

# Holy Souls Catholic Primary School



## Behaviour policy and statement of behaviour principles

**Approved by:** Father Jonathan Veasey

**Date:** October 2021

**Next review due by:** September 2022

*'Together we can do great things'*

St Teresa of Calcutta

## **Contents**

1. Expectations/Aims .....	
2. Legislation and statutory requirements .....	
3. Definitions .....	
4. Bullying .....	
5. Roles and responsibilities.....	
6. Pupil code of conduct .....	
7. Rewards and sanctions.....	
8. Behaviour management .....	
9. Pupil transition .....	
10. Training.....	
11. Monitoring arrangements.....	
12. Links with other policies.....	
Appendix 1: written statement of behaviour principles.....	
Appendix 2: letters to parents about pupil behaviour – templates.....	
Appendix 3: Serious incident form.....	

## **1. Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

### **Holy Souls Catholic School Commandments**

**Respect for yourself**

**Respect for each other**

**Responsibility for your actions**

**Holy Souls Catholic Primary School**

### **Our School Mission**

**Holy Souls School welcomes you**

**Holy Souls School is a place where we can care**

**Holy Souls School is a place where we can prayer together**

**Holy Souls School is a place where we learn**

**Holy Souls School is a place where everyone is important**

## **Behaviour & Discipline Rationale**

As a Catholic school, our policy is based upon the principle that we are all created in the image and likeness of Christ. With Jesus Christ as the centre of all we believe. All stakeholders are expected to behave well, showing mutual respect, courtesy and consideration to each other. Policy and practice should promote mutual respect for all stakeholders where a good role model demonstrates self-control and self-discipline.

***“Love one another as I have loved you.”*** John 16 v 12

Every child matters and should at all times feel safe and secure.

### **Holy Souls Catholic Primary School is fully supportive in promotion of British Values.**

Our school promotes:

- The rule of law
  - Democracy
  - Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faiths.

We strive to be proud of our children as Christians, givers in life, good citizens with a strong faith base and a sense of responsibility to others.

We strive to succeed in achieving a healthy, safe, secure environment for our children where their well-being is protected and nurtured to enable them to achieve their very best.

When any of our stakeholders leave our school community we will be able to say that we achieved success, our very best and that we did it because of our call to lead a life of faith where Christ is at the centre.

To enable this to happen, clear structure and routine will allow children to develop a sense of security, reducing the opportunity for inappropriate behaviour. All stakeholders must be clear about what acceptable practice is and what is not. Consistency is paramount and all staff – both teaching and non-teaching must take responsibility for maintaining good discipline throughout the school.

## 1. Our expectations

### **In the classroom:**

Everyone should enter the classroom in an orderly manner.

Arrive to lessons promptly.

Settle down to work quickly.

Respond immediately to our STOP / LOOK / LISTEN system.

Avoid distracting other children / adults.

Speak politely.

Show respect and consideration at all times for themselves, others and school property.

### **Around the school:**

We all walk at all times.

We all move around in a calm and orderly fashion.

We all show respect to all adults around school.

We all treat buildings, property and facilities respectfully.

We all hold doors open for others.

### **On the playground:**

Fighting, hitting and play fighting is not allowed.

We all respond immediately to the directions and requests of the supervising adults.

We all treat each other with respect.

We all treat property and equipment with respect.

We do not interfere or spoil one another's games.

We do not use bad language.

### **In the Dining Hall:**

We all eat their lunch in a polite manner.

We all use table manners.

We all place waste in the bins provided.

We all respond immediately to the direction and requests of the supervising adults.

We know that any uneaten food from a packed lunch must be taken home.

### **The Helping Hand:**

Each class is issued with a red and yellow hand. These can be sent to the office area at any time by a child and handed to the office staff/ head teacher or deputy head teacher who are aware that immediate intervention is required.

Red hand signals a behaviour problem. Yellow hand signals a medical problem.

## **2. Legislation and statutory requirements**

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [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:

- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### **3. Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Refusal to follow instructions
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Dangerous weapons
  - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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)
- Mobile phones\*

\*Year 6 are permitted to store mobile phones in the school office if they are walking home independently from the Summer term as part of the secondary transition.

