

## BEHAVIOUR

**Our Lady's Bishop Eton** believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

## LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'

## ROLES AND RESPONSIBILITIES

The **governing body** has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's **Complaints Procedures Policy**.

The **headteacher** is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the **governing body** on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **mental health lead** is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the **SENCO, headteacher** and **governing body**, as part of the Safeguarding Team, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the **SENCO** and **mental health support teams** to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as **secondary school** teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

The **SENCO** is responsible for:

- Collaborating with the **governing body, headteacher** and the **mental health lead**, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**Teaching staff** are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the **SENCO** and, where appropriate, the pupils themselves.

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: **SENCO/headteacher/subject leader**.

**All members of staff, volunteers and support staff are responsible for:**

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

**Pupils are responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Parents are responsible for the behaviour of their child(ren) inside and outside of school.

**DEFINITIONS**

For the purpose of this policy, the school defines “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

**Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

**Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

**Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

**Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual

**Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

**PLUS:** Possession of banned items, Truancy, Refusing to comply with disciplinary sanctions, Theft, Swearing, racist remarks or threatening language, Fighting or aggression

For the purpose of this policy, the school defines “**low level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

Lateness, Low level disruption and talking in class, Failure to complete classwork, Rudeness, Lack of correct equipment

Refusing to complete homework, incomplete homework, or arriving at school without homework, Use of mobile phones without permission

**WE USE THE FOLLOWING REWARDS** to recognise, reward and celebrate good behaviour through our whole school:

- Good To Be Green system and Privilege Cards
- House Points system
- Adult praise
- Stickers, including Headteacher Stickers
- Weekly Award Assemblies

**WE USE WHOLE SCHOOL SANCTIONS FOR UNACCEPTABLE BEHAVIOUR**

**GOOD TO BE GREEN LEVELLED RESPONSE**

**STAGE 1:** First Incident: Verbal warning and name written on board.

**STAGE 2: YELLOW CARD:** Second incident: Pupil kept back in class for 5 minutes with Class Teacher. Parents will be informed verbally. A record will be kept by class teacher on CPOMS of the total number of incidents. This will be shared at parents evening. The class teacher informs the headteacher if a child is persistently receiving yellow cards.

**STAGE 3: RED CARD:** Third / Repeated Incident: Red Letter will be sent home with a request for a discussion with parents. Class teacher will record on CPOMS. Pupil attends lunchtime detention and Reflection session.

**VIOLENT / SERIOUS INCIDENT OR SECOND RED CARD: This will be recorded on CPOMS.** A meeting will be arranged between the Head Teacher, a member of SLT, Class teacher, Parent and the child. The child will be put onto HT Report card for 1 week. Any further incidents are referred directly to head teacher. Other agencies will be contacted for advice/support as appropriate.

If during a school activity a child’s behaviour endangers the safety of themselves or others, the activity is stopped immediately and the child cannot take part for the rest of that session. Children may subsequently be banned from the same activity if staff are not confident that this behaviour will not re-occur. A record is made on CPOMS.

Any physical intervention used will be conducted in line with the school’s Control & Restraint Policy.

**FIXED TERM AND PERMANENT EXCLUSIONS:** The school has never excluded a child. Nor do we wish to. Should this ever be necessary, The school will always consult with all appropriate parties and follow the **current** national policy and guidance with regards to any exclusion. At the point of writing this includes, but is not limited to the following legislation:

- The Education Act 2002
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- The European Convention on Human Rights (ECHR)
- The Equality Act 2010

and non-statutory guidance, including, but not limited to, the following:

- DfE (2017) ‘Exclusion from maintained schools, academies and pupil referral units in England’
- DfE (2016) ‘Behaviour and discipline in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2018) ‘Mental health and behaviour in schools’

The school will **always** provide full clarity with regards to the **current process** to parents and all other parties involved.