Our Lady's Bishop Eton Primary School

Behaviour Policy

Respect Resilience Responsibility

Living, Loving, Learning In Jesus

Signed by:

_____ Headteacher   Date: _____

_____ Chair of governors   Date: _____

Contents:

1. **INTRODUCTION**

   The Behaviour policy operates in conjunction with the following policies and guidance from the Local Authority:
   ● Anti-bullying policy
   ● Equal Opportunities policy
   ● Safeguarding and Child protection policy

   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/Education and Inspections Act 2006/Health Act 2006/Voyeurism (Offences) Act 2019/The School Information (England) Regulations 2008/DfE (2016) 'Behaviour and discipline in schools'/DfE (2021) 'Keeping children safe in education 2021'/DfE (2021) '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'/DfE (2018) 'Searching, screening and confiscation'

   In our school we believe that good behaviour is integral to effective learning and our behaviour systems and pastoral support, together with our robust curriculum, enables each and every child to reach their full potential.

   Our policy is based on our school Values of Respect, Resilience and Responsibility and a belief that:

   ● Good relationships and a strong rapport with our children, together with a full understanding of their needs, consistently enable a stronger, shared understanding of the value of good behaviour.
   ● School is a safe place for our children where they will be listened to and challenges are discussed openly.

- Staff have a collective responsibility to support all of our children and that as a team we are more likely to create effective solutions and strategies.
- When things go wrong, children are an integral part of establishing a solution, so they are able to learn from the situation.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

2. ROLES AND RESPONSIBILITIES
The governing board has overall responsibility for:
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calmness, 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:
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- 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 board on the implementation of this 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 this 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.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:
- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting 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:
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their 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 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.
- Entering incidences of poor behaviour on the school's CPOMS system.

All members of staff, including teaching and support staff, and volunteers are responsible for:
- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

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:
- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. MANAGING BEHAVIOUR
Staff establish and maintain consistent expectations with regards to acceptable behaviour and reinforce these through our consistently applied **GOOD TO BE GREEN BEHAVIOUR**

SYSTEM, positive expectations, praise and rewards. This is linked closely with the school values of Respect, Responsibility and Resilience.

For the purposes 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.

For the purposes 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.

4. GOOD TO BE GREEN LEVELLED RESPONSE

Stage 1: First Incident (low level unacceptable behaviour): 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. This will be recorded on CPOMS. This will be shared at parents evening. If a child is persistently receiving yellow cards, the class teacher will inform the Headteacher.

Stage 3: Red Card: Third/Repeated Incident: Contact will be made with parents for a discussion about the incident. Incident will be recorded on CPOMS and shared with SLT. Pupil will attend a lunchtime reflection with their class teacher to address their choices and ways to move forward.

Violent/Serious Incident or Second Red Card: This will be recorded on CPOMS. A meeting will be arranged with: Head Teacher/Assistant Head Teacher, Class teacher, Parent and Child. The child will be put onto a HT Report card for 1 week. Any further incidents will be referred directly to the 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 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.

5. PRAISE AND REWARDS

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers

will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

· **Immediate** – immediately rewarded following good behaviour.

· **Consistent** – consistently rewarded to maintain the behaviour.

· **Achievable** – keeping rewards achievable to maintain attention and motivation.

· **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Weekly Certificates (Values Award and Star of the Week)
- Hall of Fame
- House Points
- Prize ceremonies and special assemblies
- Positions of responsibility

6. SERIOUS UNACCEPTABLE BEHAVIOUR

For the purposes of this policy, the school will define "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. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, 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 involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft

- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

7. SMOKING AND CONTROLLED SUBSTANCES
The school has a zero-tolerance policy on illegal drugs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Safeguarding Handbook.

8. PROHIBITED ITEMS, SEARCHING PUPILS AND CONFISCATION
Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

9. SEXUAL ABUSE & DISCRIMINATION
The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling such instances are detailed in the Safeguarding Handbook and Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents

10. ALLEGATIONS OF ABUSE MADE AGAINST OTHER PUPILS
The school recognises that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up". Whilst most cases of pupils hurting other pupils will be dealt with under the school's behaviour policy, the CHILD PROTECTION AND SAFEGUARDING POLICY will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

The school minimises the risk of child on child abuse by:
- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

- Ensuring the curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy If a pupil makes an allegation of abuse against another pupil:
- The person they have made the disclosure to must tell the DSL and record the allegation on CPOMS. THEY MUST NOT INVESTIGATE.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

11. 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.

DFE REASONS FOR EXCLUSION

Exclusion reason	Possible examples
Physical assault against a pupil	fighting, obstruction and jostling, violent behaviour, wounding

Exclusion reason	Possible examples
Physical assault against an adult	obstruction and jostling, violent behaviour, wounding
Verbal abuse/threatening behaviour against a pupil	aggressive behaviour, swearing, threatened violence, verbal intimidation
Verbal abuse/threatening behaviour against an adult	aggressive behaviour, swearing, threatened violence, verbal intimidation
Use or threat of use of an offensive weapon or prohibited item	carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon
Bullying	verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
Racist abuse	derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics
Abuse against sexual orientation and gender identity (for example, LGBT+)	derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender), homophobic, biphobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, swearing that can be attributed to LGBT+ characteristics
Abuse relating to disability	derogatory statements or swearing about a disability, bullying related to disability, disability related graffiti, disability related taunting and harassment
Sexual misconduct	lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment
Drug and alcohol related	alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking, substance abuse
Damage to property	damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism
Theft	selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or pupil), stealing school property
Persistent or general disruptive behaviour	challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely
Inappropriate use of social media or online technology	sharing of inappropriate images (of adult or pupil), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media
Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to

Exclusion reason	Possible examples
	other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.

12. USE OF REASONABLE FORCE

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Please Note: Parental consent is not required to restrain a pupil.

REASONABLE FORCE:

- Reasonable force to bring a situation under rapid control and can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to prevent them from doing damage to themselves, others or property. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

School can use reasonable force to:
● remove disruptive children from the classroom where they have refused to follow an instruction to do so;
● prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
● prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
● prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
● restrain a pupil at risk of harming themselves through physical outbursts.
School cannot:
● use force as a punishment – it is always unlawful to use force as a punishment