

# St Catherine's C of E School Behaviour and Discipline Policy

## Introduction

The Behaviour Policy in our Church of England School is informed by Christian values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in our church school are Jesus' words recorded in the Gospel of Matthew: "So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets." Widely known as 'The Golden Rule', this teaching will be the foundation of our school rules.

**Our behaviour policy is underpinned by the core Vision for Education of the Church of England. Specifically:**

*Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.*

*Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.*

*Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.*

*Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.*

## Purpose

- To create a safe environment in which all pupils can learn and reach their full potential.
- foster a positive and compassionate environment in which all children can flourish and reach their full potential.
- develop relationships based on respect, generosity, integrity and trust between all members of the school community, including parents and members of the Governing Body.
- raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have demonstrated values in practical ways.
- ensure that there is clarity about the procedures and consequences agreed by all stakeholders.
- give children the confidence that issues relating to behaviour will be referred back to the Golden Rule and the school's Christian values.
- encouraged the pupils to develop skills to take responsibility for their own behaviour and enable them to assess and manage risk appropriately to keep themselves safe.
- give all pupils an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.
- develop a consistent approach for promoting positive behaviour throughout the school in order to establish a fair reward system that acknowledges and celebrates good behaviour.
- ensure that expectations of behaviour are clearly communicated to everyone.
- raise self-esteem and teach positive behaviour values through the content and delivery of collective

worship and the curriculum.

- Manage effectively incidents of bullying, sexism, racism or any other discriminatory behaviour if/when they occur.

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 our Christian ethos of mutual trust and respect for all. The school 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 where everyone feels happy, safe and secure.

The behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others and take responsibility for their own actions.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We want them to interact positively with people and understand that their actions can have an impact on others.

We feel it is better to promote self-discipline rather than discipline after the event. We do this by building children's self-esteem and a sense of responsibility.

St Catherine's uses the guidance on behaviour provided by the Department for Education (Sept 2022)

*'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'*

## **Leadership and management**

### **Children will:**

- be supported and encouraged to build strong relationships
- experience what it means to live as a member of an open, generous and forgiving community
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy (through School Council etc)
- behave in a way which reflects our school's Christian character, vision, and values.
- in class, make it as easy as possible for everyone to learn and the teacher to teach. This means: Entering the class on time, sensibly and when required getting prepared with appropriate equipment to begin learning.

- work to the best of their abilities and to allow others to do the same.
- treat others with respect at all times.
- respond appropriately to the instructions of staff and other adults working in school.
- take care of property and the environment in and around school.
- cooperate with children and adults in all aspects of school life.
- move sensibly and quietly in and around school.
- share in celebrating the achievements of all members of the school community.
- represent the school in a way which reflects our values on residential trips, class trips, sporting matches and/or local visits.

***Teachers will:***

- model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children
- be able to convey clearly and with confidence expectations of behaviour
- benefit from a calm and secure environment in which to teach effectively
- build positive relationships with parents and the whole school community
- be supported and encouraged to develop personally and professionally
- behave in a way which reflects the Christian character, vision, and values of the school at all times and act as a role model for our children.
- fully comply with the school's policies and procedures.
- attend appropriate training with regard to behaviour.
- inform the Head of School of any behaviour concerns.
- treat all children fairly and with respect consistent with the Christian values of the school.
- raise children's self-esteem and develop their full potential by offering high quality learning experiences and individualised support which fosters positive attitudes and good behaviour.
- maintain high expectations of pupil behaviour and learning at all times in all circumstances.
- create a safe, stimulating, and pleasant environment for learning.
- use rules and consequences clearly and consistently.
- recognise each child as an individual when managing behaviour and to consider the needs of each child.
- praise and reward exceptional behaviour and achievements

***Parents will:***

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the Golden Rule and the school's values
- be confident that their child is developing personally, socially and academically
- be offered opportunities to explore further the schools' values at home
- feel welcome in school to discuss their child's progress in a positive atmosphere
- ensure their child/ren attends school, arrives on time and is collected on time each day.
- tell school staff about anything that may affect children's learning, behaviour and/or wellbeing at school.
- show an interest in all that their child does at school and promote positive attitudes towards learning.
- offer help and support with learning at home, including the completion of homework.
- encourage independence and self-discipline in their children.
- encourage respect and model good behaviour whilst also making their children aware of inappropriate behaviour.
- work with school staff to address and review any behaviour issues with their child/ren.
- attend Parent's evenings and support the school by reinforcing key messages in regard to behaviour.

