

# ST AMBROSE BARLOW CATHOLIC PRIMARY SCHOOL



**"I have come that they may have life and have it to the full" John  
10:10**

## BEHAVIOUR POLICY 2023-24

Revised and/or adopted by the Governing Body September 2023

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Chair of Governors  
Caroline Lowe

**BEHAVIOUR POLICY**

## **Vision**

St. Ambrose Barlow is first and foremost a Catholic primary school which aims to meet the needs of its children in the light of the church's faith in Jesus Christ. Providing an environment where God is experienced in reality; where faith is celebrated in liturgy and above all where the Gospel is translated into daily life. To fulfil this vision, we are committed to providing high-quality Christian education for each child through learning, personal development, community and worship.

## **Aims**

- To develop in children a sense of self-discipline, thereby encouraging all children to be responsible for their own actions.
- To ensure that all members of our school community are fair, polite, loving, obedient and respectful to each other.
- To reward positive behaviours and celebrate them.
- To develop an understanding of consequences for actions, both positive and negative.
- To create a positive, safe and calm community in which effective learning can take place; everyone is enabled to reach their full potential; there is mutual respect for all members; and there is proper concern for the environment.
- To ensure consistency in both rewarding positive behaviour and addressing unacceptable behaviour.

## **Underlying evidence-based principles**

3.1. 'There is a clear need for a school to have a clear and consistent behaviour policy that promotes

positive behaviour in lessons,' EEF (Improving Behaviour in Schools Report).

3.2. Underpinning this policy are the 6 core recommendations outlined in the report:

Proactive strategies to prevent misbehaviour from happening:

- Know and understand the children and their influences.
- Teach learning behaviours alongside managing misbehaviour.
- Use classroom management strategies to support good classroom behaviour.
- Use simple approaches as part of your regular routine.

Reactive strategies to deal with negative behaviour when it happens:

- Use targeted approaches to meet the needs of individuals.
- Implementation of the policy which is consistent and coherent.

## **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:

- Section 175 of the [Education Act 2002](#), 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](#) explains that maintained schools should publish their behaviour policy online.

## **The roles and responsibilities of staff**

Staff have the right to:

- To be treated fairly and with respect from everyone in our school community.
- To be able to teach without unnecessary disruption.
- To work in a safe environment
- To receive professional development

Staff are expected to:

- Show a positive attitude.
- It is they who determine the environment in which good relationships between staff and children can develop and it is they who model appropriate behaviour and relationships within school.
- Know the children well in order to understand their context, circumstances and influences.
- Take responsibility at all times for all children with whom they are in contact, not just their own class.
- Create a positive climate for learning.
- This is vital for effective teaching and learning so that correcting children's behaviour disrupts the flow of learning as little as possible.
- Teachers are instrumental in teaching and modelling the behaviours that they want to see in their classroom and by practising certain classroom behaviours, teachers can make these automatic, supporting them to deal with challenging situations when they arise.
- Use rewards and sanctions consistently and fairly.

- Support children in learning about and establishing positive relationships and friendships.
- Help children understand the importance of self-regulation, reflection and restorative actions and show them how to do this.
- Work with parents so that any concerns over a child's behaviour are managed co-operatively and consistently to meet the individual needs of the child.

### **School Rules**

- Be Ready
- Be Respectful
- Be Kind
- Be Safe
- Be a light for Christ

### **Behaviour Expectations**

- Pupils and staff should move around the school quietly, in an orderly fashion. They should be polite and have respect for other people and their surroundings.

Around school pupils should:

- Move safely inside and outside the school.
- When using the school hall, always enter and leave quietly.
- When inside the school building walk at all times.
- Walk on the left-hand side of the corridors in single file, at all times.
- Have good manners at all times.

In classrooms, pupils should be:

- Tidy
- Industrious
- Respectful
- Attentive
- Co-operative
- Courteous
- Helpful
- Diligent

In order to ensure a high standard of behaviour during playtime the following should be observed:

- Staff on duty should leave their class promptly and ensure that they are outside as soon as possible in order to supervise pupils.
- Pupils remaining indoors must be supervised.
- The members of staff on duty should observe pupils carefully and manage behaviour to avoid possible problems.
- The members of staff on duty should try to help pupils to mix and join in with others.

- Behaviour problems should be dealt with according to this policy.
- At the end of play pupils should stand quietly and still on hearing the bell and line up silently in classes when told to do so or after a second bell.
- Pupils should return to the cloakroom with their teachers before going to class.

### **Playground Rules**

- Pupils must stay in the playground and in view of the duty teachers.
- Pupils are only allowed on the field if permission has been given.
- All litter must be placed in bins.
- Access to outdoor play equipment must be supervised by an adult.

