

Diocese of Westminster Academy Trust

Company No 7944160



St. Catherine of Siena Catholic Primary School

Behaviour Policy

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Be who God created you to be, and you will set the world on fire.

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Everyone at St Catherine of Siena Primary School has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment. All staff, regardless of the nature of their employment, make decisions that are consistent with the policy and that will be supported by colleagues.

1. 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

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

2. Principles

St Catherine's is committed to creating an environment where exemplary behaviour is at the heart of productive 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 adhere to the four Golden rules, 'Be ready, Show Love, Seek Truth, Feel safe'.

Aims of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- To enable all adults take responsibility for behaviour and follow-up personally
- To enable all adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

We aim for all members of staff to feel empowered to manage and respond appropriately to most instances of poor behaviour. Children need to learn and understand that the expectations and responses to good and poor behaviour are the same from all adults in school. Our behaviour management practice is underpinned by the following principles:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting interventions
- Restorative follow-up

3. 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 |
| Racial | Racial taunts, graffiti, gestures |
| 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 |

Mental or physical attacks on an individual that are repeated more than once constitute bullying. Incidents of this type shall be recorded on the CPOMS online system. Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

4. Roles and responsibilities

4.1 The governing board

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

4.2 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.

4.3 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 (see appendix 3 for a behaviour log)

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

4.4 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

5. Purpose of the Behaviour Policy

The purpose of this behaviour policy is to provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff:

1. Constantly and consistently refer to our Four rules: Be ready, Show love, Seek truth, Feel safe'
2. Meet and greet at the door.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all children.
5. Use a visible recognition mechanism throughout every lesson.
6. Celebrate children who go 'above and beyond' the behavioural expectations.
7. Be calm and give 'take up time' when going through the steps.
8. Follow up every time behavioural expectations are not met, retain ownership and engage in reflective, restorative dialogue with children.
9. Never ignore or walk past children who are making the wrong choices.

Middle & Senior leaders:

Senior leaders are also not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

- Meet and greet children at the beginning of the day
- Be a visible presence around the school site
- Celebrate staff, leaders and children whose effort goes 'above and beyond' expectations
- Regularly share good practice
- Support middle leaders in managing children with more complex behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for children who fall beyond the range of written policies
- Take time to say goodbye to children at the end of the day.

6. Behaviour for learning

St Catherine's principles: 'Be ready, Show love, Seek truth, Feel safe!'

Visible Consistencies:

At St Catherine's, we have many visible consistencies which are shared by our school community. All stakeholders, including the children, are empowered to remind and reinforce others of these standards.

Our current visible consistencies include:

- Meeting and greeting each other with a smile at the start of the day
- 'Mindful Manners'
- Recognition Boards in every classroom to reward children who demonstrate behaviour which is 'Above & Beyond' our expectations
- Restorative approaches to behavioural concerns or conflict

Staff accompany children to and from the playground on all occasions. In addition to this, teachers have their own keystone classroom routines (maximum three) which are displayed in their classroom, known by all learners and consistently applied by all who enter. These are discussed and shared with the class at the start of the term/school year e.g. track the speaker, sit in rows during carpet time. The relentless repetition of these routines creates a fun, friendly and safe classroom which enables positive learning to take place.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 4 simple rules 'Be ready, Show love, Seek truth, Feel safe!' These can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

7. Rules / Routines / Recognition

| <i>Our rules</i> | <i>Relentless routines</i> | <i>Rewards/recognition</i> | |
|---------------------------------------|---|---|---|
| <i>Be ready</i> | <i>Meet and greet</i> | <i>Recognition boards in classrooms</i> | |
| | <i>Move quietly around the school</i> | | |
| <i>Show love</i> | <i>Mindful manners</i> | <i>Postcards sent home for 'over and above'</i> | |
| <i>Show love</i> <i>Seek truth</i> | <i>Staff role model positive behaviour expectations at all times</i> | | |
| | <i>When addressing the children, staff use positive reinforcement</i> | | <i>HT awards for home learning</i> |
| | <i>Staff notice and respond to good behaviour exhibited by children from across the school</i> | | <i>Work displayed in class/communal areas</i> |
| | <i>Staff intervene whenever incidents occur – following Restorative Approaches where possible.</i> | <i>Certificates in weekly assembly</i> | |
| <i>Seek truth</i> <i>Feel safe</i> | <i>All staff challenge children who are not keeping school rules in a non-confrontational way— using a calm manner and key phrases as needed.</i> | <i>Special responsibilities/privileges</i> | |
| | <i>Staff ensure that children move around the school in a quiet and safe manner, walking on the left when using the stairs and in corridors</i> | | |
| <i>Feel safe</i> | <i>Staff accompany children to the playground at playtimes and the end of the day</i> | <i>Golden Time</i> | |
| | <i>At playtimes, there must be an adult on duty before children are left</i> | | |
| | <i>Where appropriate, staff accompany children to the hall at the beginning of lunchtime, and seat all individuals before leaving</i> | | |

