

St Hugh's Catholic Primary School Behaviour Policy

Mission Statement

Learn, Love, Pray

At St. Hugh's, we grow together with Christ in our hearts. We reach our potential in a learning community and we welcome all with respect and understanding.

This Behaviour Policy takes into account the information contained in the Equality Act 2010, Keeping Children Safe in Education and the SEND Code of Practice.

It has been written in consultation with staff, pupils and governors

Aims of our Behaviour Policy

- To promote our Catholic ethos and live out our Mission Statement and values on a daily basis.
- To ensure every member of the school community feels valued and respected, and that each person is treated fairly and well.
- To ensure a whole school approach to behaviour that is supported and followed by the whole school community.
- To teach values and attitudes as well as knowledge and skills that promote responsible behaviour and encourage respect for themselves and for others.
- To encourage all children to take responsibility for their own actions.
- To make clear the distinction between minor and more serious misbehaviour and the range of sanctions that follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement of behaviour.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.

Roles and responsibilities:

Role of staff

- To take collective responsibility for the behaviour of all children within the school community.
- To promote school rules at all times.
- To look for, encourage and reward good behaviour.
- To treat all children with respect and fairly.
- To raise children's self-esteem and develop their full potential.
- To create a safe and pleasant environment.
- To be a good role model.
- To form good relationships with parents so that the children can see that the key adults in their lives share a common aim.
- To recognise that each child has individual needs.
- To use sanctions clearly and consistently.

Role of parents

- To make children aware of appropriate behaviour in all situations.
- To form good relationships with school staff so that the children can see that the key adults in their lives share a common aim.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

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- To show an interest in all that the child does in school by valuing personal and social achievements alongside academic achievements.
- To ensure that their child is punctual and in school every day.
- To model good behaviour.

Role of the children

- To follow the school rules and expectations.

Role of governors

- To agree the guiding principles of the policy.
- To monitor the policy regularly.

Reinforcing Positive Behaviour

In St. Hugh's Catholic Primary School, we aim to model, encourage and reward positive behaviour rather than focusing on negative behaviour. We provide rewards for:

- Academic and non-academic achievement
- Effort
- Attitude
- Improvement
- Attendance and Punctuality
- Good behaviour
- Following school rules:
 - Be respectful
 - Use kind words and good manners
 - Work hard and try your best
 - Keep hands and feet to yourself
 - Tell the truth
 - Move around school sensibly

Praise and Rewards

Class

- Kind words of encouragement by the teacher/other adult
- An approving look or smile
- Highlighting good work/attitudes to peers
- Positive verbal or written comments
- Stickers of approval
- Dojos
- Dojo certificates
- Individual class teacher rewards/treats

Whole School

- Presentation of Star of the Week certificates and stickers in assembly.
- Children who do a particularly good deed or excellent piece of work can be sent to the Executive Head Teacher/Head of School for praise/sticker.
- Special mentions in assembly.
- Verbal praise given to the child's parents at home time.
- Presentation of a trophy for attendance for 1 class per week.
- Presentation of a trophy for punctuality for 1 class per week.
- The class that wins the attendance trophy gains extra time on the playground climbing equipment.
- The class that wins the punctuality trophy is treated to a drink of juice in the dinner hall on the following Monday.
- Prizes at the end of each term for attendance.
- Dojo certificates and prizes.

Levels of Misbehaviour and Response

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The responsibility for the behaviour of the children for the vast majority of the time lies with the teacher or other adult leading a class or group at any given time.

When responding to a child's behaviour, adults must take into account the child's individual needs, age and level of understanding.

At each stage, children will be given opportunities to redeem themselves.

Level 1

- Disrupting learning in the classroom
- Arguing, spoiling games and other low-level, inappropriate language or behaviour in school or on the playground

In Class - Graduated staff responses to Level 1:

1. Verbal warning
2. Name written on the board
3. Asterix next to name
4. Moved to another place in the classroom (whilst still watching and listening to adults)
5. Moved to another class, accompanied (nearest classroom if possible)
6. Due to lost learning time, the child's "free time" should be used to catch up at play time. This is at the teacher's discretion and must be supervised

On the Playground/in the Dining Hall - Graduated staff responses to Level 1:

1. Verbal warning
2. 5 minutes 'Time-out' (standing by the wall, sitting on a bench or walking with an adult, as appropriate)
3. Repeat points 1 & 2
4. Conversation with class teacher, if appropriate
5. If a child has to be sent in at lunchtime, they will be sent to the hall. SLT informed.
6. Class teacher to log behaviour on CPOMs
7. Persistent acts of Level 1- Behaviour plan to be implemented.