***Leaders will:***

- Create a culture that promotes excellent behaviour through having a clear vision of what good behaviour looks like to ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption.
- Be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community.
- Ensure that the behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.
- Take responsibility for implementing measures to secure acceptable standards of behaviour and ensure the school's approach to behaviour meets the following national minimum expectation
- Ensure the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- Visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- Ensure measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;

- Support teachers to ensure pupil behaviour does not normally disrupt teaching, learning or school routines.
- Be clear disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- Ensure all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

### **Governors will:**

- ensure that the school Behaviour Policy reflects the Christian character, vision and values of the school.
- ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
- ensure the Behaviour Policy is made available to parents on request.
- To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management
- review their policies and procedures and provide information to the local authority when appropriate, regarding policy and about how the above duties have been discharged.

### **School systems and social norms**

#### **Making Children Feel Better**

We believe that if we make children feel better, they will behave better. For this reason, our behaviour management approach centres on providing positive experiences for children who need them.

We give children what they need in order to improve their behaviour for the benefit of everyone. If a child behaves anti-socially because they can't cope with sitting still for long periods of time, we allow them to get up and move around; if a child feels that they don't have any friends, we allow them to spend time with Luna and guide them to the friendship stop. This is not rewarding anti-social behaviour, it is giving the child positive social experiences in order to create pro-social feelings which generate positive social behaviour.

We give children what they need in order to be successful, and this will look different from one child to another; it will also look different for each child from one time to another.

#### **Transitions**

Our transitions from lesson to lesson, through break times, etc follow a set system from class to class. For this we expect all teachers to use 'Silent Signals'. This supports consistency across the school in expectations of pupil behaviour alongside ensuring a calm, purposeful environment.

**Please refer to 'Silent Signals Guidance' a copy of which should be displayed in every classroom.**

## **Response to Good Behaviour**

### ***Celebrating Values in Action:***

Teachers will write the names of children who have demonstrated the 'values in action', (e.g. shown generosity towards them). This behaviour will be affirmed and praised during the Celebration Assembly on Fridays.

### ***Good Learner of the Week:***

Each week the class teacher (after consultation with support staff and lunchtime supervisors) will select a Good Learner of the Week from his/her class. This will be noted at the Celebration Assembly on Friday afternoon.

Both pupils' photos will be displayed on the classroom door for the week and names will go in the parents' newsletter.

To further encourage good learning behaviour staff will explicitly teach learning dispositions that will support positive learning behaviour in the classroom. These dispositions come under the titles of Respectfulness, Resourcefulness, Resilience, Responsibility and Reflectiveness. For more information, please refer to our teaching and learning policy.

### ***Praise and positive comments:***

Praise and positive comments will be given readily both verbally and through bursting to tell stickers to go home. Class and supply teachers, lunchtime supervisors and support teachers will be encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, e.g. compassion, looks like in practice.

### ***Demonstrating Good Values / Great attitudes House Points:***

There are four school houses. When a child demonstrates a value, a house point will be awarded.

### ***What Would Jesus Do:***

This is an Award given out termly to children who consistently demonstrate the Christian qualities.

### ***Diamond Behaviour:***

Staff will reward children representing the school values independently through giving 'diamonds' to children in the pupils' diamond jar in class. Diamond jars will be shown in Friday's celebration assemblies.

## **Response to Inappropriate Behaviour**

### ***When dealing with behaviour that falls below the expected standard, adults will:***

- use the Golden Rule as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy
- ensure that the child understands why his/her behaviour is not appropriate
- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrongdoing.
- establish the facts and reserve initial judgement

- we teach children to be effective learners, reflecting on feedback given and striving to improve wherever possible.
- If a child is disruptive in class, the teacher warns him or her and advises them to change their behaviour and make the right choice.
- If a child continues to behave negatively, they may be asked to go to another classroom for a fixed period of time.
- we do not use the word punishment because we do not seek retribution. Instead, we teach children that their actions have consequences. The consequences of harmful behaviour will always be designed to **de-escalate** a harmful situation
- remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups
- provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable.

***When dealing with behaviour that falls below the expected standard within the classroom, teachers will:***

- deal with classroom problems, whenever possible, within the classroom
- require unacceptable work to be repeated
- expect a child to make up for wasted time during his/her free time; e.g. at break or dinner time
- inform parents if equipment is deliberately damaged and invite them to replace it
- use the 'ask, tell, send' approach. (Ask – Ask child to behave, reminding him/her of appropriate behaviour. Tell – Tell the child to behave appropriately e.g. I've asked you to sit quietly, now I'm telling you to sit quietly... Send – If the child continues to misbehave, he/she is sent to another area of the classroom for a 'Time Out' session.

