

# **The Federation of St Mary's Catholic Schools**



## **Behaviour Policy**

### **Important coronavirus (COVID-19) update**

We have added Appendix 3 to this policy, which provides details on how schools can manage pupils' behaviour and enforce sanctions during the coronavirus (COVID-19) pandemic.

**Agreed: Autumn Term 2020**

**To be reviewed: Autumn Term 2021**

## ***'We love because He first loved us.'* John 4:19**

### **Introduction**

Parents/carers are reminded that in choosing The Federation of St Mary's Catholic Schools for their children, they will adhere to and support our policies, procedures and vision.

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
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their Behaviour Policy online
- It is also based on the special educational needs and disability (SEND) code of practice: 0 to 25 years.

### **Aims**

Our key purpose is to ensure the safety and success of all our children. This Behaviour Policy will enable children, parents/carers and staff to grow in love and respect for the teachings of Christ. We seek to encourage our children to care for and respect each other and to be a member of a community where each individual is valued. It is essential that all the adults involved in the care of our children, work in partnership to enable them to develop positive relationships, empathy and tolerance towards others. Children are responsible and accountable for their own behaviour. Children's positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. The high expectations of staff and children make a positive contribution. Regardless of the starting point of individual children, high standards of behaviour will be expected and promoted consistently by all adults and at all times. The positive behaviour we want to see and encourage will be praised.

### **Objectives**

- To have Jesus in our thoughts, in our words and in our hearts
- To create an ethos of excellent behaviour in school.
- To create a culture of self-discipline – where children know that good behaviour is expected as the norm.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children take control over their behaviour and be responsible for the consequences of it
- To understand that good citizenship is based upon good behaviour.
- To build a school community which values kindness, care, respect and empathy for others.

### **Curriculum and Behaviour for Learning**

At The Federation of St Mary's Catholic Schools we passionately believe that an appropriately structured curriculum and effective learning contribute to positive behaviour. Through planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

### **The role of the Executive Headteacher**

- It is the responsibility of the Executive Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school.
- The Executive Headteacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Executive Headteacher along with the Heads of School, keep records of all reported serious incidents of misbehaviour, **on CPOMS**.
- The Executive Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher will permanently exclude a child. At each stage of exclusion, the Executive Headteacher will inform the Chair of Governors.

### **The role of staff**

- All teachers have a duty of care to the children in our classrooms and cannot abdicate responsibility to support staff.
- It is the responsibility of all staff to ensure that the class rules are enforced in the classrooms and that their classes behave in a responsible manner during lesson time.
- Where other staff take small groups of children (or individuals), it is their responsibility to communicate any behaviour issues to the class teacher.
- If necessary, staff will discuss behaviour formally with parents/carers/external agencies.
- Staff will use the policy consistently and appropriately.

### **The role of Governors**

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher in adhering to these guidelines.
- The Executive Headteacher and Heads of School have the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Executive Headteacher about particular disciplinary issues.

### **Our Values**

These values are important to all the family of St Mary's. Our children have spoken about the importance of having values and consistency across all classes regardless of age.

Our core values are: Respect, Compassion, and Resilience.

To show respect for oneself, for others and for the school environment.

To show compassion and be a Good Samaritan.

To develop a positive, resilient 'can do' attitude in all areas of school life.

## School Rules

School rules are kept to an essential minimum and reinforce what we stand for, our values. Adults in school will be role models of these rules and ensure all children in school follow them. Our rules have been developed with our children. They are all designed to promote good learning, develop courtesy, good manners and mutual respect.

Be safe

Be responsible

Be respectful

	<b>In class</b>	<b>Outside of class</b>
<b>Be safe</b>	If you need help or are worried, tell someone. Be in the right place at the right time (punctual).	Share problems with an adult. Be aware of others in the playground.
<b>Be responsible</b>	Take care of the school and each other.	Take care of our school and our equipment. Take turns and share.
<b>Be respectful</b>	Respect one another. Use your manners and kind words. Listen when others are talking.	Be kind and show respect for each other. Always have good manners.

***Jesus said 'Love one another as I have loved you' John 13:34***

## Rewards and Sanctions

We reward children for good behaviour in the following ways:

- Adults praise children.
- Adults give children stickers.
- Adults give children positive and negative dojos which go towards the weekly Golden Choose Time
- Each week we nominate a child from each class to receive a 'Star of the Week' award for impressive learning and behaviour.
- Rewards to celebrate children who 'get it right' every day.
- Friday's assembly is a celebration of all pupils' achievement for the week in and out of school. (Currently Virtual)
- **SUPER CLASS award marks conduct around school.\***
- A note home from the Head of School or Executive Headteacher.
- **Lunch with the Head of School or Executive Headteacher\***
- **House Groups to develop intra school competition with relevant awards. (Houses: St David, St John, St Mary and St Patrick.)\***
- Lucky dip rewards (EYFS)
- Honey Pot (Nursery)

\* Currently not taking place due to Coronavirus

We employ sanctions to ensure a safe and positive learning environment where all can achieve. Each sanction is applied appropriately to individual situations.

