



St.Cuthbert's
Roman Catholic Academy Trust

St Anthony's Voluntary Catholic Academy

Behaviour Policy



Date Policy Reviewed: March 2020

This policy is to be read in conjunction with other related policies including; Child Protection, Inclusion, Positive Handling, Allegations against Staff, SEND, Anti bullying, E Safety and Lunchtime Behaviour Policy.

Overall Aim of Policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on gospel values, mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. At all times staff should encourage good behaviour through modelling appropriate behaviour, praise and positive actions. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Overall Objectives

- To motivate children to achieve their full potential.
- To provide safety and well-being for all children by raising awareness of appropriate behaviour.
- To teach pupils that actions & choices have consequences – consistent praise and sanctions.
- To promote consideration and respect for others.
- To manage conflict and tensions by repairing harm and building relationships
- To ensure all children are treated fairly
- To apply the policy in a consistent way

“Love one another as I have loved you.” (John 16 v12)

Ethos

At St Anthony's VC Academy, we believe that all children have the right to develop their potential and our aim is to create a welcoming, caring environment where children feel safe and happy.

Staff are committed to their responsibility for children's social and emotional attitudes to learning and managing behaviour appropriately, as laid down in the Professional Standards for Teacher

Aims

- To motivate children to do their best
- To value achievement and raise self-esteem
- To promote safety and well-being of all pupils
- To promote consideration and respect for others
- To teach pupils that actions and choices have consequences restoratively
- To raise awareness of appropriate behaviour
- To respond to challenging behaviour restoratively
- To help those harmed by others actions restoratively

Equal opportunities and inclusion

At St Anthony's all children are treated with equal respect and fairness regardless of gender, ethnic origin or ability. All children will be made aware of the school expectations of behaviour and the consequences of not following them. Awareness is needed of children who might have particular needs and approaches, but there are no variations in expectations.

Behaviour across school (Rules inside and outside of the classroom)

At St Anthony's we have a common consistent set of three basic rights:

The right to:

- * be safe
- * be respected
- * learn

All positive and inappropriate behaviour can be linked to, at least, one of these rights. Staff must always refer to the 'rights' when dealing with behaviours.

To gain pupils' attention, every member of staff will stand and raise their hand. Staff will wait for pupils to stop what they're doing and raise their hands. This is to encourage pupils' ability to listen and ensures the pupils are quiet before further instruction is given. This is to be used consistently by all staff during the school day.

Celebrating Achievement-Rewards for Good Behaviour

*At St Anthony's VC Academy, we believe that **every child is special and made in the image and likeness of God**. We will always seek to reinforce, endorse and praise good behaviour, academic achievement and effort. It is our strong belief that good behaviour should be reinforced at all times and rewarded.*

At our school, we offer a variety of rewards, which take the form of:

1. Core value certificate award by each member of teaching staff weekly
2. Parents are advised of their child's positive behaviours by a Post card system, face to face contact or telephone call
3. Green coins are collected by individual pupils for demonstrating green behaviour (in line with traffic light system) These coins are saved/spent in the STA Green shop
4. Good attendance is recognised and each class will have their weekly attendance displayed on the classroom door and a trophy will be awarded weekly. Every term the class with the best attendance will be reward with a special prize e.g. a trip to the cinema.
5. Postcards for positive behaviour at lunchtime and breakfast club.
6. Children will be invited to 'Celebrate Success' with the Head of School. This will take the form of an 'Always Club' in which time pupils making consistently good choices will celebrate through time with the Head.

Behaviour Management-Consequences and Sanctions

Classroom Sanctions-Low Level Behaviours

When rules are broken, children are reminded that **consequences** will be applied. Staff at St Anthony's Voluntary Catholic Academy operate a visual traffic light system to help the children monitor their own behaviour.

The series of events is as follows. In the event of poor behaviour then:

1. The teacher will give a warning to the child and explain which rule is not being followed.
2. If the child does not change behaviour, then their name is moved to amber to show them that the behaviour is unacceptable.
3. If they continue to break the rules, then they move to red and a suitable consequence is applied e.g. move to isolation within the classroom – if behaviour persist the child should be sent to another class

Low level behaviour must be recorded on a behaviour log in order to help staff identify patterns and times when some children are more susceptible to misbehave.