### **Wet Playtimes**

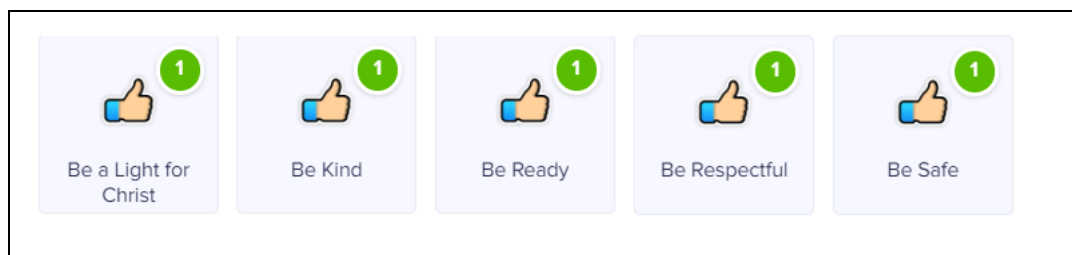
- During wet playtimes, pupils should stay in their own classroom. The members of staff on duty will patrol throughout the school.
- It is the responsibility of the class teacher to provide wet playtime activities.

### **Rewards**

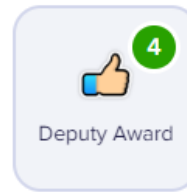
ClassDojo is a school reward and communication platform that supports our teachers to encourage children in class and engage parents. In school, we use the Class Dojo system as both a whole class and individual reward system. Children may be awarded Dojos by any member of staff for good work, effort or positive behaviour. The aim of the Dojo system is to encourage positive attitudes to work, high standards, good manners and behaviour, initiative, and a sense of responsibility. As school staff award Positive Behaviour Points, our children are fully aware of their progress (number of points earned) as their individual total grows. In turn, parents are immediately notified of their child's achievements via the ClassDojo app on a daily basis.

- Dojos should be given to pupils for good work and positive behaviour.
- Every pupil should be encouraged, regardless of ability.
- Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care, resilience and courtesy are all worthy of commendation.
- Welfare staff may award Dojos at lunchtime.
- Dojos are recorded on the class Dojo website which can be accessed in all classrooms.

All staff can give positive behaviour points, based on the school rules outlined below. Teachers may decide to include additional positive behaviour points as the children become more familiar with the skills and behaviours that develop their learning.



In addition to these, the Headteacher and Deputy Headteacher can award 4 and 5 points respectively. These will be awarded for outstanding effort and achievement.



At the end of each half-term, each child's total dojo points will be reset. ClassDojo is designed to inform parents of their child's Positive Behaviour Points at the point at which they are being awarded. At the beginning of the school year, parents are encouraged to download the ClassDojo app (free of charge), which allows them access to their child's behaviour platform. Within the app, parents are able to view their child's behaviour report, which gives a visual representation of the points awarded.

### **Pupil Work**

Marking should highlight progress and achievements and clearly direct the pupil to the next stage of development.

Recognition can be given to success of differing kinds in assemblies, class time and lunchtime.

Pupils' work should be displayed as much as possible.

Above all, praise and encouragement in lessons/lunchtime should be used as much as possible.

Parents should be told if their child has worked well or been helpful or cooperative. Letters, certificates and notes can be sent home with pupils.

### **Consequences**

- Pupils who fail to keep the classroom rules will meet with consequences. These are displayed in each classroom.
  - First Warning
  - Time Out
  - Miss Playtime
  - Go to another class
  - Go to Headteacher/Deputy
  
- Rewards and consequences are explained to the pupils frequently.
- No pupil is left in any doubt about what sort of behaviour is expected from them.
- Experience teaches that once rules are explained, and clearly understood by pupils, they are eager to be praised.
- When a pupil does not keep the classroom rules it is often only necessary to issue a 'warning'; further consequences are rarely needed.

- Staff have decided to adopt a common classroom discipline policy after extensive reading and in-service training.
- We believe it has a role to play in promoting effective high-quality education, our goal for every pupil.

### **Response to poor behaviour**

- We use a response to encourage calm, consistent adult behaviour and a reminder to the child that they are well capable of showing good behaviour.
- We respond to child in private and move on without looming over them – allowing both parties to maintain dignity and get back to work without delay.
- If a child continues to ignore the school rules they are asked to stay after the lesson to discuss the situation with the teacher. Should the incident be more serious, restorative approaches are used.
- Individual Behaviour Plans and Behaviour Passports can be used to support children with significant behaviour problems.

Restorative approaches teach the behaviour we want children to learn.

- We plan about 5 questions from the following:
- What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future?
- We try to Listen and prompt and we try to avoid lecturing.
- We continually monitor our practice to avoid negativity and whole class punishments.

### **Responsibilities of Governors**

To set out, publish and annually review a written statement of behaviour principles which inform policy and procedure.

To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance, including the Equality Act 2010.

To ensure the Behaviour Policy is made available to parents

To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;

To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management

To ensure that staff undertake appropriate behaviour management training;

To nominate a Governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher

To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

### **Record-keeping**

Level 2 and 3 behaviours should be logged by the member of staff who dealt with the incident.