## Key Stage 1 and Key Stage 2

The following process will be followed:

1. Verbal warning from class teacher and the child is given the chance to improve their behaviour.
2. Should poor behaviour continue then the child will be given a time out (3mins in Infants, 5mins in Juniors). The timeout will take place outside the classroom door. (Reflection Spot in Infants and Thinking Chair in Nursery). This is intended to be an opportunity for reflection.
3. Should poor behaviour continue after time to reflect this will also result in the child missing morning break or lunch break depending on the time of day. The Golden Time treat may also be missed depending on the incident. Parents will be spoken to at the end of the day by the class teacher.
4. If the issue persists there may be cause for the involvement of one of the Leadership team (TLR holders).\*\*
5. The next step should poor behaviour continue would be involvement of the Head of School who will place the child on a Positive Behaviour Plan (Week long report of behaviour choices signed by parents and class teacher). This will be reviewed at the end of the week. Should behaviour not have improved then issue will be escalated to step 6.\*\*
6. Parents and child spoken to by Head of School. Targets set for behaviour improvement (again a week-long report). Should targets not be met the process will be escalated to step 7.\*\*
7. Parents spoken with by Executive Headteacher. Risk of exclusion meeting.

\*\* Social Distance Maintained throughout

## **EYFS**

1. Verbal warning given from Teacher/ TA, the child is given the chance to improve behaviour.
2. If poor behaviour continues then the child's name is moved onto the sad cloud and spends 3 minutes on the thinking chair. After saying sorry the child then moves name back onto the rainbow. Children can visit the sad cloud twice during 1 session and then continues with their activity.
3. Should poor behaviour continue after this, and the child has visited the thinking chair twice, then the Head of School will be asked to speak to the child (maintain social distance)
4. Should poor behaviour continue after this then parents are informed. The child will also risk losing part of Golden Time depending on the incident. (Reception)

Reception then follow the rest of the sanctions for the whole school.

In some cases of serious behaviour (see list below) things may be escalated to the Head of School or Executive Headteacher straightaway. The Executive Headteacher will then use his discretion to exclude the child on a fixed term or permanent basis.

- Any form of bullying
- Assault verbal or physical to any member of our school community
- Theft
- Vandalism
- Repeated breaches of school rules

## **Bullying**

Our schools do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all children attend school free from fear.

## **Physical Restraint**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force', published 2012. Teachers in our school do not hit, push or slap children. 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. The actions that we take are in line with government guidelines on the restraint of children.

## **Procedures for Parents/Carers**

What parents/carers can expect of the school:

- Behaviour of their child will be monitored.
- They will be informed of positive or negative behaviour displayed by their child.
- Parents will be informed if their child is issued a sanction for negative behaviour.
- When concerns or complaints are raised, the school will follow up these within a reasonable amount of time.

To discuss an issue concerning your child:

1. When possible, please speak to your child's teacher when collecting your child from the classroom at the end of the day, once all children have been dismissed.
2. If a longer appointment time is needed, please see or phone the school office. They will be able to check with the teacher the best time for an appointment. Every effort will be made to see parents as soon as possible.
3. If you wish to discuss the matter further, please make an appointment to **see speak to** the Head of School.
4. Following this meeting, if there are still concerns, then a meeting can be scheduled with the Executive Headteacher.

## **Exclusion**

Only the Executive Headteacher has the power to exclude a child from school. He may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for him to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. If the Executive Headteacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The Executive Headteacher informs the Local Authority (LA) and the Chair of Governors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

## **Review**

This policy is reviewed annually.

***'We treat others how we want to be treated.'* Matthew 7:12**

# **Appendix 1**



# The Federation of St Mary's Catholic Schools



## Positive Behaviour Plan

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

My Personal Behaviour Targets:

Date:

Teacher Comment:

Parent Comment:

Date:

Teacher Comment:

Parent Comment:

Date:
Head of School Comment:
Parent Comment:

