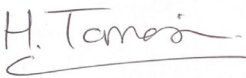# Behaviour Policy

St Clare's Primary School,

A Catholic Voluntary Academy

But the Spirit produces love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control. There is no law against such things as these.

Galatians 5:22-23

Version	3
Dated	October 2023
Next review due	October 2024
Approval	Chair of Governors H Torresi

Contents

---

1. Aims

This policy aims to:

> Provide a consistent approach to behaviour management

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

> 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

> Keeping Children Safe in Education

> 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

> This policy complies with our funding agreement and articles of association.

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

> Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

> Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

> Physical abuse

> 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
- 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)

4. Bullying

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
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour 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 informally in the classroom and then on Arbor when the threshold is reached

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents/carers 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

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

> 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

Positive behaviour will be rewarded with the following in line with the attached Guidance for rewarding pupils:

> Praise

> Dojos

> Star of the Week

> Messages or phone calls home to parents

> Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour in line with the attached Guidance for incidents of misbehaviour and those for more serious incidents as deemed appropriate by a member of SLT:

> A verbal reprimand

> Name on board

> Expecting work to be completed at home, or at break or lunchtime

> Missing playing outside at lunchtime

> Referring the pupil to a senior member of staff

> Messages or phone calls home to parents

> Writing an apology letter

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

> Proportionate

> Considered

> Supportive

> Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

> Responding to a report

> Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally

- Refer to early help

- Refer to children's social care

- Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil or member of the public

> Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy more information on responding to allegations of abuse against staff or other pupils.

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

> 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 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. These include due to age, disability, gender reassignment, race, religion or belief and sex.

In line with this guidance, 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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

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.

10. Training

Our staff are provided with training on managing behaviour. Some staff receive Team Teach training in the proper use of restraint.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Local Governing Body annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

> Child protection and safeguarding policy

> Anti-bullying policy

Guidance for Incidents of Misbehaviour

Definitions

Disruptive in class: • Shouting out • Throwing objects • Leaving their seat without permission • Arguing with other children • Disrupting the learning of others • Drawing on books/tables • Swinging on chair
Disruptive in corridor: • Running • Shouting • Leaning on/dragging hands along displays
Poor attitude • Not listening to adults • Answering back/being rude to adults • Swinging on chair
Disruptive at break/lunch • Talking when lined up • Moving when the bell rings • Answering back • Not following instructions
Non-completion of class work • Stated amount of work not finished despite reminders • Work is illegible • Work is well below the standard achievable for that pupil

Consequences

First incident of the day– verbal warning Second incident of the day– name on board Third incident of the day*- misses 5 minutes of lunch Fourth incident of the day*- misses 10 minutes of lunch Further incidents*- phone call home to parents *Misbehaviour form to be completed and child to spend time out on the blue chairs. If incidents occur in the afternoon, time out is completed the following lunchtime. During time out, children should either: • Finish uncompleted/substandard work • Write a letter of apology • Write a prayer asking for forgiveness

Guidance for Rewarding Pupils

Class Dojo will be used as the primary reward system for pupils whilst in class and interventions.

Rewards will be given in the following categories and in the increments shown below only in order to have consistency across the school.

Category	Description	Reward
Demonstrating Gospel Values	Being kind, helpful, resilient, a good friend, trying hard etc.	1 Dojo
Completing homework	Homework is completed to a good standard and is on time	1 Dojo
Reading at home	To be awarded weekly to those children who have read at home the appropriate number of times for their year group	1 Dojo
Great work	Any very good piece of work in any subject - written or otherwise	1 Dojo
Superstar	For exceptional performance in any area of school life – academic or not	5 Dojos

Pupil targets
For every 50 individual points a pupil gains, they will receive a prize from the class prize box. This prize box will be stocked by the school.

Class targets
For every 1000 combined points a class gains, they will receive a class prize. This will be one of the following, to be chosen by a class vote:
• Extra 10 minutes break time
• 10 minutes Golden Time
• Juice or hot chocolate and biscuits