

*Together as one family, together in friendship, together in learning, together in Christ.*

**St. Winefride's Catholic Voluntary Academy**



**Behaviour Policy**

**Date:** June 2024

**To be reviewed:** June 2025

**Approved:** R Patman

## Aims:

This policy aims to:

- Provide a **consistent approach** to behaviour management and recognises **reconciliation** as an integral part of the school's Catholic mission
- **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**
- Acknowledge that everyone deserves a **fresh start** and are given support where appropriate to change their behaviour

## 1. 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](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 2. Definitions:

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as
  - Knives or weapons
  - Alcohol, tobacco or illegal drugs
  - Stolen items
  - Fireworks
  - Pornographic images
  - 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)

### 3. 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. At St Winefride's we say Several Times On Purpose (STOP).

Bullying is, therefore:

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

Bullying can happen to anyone. This policy covers all types of bullying including those within the protected characteristics under the Equality Act 2010 – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic or biphobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual bullying
- Bullying related to gender identity
- Bullying via technology, known as online or cyberbullying

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

## **4. Roles and responsibilities:**

### **4.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **4.2 The headteacher**

The headteacher is responsible for reviewing and approving this behaviour 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.

### **4.3 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.

### **4.4 Parents**

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

## **5. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### **5.1 Moving around school**

Pupils are expected to:

- Keep to the left

- Walk quietly along the corridors
- Walk quietly along the outside paths to the playground

## **5.2 Breaktime**

- Children are expected to walk quietly into the hall to queue if they are buying toast
- Children are not expected to eat their breaktime snack until they are outside
- Children are expected to go to the toilet before they go out to break
- At the end of breaktime, children are expected to freeze on the first whistle blow.
- In KS2, on the second whistle blow, the children make their way back to their classrooms when their class is called.
- In KS1, the children line up in their classes on the second whistle blow.

## **5.3 Lunchtime**

- Children will line up quietly whilst waiting for their lunch band
- Children with packed lunch will go straight into the hall in their line
- Children will line up quietly at the hatch for hot dinners and say please and thank you
- Pupils will eat their food without making a lot of noise such as shouting across tables
- The whistle will go on the playground 5 minutes early to allow the children time to tidy up
- At the end of lunchtime, children are expected to freeze on the first whistle blow.
- In KS2, on the second whistle blow, the children make their way back to their classrooms when their class is called.
- KS1 will line up and their teachers will come to collect them and take them back to class
- During wet play, children will respect equipment and will tidy up when asked

## **5.4 Assemblies and Acts of Collective Worship**

Pupils are expected to:

- Walk into the hall in silence with their hands together
- Sit with legs folded and on their bottoms
- Y6 pupils are expected to sit sensibly on the benches
- Leave the hall in silence, again with hands together
- Sit sensibly in the pews if we are visiting church

## **5.5 School Trips**

Pupils are representing the school and exemplary behaviour is therefore expected. Pupils should be reminded of behaviour expectations in advance of the trip and throughout the trip. All members of staff and any volunteers will also be aware of the expectations and strategies to support any individual pupils as needed. While the school will support all children, especially the most vulnerable and those with special education needs, the school can refuse to take a pupil on a trip if the risk of harm to the pupil, or to others is deemed too great. This would only be done in consultation with the SENDCo and communicated with parents and carers. Often, with parent/carer support a solution can be reached which then ensures the safety of everyone.

## 5.6 Before and after school activities

We expect the same high standards of behaviour at our wrap around care, whether the adults are school staff or from an external company. We will let parents know if the behaviour of their child is repeatedly not meeting these standards. If there is no improvement, then the school can refuse to accept the pupil at our wrap around care.

## 5.7 End of the day

Teachers will ensure that all pupils are wearing their jumper or cardigan, this is a simple check to make sure that all pupils are going home with the uniform with which they arrived.

## 6. Rewards and sanctions

### 6.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points
- Merit stickers
- Letters or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- Giving a yellow card to signal that a specific behaviour needs improving
- Sending the pupil out of the class (usually to a neighbouring class)
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Giving a 'Blue Card' which is noted in the pupil's organiser
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Suspension/removal of special responsibilities/privilege

The school will use the following sanctions in response to unacceptable behaviour. All incidents will be logged on Arbor.

