



# ST. ALBAN'S

CATHOLIC PRIMARY SCHOOL

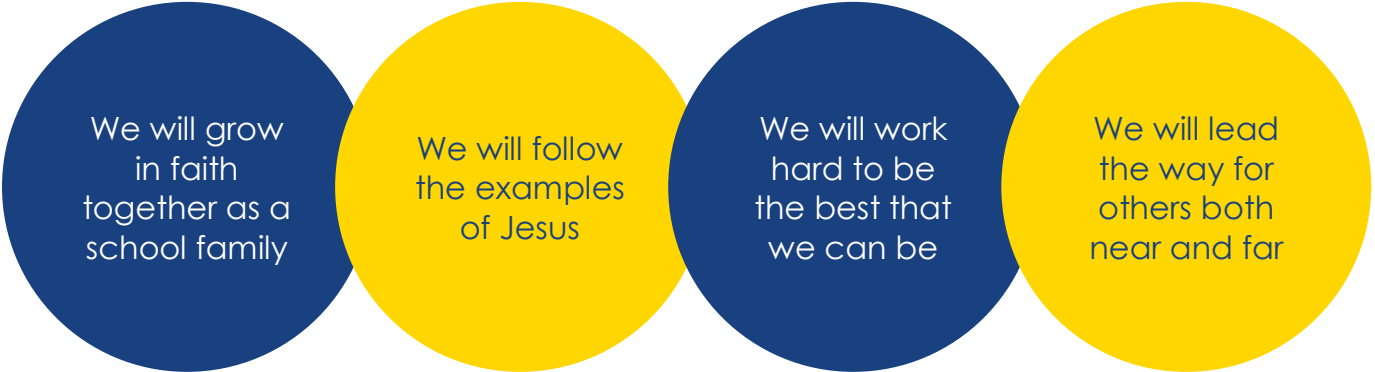
LEAD THE WAY

## Behaviour Policy

Policy Agreed:	November 2022
Next Review:	November 2024

## MISSION STATEMENT

The St. Alban's Catholic Primary School's Mission Statement is as follows:



We will grow  
in faith  
together as a  
school family

We will follow  
the examples  
of Jesus

We will work  
hard to be  
the best that  
we can be

We will lead  
the way for  
others both  
near and far

## INTRODUCTION

At St. Alban's we seek to develop mutual respect between all members of our community. We value politeness and honesty, using as our guide in all things, the life and example of Jesus Christ.

Our school Motto is 'Lead the Way'. Children are expected to exhibit high standards of behaviour at St. Alban's. They are encouraged to lead the way in everything they do.

## **AIMS OF POLICY**

As members of the school community, we strive to develop our relationship with God; in so doing this should influence our relationships with one another. At St Alban's, we constantly encourage the children to develop self-esteem, self-discipline, acceptable standards of behaviour and respect for themselves, each other, adults and property.

There are broad and generally well understood norms of behaviour which are relevant to all:

- Every child has the right to learn in a happy, safe and secure environment so that they can strive for personal achievement and self-awareness.
- The positive contribution of each child is necessary for the good of the school as an inclusive community.
- All members of the school community have the right to be trusted, treated fairly and respected as individuals; and should practise forgiveness and reconciliation.
- A positive system of praise and rewarding good behaviour reinforces a child's sense of worth and helps them to acquire self-discipline.
- All members of our school community are praised and recognised for their success.

## **GUIDANCE**

In addition to the guidance provided within this policy, the school also complies with the statutory obligations specified by the Department for Education in Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - September 2022; Behaviour in schools Advice for headteachers and school staff September 2022 and Searching, Screening and Confiscation Advice for schools - July 2022.

The Governors therefore support the guidance which allows for the Headteacher to be supported should the following be required;

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for)
- The power to use reasonable force and other physical contact
- The power to confiscate pupils' property
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

## **PARENTS/CARERS' ROLE**

At St. Alban's Catholic Primary School, we believe that a partnership between home, school and parish is essential to help us achieve the educational goals of the school.

Parents are the first educators of their children and this role continues throughout the primary years. At St. Alban's, parents can support the educational aims of the school by hearing their children read, supporting them in their learning at school and at home etc.

The Headteacher and staff are highly appreciative of the parents' support of the school's Behaviour Policy.

Parents can support their children and the school by:

- Supporting their children in their social, moral and faith education
- Ensuring that their child knows that school is a place for learning and that their child does not have the right to interfere or adversely affect the learning of others.
- Explaining to their children that they must respect all members of the school community and that antisocial behaviour will not be tolerated.
- Not talking negatively about another child, parent or carer in front of their own child. This is unkind and will affect the child's relationships with their peers.
- Not promoting a 'hit them back' attitude if a child hurts their child. Physical violence of any kind is never acceptable.
- Ensuring that their child is fit for school, for example, making sure their child has had enough sleep, is clean, their uniform is clean and tidy and that they are well enough to attend.
- Being courteous and engaging with all members of the school community. Unacceptable behaviour such as discrimination, bullying, harassment or intimidation and any form of threat is not tolerated. (This includes physical and verbal abuse and use of inappropriate language or behaviour towards staff, pupils or other parents.)
- Encouraging their child to be forgiving when other children make poor behaviour choices and to allow the other child/ren to re-build bridges and re-establish relationships with their peers. Parents are asked to actively prompt and encourage restorative justice.
- Being punctual in both getting their children to school and picking them up.
- Adhering to all school policies and requests from members of staff.
- Communicating with the class teacher if there are any worries or problems.

## **Telling School**

Please remind your child that St. Alban's is a 'telling' school and if an incident occurs, the class teacher should be informed on the same day so that a proper investigation can take place.

## SAYING SORRY

St. Alban's will encourage the children to say 'sorry' effectively by following the 4 steps below:

### 4 Steps to saying 'sorry'

Essentially the apology should take the form:

- 1) *I'm sorry for...* (being specific to show the other person that you understand what they are upset about)
- 2) *This is wrong because...* (showing that you understand why it was wrong or how you hurt the other person's feelings)
- 3) *In the future, I will...* (using positive language – I will ... rather than I won't...)
- 4) *Will you forgive me?* (trying to restore friendship)

## GENERAL BEHAVIOUR IN SCHOOL

Staff are responsible for children's behaviour in the classrooms and generally around the school. The class teacher should include the children when drawing up a set of guidelines for each class.

Where a child's specific needs create a barrier to achieving our general behaviour guidelines, staff will work with the SEN Co to modify expectations in line with their ISP.

Certain aspects of behaviour are common to all classes. Children are expected to:

- Be polite, kind and considerate to everyone in our community, never using rude, discriminatory and derogatory language
- Politeness is to be encouraged at all times (e.g. addressing each other and adults by name, using 'please', 'thank you', holding doors open etc.)
- Listen politely and respect other people's points of view
- Work hard, do their best and allow others to do the same
- Contribute to keeping the school clean and tidy, looking after school property and resources
- Behave safely and responsibly in the ranges of settings that they will experience (classroom, playground, hall, church, school visits)
- Move sensibly and with due care around the school, never running inside
- Be aware of and respect other people's personal space and belongings

- Take personal responsibility for their actions and to apologise for poor choices
- Take responsibility for their own possessions (e.g. jumpers, water bottles etc.)
- To forgive others who seek their forgiveness
- Understand that behaviour is about making good choices, not copying other people or joining in with other children who are making inappropriate choices
- Remember that we are a telling school
- Be sensitive to one another's feelings and needs

## REWARDS

Teachers use a variety of rewards in the class to promote and encourage good behaviour and work. This often involves stickers, house points and praise.

Other rewards may include:

- Headteacher's Tea Party (Golden Ticket)
- House Points
- Merit Badges and certificates
- Excellent work being shown to the Headteacher
- Praise & positive reinforcement
- Class raffles and rewards
- Reward sticker charts
- Class Teacher Awards

## THE SCHOOL'S RESPONSE TO UNACCEPTABLE BEHAVIOUR

We believe that the main purpose of a school's behaviour policy is to support a child's development of good behaviour rather than devising a system of punishment. All members of our school community are expected to promote positive behaviour choices and to teach the children the importance of behaving courteously, considerately and safely at all times. Whole class sanctions are not issued by the school. Occasionally, the class teacher may rehearse and reinforce expectations, for example, lining up or moving from and to the carpet.

There are times however when a particular behaviour incident warrants a sanction or consequence because it cannot be tolerated. When staff are reprimanding children, it is essential that the pupil understands fully that it is the behaviour that is unacceptable and **not** the pupil as a person. Children are reminded about expectations to make the right choices regarding behaviour in a consistent format which can be adapted for the age or individual need of the child.

Where it is felt that a child may benefit from a change of scenery to enable them to self-regulate their behaviour, class teachers may direct them to a 'regulation station'. This will be an area of the school separate to the main class and will have adult supervision.

The underlying principle which guides our sanction system is based on taking responsibility for your actions, reconciliation and forgiveness. A child is encouraged to recognise the negative effects their behaviour has had on their peers, the staff and the school as a whole. Examples of sanctions the school might use include:

- **Removal of Privilege** [e.g. not representing the school in teams and at events or missing a school visit]
- **Removal of Choice** (e.g. loss of lunch and break times, time out, thinking space)
- **Daily or weekly checks on behaviour & attitude to work** (this may be with a member of the senior leadership team)
- **Making amends for their behaviour** (e.g. by fixing something which was broken or speaking to the Business Manager or Caretaker about the cost of repairing school property)

Disruptive behaviour in class should be recognised by the child as '**a waste of learning time**' for themselves and others, for which the child should compensate. This may lead to extra work being completed during their break or lunchtime or unfinished work being taken home.

### **Serious or Persistent Incidents**

Class teachers deal with incidents as a priority. More serious or persistent incidents are referred to Key Stage Leaders; Assistant or Deputy Head and then to the Headteacher where necessary.

Any behaviour concerns escalated to SLT must be recorded on a behaviour monitoring form. Senior leaders will review the behaviour monitoring forms regularly to look for patterns.

### **Communication with Parents**

If a specific incident occurs at school, the class teacher will talk to the parent (where possible) at the end of the day to try and resolve the matter. The class teacher will also contact parents if a worrying pattern develops.

Parents may be contacted by telephone, letter, email or through meeting them at the end of the day.

### **Suspensions and Permanent Exclusions**

Only the headteacher (or appropriate member of staff nominated specifically to deputise for the Headteacher in his absence, provided certain criteria are fulfilled) of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

At all times the school will be mindful of the well-being of other children and the needs and well-being of the individual. The school therefore reserves the right to exclude from outings and school journeys, any child whose behaviour would, in the opinion of the Headteacher or SLT, give cause for concern.

A decision to suspend or permanently exclude will only be considered when alternative options have been explored. We will make every effort to meet the needs of all children and ensure a range of strategies have been used to address inappropriate behaviour. However, we recognise that in some serious situations, suspension or exclusion may be necessary.

A serious offence could by itself justify a pupil's suspension or permanent exclusion e.g.

- Violence towards an adult or child
- Racist abuse
- Sustained bullying
- Sexually inappropriate behaviour
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance

If the Headteacher is considering suspension or permanent exclusion, he will follow the most recent Suspension and Exclusion Guidance [Suspension and Exclusion Guidance](#)

Internal exclusion is when a child is withdrawn from class for a limited period of time, supervised by a member of staff in another part of the school whilst completing school work. The length of the internal exclusion will be proportionate to the behaviour. Parents will be informed when an internal exclusion is issued. The child will have access to movement breaks, toilet facilities, water and snacks/lunch.

A suspension is when a child is excluded from school and must remain at home for a fixed period of time. Fixed-period exclusion will only be used for serious breaches of the behaviour policy.

Permanent exclusion is the most serious sanction a school can give. Permanent exclusion will always be a last resort and will only be used in response to a serious breach, or persistent breaches of the behaviour policy.

## **Child on Child Abuse**

All children have a right to attend school and learn in a safe environment

All members of staff at St Alban's recognise that children are capable of abusing other children. St Alban's believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child on child abuse will be dealt with under our child protection and safeguarding policy and in line with KCSiE (2022), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up.

St Alban's recognises that child on child abuse can take many forms, including but not limited to :



- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery')
- Initiation/hazing type violence and rituals.

We encourage children to report concerns and complaints directly to us as we are a telling school. However, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663.

## SCHOOL UNIFORM

All children should wear the correct school uniform when attending school, or when participating in a school-organised event outside normal school hours.

## LUNCHTIME SUPERVISORS AND BREAKFAST/ AFTER SCHOOL CLUB

The school behaviour expectations remain the same at lunchtimes and in breakfast and after school club.

Staff may give out stickers for good behaviour and manners.

In response to unacceptable behaviour, the steps for staff to follow are below:

Step	Action
Step 1	<b>Verbal warning</b> (depending on severity of behaviour) Behaviour concern is clearly explained to the child and the behaviour expectations are re-stated.
Step 2	<b>5 minutes time out</b> If behaviour concern is not resolved, the child must sit-out for 5 minutes to reflect on their choices
Step 3	<b>Class teacher or member of SLT involved</b> Where behaviour is not resolved after a 5 minute time out, the class teacher must be informed at the end of the session.

Staff can use their discretion when using the above sequence of steps, depending upon the severity of the incident.

Where persistent patterns of behaviour are displayed at lunchtimes or at breakfast and after school club, children may be asked to 'check-in' with a named adult at the beginning and end of each session.

**Related Policies**

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Equality Policy
- Uniform Policy