If a child is frequently sent to another class or to a phase leader, parents/carers should be informed. This must be recorded on CPOMS by the class teacher.

NB If at any point the child demonstrates a change in behaviour/the expected behaviour they must be moved back to green on the traffic lights. This is the aim of the system. Every opportunity must be taken to catch the pupil making the right choices to enable pupils to see they are able to turn the situation around and start again.

All children return to green at the end of the session/lesson

Each class will have its own set of consequences for poor behaviour. These will be decided by the class teacher and will be suitable for the age and experience of the children in the class. This menu of sanctions may include missing part of playtimes, being excluded from class reward times or other similar consequences. We understand that our children have different needs and need different support to behave well so it may be that we ask some children to leave the classroom in order to give a cooling off period and remove them from a potentially more difficult situation. This may be to another class or to an available member of staff. Each teacher is aware of the particular needs of their own class. Our aim is always to return children to class to learn as soon as possible.

Classroom Sanctions-Serious classroom behaviour

Serious level behaviours include:

- behaving in a way likely to cause disruption to learning e.g. throwing/moving furniture, messing with equipment
- damaging school or other people's property
- refusing to complete work or comply with a reasonable request
- causing or injury to other children

If any of these behaviours happen then they will be escalated to either the phase leaders or the Inclusion Manager. This is not yet, in most cases, a level at which the SLT will be involved. In all of these cases, the parents/carers will be informed at the end of the day and a record made on C-POMS. Consequences will be discussed and agreed with the child, the teacher and the parents/carers informed. For some pupils a sanction may be a removal of privileges, for example, missing after school clubs, visits or taken from a pupil leadership role.

Classroom Sanctions-Severe Level Behaviours and Exclusion

These behaviours are very serious and will be dealt with by the behaviour lead with reference to the Head of School.

They include

- Violence directed against another pupil or member of staff
- Significant verbal abuse towards another child or adult
- Refusal to come back to the classroom after leaving without permission
- Leaving the school premises

Parents/carers will be contacted as soon as possible, since these behaviours mean safety of the child or others in school is at risk. At all times the schools tries to avoid exclusion and sees it as a last resort. The school prefers to support children and encourage them to restoratively explore positive behaviour patterns. However, children considered displaying very severe behaviours which are a danger to themselves, the school or other people could face fixed term exclusion.

Internal Exclusion

Where senior leaders believe it is suitable an internal exclusion in school may be used as a consequence for more serious behaviour. This may be where a pupil stays in another classroom for a period of time or be in the behaviour/SLT office. This could also include lunchtime and playtimes. The venue and length of this will be decided by the member of SLT dealing with the situation. A log on CPOMS must be made of an internal exclusion either by the class teacher or the SLT member.

Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Head of School (or the Executive Head) has the power to exclude a child from school. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head of School may also exclude a pupil permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School excludes a child, s/he informs the parents/carers as soon as possible, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents/carers that they can appeal against the decision to the Directors and how to do so through the letter of exclusion.

The Head of School informs the Local Authority (LA) and the Directors about any permanent exclusion or fixed-term exclusions. The Directors cannot either exclude a child or extend the exclusion period made by the Head of School. However, the Directors have a committee whose role is set out in strict guidelines whenever a child is excluded from school. If a permanent exclusion is given directors must meet to consider it. At the review meeting, representations can be made. The Directors have the power to reinstate the child immediately or they have the power to uphold the exclusion.

Inclusion

It is expected that this policy will be appropriate for most of our children for the majority of the time. Occasionally it may be necessary to adapt and develop particular strategies in order to meet the needs of particular individuals. This will usually be done as part of an individual behaviour plan for the child in which adults directly involved with the child will contribute to its implementation.

