we are ...(ready, respectful, safe)
3. Because of that you need to...
4. Do you remember yesterday/last week when you... did something good.?
5. That is who I need to see today...
6. Thank you for listening... (Then give the child some take up time)

## **The time-out**

- A time out may be initiated by an adult or by a child when that has been worked on/agreed.
- A child should only be sent to an alternative classroom if they need to cool down and/or to defuse a situation. In general, five minutes should be enough.
- Once a child has calmed down, the child is asked to speak to their class teacher away from others
  - Boundaries are reset
  - Child is asked to reflect on their next step. Again they are reminded of their previous good conduct / attitude/ learning.
  - Child is given a final opportunity to reengage with the learning / follow instructions
- Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

## **The restorative meeting**

Script for restorative meetings and creating restorative practice: As you address each question together remember that in between your truth and their truth is THE truth

1. What happened? (Staff will always speak to more than one individual.)
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?

The meeting can be formal or informal and will be held once events have settled and the child is calm.