

# Our Lady & St Paul's R.C. Primary School

A Voluntary Academy



## Behaviour Policy

This policy is reviewed every two years by the Governors.

### History of Document

Issue No	Author/Owner	Date Written	Approved by Governors	Comments
1.2	Marie Gavin	May 2018	June 2018	Amendments to consequences
1.3	Marie Gavin	June 2020	June 2020	Amendments due to Covid
1.4	Marie Gavin	November 2022		Amendments Suspension & Perm Exclusion Update DFE
1.5	Marie Gavin	March 2023	March 2023	Reviewed
1.6	Marie Gavin	March 2025	March 2025	Reviewed

*"If I am without love, I am nothing." 1 Corinthians 13:2*

### **Mission Statement**

***"If I am without love, I am nothing." 1 Corinthians 13:2***

**At Our Lady and St Paul's RC Primary School we encourage each other to love, learn and live as friends of Jesus Christ.**

#### **We aim to:**

- encourage every member of our school community, children and adults, to grow in faith
- encourage love for learning and a thirst for knowledge to enable all children to reach their full academic potential.
- encourage our children to grow and develop their talents, skills and enquiring minds.
- encourage our school community to have trust, respect and love for everyone.

#### **We will achieve this by providing:**

- opportunities for prayer, worship and Religious Education.
- an engaging curriculum which will inspire lifelong learning.
- opportunities for our children to have enriching experiences beyond the classroom.
- opportunities for our school to reach out and embrace the parish and wider community.

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### **Statement of Intent**

We believe that in order to achieve the aspirations of our school, each individual child's potential, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

Our Lady's and St Paul's Behaviour for Learning Policy aims to develop every child's individual sense of responsibility and independence for their own actions. The policy further aims to develop their awareness and understanding of the impact their own behaviour choices have on other members of our school and also the wider community.

Each member of our school staff has responsibility for upholding and demonstrating high standards of personal conduct at all times in order to role model the expectations we have of our pupils. Staff are required to implement this policy fairly and consistently

## **Relationships**

The relationships we build with children and parents are essential to our behaviour management.

### **Staff/Pupil**

- Be human – apologise if you are wrong
- Give respect to get respect – treat others as you would expect to be treated
- Try another strategy if one doesn't work.
- Give time – a response might not happen immediately
- Seek advice and support from colleagues
- Establish boundaries for behaviour and stick to them
- Stay calm
- Be positive

### **Staff/Parent**

- Avoid confrontation
- Listen carefully to each other
- Be aware of home situations and any difficulties for parents or pupils
- Seek support from colleagues in meetings
- Offer parents support in meetings

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# Code of Conduct

## Recognition for high standards of behaviour, attainment and achievement

Our Lady & St Paul's recognises that pupils should be recognised for displaying consistently high standards of behaviour. It is with this in mind we aim to recognise the vast majority of our pupils who consistently demonstrate high standards of behaviour. We know that this approach encourages children to learn, experience success and reach their potential.

### Categories of Behaviour

Pink to Think - Low level (Verbal Reminder) behaviour	Consequences to Support
Lack of concentration/focus on work Ignoring instructions/not following instructions first time Non-aggressive throwing of objects Invading the personal space of others Running/being noisy on the corridor Intentional dropping of litter Distracting others during class time (including making noises or by actions)	Verbal reminder Final verbal reminder (If you are moved to Pink once in a day and then adjust your behaviour and move back to Green you will still achieve your Green Dot for the day. If you move to Pink more than once in a day you cannot move back to Green and cannot get your Green Dot for the day)
Orange - Medium level behaviours	Consequence to Support
Inappropriate undirected language Refusal to work Refusal to follow instructions/co-operate Persistent invading of personal space Rough play Lack of effort with presentation Deliberately provoking others Deliberate unkindness to others Leaving the classroom without permission Persistent eating in class	Minimum of 15 minutes reflection time in the classroom (with their work) sitting in a defined 'Thinking' space. If the behaviour continues or another Orange Behaviour is shown then move to work in another class for 30 mins/remainder of the session.  Record on SIMS and inform parent via text and follow up call
Red - High level Behaviours	Consequence
Physical or verbal aggression directed towards an adult or pupil Intentional vandalism Spitting Stealing Consistent refusal to work Consistent refusal to follow instructions Intimidating others Leaving the building without permission	Class teacher to inform Phase Leader which will result in the following: Work out of classroom for a full session or half a day and a red text home to parents. Parents MUST also be informed by telephone call. Incident recorded on SIMS Numerous red texts per half term and a meeting with parents should be arranged with class teacher and Phase Leader
Blue - Most Serious Level Behaviours	Consequence
Use of object/weapons to hurt others Racism/homophobic language  Bullying - face to face or online Sexual harassment, gender based bullying and sexual violence Child on child abuse Leaving the premises without permission Not following instructions which leads to an unsafe situation	Immediate SLT (Head or Deputy) and contact with parents/carers 4 times at SLT in one half term = period on Daily Report Book to monitor progress 1 <sup>st</sup> time = 1 week on report 2 <sup>nd</sup> time = 2 weeks on report 3 <sup>rd</sup> time = Strategy meeting and remaining on report <i>When you return to class the adult will not discuss the incident with you and you are expected to refocus on your work immediately</i>