Level 2

- Violence or threats of violence
- Carrying an offensive weapon
- Racist, sexist, homophobic or discriminatory behaviour
- Abuse of staff
- Vandalism
- Bullying
 - Verbal
 - Physical (including sexual)
 - Emotional
 - cyber

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All can potentially be prejudice-based (e.g. race, faith, gender, sexuality, disability) -

- Sexual harassment or violence
 - assault (intentional sexual touching without consent)
 - sexual comments
 - sexual jokes or taunting
 - interfering with clothes
 - online sexual harassment

In Class and on the playground/in the dining hall - Graduated staff responses to Level 2:

- Inappropriate behaviour will be immediately stopped by the adult in charge and referred to the Head of School or Executive Head teacher (SLT in their absence)
- Behaviour will be logged on CPOMs by SLT
- Parents will be formally contacted and invited in to school to discuss their child's behaviour •
 - Further interventions for support considered
- Potential fixed term exclusion with persistent examples of Level 2 misbehaviour.
- Targets for improvement will be set and strategies to support behaviour will be discussed with a timescale for review. If the review does not identify significant improvement, then outside agencies may be involved and/or further action taken
- Fixed term exclusion If a permanent exclusion is being considered, then the governing body and Local Authority will be notified.

Positive handling

If at any time there is the possibility of injury to the pupil, other pupils, staff, damage to property or good order then positive handling could be used, wherever possible by trained staff.

Any incidents which requires positive handling of a child is done in accordance with DFE guidelines.

All incidents are recorded on CPOMS and referred to a senior member of staff.

Working with Parents/Carers

Where a member of staff is concerned about a child's behaviour they will speak to parents/carers either by telephone or at the end of the day. By working in partnership, we can provide children with the best support for their children.

Exclusions

All exclusions will be dealt with in accordance with LA guidance on exclusions.

There are 3 types of exclusion

1. Internal exclusion – with a member of the SLT.
2. Fixed period – short term exclusion for one or more periods up to a maximum of forty-five days in any one school year.
3. Permanent exclusion – For a serious breach of school rules and expectations when it is not intended that the pupil should return to the same school.

The Executive Headteacher is required to notify Children's Services and the school governors if a pupil is excluded for more than five days in any one term. Please note that in the absence of the EHT, Head of School will have the authority to exclude.

Whilst a child is excluded from school, they must not enter the school premises unless requested to do so by the school or if your child is re-instated by the School Discipline Committee or Independent appeal panel.

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The Executive Headteacher will seek to contact parents and a letter will be sent home confirming the exclusion and setting out reasons why this action has been taken.

Parents can appeal the decision for permanent exclusion and should contact Children's Services and request a copy of 'School Exclusions – Advice to Parents'.

Mobile phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. If a pupil does require their mobile phone, parents must notify the school office. The phone must be handed into the office upon entering school. It will remain locked in the school office until the end of the day.

Banned items – as stated in guidance from the DFE

The school may search your child if they think you child has any banned items. The member of staff will always try to get a child's cooperation before searching them. If a child does not cooperate, the staff member may still search them if there is a risk of serious harm.

Banned items include:

- Weapons
- Vapes and tobacco products
- Alcohol
- Illegal drugs
- Pornographic images
- Stolen goods
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence

What happens during a search?

Searches must always be carried out by someone of the same sex as a child. A witness should also be present unless there is a risk of serious harm if the search is not carried out urgently. Where possible, the witness will also be of the same sex as the child. A child will not be asked to remove clothes, other than outer clothing like a coat.

When an item can be confiscated

A member of staff can confiscate an item if:

- It is banned
- It poses a risk to any person
- It is considered to be evidence relating to an offence

Complaining about a search

Parents should always be told about any search for a banned item and the outcome – including any sanctions. If you are unhappy with a search they can talk to Head of School. If you are not satisfied, please ask for a copy of the Complaints Procedure.

Monitoring

Senior Leaders monitor behaviour daily. A behaviour learning walk by the Executive Headteacher and Head of School will take place every half term and feedback will be provided to staff. Behaviour records will be monitored every half term. Governors will also be presented with an update on behaviour and attitudes every term.