When the teacher has an opportunity he/she will then speak to the child calmly about his/her behaviour. If inappropriate behaviour continues, the child will be sent to a member of the Senior Leadership Team.

**Staff induction, development and support**

- All staff receive a full induction which includes training on meeting our agreed policies and procedures for behaviour management.
- Staff induction includes support from the SENDCo on behaviour strategies for SEN pupils;
- Termly behaviour monitoring takes place and informs the training plan for all teachers and support staff;
- Further training and development takes place through termly SEND meetings, TEAM Teach de-escalation training, 1:1 support to develop any areas identified in monitoring.

**Working in partnership with parents**

The school is keen to work in close partnership with parents and will formally inform parents regarding their child's behaviour at parents' evenings. Staff will also informally discuss behaviour (both inappropriate and exemplary behaviour) with parents when appropriate at the beginning/end of the school day, through ClassDojo or via telephone as required. Parents are also welcomed to speak with

staff to discuss their child/ren's behaviour at any time.

### **Involvement of other Agencies**

If a pupil shows signs of emotional and behavioural difficulties that cannot be resolved within the school's resources, the school will begin procedures as advised in the Special Educational Needs Code of Practice. As a part of the school's response to these needs other support agencies such as the Family Support, Early Help, Educational Welfare Officer, etc. may be consulted. This process will be co-ordinated by our SENCO.

### **Physical Contact with Children**

#### **To comfort or reassure**

We believe that it is appropriate for staff to have physical contact with children if it is to comfort or reassure them, for example giving them a hug or allowing them to sit on our knee when they have fallen and hurt themselves or when they have struggled to separate from a parent or carer.

If possible, we will seek parent's/carers' permission, e.g. 'I can see that A is upset. Would you like me to take A from you?' If the parent/carers is not around, we will be guided by the child's wishes. If the child is in Foundation Stage or Key Stage One and is clearly comforted by physical contact and/or is actively seeking it, we will provide it.

If a child in Key Stage Two seeks physical contact, we may provide it if:

- a. Parents/Carers have given express permission (e.g., if a child will not separate from them);
- b. The child is very distressed following physical or emotional upset.
- c. It requires minimum contact, e.g., a handshake or high five
- d. It allows the child to access a learning situation, e.g., supporting them to get on or off and piece of PE or Forest School equipment.

We will not allow Key Stage Two children to sit on our knees.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.

### **What to record on My Concern**

- Any behaviour which causes actual harm and, therefore has the potential to be dangerous
- Any behaviour which is part of a pattern, the analysis of which may help SLT to put together a Behaviour Support Plan to help the child
- Any behaviour which is out of character and suggests that a child may be communicating an unmet need.
- Any behaviour which has necessitated physical contact.

If you are unsure about whether to record or not, ask the Head of School who will help you decide.

### **How to record on My Concern:**

- Record the behaviour in as much detail as you can, including anything that may have triggered it
- Stick to the facts; do not add your own opinion or interpretation for example:

*Don't write 'A deliberately punched B in the stomach; Do write 'A punched B in the stomach.*



## Positive Phrasing, limited choice and de-escalation to prevent anti-social behaviour

We know that anti-social behaviour is a result of negative feelings. Put simply, children will behave badly when they are feeling bad. Therefore, our response to anti-social behaviour must always be to make the child feel better. The first question staff must ask themselves when a child is behaving anti-socially is: 'How can I make this child feel better?'

You may be able to make a child feel better by changing the way that you are speaking to them so that you don't risk raising their anxiety levels, for example:

### Don't say:

'Stop being silly,' **because** the child is not being silly; they are upset, angry, confused or scared – calling them silly does not acknowledge or value how they are really feeling.

'Be good,' **because** it is too vague and, right now, they are not able to 'be good'.

'Don't throw the pen,' **because** they might not have been about to throw the pen, but you have just pointed out that throwing the pen is an option.

'Don't talk to me like that,' **because** you are making it about you not them.

'Calm down,' **because** if they could calm down, they would calm down.

### Do say:

Stand next to me

Put the pen on the table

Walk in the corridor

Switch the computer screen off

Walk with me to the hub

Stay seated in your chair

**because** positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity. They should be given assertively but without aggression. If you cannot remain calm and assertive, you must walk away and ask someone else to deal with the situation.

## Limited Choice

If a child is finding it difficult to follow an instruction, you can give them a limited choice. This involves offering two choices, both of which are equally acceptable to you and non-threatening to the child, for example:

- Where shall we talk, here or in the hub?
- Put the pen on the table or in the box
- Are you going to sit on your own or with the group?

