



## Behaviour Policy & Behaviour principles written statement

Person responsible for Policy:	Headteacher
Governor Committee:	TLWC/FGB
Date approved by Governing Body:	May 2023
Review date:	May 2024

*'Beloved, let us love one another, for love is from God, and whoever loves has been born of God and knows God. Whoever does not love does not know God, because God is love.*

**1 John 4:7-8**

### Purpose

The purpose of this policy is to:

- Provide a consistent approach to behaviour support
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management and support
- Outline our system of rewards and sanctions
- Highlight government guidance and legislation that is relevant to behaviour management

### School Rules

The St. Gregory's Catholic Primary School rules are:

- Use kind words, hands & feet.
- Take care of school property, as well as your own and other people's.
- Be polite and treat everyone with respect.
- Follow instructions.
- Allow everyone to teach, to listen and to learn.

### Legislation and guidance

Statutory policy | Annual review recommended

The guidance and legislation that are relevant to this policy include:

- [Behaviour and discipline in schools](#)
- [Education and Inspections Act 2006](#) (sections 88-94)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Searching, screening and confiscation at school](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](#)

It is also based on the [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

The school recognises its duties relating to the Equality Act 2010; we understand and will ensure that our policies and practices relating to behaviour management are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage.

Further guidance about the Equality Act 2010 and how it relates to schools can be found [here](#).

## **Ethos**

Staff and Governors at St Gregory's believe that effective learning takes place when:

- Children feel happy, safe and secure in school
- Good behaviour is consistently and positively encouraged and underpins our 10 core values and mission statement
- Undesirable behaviour is consistently and positively discouraged
- Staff consistently model the expected behaviours

## **Teaching and Learning**

We recognise the interrelationship between effective behaviour support and effective teaching and learning strategies. We plan for excellent behaviour through the delivery of our curriculum by:

- Delivering an interesting, creative, and engaging curriculum
- Making lesson accessible to all pupils, which include challenge for all
- Having high expectations of all pupils

## **Roles and responsibilities**

The governing board is responsible for:

- reviewing and approving the written statement of behaviour principles
- ensuring that the behaviour policy is reviewed at least annually, and more often if required
- monitoring the effectiveness of the policy and suggesting changes where appropriate
- holding senior leaders to account for the effective implementation of the policy

The headteacher and senior leaders are responsible for:

- reviewing this behaviour policy in conjunction with the board of governors, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

Staff are responsible for:

- implementing this behaviour policy fairly and consistently
- recording behaviour incidents and concerns on CPOMS
- issuing rewards and sanctions in line with the school policy
- modelling appropriate behaviour to pupils
- treating all pupils with respect, regardless of the pupil's own conduct
- fostering a positive learning environment where pupils are able to complete their work, feel safe and progress
- implementing strategies that have been put into place to help pupils to manage their own behaviour

Parents are responsible for:

- working in partnership with the school to support them in implementing this behaviour policy
- supporting their child to understand how to behave appropriately
- informing the school of any circumstances that may impact on their child's behaviour
- discussing any concerns with a relevant member of staff

Pupils are responsible for:

- aspire to be and do their best
- work to the best of their ability, helping to uphold an environment where others can learn effectively
- behave in an orderly and safe way in all areas of school life
- follow school rules and procedures diligently
- be respectful to each other, our staff and all members of our school community
- respond positively to differences, showing respect and inclusivity
- accept consequences natural or enforced and engage in restorative discussions and actions where needed

## School systems and expectations

To create strong links with our personal development curriculum, we use the following **St Gregory's 10** core values to outline the personal development characteristics we wish to see in pupil behaviour. These are:

SHARING  
TOLERANCE  
CARING  
RESPECT  
KINDESS  
FORGIVENESS  
LOVE  
FAIRNESS  
EMPATHY  
HONESTY

These characteristics underpin our behaviour support and are explicitly referred to when recognising and praising good behaviour and supporting undesirable behaviour.

When responding to incidents or misbehaviour, staff should consider whether there are any signs that a pupil may be suffering, or is likely to suffer, harm. Where this may be the case, staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

## Promoting good behaviour

Pupils need to be taught how to behave and be given specific strategies to help them take responsibility for their own behaviour. The strategies that we use in school to achieve this include:

### My Happy Mind

The NHS backed mental health programme supports children in understanding their brain, neuroscience and how through strategies of self-regulation, celebrating character strengths and reaching for goals can support our behaviour and well-being.