**SEND statement:**

All schools are advised to apply their Behaviour Policy in a flexible manner, taking into account any reasonable adjustments which may be needed for pupils with SEND or disability requirements who would otherwise be disadvantaged by such policies.

Holy Souls Catholic Primary School recognises that pupils with SEND or disability requirements need a differentiated approach to behaviour management. An individual's SEND or disability requirements may make it more difficult for them to comply with school behaviour policy. At Holy Souls Catholic Primary School all staff are aware of this in managing classroom behaviour. Reward and Sanction systems reflect a differentiated approach which is understood by all pupils, staff and parents.

The Department for Education guidance Mental Health and behaviour in schools says:

“It may be unlawful to apply a behaviour policy that treats all pupils the same if a pupil's disability makes it harder for them to comply with the policy than other pupils who are not disabled.”

At Holy Souls Catholic Primary School all staff recognise that they are responsible for the teaching and learning of ALL students. All staff are fully aware of pupils with SEND or disability requirements when managing classroom behaviour and will seek advice from the school's special educational needs coordinator (SENCO) if unsure about how to work effectively on behaviour with individual pupils.

Holy Souls Catholic Primary School will consider the needs of pupils with SEND or disability requirements within each section of the school's Behaviour Policy.



#### **4. Bullying**

**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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- 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.

## **5. Roles and responsibilities**

### **5.1 The Governing Body**

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Rewarding and praising good behaviour

- Valuing children and treating them with respect

- Implementing the behaviour policy consistently

- Modelling positive behaviour

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

- Recording behaviour incidents on agreed school proformas- Behaviour Audit Sheets, Behaviour Book, Happy Chart, My Concern.

- Ensure policy is practice

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

#### **5.4 Parents**

Parents are expected to:

Support their child in adhering to the pupil code of conduct.

Inform the school of any changes in circumstances that may affect their child's behaviour.

Discuss any behavioural concerns with the class teacher promptly.

Support the school Behaviour Policy.

Sign home / school agreement which guarantees they know what is expected.

Inform staff of any incidents child has shared (bullying)

#### **6. Pupil Code of Conduct**

Each class will write their own age appropriate Code of Conduct at the start of the academic year which should be linked to our school Mission Statement. This will be displayed in the classroom and used as a point of reference when required.

E.G: Pupils are expected to:

- Behave in an orderly and self-controlled way
- Follow instructions.
- Show respect to members of staff and each other and our community.
- In class, make it possible for all pupils to learn.
- 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.
- Be responsible for playing their part in creating a contented school
- Learn to accept responsibility for their own behaviour.

## **7. Rewards and sanctions**

### **7.1 Rewards**

Praise and encouragement can bring out the very best in our pupils and rewards play a crucial role in valuing pupils. At all times all pupils should be striving to achieve these rewards.

Positive behaviour will be rewarded with:

- Praise in class and in Congratulations Assemblies for Leaders of Learning, Young Disciples, Sports Person of the Week.
- Weekly Golden Time -a time for class members to share recreational time together in a variety of ways e.g. board games, screen time, extra playtime, quizzes, art and craft activities.
- Sharing of good work in class, in assembly.
- Head Teacher awards.
- Merit marks (e.g. Dojo points/ Stickers/ House Points/ Star of the Week)
- Individual class based teacher led rewards systems such as Post Cards/ Sunnygrams or Congratulations phone calls home to parents or message on Class Dojo.
- Special responsibilities/privileges.

### **7.2 Sanctions:**

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

- A verbal reprimand.
- Sending the pupil out of the class to the opposing year group class.
- Expecting work to be completed at home, or at break or lunchtime.
- Sanction at break or lunchtime.

- Loss of Golden Time at teacher's discretion.
- Referring the pupil to a senior member of staff (PL/AHT/DHT/HT)
- Letters or phone calls home to parents (*See appendix 3 for sample letters to parents about their child's behaviour*)
- Agreeing an Individual Behaviour Plan (IBP)
- Agreeing a Positive Handling Plan (PHP)
- Putting a pupil on a behaviour audit or book.
- Internal exclusion.

We may use the St Teresa Hub in response to serious or persistent breaches of this policy. This would be classed as an internal provision. Pupils may be sent to the St Teresa Hub during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The St Teresa Hub is managed by Mr D Henvey (SENDCo) and the Senior Leadership Team (SLT).

