



St. Basil's
Catholic Primary School
We love, learn and succeed together

Relationships and Behaviour policy including statement of behaviour principles

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At St Basil's Catholic Primary School, we are committed to providing a nurturing, caring, inclusive and safe learning environment where pupils can thrive, are confident, happy and secure.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

We aim to:

- Ensure that every child has the right to learn, be listened to, be valued and feel safe.
- Promote in every child the self-esteem and self-worth of every child.
- Build positive relationships which promote effective behaviour management built upon mutual trust, care and respect.
- Establish and maintain restorative approaches to a behaviour management that are consistent throughout the school.
- Develop behaviours for learning which will enable to reach their full potential.
- Ensure that every member of the school behaves in a restorative manner with consideration and concern for others.
- Ensure that children to learn to have pride in the efforts both academically and socially
- Develop in every child a sense of personal responsibility for his/her own actions, respect and regard for authority.
- Promote good behaviour and self-discipline.
- Ensure that parents are supportive of the school's policy, and they are directly involved in its implementation wherever this is appropriate and necessary.

To achieve this we:

- Build our relationships upon the Gospel Values of care, faith, mercy, love, service, peace, hope, service, sacrifice, trust, compassion, courage, humility, truth, mutual respect, justice, forgiveness, gentleness.
- Maintain relationships by teaching, promoting and developing the skills of empathy and understanding, accepting difference, conflict management and peace-making, feelings for others, active listening.

- Repair relationships by teaching, promoting and developing the processes of restorative questioning and conversations.

2. Legislation and statutory requirements

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
- Exclusion Guidance
- Special educational needs and disability (SEND) code of practice
- Planning guide for primary schools following Covid-19

In addition, this policy is based on:

- 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

3. Definitions

School Staff are defined as any paid member of the school community or any person that the headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

Misbehaviour is defined as:

Being unkind to another child

- Excluding others from a game
- Rough play – not intentional
- Using unkind language

Choosing not to finishing work

Damage to school or others property

Disrespect to adults

Disrupting learning e.g. consistently talking/shouting out

Hitting/pushing someone deliberately
Leaving place unnecessarily
Leaving the classroom
Low-level disruption e.g. shoes straps and pencil tapping
Not following instructions
Poor attitude to learning
Refusing to complete work
Retaliation – hitting
Refusing to engage in restorative
Swearing (with intent)
Spitting /Coughing

Serious misbehaviour is defined as:

Any form of bullying
Derogatory language towards staff
Disruptive Behaviour
Homophobic Language/ Behaviour
Fighting
Racist Language/Behaviour
Repeated breaches of the school rules
Sexual Harassment meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes or touch

Sexual Assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

Sexist Language/Behaviour

Theft

Vandalism

Use of mobile phones. Including cameras, on the school site

Verbal or physical aggression towards peers

Verbal or physical aggression towards staff

Possession of any prohibited items.

- Knives or weapons
- Pornographic images
- Mobile phones switched on while on the school site
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our approach to preventing and addressing bullying set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Working with parents is an important part of supporting children with their behaviour. Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's well-being and behaviour.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. School Rules

6.1 School Rules

These are our school rules. They apply to all aspects of school life: classroom, cloakroom, playground and the dining hall.

Your behaviour makes a difference to everyone's learning so that everyone can love, learn & succeed together

The rule	What this means based on children's ideas
Be Safe	Listen to adults Use equipment safely Walk inside the building
Be Proud	It's ok to make mistakes, mistakes make you learn Wear you full school uniform and PE kit Always try and do your best
Be Respectful	Listen to each other Make people welcome Look after school and property Show good manners

6.2 Use of technology including mobile phones

Mobile phones and any other communication devices should be turned off and handed into the teacher upon arrival in school.

All members of the school community must be compliant with and adhere the Acceptable Use and Online Safety Polies.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Rewards are used to support class and team work as well as providing ideal means of rewarding notably good learning behaviours. Within the school's positive learning environment, children should expect to receive regular praise from all adults. Class teachers are encouraged to explore, explain and share the school rules and seek opportunities for children to love and succeed on a daily basis and may use a range of personally favoured strategies as incentives for the pupils to behave well.

Positive behaviour will be rewarded with:

- Verbal praise and encouragement
- Non-verbal praise – e.g. thumbs up
- Stickers

- Daily 'Secret Learner'
- Class recognition board – Citizen and Learner of the Day
- Class Dojo
- Bronze, Silver and Gold Dojo Certificates
- Opportunities for responsibility in class and across school - Roles and Responsibilities
- Communication with parents (Class DoJo, texting, happy notes home)
- Awards Newsletter
- Sharing of good behaviour with phase leader/Headteacher
- Certificates given during celebration assembly to reward children's successes (for behaviour and academic achievement)

In judging whether the child's behaviour is to be categorised as a misbehaviour and serious misbehaviour staff need to consider whether the child, despite a warning, has modified their behaviour alongside:

- Consistency of the child in continuing with the inappropriate behaviour within the lesson
- Frequency with which the child repeats the behaviour
- Intent
- Refusal to modify behaviour (despite being given a warning and support)

For misbehaviour teachers would need to judge appropriately the reflection time appropriate to the behaviour, the child's ability to reflect upon their behaviour and repair their relationship with those involved. It may be necessary to undertake restorative conversations at a later opportunity when the child/ren are fully deescalated.