8. Actions to address inappropriate behaviour

At St Catherine's we believe in praising children in public and reprimanding in private. All sanctions must be reasonable and relevant to the behaviour and age of the child. Sanctions must be proportionate to the circumstances and must take into account any special educational needs or disability the child may have, and any religious requirements affecting them. These include:

Gentle Approach, use child's name, child level, eye contact, deliver message. (discussed privately where possible)

1. REMINDER

"I have noticed you chose to/chose no to (noticed behaviour) right now. This will mean you break the rule of.... This is a REMINDER that we need to..... You now have the chance to make a better choice."

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. CAUTION

Give the child a clear verbal caution.

Example - 'You have had a reminder. This is the second time I have spoken to you. You are in charge of your behaviour. Think carefully about your next step - I know you can make the right choices.'

3. LAST CHANCE/MICROSCRIPT

'I've noticed that (you are not ready to learn/ having trouble getting started/wandering around the classroom).

This behaviour will mean that you break our rule of (being ready, showing love etc)

You have chosen to do this as you are in charge of your behaviour.

Do you remember earlier/yesterday/last week when you ... (example of positive behaviour)

*That is the (name) that I need to see today. I know you can do this/...you are better than this
I care about you and know that/ hope you will make the right choice.*

Thank you for listening!

4. REFLECTION TIME (IN CLASS)

Time for the child to reflect (quiet area of the classroom). Final opportunity for the child to re-engage with learning.

‘You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.’ TIME IN not TIME OUT that counts.

5. REFLECTION TIME (IN PEER CLASS)

Child leaves lesson with work and goes to peer class. Work completed and restorative justice sheets completed. These incidents will be noted in CPOMs.

6. FOLLOW UP, REPAIR AND RESTORE

Informal meeting held as soon as possible, using prompts. If necessary, refer to SLT.

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

Discuss and agree consequences with the child.

We believe in Restorative Justice. The consequence needs to be related to the behaviour breach. There should be ‘Natural Consequences’ to follow. E.g.

- You make a mess, you clear it up.
- If you can’t follow the rules, you get sent off/don’t get to play (we do not ban the whole class because a few children don’t follow rules).
- A pupil hurts the feelings of another child. They have to do an apology card/letter and then play a game with them to make it up to them.
- If they talk or are line when lining up, they have to walk with a teacher.
- Talking excessively when they should be working, they have to move and work independently.
- Disrupts the learning of others, doesn’t get to take part in ‘Golden Time’.
- If work isn’t completed during lesson time, it must be completed at break/lunch.

8.1 Off-site behaviour

There are some activities, such as residential trips or extra-curricular clubs (e.g. football club), which are beyond the normal curriculum and are, therefore a reward, not a right. Children who have received STRIKES may not be allowed to take part in these activities, or may have their time reduced/suspended. Such decisions are made at the discretion of the Head and SLT.

8.2 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.

Please refer to our Safeguarding Policy – statement of procedures for dealing with allegations of abuse against staff – for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8.3 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 (CPOMS)

8.4 Confiscation

Any prohibited items 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](#).

8.5 Pupil Support

We are an inclusive school. We celebrate the unique gifts and talents of all our pupils and support every child to achieve human flourishing. We do our best to ensure that the provision we make is fair not equal. The support that individual pupils receive may not be visible to all.

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. Links with home

Parental involvement forms an important part of our behaviour policy. At St Catherine of Siena we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is contained in:

- Our Home School Agreement
- Newsletters and through awards which are sent home
- Ensuring parents are involved in supporting the school in managing their child's behaviour
- The procedures as laid out in our Attendance Policy

| Parent/carer rights: | Parent/carer responsibilities: |
|---|--|
| To have information on school processes and curriculum. | To ask for information if they are unsure or want to know more. |
| To be able to participate in school activities and decision-making processes. | To make the time to be involved. To make every effort to support decision making. |
| To receive and offer information about their children's education and behaviour. | To be open and encouraging and willing to listen. To develop workable solutions to problems with staff. |
| To expect consistent approaches to codes of behaviour used by staff throughout the school. | To be involved in planning school policy. To let the school know of concerns about behaviour issues. |
| To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children. | Not to discriminate or to accept others doing it. |
| To have sensitive information treated in a confidential manner | To inform the school of changes in circumstances that might affect their child at school |

10. 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.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

12. Procedures for review and evaluation

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- *The completion of short questionnaires by pupils, staff and parents/carers*
- *School council feedback*
- *Involvement of pupils in environment walks and interviews*
- *Parent/carer focus group feedback*
- *PPD evenings where parents are informed and consulted.*
- *Statistical data of pupils or groups who are regularly given consequences or rewards via CPOMS.*
- *Classroom observation*