The range of sanctions used to discipline inappropriate behaviour and to support the expected improved behaviour is outlined in the charts below.

**Class teachers to share what is expected from their pupils at all times.  
Unacceptable classroom behaviours to be dealt with using strategies listed below.**

LEVEL 1 BEHAVIOUR	LEVEL 2 BEHAVIOUR	LEVEL 3 BEHAVIOUR
<p><b><u>Examples of isolated behaviours</u></b></p> <p><b>Low level disruption</b></p> <ul style="list-style-type: none"> <li>• Fiddling with equipment, uniform etc</li> <li>• Drawing on whiteboards/ fiddling with equipment</li> <li>• Wandering around the classroom</li> </ul> <p><b>Distracting others (stopping them from working)</b></p> <ul style="list-style-type: none"> <li>• Pulling faces, poking</li> <li>• Taking items which are not theirs</li> </ul> <p><b>Distracting the teacher (stopping them from teaching)</b></p> <ul style="list-style-type: none"> <li>• Swinging on chairs</li> <li>• Shouting out</li> </ul> <p><b>Verbal aggression</b></p> <ul style="list-style-type: none"> <li>• Telling peers to "shut-up"</li> </ul> <p><b>Others</b></p> <ul style="list-style-type: none"> <li>• Not completing classwork, homework or home reading</li> </ul>	<p><b><u>Persistent level 1 behaviour</u></b></p> <p><b>No response after Level 1 sanction:</b></p> <ul style="list-style-type: none"> <li>• Answering back</li> </ul> <p>Physical, verbal abuse to other pupils</p> <ul style="list-style-type: none"> <li>• Deliberately hitting, kicking, pinching someone</li> <li>• Swearing</li> <li>• Spitting</li> </ul> <ul style="list-style-type: none"> <li>• Disregarding an instruction or request</li> <li>• Ignoring warnings</li> </ul>	<p><b><u>Persistent Level 2 behaviour</u></b></p> <p><b>No response after Level 2 sanction:</b></p> <ul style="list-style-type: none"> <li>• Ignoring warnings</li> <li>• Physical or verbal abuse towards adults (throwing equipment, threatening behaviour, hitting out, kicking, scratching, biting etc)</li> <li>• Stealing</li> <li>• Defacing/ damaging property (school / other peoples)</li> <li>• Malicious accusations against school staff</li> <li>• Possession of a dangerous weapon</li> </ul>

Strategies for all staff members			
LEVEL 1 BEHAVIOUR	LEVEL 2 BEHAVIOUR	LEVEL 3 BEHAVIOUR	
<b>SANCTION</b>	Sharing expectations at all times Verbal prompts Encouragement Rewards Reminders – rules, expectations etc School / class rules Time out of the situation with TA Time out of classroom Use of: Teacher sanctions Telling parents Informal communications with SLT  Time scale for sanctions to run for one week	Time out of the situation with TA Time out of classroom Loss of recreation time (to complete task, discuss actions etc) Time out with SLT (lunchtimes) <i>Amount of time for this to be determined by the nature of the behaviour</i> School based behaviour book Home / school book Teacher to see parent, set targets / behaviour book (to be reviewed after 2 week period and if not successful implement us of external agencies eg Education Psychologist) Relevant intervention IBP	Involvement from: HT/DHT/AHT/ Parents Governing Body Relevant Intervention – IBP/ABC Risk assessment to be carried out <u>Lunchtime exclusion</u> Parents requested to take pupil off site during lunchtime <u>Internal exclusion (St Teresa Hub)</u> parents informed <u>Fixed term exclusion:</u> Reintegration meeting with pupil, parent/ carer and SLT/ SENDCo <u>Repeated Fixed term exclusion:</u> Reintegration meeting with pupil, parent/ carer and SLT/ SENDCo/ Chair of Governors <u>Permanent exclusion:</u> Parents/Governing body/ MAC/ SLT/ L.A Exclusions team
	A pupil who continues to demonstrate these types of behaviours even after class teacher intervention moves into Level 2	Level 2 behaviour can result in an exclusion A pupil who continues to demonstrate these types of behaviours even after class teacher / SLT interventions moves into Level 3	HT and GB to take relevant action.