# Appendix 2



# St Mary's Junior School

## Behaviour Sanctions



Stage of behaviour process					
1	2	3	4	5	6
Verbal Warning from class teacher  Chance to improve behaviour	Time out 5 mins outside of classroom  Opportunity for reflection	Miss morning break or lunchbreak  Parents spoken to at end of day by class teacher maintaining social distance	Positive Behaviour Plan with Class Teacher  A week-long report of behaviour choices signed by parents and class teacher	Meeting with parents and Head of School  Behaviour targets set in week long report with Head of School	Parents spoken to by Executive Headteacher  Risk of exclusion meeting
<p>In some cases of serious behaviour (see list below) things may be escalated to the Head of School or Executive Headteacher straightaway. The Executive Headteacher will then use his discretion to exclude on a fixed term or permanent basis.</p> <ul style="list-style-type: none"> <li>• Any form of bullying</li> <li>• Assault verbal or physical to any member of school community</li> <li>• Theft</li> <li>• Vandalism</li> <li>• Repeated breaches of school rules</li> </ul>					

# Appendix 3

## **Behavioural Management During the Coronavirus (COVID-19) Pandemic**

### **Statement of intent**

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take when phased reopening begins.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

#### **1. Enforcing new rules**

- The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- Staff are informed about the measures in place so they can enforce these rules at all times.
- The school informs parents of any changes to provision outlined in this policy.
- Staff are informed of discipline and rewards in place to aid enforcement of these rules in line with this policy.
- Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

#### **2. Arrival and departure**

- The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- The school expects pupils to move immediately to their classrooms after washing their hands upon arrival.
- Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

#### **3. Hygiene and infection control**

- The school ensures a risk assessment is conducted prior to reopening to more pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.
- The school understands that younger children cannot be expected to remain two metres apart from others at all times and takes this into account with regards to discipline and giving rewards.

- Younger children should stick to their class groups and avoid mixing as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
  1. Upon arrival at and departure from the school.
  2. Before and after consuming food.
  3. After using the toilet.
  4. After coughing or sneezing.
- Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- Pupils are expected to dispose of tissues using the litter bins provided.
- Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

## **4. Social distancing**

### **General**

- Pupils adhere to the social distancing measures put in place by the school.
- Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.
- Pupils are expected to:
  1. Refrain from close contact with people who display symptoms of coronavirus.
  2. Remain at least two metres apart from other people, where practicable.
  3. Remain within their assigned groups.
- Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- Pupils are placed into classes of no more than 15 pupils and they are not permitted to mix with other pupils outside this class.



- Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

### **Lunchtime Arrangements**

- St Mary's expects pupils to respect the health and safety of lunchtime staff and to follow all infection control and social distancing rules put in place while eating food in their allocated classroom. Pupils do not enter the hall as their school dinner will be brought to them by their allocated lunchtime assistant.
- Pupils are allocated specific areas to use in the playground to help adhere to social distancing rules.

### **During sports and exercise activities**

- The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- The school does not permit close-contact sports, play or activities at this time.
- Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

### **During collective worship**

- Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.

### **Moving around the school**

- The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
- The school prohibits pupils from lingering in corridors and other communal areas without good cause.
- Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to playground.
- Pupils may leave the classroom to use the toilets one at a time, with permission from a member of staff.
- Pupils who purposefully and continuously linger in corridors and communal areas without good cause are disciplined in line with this policy.

### **Ill health and infection**

- St Mary's expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus.
- Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated.

- St Mary's allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them; Computing suite in the Infant School and the library in the Junior School.
- Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.
- If a pupil or member of staff show any symptoms of coronavirus then they would be encouraged to be tested.

#### **4 The school premises**

- Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

#### **5 Breaktime and lunchtime arrangements**

- St Mary's expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and break times.
- Pupils are expected to take their breaks and lunchtimes at phased times, within their permitted class groups and only in designated areas.
- Pupils are not permitted to gather in groups larger than 15 at a time and must not mix between groups.

#### **6 School uniform**

- The school expects all pupils to wear uniform while in school.
- Parents should ensure that their children attend school in clean uniform each day – parents are advised to avoid sending their child to school in clothing that cannot be machine washed in line with government guidance.
- Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.
- Where pupils cannot wear the correct uniform, suitable garments must be worn that fulfil the following requirements:
  1. They are plain in colour
  2. They are practical for school
  3. They do not display words, logos or graphics that are considered offensive

#### **7 Exclusions**

All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.

Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.

11.1 The Executive Headteacher retains the power to exclude pupils on disciplinary grounds.

- 11.2 Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the Executive Headteacher liaises with the LA and the pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.
- 11.3 The Executive Headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.

## **8 Rewards and discipline**

- Rewards and discipline are given in line with this policy, where practicable.
- Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

## **9 Close contact behavioural management**

- Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.
- The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

## **10 Monitoring and review**

- This appendix is reviewed in reaction to any new government advice by the Executive Headteacher and Head of School.
- The date of the next review as and when new government guidance is released.

Once the school resumes regular activity, and if deemed appropriate by the Executive Headteacher, all sections within this appendix will expire.