

ST LUKE'S



BEHAVIOUR POLICY

Updated September 2019

Love your neighbour as yourself Mark 12:31

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:

- 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

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
- Assault / Inappropriate language/swearing to peers and / or staff
- Vandalism
- Theft
- Fighting
- Smoking
- 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
 - Inappropriate 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)

4. Bullying

4.1 Definition

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
<i>Emotional</i>	Being unfriendly, excluding, tormenting
<i>Physical</i>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<i>Racial abuse</i>	Racial taunts, graffiti, gestures
<i>Sexual</i>	Explicit sexual remarks, sexual gestures, unwanted physical attention, comments about sexual matters, or inappropriate touching
<i>Direct or indirect verbal</i>	Name-calling, sarcasm, spreading rumours, teasing
<i>Cyber-bullying</i>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4.2. Preventing Bullying

The school will promote an anti-bullying ethos through:

- providing information on policy and practice to parents / carers, staff and visitors;
- teaching pupils how to raise their concerns and how to help each other respond assertively to bullying;
- using curriculum opportunities to address the issues;
- making sure all staff, including teachers, teaching assistants and other support workers, are trained to model appropriate behaviour and challenge bullying according to school guidance.

Above all, pupils are encouraged to become actively and increasingly involved in the anti-bullying work of our school.

4.3 Investigating allegations of bullying

- All allegations of bullying should be reported to the class teacher /member of staff and recorded on CPOMS.
- The bullying behaviour or threats of bullying must then be investigated and stopped quickly. Incidents of bullying must be recorded by staff/class on CPOMS which instantly notifies Headteacher and safeguarding leaders in school.
- Parents should also be informed and invited to attend a meeting to discuss the matter. If necessary and appropriate, police should be consulted (e.g. if there is a safeguarding concern).
- Attempts must be made to help the bully/bullies to change their behaviour.

4.4 Disciplinary Steps

The following disciplinary steps will be considered to demonstrate that the bullying behaviour is unacceptable and to promote change:

- the child will be removed from immediate contact with victim
- loss of privileges in the context of the incident. This may be loss of playtime, choosing time or class treats.
- the child must understand why their behaviour is wrong and make amends to the victim (in context).
- persistent bullying will involve the child in monitoring their own behaviour and reporting daily to the teacher.
- extreme cases which fail to be resolved will require the intervention of the governors, who may decide to exclude the child for a cooling off period.
- as a final measure, all agencies (parents, teachers, governors, additional support) may decide that a change of environment is the only solution that will help both bully and victim. This would therefore imply a managed move to another school.

5. Roles and responsibilities

5.1 The governing board

The Teaching and Learning Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Teaching and Learning 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 Teaching and Learning 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 on CPOMS
- Contacting a parent if there are concerns about the behaviour or welfare of a child

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
- Support the actions of school in applying reasonable sanctions to reprimand a child

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other, seeking forgiveness and reconciliation of differences with peers
- 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

We praise and reward children for good behaviour in a variety of ways:

- teachers praise children;
- teachers and other give children Smiley points which lead to an end of year reward for sustained good behaviour;
- each week we hold a good work assembly where pupils from each class receive a certificate for their achievement;
- we distribute reward tokens to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Year 6 lead an assembly each week where they can show examples best work and achievements of children throughout the school;

When a pupil's behaviour falls below an acceptable standard, a range of sanctions will be put into place. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand offering a choice to behave appropriately
- Time out
- Pay back of lost learning time at break or lunchtime
- Walking with an adult during break / lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents to discuss pupil's behaviour
- Exclusion

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 inter school competition.

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.

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 pupil code of conduct or 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

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 CPOMS and reported to parents

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, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Teaching and Learning Committee every two years. 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 Teaching and Learning Committee every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: written statement of behaviour principles

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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Teaching and Learning Committee every two years.