### Verbal praise and classroom support

Children are routinely recognised with verbal praise and attention is drawn to positive behaviour models by doing so. Within the classroom space we will create stimulating environments that encourage engagement. Teaching staff will promote the St Gregory's characteristics through their own behaviour and their interactions with learners. Clear routines and expectations will be communicated to the children across school.

### House points

House points are awarded to children who demonstrate these key St Gregory's characteristics. All staff including Midday Assistants, can allocate house points. House points are collected each week and saved to create a larger points balance which awards the highest achieving 'house' with an end of half term 'surprise'/treat.

### Assemblies

Through our half termly My Happy Mind assemblies, children peer-nominate classmates who have demonstrated St Gregory's skills related to the current topic of study, such as *celebrating character strengths* and *Goals and Dreams*.

'Star of the week' certificates are presented in weekly Friday 'Celebration assemblies' and a 'Kindness' certificate nominated by any member of our school community.

### Other rewards

Many other means of rewards and recognition can be used as positive reinforcement for good behaviour. Stickers and written comments are often effective. We value professional judgment of our staff so additional rewards may be used in some circumstances.

### **Discouraging undesirable behaviour**

As part of a relevant sanction or natural consequence, children undertake a restorative conversation with an adult in which they look to understand why the incident happened; what the impact of the child's behaviour was (on self and others); what better behaviour choices could be made in the future and what needs to happen to set right any negative impact. Children are then supported as needed to make appropriate restoration. The adult will ensure that the matter is then closed, and that better choices are expected in the future and appropriate support is offered to make that a success.

Staff are also encouraged to consider the individual circumstances of an incident and any needs which are specific to the child such as, Special Educational Needs; Social, Emotional and Mental Health or safeguarding and/or trauma. Decisions on appropriate consequences may alter in response to such considerations. Higher level consequences are to be discussed with Senior Leadership Team before allocated to the child.

After an initial incident of negative behaviour, the following sanctions/consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

1. Verbal reminder of the expected behaviour ("You should be...")
2. Clear warning – "This is your warning."
3. Yellow card – To be discretely shown to pupil. 5 minutes missed from next break for restorative conversation.
4. Red card – To be discretely shown to pupil. Next break missed to complete a restorative conversation and written reflection (see Appendix B). Parents to be informed.\*
5. Behaviour Report (Headteacher input)\*
6. Internal Exclusion for a fixed period of time.\*
7. Fixed term Suspension\*
8. Permanent Exclusion\*

### Recording

Instances of behaviour marked \* above (sanctions 4 to 8) will be recorded on our record keeping system, CPOMS. This will include details of the incident, the investigation, the sanction issued and the restorative conversation. Such incidents will be monitored by the Senior Leadership Team.

### **Suspensions and exclusions**

At St Gregory's, we believe that all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

Headteachers can use suspensions and exclusions in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or following a serious incident. Headteachers are permitted to use their own professional judgement based on

individual circumstances when considering whether to suspend or permanently exclude a pupil.

### Fixed term and permanent exclusions

Fixed term and permanent exclusions are at the discretion of the head teacher based on actions, evidence, the balance of probability and previous history. Only the head teacher or the acting head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The head teacher may exclude the pupil permanently.

If the headteacher excludes a pupil, their parents/carers are immediately informed, giving the reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how they may do this.

The head teacher informs the local authority and the governing body about any permanent exclusion and any fixed term exclusion beyond five days in any one term. The governing board itself can neither exclude a pupil nor extend the exclusion period made by the head teacher.

All exclusions will be recorded on CPOMS. Letters will be sent to parents/carers and a meeting will take place with the pupil, their parent/carer and the head/a member of SLT when a child returns after a fixed term exclusion or if the appeal of a permanent exclusion upheld.

### **Physical restraint**

School staff are enabled by statute to use reasonable force to prevent a pupil from:

- Committing a criminal offence (or if under the age of criminal responsibility, from committing what would be a criminal act for an older pupil)
- Causing damage to property
- Causing personal injury
- Prejudicing the maintenance of good order and discipline at the school or among any pupils at the school whether during a teaching session or otherwise. This is regardless of whether the behaviour in question would constitute a criminal offence or not

The power to use reasonable force applies to:

- Any member of staff at the school
- Any other person whom the headteacher has authorised to have control or charge of pupils. This can include people who have been given that power temporarily, such as unpaid volunteers (eg. parents accompanying pupils on school-organised visits).