This behaviour policy will be reviewed by the headteacher every year. At each review, the policy will be approved by the headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- *Exclusions policy*
- *Safeguarding policy*
- *Anti-Bullying policy*
- *Complaints policy*
- *Equality policy*
- *Home School Agreement*
- *Attendance and Punctuality Policy*

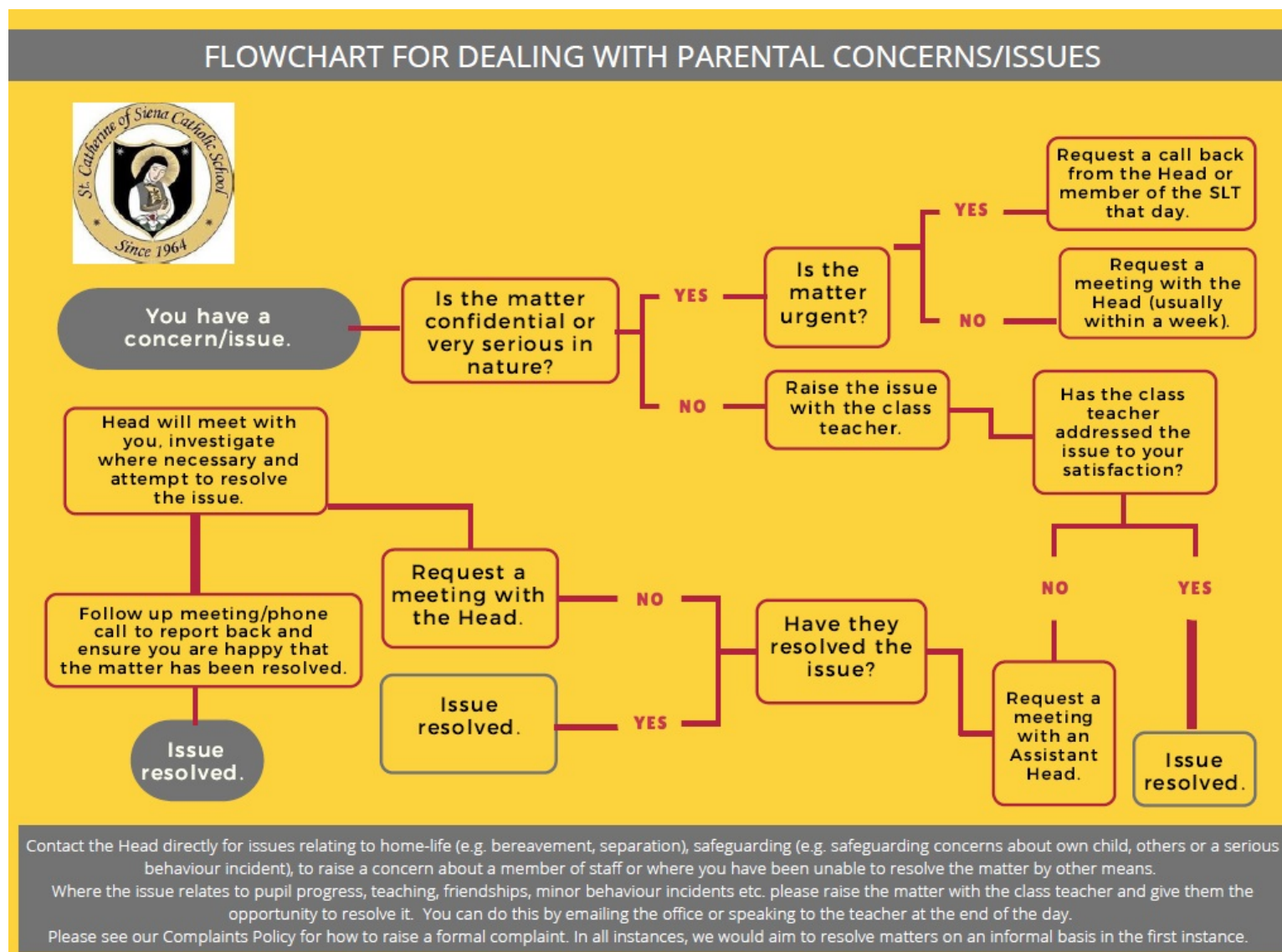
Appendix 1: written statement of behaviour principles

- *As members of our community, we adhere to the four Golden rules, 'Be ready, Show Love, Seek Truth, Feel safe'.*
- *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*
- *All staff and volunteers will aim to be fair, consistent, transparent and positive.*
- *We believe that every mistake is a learning opportunity and opportunity to grow.*
- *Staff and volunteers set an excellent example to pupils at all times and display a united front.*
- *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 full governing board every year.

Appendix 2: Flowchart for dealing with Parental Concerns/Issues



Be who God created you to be, and you will set the world on fire.