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	<i>At this level the behaviour displayed may result in a suspension or permanent exclusion</i>
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### **Special Educational Needs**

Through consultation with parents and pupils, it has been agreed that our code of conduct will be adapted to support pupils with additional needs. Any adaptations will be led by the SENDCO and class teacher in agreement with the pupil and their parent/carer.

If difficulties arise, the support of external agencies, including the educational psychologist, may be sought. In complex cases of emotional and behavioural difficulties, an application may be made for statutory assessment by the local authority who will decide whether or not pupils need an EHC plan (education, health and care plan) to outline their additional needs and the special provision which needs to be in place for them.

### **External Agency Links**

School staff work closely with other professionals to ensure appropriate support is in place for children with social, emotional and behavioural needs. Other agencies OLSP work with include: Child and Adolescent Mental Health Services (CAMHS) and the Educational Psychology Service (EPS). Within school, therapeutic interventions are in place to support children with ongoing social, emotional, mental health and behavioural needs.

### **Use of Physical Intervention**

All members of school staff have a legal power to use physical intervention. Proportionate force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

At OLSP, we endeavour to support our pupils by de-escalating potentially difficult situations, spotting triggers and preventing conflict wherever possible. There may be times however, when staff are required to physically intervene. The decision to use physical intervention depends on individual circumstances, risk to pupils, staff or property. We are mindful of each child's individual needs and steps are taken to reduce the likelihood of physical intervention wherever possible. **Using physical intervention will be a last resort.**

Circumstances where physical intervention may be used:

- To keep a pupil safe
- To restrain a pupil at risk of harming themselves or others
- To remove disruptive children from the classroom.
- To prevent pupils leaving the classroom or building, where allowing them to leave would risk their safety.
- To prevent a pupil from attacking a member of staff or another pupil.
- To stop a fight in the playground.

Parents/Carers will be informed of serious incidents involving the use of physical intervention and a detailed record will be kept in school on CPOMS.

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## **Prohibited items, searching pupil and confiscation**

Headteachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention guidance. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Energy drinks

## **Behaviour outside of school Premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

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· Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **Suspensions & Permanent Exclusions**

Suspension and / or Permanent Exclusion may be used when a child's actions or behaviour endangers other individuals or property or challenges the authority of school staff.

Endangering other individuals may include:

- physically threatening, intimidating or actually hurting others
- verbal abuse, name calling, racist abuse
- persistent rough, inappropriate play which is unsafe
- bullying in any form

Endangering property may include:

- deliberate damage of school equipment, including throwing items across the room, breaking windows, kicking or slamming doors
- deliberate damage of the outdoor school environment

Suspension and / or Permanent Exclusion may also occur when a child persistently and deliberately disrupts the learning environment of the classroom, thereby preventing the teacher from teaching and other members of class from learning. Suspension and / or Permanent Exclusion is never taken lightly or in the heat of the moment. It is the decision of the Headteacher (or Deputy Headteacher in her absence) and the relevant facts are fully investigated before a decision to suspend or permanently exclude is taken.

## **Monitoring and review**

This policy is monitored for effectiveness by the Headteacher and Designated Safeguarding Lead, and will be reviewed annually.

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