

Subject	Last Review Date	Next Review Date	Subject Leader
Behaviour Policy	Autumn 2020	Autumn 2022	Martin Gater

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**

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:

- 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
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

INTRODUCTION

The ethos of school influences the whole school community, the children, the staff and also the parents, and this allows patterns of behaviour to be established. We feel that by working in partnership and being open with each other, we can establish a rapport and an atmosphere of mutual support, which allows the children, their families and others, to feel secure. The school ethos is based on a Christian moral framework which encompasses our six Christian values of thankfulness, trust, friendship, compassion, forgiveness and honesty.

The values of the school are specifically taught to the children: in worship, in class and at other times, as well as being the basis on which the school community exists.

We provide a welcoming and inclusive environment where everyone feels happy, safe and secure. We promote an atmosphere of truth and honesty in which everyone feels valued and shows respect for each other and their surroundings. As a team, we are committed to high expectations and continuous improvement. We adopt a child centred approach to high quality teaching and learning, inspiring everyone to achieve their full potential.

AIMS AND EXPECTATIONS:

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour.

This behaviour policy sets out the school's position on behaviour within the school environment. It details what is expected of the school community. It is complemented by the school's Home / School agreement, which should be read in conjunction with this document (see appendix 1).

This policy is complemented by the school's Safeguarding Policy, TKAT Behaviour and Exclusion Policy and Positive Restraint and Handling Policy.

PROMOTING POSITIVE BEHAVIOUR

To reinforce good work/learning, behaviour and attitude we use:

- Verbal praise
- Family Group points
- Weekly class cups given out during school assembly
- Pupil's work is displayed throughout the school
- Children sent to head teacher, Deputy Headteacher or subject co-ordinator to show their work.
- Good Samaritan Cup – chosen by the children
- 'Wow' book
- Silver cards
- Golden book
- Hot Chocolate Friday (half – termly)
- Postcard to parents from Head Teacher celebrating their child's work/achievements/behaviour

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported incidents of misbehaviour using CPOMs (stage 3 and 4).
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.

- Report to/meet with parents/carers when necessary
- Involve outside agencies, where appropriate, such as LA behaviour support services

The Headteacher has the responsibility for giving yellow cards (see stage 3 and 4 of possible sanctions) and fixed-term exclusions to individual children for serious acts of misbehaviour (see below). The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. The Chair of the Governing Body will be informed of any exclusion.

All Staff will:

- Give children opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model
- Reward/praise positive behaviour
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Report incidents of stage 3 and 4 behaviours using CPOMs (see below for examples)
- Implement the behaviour policy consistently
- Model positive behaviour
- Provide a personalised approach to the specific behavioural needs of particular pupils

All Parents will:

- 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

Sanctions:

The staff will, at all times, work with the child to understand the sanctions imposed and to stop a deterioration in unacceptable behaviour.

In Nursery and Reception, there are visual prompts to support positive behaviour.

Stage 1	Examples of Behaviour	Possible Sanctions
	Swinging on chair	Quiet reminder or Non-verbal signal (e.g. Eye contact, pointing)
	Interrupting/calling out	Change of seating
	Running inside the school building	Ask the child who is running to go back and walk where they are going
	Being in the wrong place at the wrong time. (e.g. In upper part of school during lunch break)	Verbal warning
	Ignoring instructions	Loss of playtime with class teacher to discuss behaviour
	Pushing in line	

Stage 2	Examples of Behaviour	Possible Sanctions
	Persistent stage 1 behaviour	Child may be sent to another member of the teaching staff
	Rudeness/Swearing/Inappropriate language	Saying sorry to adult/child apologising for action
	Affecting other pupil's learning	Writing a letter to adult/child apologising for action
	Inappropriate remark to other pupils	
	Minor challenge to authority	Sent to Team Leader/DH to lose part of playtime
	Leaving class without permission	

Stage 3	Examples of Behaviour	Possible Sanctions
	<p>Persistent stage 2 behaviour</p> <p>Persistent swearing</p> <p>Throwing objects with intent to harm</p> <p>Harming someone so they need medical help</p> <p>Continued or more serious challenge to authority</p> <p>Stealing</p> <p>Repeated refusal to do set task</p> <p>Highly offensive remarks to children</p> <p>Bullying</p> <p>Fighting</p> <p>Racism</p> <p>Violence</p> <p>Very serious challenge to authority</p> <p>Leaving school without Permission</p> <p>Damaging school's/pupil's property</p>	<p>Sent to the Headteacher</p> <p>Yellow Card and meeting with parents</p> <p>Loss of playtimes/lunchtime and time spent with HT</p> <p>Ban on representing the school and/or trips outside school</p> <p>Internal exclusion from lessons</p> <p>Writing a letter to adult/child apologising for action</p>

Stage 4	Examples of Behaviour	Possible Sanctions
	Persistent stage 3 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil	Exclusion for a fixed term Exclusion for a fixed term Permanent exclusion from school

Restorative Approaches

Restorative approaches help pupils understand the impact of their actions and how to put it right. We believe that by using a restorative approach we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Exclusion

At St. Sebastian's School we aim to avoid excluding pupils through:

- the establishment of positive relationships with our pupils;
- the timely application of in house intervention strategies such as social skills groups;
- the involvement of Local Authority services such as the Vulnerable Pupil Unit (Foundry College).
- Developing a Behaviour Plan
- Setting up a Pastoral Support Plan (PSP)

Nevertheless, serious misbehaviour may still arise and may result in a pupil being excluded from school. **Only the Headteacher can take the decision to exclude** and it would follow a **significant** breach of school rules such as

- Violence and/or threats towards another pupil or a member of Staff;
- An attack or threat of a sexual nature;
- Persistent refusal to follow instructions or requests;
- Disruption of lessons;
- Bringing any sort of weapon, drugs or alcohol into school, whether or not there was an intention to use it.

Three types of exclusion are open to schools – fixed term, which is temporary for a specified number of days; permanent, where the pupil may not return to the school; and exclusion for the lunch time period, where the Parent is required to collect the child at the start of lunch and return him/her for the afternoon session.

The type and duration of exclusion is related to

- the nature of the misdemeanor
- the child's previous record.

Permanent exclusion would not normally be the first resort. However, this remains open to the school even after just one incident where the misbehaviour is particularly significant – for example serious and deliberate long term damage to a fellow pupil or teacher.

In all cases of exclusion, the appropriate Local Authority guidance, forms and letters are acted upon and used. Where necessary the Headteacher will consult the Vulnerable Pupil Unit/Behaviour Support Team (Foundry College/ Trust CE/Chair of Governors) before deciding on the nature and duration of exclusion.

All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.

Monitoring and Evaluating:

The effectiveness of this policy will be regularly monitored by the Headteacher and the Staff and Pupil Care Committee of the governing body.

Review

To be produced by the Head Teacher, Staff and Staff and Pupil Care Committee of The Governing Body on a two –yearly cycle.