When offering a limited choice, it is very important not to veer from these choices until the child has chosen one. Do not add in more choices because the child is refusing your initial ones and never resort to threats or bribes to get them to comply. Many children will reject your choices to start with but you

need to teach them, through calm and assertive repetition, that there is no other option.

### **De-escalation**

If a child is in a state of heightened anxiety, use the following script to remove the child from the situation calmly and without further conflict:

Child's name....

I can see something has happened

I am here to help

OR

Talk and I will listen

OR

Come with me and.....

Do not veer from the script and do not say anything else until the child is calm and away from the situation. If you cannot remain calm whilst delivering the script, you **must** ask someone else to deal with the situation.

Do not try to 'win' an argument with a child who is displaying negative behaviours. Your only objective at this point is to reduce the child's anxiety and thereby reduce the risk of harm.

If a child poses a danger to other children and will not comply with your requests to leave the situation, the other children must be removed until it is safe for them to return. Children must NEVER be locked in a room or have their ability to leave a room restricted; it is illegal to isolate a child against their will.

**Please refer to our 'Approach to Behaviour Management' document.**

### **Children with Special Educational Needs**

This Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disability (SEND). Approaches to managing the behaviour of these children will be decided by school staff after appropriately considering all safeguarding arrangements and needs of the child. Agreed approaches will usually be decided in consultation with our SENDCO.

### **Equal Opportunities**

Our Equal Opportunities Policy states that our school believes that no-one should receive less favourable treatment on the grounds of, for example: race, gender, disability, sexuality, age, income, religion, colour, ethnic background, origin, marital status or nationality. This statement is particularly pertinent to a Behaviour Policy. It is useful to note that strategies may be adapted to suit individual needs, our school will be vigilant to ensure there is, and every child knows that there is, a fair system in place to ensure good behaviour exists at school.

### **The impact of behaviour on the school community**

We pride ourselves on being an inclusive school. We welcome children from all backgrounds, of all abilities and regardless of disability, socio-economic status, culture and religion. We genuinely value and celebrate our rich and diverse community. In an inclusive school, as in wider society, people will sometimes behave in ways that we cannot relate to and for reasons that we do not understand.

Sometimes children are upset because they see, or hear about, another child behaving in a way that they do not understand. Sometimes it is obvious why someone is behaving differently, for example if they have a visible disability; sometimes it is not obvious, for example if a child has experienced trauma or abuse or has a hidden disability such as dyslexia, Autistic Spectrum Disorder, Attention Deficit and Hyperactivity Disorder, a speech and language or information processing disorder. In order to prepare children to become responsible and empathic members of society, we teach them that different people have different needs and that these needs are expressed in different ways. Once children understand this, they are far less likely to be distressed by anything that they see or hear and far more likely to support their peers when they are experiencing difficulties.

This Behaviour Policy will not protect children from witnessing the behaviour of others who have different needs to their own.

## Exclusion

Fixed term exclusions and permanent exclusion will follow a formal procedure as agreed by the Governing Body in consultation with the LA. We will strive to avoid this. In most cases exclusion from school will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Exclusions will result following behaviour as listed in the National Standard List of Reasons for Exclusion.

There are two sorts of exclusions:

- **Fixed term exclusions**

A pupil may be excluded for any period up to 45 days in any school year. A date is given for the pupil's return to the same school.

- **Permanent exclusions**

It is not intended that the pupil will return to the same school.

If your child is excluded the school will tell you about the exclusion as soon as possible. You will receive a letter telling you:

- the reasons for the exclusion;
- whether the exclusion is fixed term or permanent;
- the arrangements for continuing your child's education. During the **first five days** of any exclusion you are responsible for your child's education. If the exclusion is **six days or longer and fixed term**, then the school needs to make arrangements to provide education (normally off site) from day six onwards. If the **exclusion is permanent** then the Local Authority will arrange education from day six. This does not affect your right of appeal against exclusion;
- that you have the right to appeal to the governing body's discipline committee;
- who to contact if you wish to appeal and the latest date for doing so;
  - if the exclusion is fixed term, the date of return to school;
  - that you have the right to see your child's school record.

For Further information regarding Exclusion:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/educationwelfare/exclusion-from-school/>

## Complaints Procedure

If you are not happy with the way that you or your child is treated by any member of the staff or other parent at the school, you can write to or speak to The Chair of Governors in the first instance. If you wish to take it further, please follow the Complaints Policy procedures. We hope that any concerns are settled between the parties concerned quickly and amicably with a positive outcome for all concerned. Policy to be reviewed annually.

### Note on behaviour outside of school premises

In line with DFE Guidance for Schools on Behaviour (September 2022), Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.