## Success Strategies: Moving pupils forward

### How to move a pupil from 1 to 0

Discussions with the child reminding of expectations and responsibilities

### How to move a pupil from 2 to 1

Use of appropriate strategies  
 PSHE Interventions e.g. Pastoral intervention  
 Circle of friends  
 Buddy system/Play partner  
 Prayer  
 Reconciliation  
 Restorative play

### How to move a pupil from 3 to 2

Advice from external agencies

### 7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the minibus on the way to or from a school trip.

### 7.4 Around the school

Any member of staff who witnesses any incident or unacceptable behaviour is to take appropriate action. This may be a verbal reminder, sharing of incident with the class teacher or directly with a member of the senior leadership team.

### 7.5 On the playground

Staff members on duty must make immediate relevant intervention. The class teacher must be informed and where required a member of the senior leadership team should be informed.

### 7.6 In the dining hall



Staff members on duty must make immediate relevant intervention. The class teacher must be informed and where required a member of the senior leadership team should be informed.

### **7.7 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 our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

Behaviour is monitored daily and weekly by the Senior Leadership Team. Behaviour is analysed weekly and formal half termly reports are prepared and shared with governors.

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.

School access support from a wide range of agencies such as:

- City of Birmingham School.
- Education Psychologists.
- Primary Support Service.
- Local Authority School Exclusions Team.
- The CAT team.
- Forward thinking Birmingham.
- School and Governor support.

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Each class will share and display their year group Pupil Code of Conduct.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behaviour.
  - Concluding the day positively and starting the next day afresh.
  - Having a plan for dealing with low-level disruption.
  - Using positive reinforcement.

## **8.2 Physical restraint**

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

- Hurting themselves or others.
- Damaging property.

The Governing Body of Holy Souls Catholic Primary School have given permission for staff trained in Positive Handling to use and apply positive handling / restraint as a final result to protect and individual(s) from harm.

The current number of staff trained in Positive Handling is **10 (October 2021)**

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 (see appendix 3 for letters to parents)

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils. A discussion will be held with parent(s)/ carer.

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 searching, screening and confiscation](#).

### **8.4 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.

### **8.5 Exclusions**

- We liaise with Birmingham City Council School Exclusions Team.
- We liaise with our Safeguarding Governors.
- We follow the Department for Education advice published in the document:

'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion.' (Updated September 2017)

- We acknowledge our legal duties under the Equality Act 2010 in respecting safeguarding and in respect of people with special education needs (SEN).
- We follow the DFE advice published in the document:

'Behaviour and Discipline in Schools.' (Updated Jan 2016.)

### **9. 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 detailed transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **10. Training**

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development.

### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and full Governing Body annually. At each review, the policy will be approved by the Chair of Governors.

### **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Social Media Policy

### **Appendix 1: written statement of behaviour principles**

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Pupils are helped to take responsibility for their actions.

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

**The Governing Body emphasise that violence or threatening behaviour will not be tolerated in any circumstances.**

## **Appendix 2: letters to parents about pupil behaviour – templates**

### **First behaviour letter**

Dear Parent/Carer,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as **he/she** could.

It is important that your child understands the need to follow our behaviour policy and pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

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

-----

### **Behaviour letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

\_\_\_\_\_

Parent name:

\_\_\_\_\_

Parent signature:

\_\_\_\_\_

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

Second behaviour letter

Dear Parent/Carer,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that \_\_\_\_\_ is still struggling to adhere to our behaviour policy and pupil code of conduct.

I would appreciate it if you could arrange to meet me on \_\_\_\_\_ at \_\_\_\_\_ so we can discuss a way forward.

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

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

**Third behaviour letter**

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,  
\_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

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



### **Appendix 3: Serious Incident Form**

THIS FORM MUST BE COMPLETED FOR ANY OF THE FOLLOWING INCIDENTS:

- Physical abuse of staff, pupils, visitors
- Verbal abuse of staff, pupils, visitors
- Deliberate damage to school property
- Leaving the school grounds / classroom without permission

Name of pupil:

Class:

Date:

Time:

Staff involved:

<b>Incident</b>	<b>Staff</b>	<b>Pupil</b>	<b>Visitor</b>	<b>Comment</b>

Briefly outline the background to the incident

Outcome:

Signed: