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Behaviour Policy

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Responsibility:	Curriculum and Standards Committee
Reviewed by:	Mrs Paula Dix
This Review:	June 2017
Next Review Due:	June 2020
Cycle:	Three Yearly
Ratified by Full Governing Body on:	10 th July 2017
Signed:	
Ged Owens	Chair of Governors

***With Christ as our guide and example we celebrate the uniqueness of the individual.
Together we will try to:
Learn from Jesus;
Love like Jesus;
Live like Jesus.***

Behaviour Principles

The overriding principle for behaviour, which is reflected in the school's Mission Statement, is that all children are unique and must be offered the opportunity to develop as hardworking, respectful human beings who know the difference between right and wrong and recognise Christ in everyone.

The school's approach is positive and aims to encourage by praise, reward, celebration and reinforcement.

A sense of personal value, self-discipline, respect and responsibility is encouraged. High standards of work, behaviour and appearance are expected.

We are a Eucharistic community whereby reconciliation is at the heart of managing and implementing this behaviour policy.

Aims

The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our aim is to apply this behaviour appropriately taking into consideration the needs of the children.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Guidelines

The school uses a variety of rewards and incentives to promote good work and behaviour, examples of which are house points, certificates and positive notes home. Some rewards are used throughout the school or key stage as a matter of good practice; others are acceptable, but used at the discretion of the individual teacher. Praise and appreciation of children's work and behaviour should be a natural part of the teacher/pupil relationship and as such are not regarded as rewards for the purpose of this policy.

We encourage the children to consider the rights, respects and responsibilities of each member of our community.

At the beginning of the year each class draws up a class agreement (example below) appropriate to the age of the children.

We have the right to	We have the responsibility to
<ul style="list-style-type: none">  Learn and play safely  Learn and play without being disturbed  Work and play in a clean, tidy environment  Ask for help when we need it  Be spoken to politely and kindly 	<ul style="list-style-type: none">  Do as I am told the first time  Follow instructions or directions  Play kindly without hurting anyone  Keep the cloakrooms tidy  Keep school books neat and tidy  Tidy up and put things away

<ul style="list-style-type: none"> ✚ Be respected by everyone 	<ul style="list-style-type: none"> ✚ Pick up any litter voluntarily ✚ Help other people ✚ Speak politely with good manners ✚ Share our environment and resources ✚ Walk calmly in and out of school ✚ Not call people names or use bad language ✚ Be a friend, not a bully ✚ Keep off the mud when asked to ✚ Show respect to everyone
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Consequences

Children need to understand that consequences result from inappropriate behaviour.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Whole class sanctions should be avoided. Sanctions are generally given far less frequently than rewards. The teacher should be aware of the purpose and aim of the sanctions. It is up to the teacher's own discretion as to how these sanctions are enforced e.g. name on the board, playtime missed. These minor sanctions should be proportionate and reasonable. If a child is persistently misbehaving, they may be required to attend "Choices" where they will be asked to consider their actions and responsibilities. This takes place in a lunchtime and is recorded by the Deputy Headteacher or key stage manager. The key stage manager may be consulted and finally the head teacher depending on the behaviour. Exclusion is used only if all other avenues to modify behaviour have been employed. Any child who physically assaults a member of staff or adult in the school is at risk of exclusion.

Each incident is unique and should be dealt with in light of the teacher's professional judgement. Children should be encouraged to take responsibility for their own behaviour. Quiet reflective questioning in the child's own time is appropriate, and will be based on the process of reconciliation.

All serious breaches of behaviour or health and safety, will be dealt with as they arise.

