

St Hugh of Lincoln RC Primary School

Behaviour Policy

Be Kind



Updated: September 2022
(Updated May 2020 to reflect school closure due to COVID –
19 and September 2021)
Review date: September 2023

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour and discipline in schools: advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

The Equality Act 2010

Keeping Children Safe in Education 2022

Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

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:

Maintained schools, pupil referral units (PRUs) and non-maintained special schools insert:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Maintained schools add: DfE guidance explaining that maintained schools must publish their behaviour policy online.

Aims

This policy aims to create a positive culture that promotes excellent behaviour, ensuring all pupils have the opportunity to learn in a calm, safe and supportive environment.

Be Kind

Every aspect of school life is underpinned by the phrase 'Be Kind.' It is the benchmark for all behaviours and school initiatives and policy. Although the behaviour policy has many elements (see below) everything starts and ends with 'Be Kind.'

Roles and Responsibilities

The governing board

The governing board is responsible for:

Reviewing and approving the written statement of behaviour principles (appendix 1)

Reviewing this behaviour policy in conjunction with the headteacher

Monitoring the policy's effectiveness

Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

Reviewing this policy in conjunction with the governing board

Giving due consideration to the school's statement of behaviour principles (appendix 1)

Approving this policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring that the policy is implemented by staff consistently with all groups of pupils

Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

Creating a calm and safe environment for pupils

Establishing and maintaining clear boundaries of acceptable pupil behaviour

Implementing the behaviour policy consistently

Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

Modelling expected behaviour and positive relationships

Providing a personalised approach to the specific behavioural needs of particular pupils

Considering their own behaviour on the school culture and how they can uphold school rules and expectations

Recording behaviour incidents promptly

Challenging pupils to meet the school's expectations

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

The School Behaviour Curriculum (Golden Rules)

The 10 Golden Rules were implemented by the children and are the benchmark for behaviour in school. They are:

- **Keep your hands and feet to yourself**
- **Walk sensibly and quietly down the corridor**
- **Take pride in your appearance**
- **Keep all the school tidy**
- **Try to do your best**
- **Listen well to everyone**
- **Do not talk when adults are talking**
- **Line up properly, with no talking**
- **Be polite and respectful**
- **Use the playground and equipment correctly**

House points

These are awarded for keeping the rules, for courtesy, kindness, extra effort etc. The children collect house points for themselves as well as for their houses. There are four houses inspired by the success of the Paralympics in 2021. The house points are collected each week and shared in Friday's Assembly. The winner each week receives extra play on a Friday afternoon. The winning house each term will have a non-uniform day on the last day of each term. We will send a letter out the day before to let you know which house has won.

Classroom Procedures

Class teachers are responsible for creating a positive ethos through praise and rewards for good work and desirable behaviour which reflects the School's Mission Statement and Aims.

St Hugh of Lincoln will nurture, guide, educate and develop all our children on their journey with Jesus.

Teachers establish their own methods of rewarding positive behaviour to suit the response of their pupils. Teachers will display the behaviour curriculum or their own class rules.

Special Awards

Each week, every teacher chooses a child to receive the Acting Headteachers award in Friday's Assembly. This is someone who has done exceptional work, behaved in an outstanding way or achieved highly in some area. The child will bring a certificate home so you know how well they have done.

Positive behaviour will be rewarded with:

- Verbal praise
- Headteachers Award/Proud Cloud
- Special responsibilities/privileges
- Positions of responsibility, such as prefects, subject ambassadors, school council

Responding to misbehaviour

If a child persistently behaves in an unacceptable manner the class teacher will be supported by the leadership team and other staff. The level of support will be appropriate to the need of the teacher, the class and the child. The purpose of intervention is not simply to punish but to modify behaviour. Persistent bad behaviour can indicate an underlying problem, which needs investigation.

The class teacher employs behaviour management strategies. If behaviour does not improve the situation is reported to one of the SLT or the Acting Headteachers. In cases of serious concern the support and advice of outside agencies may be sought.

If the teacher believes the child just needs some time out to calm down then they may send them to another class for a few minutes.

If a child does not complete work set in the lesson, the child may have to miss break or lunch time to catch up.

For examples of extreme behaviour like fighting or extreme defiance, the child will be sent to the the Acting Headteachers. This may result in lost break time, internal or external exclusion and parents will be informed.

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective. Such cases will be treated on an individual basis. The class teacher, support staff, senior management team and outside agencies will work together to modify behaviour. It will be the

responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

- Meeting of all involved, including parents / carers, to draw up a Behaviour Contract. This to be reviewed regularly.
- Designation of a member of the senior management team to be the first point of contact in exceptional circumstances.
- Limited access for the child to whole class teaching on a planned basis.
- Extra one to one support.
- SEN staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for a Statement of special educational needs in the longer term, if appropriate.
- At least weekly liaison with parents/carers.
- Home - school books or good news books.

The school will endeavour to build a positive relationship with parents/carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Mobile Phones

Year 6 who have the school's permission to walk home, are allowed to bring mobile phones in to school. These are handed to the class teacher as soon as the children arrive in the morning. (The mobile phones are stored in a safe place.)

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. Where this may be the case, we will follow our child protection and safe guarding policy. (Child on child abuse)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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:

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)

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

At St Hugh of Lincoln we take reports of bullying very seriously. Reports are dealt with straight away and are fully investigated. The Acting Headteachers (SLT if Acting Headteachers are not available) will investigate and speak to the individuals concerned. Incidents or concerns relating to the investigation will be logged using CPOMS.

The appropriate action will be taken if/when needed. This may result in lost break time, internal or external exclusion and parents will be informed.

Parents will be informed and depending on the nature of the incident will be asked to come in to school to speak with the Acting Headteachers/SLT

At St Hugh of Lincoln, through our mantra of 'Be Kind', the school addresses behaviour.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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 or if required the LADO.

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, the school will act in accordance. In all cases, the school will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. The school will also consider the pastoral needs of staff and pupils accused of misconduct. (Please see policy – Allegations against staff)

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Visual reminders of expected behaviours
- Anticipation of possible triggers
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding individual's needs and conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Short, planned movements breaks for a pupil with SEND who finds it difficult to sit still for long

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with Trafford local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

- Consider use of a pastoral keyworker
- Personalised behaviour goals/targets with praise/rewards for positive behaviour

Exclusions

There are 3 types of exclusion and parents are always informed.

An internal exclusion is when the child does work set by the class teacher under the supervision of a senior member of staff for a morning, afternoon or all day. They do not have break time with their friends.

A fixed term exclusion is when a child is excluded from school for a day/s. Work is set for this time and should be completed at home.

The last type is when the child has to leave the school permanently and is called a permanent exclusion.

Our aim is for your child to be safe and happy at school. If you have any concerns, please see the class teacher in the first instance.

COVID 19

Children who school on a temporary basis because of coronavirus (COVID-19) will still be pupils for all purposes other than registration. For example, they will

still be pupils for the purposes of the school's SEN, safeguarding and school medical duties. The school will be able to apply its normal behaviour policy to such children.

<https://www.gov.uk/government/publications/school-attendance>

Refusal to follow social distancing and other associated health and safety measures will be considered a breach of the school's behaviour policy.

The school will be happy to work with parents/carers to address these issues where a pupil's behaviour is impacted by any special needs or disabilities.