Records must include:

- Details of the incident
- Who was involved
- Where and when it occurred
- How it was dealt with
- Consequence
- Record of contact with parents

Level 3 incidents may require reference to other policies:

- Anti-Bullying
- Managing allegations of child-on-child abuse
- Exclusion
- Positive Handling

### **Prejudice-based incidents**

A prejudice-based incident is one which is motivated by a prejudice or negative attitude, language, belief or view towards a protected characteristic or minority group:

- Race (racism)
- Religion or belief
- Culture or class
- Gender (sexism)
- Sexual orientation (homophobia or biphobia)
- Gender identity (transphobia)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Home or another personal situation

It can be targeted towards an individual or group of people and have a significant impact on those targeted.



All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Head Teacher regularly reporting incidents to the governing body.

This not only ensures that all incidents are dealt with accordingly but also helps to prevent bullying as it enables targeted anti-bullying interventions.

### **Involvement of Parents / Carers**

Parent/carer involvement is vital when dealing with unacceptable behaviour. Teachers and parents/carers must work together to ensure that behaviour improves. If a child's behaviour has been dealt with by the Deputy Head Teacher or Head Teacher, parents/carers will be contacted to discuss the incident or concerns.

Parents have the right:

- To know that their children are safe and well cared for.
- To know who to speak to when they have a concern regarding their child.
- To be kept informed of their child's progress.
- To be listened to.
- To be informed of any concerns about their child's behaviour.
- To work with the school to support their child's behaviour.

Responsibilities of parents/carers

- Ensure that their child attends school regularly and that all absences are properly notified.
- Ensure that their child arrives on time and is collected promptly at the end of the school day.
- Support the school's policies and guidelines on behaviour and equal opportunities.
- Show an interest on what their child does at school.
- Support their child in his/her homework and promote opportunities for home learning.
- Ensure their child wears the full school uniform.
- Ensure that their child goes to bed at a reasonable time on weekdays.
- Attend Parent's Evenings and discussions about their child's progress at school.

The Headteacher has the authority to exclude any adult, including parents/carers from the school premises if a serious incident has occurred.

### **Pupil Conduct Outside of School**

The DFE advice document explains that teachers may discipline a pupil for:

- any misbehaviour when the child is taking part in
  - any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or

- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

In all cases, the teacher may only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Should the school receive a complaint about the conduct of a child out of school, whilst not engaged in school activities, then the school will work with parents to investigate the matter.

### **Positive Handling and use of reasonable force (Refer also to Positive Handling Policy)**

The governing body has notified the headteacher that it expects the school behaviour policy to include the power to use reasonable force.

We work to the framework of national government guidance Use of Reasonable Force; Advice for head teachers, staff and governing bodies DfE 2013.

All staff have a duty of care and legal power to use reasonable force to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

Before such action, the staff will employ a wide range of strategies in order to avoid this action.

This progression of actions in response to their negative behaviour should be clearly communicated to the child in an effort to distract the child. All incidents of positive handling will be recorded in accordance with the Positive Handling Policy and all incidences are recorded and filed in a locked cupboard/room.

For more detailed information about positive handling and use of reasonable force, please refer to the school's Positive Handling Policy.

### **Fixed-term and permanent exclusions (Refer also to Exclusion Policy)**

Exclusion is used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour.

When considering a fixed-term or permanent exclusion, the Headteacher will take into account a variety of factors including:

- The age and level of maturity of the pupil.
- Statutory duties under the Equality Act 2010.
- The previous behaviour record of the pupil.
- Whether others have been hurt as a result of the pupil's actions.

This list is not exhaustive and other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies which may include Safeguarding and Anti-Bullying.

For more detailed information about exclusions, please refer to the school Exclusions Policy.

### **Screening and Searching**

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: Screening, searching and confiscation – Advice for Headteachers, Staff and Governing Bodies, February 2014 in addition to Behaviour and Discipline in Schools (January 2016)

On page 11 the DfE document explains that there are two sets of legal provisions that enable school staff to confiscate items from children:

- The general power to discipline. This enables members of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable. The law protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated items and the school behaviour policy may set this out.
- The power to search without consent for "prohibited items" such as weapons, knives, alcohol, illegal drugs, stolen items, and any item banned by the school rules which has been identified in the rules as an item that may be searched for.

Detailed advice on confiscation and what must be done with prohibited items found in a search is provided in the guidance.

### **Monitoring**

The Head Teacher monitors the effectiveness of this policy on a regular basis. They report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour as outlined above and the Head Teacher 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 exclusions and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews the written statement of behaviour principles annually and this policy every two 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.

This policy reflects the commitment that all staff have to ensure that the children in our school are given the best possible educational experience and the importance the school places on the parent/ school partnership regarding behaviour and well-being.