Sanctions at Playtime

Most situations on the playground require a word from the staff on duty to resolve minor disagreements and fall outs. These are handled restoratively with the children involved. The school actively encourages play and provides playground equipment to avoid boredom.

- **Stage 1:** Rule/ expected behaviour reminder
Choice presented to child – You can choose to or you can choose to If you choose to then you will have time out.
- **Stage 2:** Timeout for 5 minutes – child to stand next to and follow adult around the playground.
- Choice presented to child – You can choose to or you can choose to..... If you choose to then there will be a further consequence.
- **Stage 3:**

From time to time there are more serious offences that take place on the playground.

These can take the form of:

- Aggressive fighting
- Target foul abusive language
- Threatening behaviour
- Deliberately leaving the school site
- Being dangerously out of bounds

- Damaging school property
- Consistent dangerous defiance

In the above cases children are withdrawn from the playground immediately and sent inside to a place of exclusion and dealt with by the SLT or Inclusion Manager. In the case of these more serious offences, parents/carers will be contacted, and behaviour logged on CPOMS. If children are sent inside, they will be asked to reflect on their behaviour restoratively. Sanctions will be given for the above behaviours this may be missing breaks/lunchtime for set period (As with internal exclusion)

Supporting Children and their Behaviours

As a commitment to positive behaviour management, we actively use preventative measures to avoid behaviours emerging. This includes the use of circle time, friendship groups, social groups, Power Training or outside agencies to support children on issues around anger management, improving self-esteem and conflict resolution. We liaise with parents/carers to provide the optimum level of support for both the child and the parent/carer, this sometimes involves accessing support from external agencies, this is always accessed with full agreement from the parent/carer.

Target Cards

Some pupils may require target cards to bring focus to their actions. A template card is used to ensure consistency across school, with teachers of younger pupils encouraged to use professional judgement to make alterations, if appropriate. Within the card are specific targets for individuals and a score chart to record/score the pupil's actions out of three for each session. Good morning, afternoon and day cards are used to support this process. Target scores are agreed which take into account the varying needs of each child. Teachers must then pass the weekly report card back to the Inclusion manager alongside collecting new cards for the week ahead. The Inclusion manager will monitor the intervention including the implementation of any changes in provision as well as action planning accordingly.

Pastoral Support Plan (PSP)

Children may be supported by a Pastoral Support Plan (PSP) this involves setting specific behaviour/emotional targets that the child will work towards. Parents/Carers will be involved in the whole process and working together with staff will support their child to achieve the specific individual targets.

Peer on peer abuse

We believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying
- being coerced into sending sexual images (sexting)
- physical or sexual assaults
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or EHASH. Incidents relating to

all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy's Anti-Bully or E-Safety policy. Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied. Necessary pastoral support will be offered to all affected parties.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)

Use of reasonable force

Section 93 of the Education and Inspection Act 2006, states that staff have the legal power to use reasonable force. There is no legal definition of when it is reasonable to use force and each case must be

judged on its circumstance and those exercising the power to use force must also take account of any particular SEN and/or disability. School staff are aware of the DfE document 'Use of Reasonable Force – advice for school leaders, staff and governing bodies.' Staff only intervene physically to restrain children or

to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children. The school has a positive handling policy and selective staff have taken part in Team Teach training.

Guidance When Bullying Occurs

The school takes any report of bullying extremely seriously and has a separate anti-bullying/relationship policy which lays down our procedures clearly.

Allegations against staff

The school has a separate policy for allegations against staff

False allegations against members of staff

Allegations against members of staff are taken extremely seriously and will be dealt with in line with guidance from the Local Authority. St Anthony's will make every effort to maintain confidentially in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the child and supports the person who is the subject of the allegation.

Suspension of the accused member of staff will not necessarily be the default action of the school. If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Executive Head and Head of School will consider the appropriate disciplinary action against the pupil who made it.

Pupils' conduct outside the school gates – teachers' powers

This policy applies to all children registered and visiting the school. It relates to all incidents that occur

on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'. This policy acknowledges the schools legal duties under the Equality Act 2010 in respect of safeguarding and in respect of children with Special Educational Needs.