



# Behaviour Policy

## Autumn 2022



Our Lady of Fatima Catholic Multi Academy Trust is a charitable company limited by guarantee registered in England and Wales under company registration number: 07696069 and registered address: St. Alban's Catholic Academy, First Avenue, Harlow, Essex, CM20 2NP.

## Introduction

Our Trusts approach to behaviour management reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

Our policy reflects the advice and guidance from the Department for Education (DfE):

- Behaviour in Schools Advice for headteachers and school staff July 2022
- Searching, screening and confiscation at school Published February 2014  
Updated July 2022
- The Equality Act 2010
- Use of Reasonable Force in Schools 2013
- Supporting Pupils with Medical Conditions at School Published September 2014  
Updated August 2017
- Keeping Children Safe in Education 2022

Other documents referenced:

- Special educational needs and disability (SEND) code of practice.
- 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
- Model Behaviour and Relationships Policy – Essex County Council- November 2021

This Behaviour Policy aims to:

- Emphasis that each child is a Child of God – unique and cherished, recognising that different children have different needs
- Provide a consistent approach to behaviour management, whilst recognising that different children have different needs
- Promote good behaviour, self-discipline and respect through a clear understanding of what is right and what is wrong
- Promote forgiveness and reconciliation
- Help children to make amends and learn from their mistakes.
- Prevent child on child abuse through explicit teaching of anti-bullying, respect of (and for) all

Responsibilities of staff

All staff employed by the school have a responsibility for pupils and to make a difference in the way their learning and behaviour takes place. All staff are expected to:

- Support the Catholic ethos of the school
- Uphold the dignity of a child
- Foster positive interaction, communication and mutual respect with all children
- Be clear and consistent in their communication of expectations of behaviour, reflecting the developmental stage, emotional needs any special educational needs of the children
- Ensure that positive behaviour is recognised and rewarded
- Ensure that classroom and learning environments promote positive behaviour by being supportive, secure spaces in which children feel safe, engaged and enthused.
- Ensure good manners throughout the school towards all
- Communicate accurately and timely where there are behaviour concerns and successes. Staff must update members of school leaders where there are concerns via the electronic system in use in the school as well as verbally informing school leaders.
- Understand that all people can make mistakes and children must be given the opportunity to apologise.
- Model appropriate responses, listen, be positive, calm and respectful.
- Promote forgiveness and reconciliation

The responsibility of parents/carers

- To support the distinctive Catholic nature of the school, the mission statement and the behaviour policy.
- To ensure that their child(ren) know that school is a place of learning without disrupting to learning of others
- To model good manners and respect towards all members of the school community – pupils, staff and other parents.
- To not talk negatively about the school or members of the community in front of their child or publicly on social media
- To encourage forgiveness and reconciliation when others make poor behaviour choices
- To ensure that concerns about behaviour are shared with the school privately and promptly – in the first instance with the class teacher before being raised with the School Leadership Team.

The responsibility of children

- Behave in an orderly and self-controlled way
- Accepting personal responsibility for choices made
- Show respect to members of staff and each other
- Not to disturb the learning of others
- 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.

### **Strategy for promoting positive behaviour**

#### **Classroom management**

All staff are responsible for setting the tone and context for positive behaviour within the classroom and around school. The learning environment ensures that it fosters good behaviour. A good learning environment is imperative to appropriate behaviour.

All staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Teach positive behaviour and teach what positive behaviour looks like. This will be supported by the RE curriculum 'Come and see' scheme and PSHE curriculum 'Jigsaw'
- Reward Positive Behaviour regularly and in a way which teaches other children our expectations.
- Display positive behaviour prompts (include house points)
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning / after lunch
  - Establishing clear routines, boundaries and expectations
  - Celebrating positive behaviour in ways other than verbally (thumbs up, smile etc)
  - Concluding the day positively drawing the positives from the day
  - Having a strategy for dealing with low-level disruption (eg scripting, quiet reinforcement, non verbal cues – "the look".)

We implement a variety of positive approaches to behaviour management such as,

- a. The liberal use of encouragement and praise to promote a good working ethos
- b. Celebrating openly individual, class and school successes
- c. Developing a three-way process of respect:
  - i. Respect for ourselves
  - ii. Respect for each other
  - iii. Respect for the community (the school)
- d. Building upon self-esteem, helping children to create a better self-image
- e. Encouraging a system of self-evaluation and reflection (forgiveness and reconciliation)
- f. Involving the children in the teaching, understanding and acceptance of school rules

Positive behaviour will be rewarded with:

- Praise for a purpose – Well done – I like the way you....
- Stickers (age appropriate)
- House Points
- Golden Book / praise certificate

- Positive Notes / phone calls home
- Special responsibilities/privileges
- Sharing good learning / observed behaviour with others
- Logging all phone calls/discussions with parents on the school electronic system

### **Unacceptable behaviour**

The child should be given an opportunity to apologise, be forgiven and be reconciled (to make amends). All consequence must limit the child's feelings of shame, and embarrassment. We uphold the dignity of the child.

Special Circumstances: The decision about the consequences will consider the severity of the incident whilst reflecting the child, their needs, the developmental stage, emotional needs any special educational needs of the children. Depending on need the deployment of agreed alternative strategies will be made available for those with emotional or SEND needs. (noting that undertaking alternative strategies does not infer we are accepting unacceptable behaviour).

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

- Visual cues which highlights that the behaviour being displayed is unacceptable
- A verbal reprimand
- Extra learning or repeating unsatisfactory work until it meets the required standard
- Expecting work to be completed at home, or at break or lunchtime
- Loss of break or lunchtime, in small units of time
- Letters, meetings or phone calls home to parents
- Loss of privileges - for instance the loss of a 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 – putting right damaged caused. helping clear up the dining hall after meal times; or removing graffiti.
- Referring the pupil to a colleague – phase leader, senior member of staff
- Meetings with parents and senior staff
- Agreeing a behaviour contract
- Placing on a Behaviour Record Log (or Behaviour Notebook option)

We may remove a child from class to work in another class or supervised area (intervention room), in response to serious or persistent negative behaviour. They will be expected to complete the same work as they would in class.

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.*

### **Off site visits**

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 negative behaviour 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 Negative behaviour 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.

### **Definitions of Behaviours**

**Negative behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork and home learning
- Poor attitude
- Incorrect uniform
- No compliance of instructions

**Serious negative behaviour** is defined as:

- Repeated low level negative behaviour
- Racist, sexist, homophobic or discriminatory behaviour
- Bullying(see below)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation – child on child abuse
- Vandalism
- Theft
- Fighting
- Malicious allegations against staff or children (see below)
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Mobile phones (without permission)
- 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)

### 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.

### Bullying (please see separate policy)

Our aim is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. If bullying does occur, pupils should know who to tell and know that incidents will be dealt with promptly and effectively. We encourage children and adults to tell someone. We are actively involved in anti-bullying week and we teach strategies through our PSHE curriculum. See Anti Bullying Policy

**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. It can happen face to face or online.

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.

### **Fixed term exclusions (suspension)**

All exclusions will be conferred by the headteacher

An appeal panel of the Local Governing Body will meet to review the exclusion in the following cases:

- An exclusion of fewer than five school days, when the parent wishes to make representations
- An exclusion of more than five school days or fewer than sixteen in one term, when the parent wants to make representations
- An exclusion of more than fifteen school days in one term
- An exclusion which could result in the loss of an opportunity to take a public examination

### **Permanent Exclusions**

- All exclusions will be conferred by the headteacher
- An appeal panel of Local Governing Committee members will meet to review the Exclusion

### **Reintegration**

- When the pupil returns to school following an exclusion a meeting will be held in school. Parents and members of leadership team meet to discuss how best to support the pupil in returning to the classroom.

### **Searching, Screening and Confiscation**

The DFE makes it clear that staff are able to search pupils or their property if they have reason to believe that the pupil has an item/s that has been stolen, is on the banned items list, could cause harm to themselves/others. Any items found should be confiscated and discussed with the parents at the end of the day. In the case of stolen items (after an investigation) be returned to owner.

List of banned items are so follows but not limited to: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.



Staff are not permitted to use force to search for an item and must consider the implications of the search on the pupil especially if the pupil has SEND. Whenever a pupil/property is searched a record must be kept of this event, this is to be recorded on Edaware. It is preferable that SLT are informed before the search however if not staff cannot inform SLT they should be informed as soon as possible.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Reasonable force (please refer to Reasonable Force and Restraint Policy)**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school

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

Staff must read the Using Reasonable Force and Physical Restraint Policy

### **Working with local agencies**

At St John Fisher we work closely with a range of agencies to ensure that we are supporting vulnerable children appropriately. This will be via our Inclusion lead, some of the agencies we will work with are as follows:

- Children's Social Care including Family Solutions
- Educational Psychologists
- Inclusion Partners
- Police
- Brentwood Catholic Children's Society
- Education Access
- Specialist Teachers
- Therapists
- Provision,
- Team around the family

### **Equal opportunities**

At St John Fisher we understand that each child is unique and that they may require additional support to help them behave in accordance with our school behaviour expectations. We will ensure that additional support is in place so that child is not unfairly disadvantaged. This could mean additional staff to work alongside the child, taking

additional time to explain school expectations, working closely with the family and other key adults, having an agreed safe space to allow the child to regulate.

### **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.

Links to other policies –

- Teaching and Learning,
- Anti bullying,
- SEND
- Safeguarding
- RE
- PSHE,
- health and safety
- uniform,
- home school agreement
- online safety

### **Monitoring**

Staff to record behaviour incidents and follow up actions. This to be shared with SLT. This should include Star analysis and online logging

The effectiveness of the policy will be monitored by SLT

The policy will be reviewed annually but may be reviewed and revised more frequently in response to changes in government guidance and statutory documentation.

<b>Consistent management plan</b>			<b>Date</b>		
<b>Name</b>			<b>Year group/class</b>		
<b>Strengths</b>			<b>Dislikes</b>		
<b>Likes</b>			•		
<b>General preventative strategies</b>					
•					
<b>Behaviour</b>	<b>Reason</b>	<b>Effective strategies</b>	<b>Strategies/ situations to avoid</b>	<b>Who</b>	<b>Evaluation</b>