



Behaviour policy and statement of behaviour principles

September 2020

Sources for guidance:		<p>DFE documents:</p> <ul style="list-style-type: none"> • 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 • special educational needs and disability (SEND) code of practice <p>Schedule 1 of the Education (Independent School Standards) Regulations 2014;</p> <p>Use the Key Articles and examples</p>
Approved by the Governing Body on:		
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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:

- 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](#) - 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 and homelearning
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- 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
- Mobile phones
- Electronic games
- Disallowed toys (parents/pupils will be advised through the newsletter or website of these from time to time)
- 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 and repeated, often over a period of time and 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

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 Strategic Board

The Strategic Board is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher to account for its implementation.

5.2 The Executive Headteacher

The Executive Headteacher is responsible for reviewing and approving this behaviour policy.

The Executive 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 (see appendix 3 for a behaviour log)

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

6. Pupil code of conduct

Through Christ, we are preparing the children at OLFCMAT for discipleship, (their place in society) by articulating the following beliefs/values:



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
- Remain within the permitted areas of the school building and grounds and not attempt to go beyond boundaries or outside school fence/gates.

Pupil Voice meetings will be held with House Captains and Vice-Captains to, each year, form their own wording of this code of conduct (in-line with those given here) for display in each classroom. The House Captains and Vice-Captains will be able to discuss this with their House in House meetings.

7. Rewards and sanctions

From the DFE Behaviour and Discipline in Schools document:

Key Points

- *Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).*
- *The power also applies to all paid staff with responsibility for pupils, such as teaching assistants and MDAs.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.*
- *Teachers have a power to impose detention outside school hours.*
- *Teachers can confiscate pupils' property.*

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Stickers
- House Points
- Certificate
- Conversations with parents/guardians or a note in the pupil's School Diary
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- Sending the pupil out of the class to work in another class or supervised area
- Expecting work to be completed at home, or at break or lunchtime
- Loss of break or lunchtime
- Letters, meetings or phone calls home to parents
- Loss of privileges - for instance the loss of a prized responsibility or not being able to participate in a non-uniform day, sports event or trip
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Referring the pupil to a senior member of staff
- Meetings with parents and senior staff
- Agreeing a behaviour contract
- Placing on a Behaviour Record Log (or Behaviour Notebook option)
- Attending a detention before or after school (Parental consent is not required for detentions)

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the Intervention room in response to serious or persistent breaches of this policy: Pupils may be sent to the Intervention room with an LSA and they will be expected to complete the same work as they would in class. They would be expected to remain in the Intervention room for break and lunchtime

Pupils who do not attend a given detention may be sent to the Intervention room to be supervised by LSAs as directed by Senior Leaders.

An exclusion may occur as a last resort or where there has been a serious misbehaviour (there is a separate Exclusions Policy)

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 travelling to or from school or if there is bullying witnessed by a staff member or reported to the school.

This may include misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

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.

Please refer to procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Executive 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
- Reward Positive Behaviour in-line with this policy
- Display positive behaviour prompts
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning / after lunch
 - 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

Staff are expected to follow this Policy for management of unacceptable behaviour.

In response to an issue staff will ask the pupil(s) to reflect on what has happened and why - verbally and in writing (staff may scribe if required).

A Consistent Behaviour Management Plan may be written with SLT if required

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 (see appendix 3 for a behaviour log)

Staff must read the Using Reasonable Force and Physical Restraint Policy

8.3 Confiscation

Any prohibited items (listed in appendix 7) 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. This includes mobile phones or other electronic devices (where older pupils carry these to school for safe communication with their family on their journey, they must hand them into an adult as soon as they enter the classroom and collect them at the end of the day.

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 a timetabled change over session 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, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log is kept by the HR Manager and staff should also keep their own training records.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Executive Headteacher and Strategic Board **every two years**. At each review, the policy will be approved by the Executive Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Exclusions policy
- Safeguarding policy
- Use of Reasonable Force and Restraint 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.

Appendix 3: Behaviour Log (from Arbor)

Log New Behavioural Incident

Date of incident*	28th Nov 2018	
Event ⓘ		▼
Time of incident*		
Students involved*		▼
Behaviour* ⓘ		▼
Incident summary	<input type="text"/>	
Staff involved		▼
Location		▼
Create as separate incidents ⓘ	<input type="checkbox"/>	

Cancel

Next

**Appendix 3
Additional
report –
ESSEX SEMH
Star Analysis**

–

STAR Analysis

Day:	Date:	Time:	Location:
Pupil(s) Involved:		Completed by:	

What happened at the time?	What we could do differently to promote positive behaviour in the future?
<u>Setting:</u>	
<u>Trigger:</u>	
<u>Action:</u>	
<u>Result:</u>	

Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear Parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear Parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to misbehave.

_____ would now benefit from a structured approach to help
improve their behaviour in school.

I would be grateful if you could attend a meeting with the Executive Headteacher, the
special educational needs co-ordinator and myself, to discuss how we can best support
your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to
arrange the meeting.*

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter

Dear Parent,

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Senior Leadership Team name: _____

Senior Leadership Team signature: _____ Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

's

Record Book

Before Break	Up to Lunch	Afternoon

3 Days of ✓ =	Targets
1	To
2	To
3	To

Appendix 6



St *****'s Catholic Academy - Consistent management plan

Term 201

Name		Yr			
Strengths			Dislikes		
Likes			•		
General preventative strategies					
•					
Behaviour	Reason	Effective strategies	Strategies/ situations to avoid	Who	Evaluation

Appendix 7

Quoted from DFE's [Guidance on Searching, screening and confiscation](#)

"Searching

- School staff can search a pupil for any item if the pupil agrees.¹

¹The ability to give consent may be influenced by the child's age or other factors

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline."