



## Blessed Robert Widmerpool Catholic Voluntary Academy

### Behaviour Policy

*“We walk kindly in the footsteps of Jesus Christ as we live and learn”*

This school is a caring community, whose values are built on mutual trust, respect for all and reconciliation.

Good behaviour is encouraged from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school community.

#### **Aims**

- Ensure that every member of the school community feels valued and respected
- Promote an environment where respect, courtesy and tolerance are integral in our dealings with each other
- Promote good relationships so that people can work together with the common purpose of helping everyone to learn
- Help children to grow in a safe and secure environment where they develop self-confidence and self-control taking pride in their achievements
- Help children to become positive, responsible and increasingly independent members of the school community

A whole school approach of positive reinforcement to the management and improvement of behaviour is followed consistently by all staff.

At the beginning of FS 2 and again in Year 3, parents are asked to sign a home school agreement that outlines the responsibilities of the parent and school with regards to behaviour and attendance. Parents are expected to support the school in encouraging their children to show respect and support the school's approach to behaviour management.

Children are aware of both rules and responsibilities which are agreed together and displayed in classrooms. The children receive positive guidance whilst learning to play a responsible role both within the school and wider community. They understand that all actions have consequences. They are encouraged to express their opinions showing sensitivity and regard for others.

Each class has a copy of their agreed Code of Conduct which is on display in the classroom to remind all children of the expectations of behaviour within the classroom and wider school community.

#### **Bullying**

The school does not tolerate bullying. All incidents are recorded and this record agreed as fair by all parties. All children know and use the school's STOP definition and strategy. During National Anti-Bullying week school and house captains present an anti-bullying assemblies to the school. All children take part in activities which raise awareness of STOP. This is done through assemblies, competitions and discussions or debates in classrooms.

## Positive Behaviour Strategies

The following strategies are used to ensure a safe and positive learning environment where children are encouraged and supported behave appropriately:

- Rewards are used throughout the school. They range from awards to the whole class, to groups, to individuals and are given by all adults in the school.
- Class Rewards- each year group uses a wide range of rewards. Teachers discuss with children what the rewards will be within the class and how children can achieve them.
- Awarding of House points, awards, nominations, certificates etc. for positive behaviour and achievement in areas across the curriculum both in and out of school
- Circle Time, Liturgies, EPR and Assemblies provide opportunities to discuss aspects of personal and social development including positive and negative behaviour
- Celebration Assemblies- children from each year group [FS– Yr6] are nominated by their class teachers for particular mention in whole school Celebration assembly. This may relate to work, attitude, behaviour etc. Each of the winners is presented with a certificate; work is then displayed on the WOW board in the hall. Parents are encouraged to come and visit the display with their child and receive postcards home to celebrate successes.
- Special Mentions for behaviour, good work, contributions in School Events etc. are read out in Celebration Assembly. Children are awarded Stars in their house colours
- Achiever of the Term- at the end of each term, in whole school assembly, children are nominated by class teachers to receive a certificate. This rewards and celebrates those children who are conscientious and demonstrate a good attitude to school life as a whole.
- House Meetings and Eco Councils encourage mutual respect between members of the school community, help develop strong values and attitudes and enable all pupils to feel that their views and opinions are important within the context of the whole school.
- Areas of Responsibility- Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:
  - Classroom Monitors
  - School Captain(s)
  - House Captains
  - Sports Ambassadors
  - Library Leaders
  - Prayer Monitors
  - Liturgy Team Leaders
  - Animal Welfare Officers
  - Wet Play Monitors
  - Eco Warriors
- Setting of personal targets for improving work and/or behaviour.
- Efforts and achievements of children, both in and out of school are acknowledged and recorded in Record of Achievement Files.
- Attendance awards- children with 100% attendance each term are presented with a special pencil and a certificate. At the end of the year children who have 100% attendance for the whole year receive a pencil, certificate and a prize. Announcements regarding class attendance rates are communicated regularly to parents via the school newsletter and social media.

## **Sanctions**

All staff of the school, share the responsibility for managing unacceptable behaviour, both in school, and out (in certain circumstances – e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.)

When children's behaviour falls below an acceptable standard, a range of sanctions may be used.

A clear verbal reminder from a member of staff is expected to be sufficient to correct most inappropriate behaviour. However, if this fails, then the following procedures may be adopted:

- Time out
- Completing or repeating work
- Loss of privileges
- Loss of play time
- Incident log kept by class teacher
- During play time a pupil may be taken indoors for a cooling off period.
- Informal discussion with parent
- Home- school report book
- A verbal reprimand from the Head Teacher or Deputy Head Teacher.

If the above sanctions do not lead to a modification of behaviour the following actions are considered.

- A formal meeting between parents and Head Teacher or Deputy Head.
- Exclusion from class room (Meeting Room under supervision)
- Exclusion from an activity (short term used occasionally)
- Exclusion from the right to represent the school
- A requirement for a written apology.
- A regular behaviour report to be given to the Headteacher/Assistant Headteacher.

Following discussion between parents, class teacher and headteacher, the following may result

- Establishment of support programme.
- Exclusion from school [Academy guidelines to be followed]

## **Use of Reasonable Force**

All members of school staff have a legal power to use reasonable force to prevent

Pupils:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disturbing good order, discipline and learning in the classroom, eg failure to leave the classroom when requested to do so.

Force is never used as a punishment, but may be used occasionally to bring pupils under control or to restrain them.

Reasonable adjustments will be made for those children with a disability and/or Special Educational Needs.

### **Racist, Homophobic or Sexist comments or behaviour**

Any words or actions that cause offence to another person and are considered racist, homophobic or sexist by the offended person are deemed to be offensive remarks.

In this event;

The pupil is reprimanded, the Head Teacher informed and a record of the incident kept in the Behaviour Log. These incidents will also be recorded on SIMS and on a 'yellow' form.

The governors and parents are informed. In persistent cases, parents may be asked to discuss the matter with the head Teacher and a referral made to police in line with the school Equality Policy.

### **Allegations of Abuse against Staff**

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Academy disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties.
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.

In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

### **Exclusion**

The Head Teacher (or Deputy Head in the Head Teacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head Teacher may consider the following questions:

Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

Has the school previously supported the child (what/when/what level of impact did this have)?

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. Statement, Provision Map, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow the model from Local Authority guidelines.

## **Roles and Responsibilities**

### **Staff**

All staff of the school share the responsibility for managing behaviour.

### **Class Teachers**

The class teacher discusses the school code of behaviour with each class in the first week of the new academic year. In addition to this, each class also has its own classroom code, which is agreed by the children and displayed on the wall of each classroom. In this way, every child in the school knows the standard of behaviour that is expected in our school. Incidents of unacceptable behaviour are discussed with the whole class. A positive and pro-active approach to establishing rules and responsibilities is evident throughout the school.

It is the responsibility of the class teacher to ensure that class behaves in a responsible manner during lesson time. Teachers have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability. Teachers treat each child fairly and with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in line with the school's policy. Inappropriate behaviours are dealt with consistently across the school. Dialogue between child and adult will focus around the following:

What did you do wrong?

What happened as a result?

What will you do to move on/make it better?

How will we stop this happening again?

How will you show you are sorry?

If misbehaviour continues, the class teacher seeks help and advice from the head teacher or the deputy head teacher.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents to discuss the situation.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. In some cases of behavioural problems the class teacher may liaise with external agencies.

### **The Headteacher**

It is the responsibility of the head teacher to implement the school behaviour policy, and to report to governors, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for fixed-term exclusions. For repeated or very serious incidents the head teacher may permanently exclude a child.

Both these actions are only taken after the school governors have been notified.

### **Parents**

Parents are expected to support their child's learning, and to work in effective partnership with the school. They are asked to sign a home-school agreement that outlines the responsibilities of both the parent and the school, including those about behaviour and attendance.

Parents are encouraged to share any concerns which may affect their child's behaviour with the class teacher or the head teacher. Teachers are always available to discuss concerns. Appointments are made through the school office. Parents are informed if the school has concerns about their child's welfare or behaviour.

Aggressive, threatening and abusive behaviour can present a risk to staff and children and is not tolerated in school. Such behaviour extends to remarks made on social networking sites e.g. Facebook. It may lead to individuals being banned from school premises (in accordance with section 547 of the Education Act 1997).

### **The Governing Body**

The governing body has responsibility for this behaviour policy and for reviewing its effectiveness.

### **Monitoring**

The head teacher monitors the effectiveness of this policy and reports to the governing body on its effectiveness, if necessary, making recommendations for further improvements.

The school keeps a record of serious incidents of misbehaviour. Incidents that occur at break or lunchtime are discussed with class teachers or the head teacher by lunchtime supervisors

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

## **Review**

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Review Date September 2017

## **Appendix 1**

### **Unacceptable Behaviour**

(Please note that the following list is not exhaustive. Behaviour considered 'unacceptable' (i.e. showing lack of respect) may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category)

- Disobedience to a reasonable instruction.
- Inappropriate dress, extreme hair styles, jewellery, makeup, body piercing
- Throwing, Biting, spitting, hitting and kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property.
- Answering back, rudeness or aggression to adults.
- Stealing.
- Carrying knives, drugs, alcohol or any offensive weapon into school.
- Truancy.
- Racist/Homophobic/Sexist comments or behaviour that causes offence.
- Fighting or encouraging others to fight
- Bullying
- Putting themselves, other children or adults at risk.