Guidelines

- Teachers should seek to correct children's behaviour as positively as possible maintaining a child's self-esteem whilst ensuring compliance.
- It is important to establish the root cause and trigger for bad behaviour as part of modifying and managing the behaviour. The SENCO should be consulted when there is persistent and disruptive behaviour and where the usual classroom procedures are not working. The SENCO will advise on approaches to behaviour management and formulating IEPs / IBPs. On occasions, the support of an outside agency may be sought for behaviour issues. For the majority of instances the teacher's displeasure should be enough.
- Teachers should seek to establish what the child is communicating by poor behaviour and when appropriate, refer the child to the school ELSA to deal with emotional and behavioural needs in tandem. Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour may be the result of unmet educational or other needs. At this point, the school may consider whether an early help hub referral is necessary.
- Any consequences from bad behaviour must be consistently and fairly applied.

- A deferred sanction must always be followed up so that children will know that it is always dealt with. Sanctions should always be applied so that the minimum disruption to other children's work is achieved and that the child being corrected is not given an audience for seeking attention.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, they are isolated from the rest of the class until they calm down, and are in a position to work sensibly again with others. If a child is so badly behaved that withdrawal is the only means of dealing with the problem, the child should be sent to a colleague, Key stage Co-ordinator or Deputy Headteacher as prearranged.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- A behaviour modification chart may be used which allows children to succeed over short periods of time, achieve short term targets and identify trigger points. The SENCO and ELSA may be consulted and support the class teacher and child with this strategy.

Cyber Bullying

E-Safety is an important element of our core and extended curriculum. Occasionally issues surrounding cyber-bullying do come to our attention and, as the majority of these take place out of school, the school takes a supportive rather than a punitive approach to managing such concerns in tandem with parents. At St Patrick's, when incidents of cyber and text bullying are brought to the school's attention, they are dealt with by collating evidence; informing senior leaders and working with parents of children involved. The class teacher may reinforce e-safety rules and advice may be reiterated to both parents and children.

The role of the Staff

All staff are encouraged to implement the same rewards and sanctions as the class teacher. LSAs form an important part of meeting the needs of children who because of personal circumstances or SEN have difficulty behaving within the normal range of behaviour. Any IEP associated with behaviour should include these key members of staff.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

See Appendix A attached

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident which they deal with.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

APPENDIX A

National Standard list of reasons for exclusions

The DfES notified LEAs in March 2003 of plans to collect termly data on fixed term and permanent exclusions starting from the summer term 2003. The notification has requested a single reason for each exclusion. It is recognised that reality is often a combination of factors, however, the DfES are requesting the single most significant factor, which has led to the exclusion to be identified. **This does not preclude, however, including more reasons, where this is appropriate, in the exclusion letter to parents.** The list provides descriptors of reasons for exclusions and the main reason for exclusion should be used on the notification form. The 12 categories should cover the main reasons for exclusions and the “other” category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick list for exclusions.

Physical assault against pupil

Includes:

- Fighting
- Wounding
- Violent behaviour
- Obstruction and jolting

Physical assault against adult

Includes:

- Violent behaviour
- Wounding
- Obstruction and jolting

Verbal abuse / threatening behaviour against pupil

Includes:

- Threatened violence
- Swearing
- Verbal intimidation
- Aggressive behaviour
- Homophobic abuse and harassment
- Carrying an offensive weapon

Verbal abuse / threatening behaviour against adult

Includes:

- Threatened violence
- Swearing
- Verbal intimidation
- Aggressive behaviour
- Homophobic abuse and harassment
- Carrying an offensive weapon

Bullying

Includes:

- Verbal
- Homophobic bullying
- Physical
- Racist bullying

Racist abuse

Includes:

- Racist taunting and harassment
- Racist bullying
- Swearing that can be attributed to racist
- Derogatory racist statements
- Racist graffiti

characteristics

Sexual misconduct

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

Drug and alcohol related

Includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

Damage

Includes damage to school or personal property belonging to any member of the school community:

- Vandalism
- Arson
- Graffiti

Theft

Includes:

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing

Persistent disruptive behaviour

Includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

Other

Includes incidents which are not covered by the categories above but this category should be used sparingly.