Stage	Possible Sanctions	Comments
<b>Stage 1</b>	Quiet reminder.	Praising good behaviour.
<b>Stage 2</b>	Yellow card given by any member of staff. 3 yellow cards becomes a blue card (see stage 3).	Recorded on Arbor.
<b>Stage 3</b>	Blue card given and an appropriate sanction put in place e.g. loss of breaktime. Parents informed.	Recorded on Arbor and in planners.
<b>Stage 4</b>	3 blue cards in a half term means that pupils may not be able to take part in extra-curricular after-school sports events (or clubs) or after-school social events until their behaviour has improved. This is at the discretion of the headteacher.	Situation to be monitored by teachers, Headteacher and possibly SENCO.
<b>Stage 5</b>	Suspensions may be considered, including internal suspensions. These will be given as a last resort and will follow the Exclusions Policy.	

## 6.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or in the park on the way to or from school.

## 6.3 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 policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

## 6.4 Suspension and Exclusions:

The headteacher has the authority to suspend or exclude a pupil from school. This includes the Executive Headteacher and the Head of School. In the rare event of both being unavailable, a senior member of staff may exclude a pupil and if at all possible, in consultation with the Executive Headteacher or Head of School. A permanent exclusion will be taken as a last resort. Our school is aware that off-rolling is unlawful.

Ofsted defines off-rolling as: "...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. A decision to exclude a pupil will be taken only: In response to serious or persistent breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to exclude a pupil, either permanently or suspend for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked

- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

For further information please refer to the full Exclusions policy.

## 7. Behaviour management:

### 7.1 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 the pupil code of conduct or their own classroom rules
- 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
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 7.2 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

### 7.3 Confiscation

**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.

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



## 7.4 The right to search a pupil

St Winefride's will consider a search if;

There are reasonable grounds for suspecting that a pupil is in possession of a prohibited item; any item banned by the school, for which a search can be made, or if the pupil has agreed.

Prohibited items are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

Specific items banned by the school are:

- hand held games consoles
- smart watches which connect to a mobile phone

### Conducting a search

A search will be carried out only by the Headteacher, and those staff authorised by the Headteacher. Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, we understand and will facilitate a pupil's right to expect a reasonable level of personal privacy.

When exercising our power to search, we will consider the age and needs of pupil being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before carrying out a search, we will ensure that the pupil understands the reason for the search and how it will be conducted, so that their agreement is informed.

If a pupil refuses to co-operate, the member of staff will consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If none of these apply, the staff member may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the pupil still refuses to co-operate, the member of staff will assess if it is appropriate to use reasonable force to conduct the search. Such force as is reasonable will be used to search for any prohibited items identified above, but not to search for items which are identified as banned items only in the school rules. The staff member conducting the search will be the same sex as the pupil being searched, with another staff member present as a witness to the search.

## 7.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 to create the plan and review it on a regular basis.

### **8. 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.

### **9. Training:**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

### **10. Monitoring arrangements:**

This behaviour policy will be reviewed by the headteacher and Full Governing Body every two years. At each review, the policy will be approved by the headteacher.

### **11. Links with other policies:**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying Policy
- SEND Policy
- Parent and Carer Code of Conduct

## Appendix 1:

### CMAT Behaviour principles

Each of the 23 schools within the CMAT has its own Behaviour Policy which is necessary to respond to the context of that school. That said, as a family of schools, we build our Behaviour Policies on the following 12 principles:

#### Clarity and simplicity:

1. Our policies will be clear, explicit, easy to understand and remember.
2. Our policies will have clear expectations, rewards and consequences.

#### Restoration:

3. Our policies will focus on justice and improvement, not retribution.
4. Our policies will reflect the teachings of Jesus: forgiveness, dignity, respect and loving kindness.
5. Our policies will be adaptive and acknowledge that one size does not fit all.
6. Our policies will be based on the highest expectations.

#### Relationships:

7. Our policies will be built on respectful relationships, encouraging positive mental health.
8. Our policies will show that everyone has a role to play in good behaviour: pupils, parents and staff.
9. Our policies will respect the unique dignity of all, and will celebrate success.

#### Communication:

10. Our policies will recognise that all behaviour is a form of communication.
11. Our policies will include a clear behaviour curriculum to teach our pupils how to behave well.
12. Our policies will focus on staff as positive role models, the support of parents, and the personal responsibility of our young people.