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

## **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 <https://www.gov.uk/government/publications/searching-screening-and-confiscation> which states that schools can search for:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco and cigarette papers, fireworks and 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, or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

## **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.

## **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.

## **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 will be transferred to relevant staff at the start of the term or year and overseen by the

Senior leadership team.

## **Equality Act 2010**

Meeting our duties Under the statutory duties, all schools have responsibilities to promote race, disability and gender equality. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

## **Policy Statement**

1. The School acknowledges and welcomes diversity among pupils, staff and visitors
2. We do not discriminate against anyone, be they staff or pupils, on the grounds of their sex, race, age, colour, religion, nationality, ethnic, national origins or physical or mental abilities
3. We promote the principles of fairness and justice for all through the education that we provide in our School
4. We ensure that all students have equal access to the full range of educational opportunities provided by the School
5. St Gregory's is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities
6. We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice
7. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve
8. We will make reasonable adjustments, when required, in order to: increase access to the curriculum; improve access to the school building; and improve delivery of information

## **Staff induction and training**

We recognise that in order to facilitate effective behaviour management, staff need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff.

Staff are given training on the school's behaviour policy and approaches to behaviour management during the induction process and regularly thereafter.

If an individual member of staff is struggling with their behaviour management, they will be given support to develop this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan. If staff feel that they need any additional support with their behaviour management, they should approach their line manager to request this.



## **Appendix A**

### **Written statement of behaviour principles**

At St Gregory's Primary School, we have agreed these principles in relation to behaviour in our school:

- Every member of our school community deserves to feel safe, respected and able to work in a calm and orderly environment
- Pupils will be supported to understand how to behave appropriately and offered strategies and support to allow them to achieve this
- We will not tolerate discrimination or abuse under any circumstances
- Adults within our school are expected to set an excellent example at all times
- Staff will be supported to apply the policy fairly and consistently at all times
- We are an inclusive school and will only use exclusions, suspensions and removals as a last resort
- We will use rewards and sanctions fairly and consistently
- We understand that some pupils need extra support to manage their behaviour and strive to meet individual needs
- We value the important role that families play in our school and work to build positive partnerships with parents/carers
- We will work with partners and outside agencies to enhance the support on offer in school
- We will share our behaviour policy widely so that the whole school community understands what we are trying to achieve and how we intend to do this

### **Inclusivity and Equality**

We are dedicated to promoting high standards of learning, attainment and care to improve outcomes for our children and staff and to maintain good relations across the whole school community.

We believe that all members of our school community should be free from discrimination, harassment and bullying and will not tolerate them in any form.

We are also committed to adhering to the fundamental British values and we will actively challenge any member of the school community expressing opinions contrary to these values, including 'extremist' views.

Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the school's Equality Objectives will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard any vulnerable pupils.

KS2 Written reflection sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The rule I broke was:

- Use kind words, hands & feet.
- Take care of school property, as well as your own and other people's.
- Be polite and treat everyone with respect.
- Follow instructions.
- Allow everyone to teach, to listen and to learn.

What happened?

What happened because of what you did?

What are your thoughts about what happened now you have had time to reflect?

What needs to happen next?

Pupil's signature:

**School Staff's Comment:**

**Staff Signature** \_\_\_\_\_

Dear Parents/Carers,

Written reflection sheets are given when a child has either shown inappropriate behaviour in the classroom or at break times and has had at least 3 prompts about changing their behaviour OR has been involved in an incident in which their behaviour has impacted significantly on the learning, the teaching or the safety or well-being of other people.

All 'sides of the story' have been listened to and explored with the children involved given time to reflect on their behaviour; what could be done to prevent this happening again; the impact this has had on others and the consequences required for breaking our school rules.

Please comment and sign the form and return to their class teacher as soon as possible. If you wish to speak directly to the Staff Member involved, then don't hesitate to contact us. Alternatively you could speak to myself.

Kind regards,

Mr. Perry

**Parent/Carer's Comment:**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

KS1 Written reflection sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The rule I broke was:

- Use kind words, hands & feet.
- Take care of school property, as well as your own and other people's.
- Be polite and treat everyone with respect.
- Follow instructions.
- Allow everyone to teach, to listen and to learn.

What happened?

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What needs to happen now?

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Pupil's signature:

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**School Staff's Comment:**

**Staff Signature** \_\_\_\_\_

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Kind regards,

Mr. Perry

**Parent/Carer's Comment:**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_