Anti-Bullying

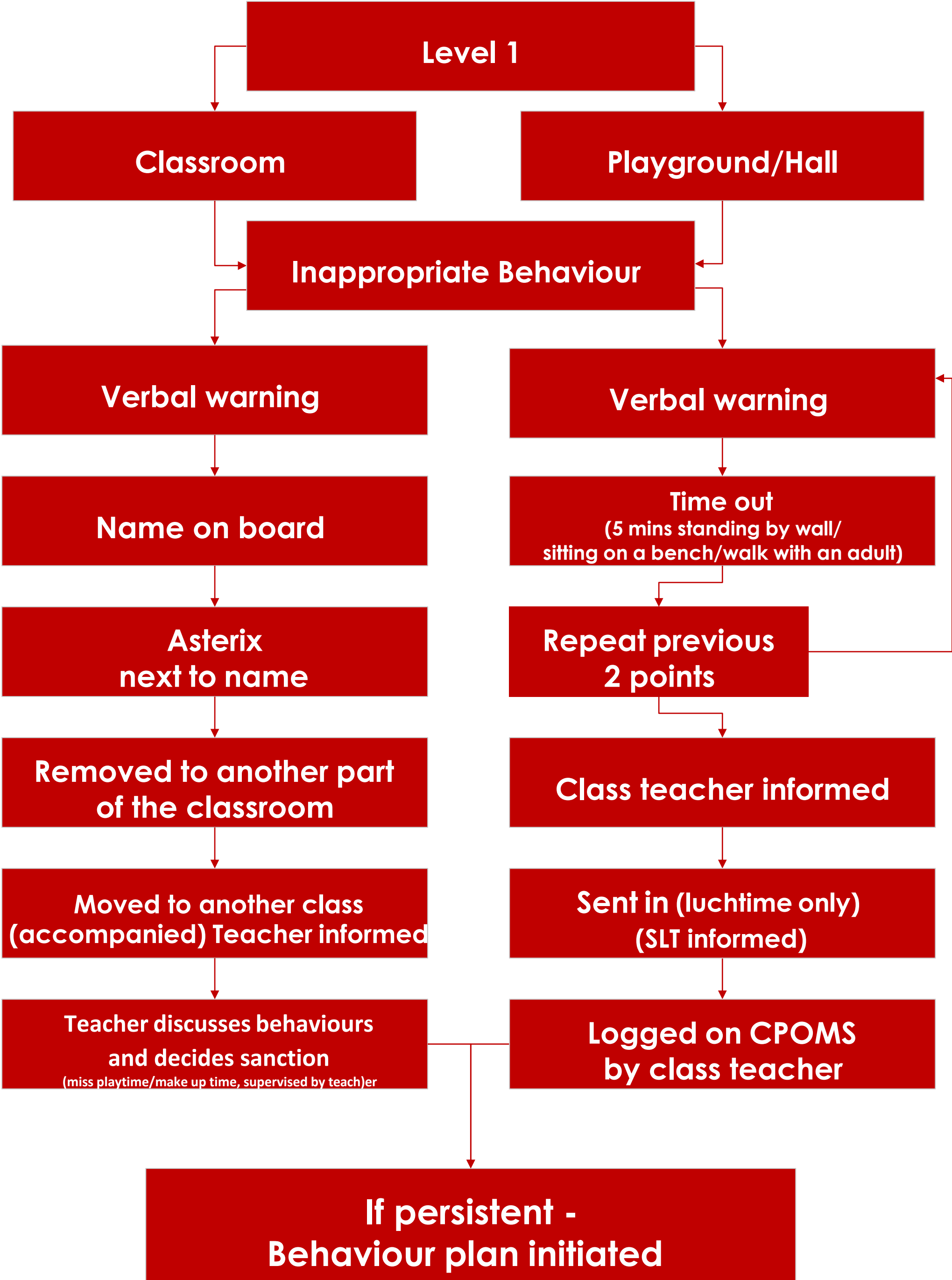
We will ensure that all incidents of bullying, violence or sexual harassment are met with an appropriate response, and never ignored. Children are encouraged to 'tell an adult' to report anything that makes them uncomfortable. Our response will be proportionate, considered, supportive and decided on a case by-case basis. While it is very difficult to eradicate bullying, we do everything in our power to ensure that

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all children attend school free from fear. Please refer to our Safeguarding Policy for more information.

This policy will be reviewed annually or when the need arises. Any necessary recommendations for improvement will be made to the governors of the school.

**SANCTIONS FLOW CHART EACH SESSION /
BREAKTIME = FRESH START**



SANCTIONS FLOW CHART