Serious misbehaviour **always** requires the involvement of the SMT/SLT.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Reflection time
- Removal of privileges for example roles of responsibilities
- Communication with parents
- Prohibit of attendance at after school clubs and residential visits (optional extras)
- Withdrawal from representing the school for example sports teams

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display within the classroom:
 - The class charter that have been agreed by the children and teacher
 - Recognition board, which identifies children who are demonstrating our values
 - A visual timetable so children know what is planned for the day
 - Secret learner and the focus of the day
 - Our values in action
 - Restorative prompts/conversation
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement
 - Strategic seating arrangements for children when working on the carpet or at a table
 - Use of a self-regulation station or time out area for children to calm down
- Discuss individuals learners needs with other colleagues when their behaviour is challenging

When dealing with misbehaviour we encourage and allow pupils thinking time to make the right choices and understand that we are moving towards resolving the situation by encouraging all children to take responsibility for their behaviour and to make positive choices.

Teachers and support staff have 5 steps to support pupils in managing their behaviour:

1. Positive reminders of expected behaviour – “Well done those children facing this way”
2. “I want to see this because...”
3. “Are you *choosing* to spend time in reflection”
4. “This is your final warning for XXX or you will have reflection time’.
5. Time out – “I want you to have some thinking time and reflection time with me”

8.2 Restorative Approaches

A restorative approach is a term used to describe a way of being, an underpinning ethos, which enables us to build and maintain healthy relationships, resolve difficulties and repair harm when relationships break down.

A restorative way of way of working leads to:

- A more respectful environment
- Better relationships among stake holders
- A focus on increased honesty
- A willingness to accept responsibility

- A focus upon relational approach to support the encouragement of positive behaviour moving away from sanction based responses
- Feeling supported when things go wrong

Strategies may include:

- Use of 'Circle Time' to discuss issues and themes which form part of the school's PD programme of work
- Restorative conversations using the key questions for repairing relationships

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Guidance on the use of reasonable force can be found [here](#) . Ref: DFE-00295-2013

8.4 Confiscation, Searching & Screening

School staff have a right to screen and search any pupils **with consent**. They also have the right to search pupils **without consent** if they suspect that the pupil is carrying any prohibited item. Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9. Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

We will treat all allegations of this nature as both behavioural and safeguarding incidents and will act accordingly with regard to the needs of all pupils involved.

As such, the school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Minimise the risk of any further incidents
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information [insert link]. Edit the above to reflect the processes you have in your child protection and safeguarding policy.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long periods of time
- Use of the class self-regulation station
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with a sensory issues or ho has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their movement during a moment of sensory overload

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

All training is reported within the school's CPD log.

13. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every three years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board yearly.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Equality Policy
- Anti – bullying strategy

15. Detentions

In line with government guidance, we reserve the right to issue detentions to pupils who do not comply with our rules and we expect parents to support us in the application of this policy. We always aim to give 24 hours' notice of detention via letter. The length of detention is dependent on the incident and the pupil's overall conduct in school.

16. Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal.

17. Exclusions

In some instances we may consider it necessary to exclude pupils. This decision can be made by the Headteacher of the school and parents can expect to be informed in writing of the decision to exclude. The reasons to exclude are listed below;

- Abuse against sexual orientation or gender identity
- Abuse relating to disability

- Bullying
- Damage
- Drug or alcohol related
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault on a pupil
- Physical assault on an adult
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse or threatening behaviour an adult
- Verbal abuse or threatening behaviour to a pupil
- Wilful and repeated transgression of protective measures in place to protect public health

There are 2 types of exclusion:

- **Fixed Term Exclusion.** These can be for part of a school day (including lunchtime exclusions) or for whole school days. Schools can issue up to 45 days of fixed term exclusions in a year but must provide education from day 6 of a fixed term exclusion (*it is advised from the first day of absence*). Fixed term exclusions do not have to be for a continuous period.
- **Permanent Exclusion.** In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

Appendix 1: Written statement of behaviour principles

Every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others

Restorative approaches promote the building, maintenance and repair of all relationships

A safe and positive learning environment promotes confident and purposeful learning

Behaviour is managed to support learning

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Whole school approach but with due regard for individual needs

Pupils are helped to take responsibility for their actions

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

School values engagement with parents, carers and families which builds positive relationships to support pupil behaviour

The behaviour policy is understood by all pupils, staff and parents/carers

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

This written statement of behaviour principles is reviewed and approved by the Full Governing Board every year. (approved 05/10/2023)

Appendix: 2 Behaviour log

Questions to support recording on CPOMS:

Where did the incident take place?

When did the incident take place? (Before school, after school, lunchtime, break time)

What happened?

Who was involved?

What actions were taken, including any sanctions?

Is any follow-up action needed? If so, give details

People informed of the incident (staff, governors, parents, police):

