



The federation of  
**St Godric's Catholic Primary School,**  
**Thornley**  
&  
**St Mary's Catholic Primary School,**  
**Wingate**

## **Behaviour Policy**

Policy Reviewed by Governors	January 2024
Review Date	January 2026

## Introduction

Our school behaviour policy is designed to support the way in which all members of our school communities can live and work together. Central to our beliefs and ethos, we strive to create a nurturing environment which promotes a sense of belonging. We believe that if you feel that you belong, you are more likely to succeed in what you do. This policy aims to promote an environment which helps children develop into confident, well-motivated and hardworking pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential.

In each of our schools we believe that every member of our school community should feel valued, respected and treated as an individual, and act in accordance with our school mission statement:

*“You will shine among them like stars lighting up the sky” (Philippians 2:15)*

Our expectation is that the children and adults of St Godric’s and St Mary’s will display exceptional standards of behaviour and treat other people as they would wish to be treated themselves, in accordance with school rules. Staff are expected to model this in all that they do.

We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school, by seeking to understand before we seek to be understood;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child’s self-image, can change in a positive way through seeing and feeling their successes;
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns, and take action when needed.

We must have a consistent approach to behaviour throughout the school with parental cooperation and support.

Through the implementation of this policy we aim to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school community; so that they are prepared fully for the next stages in their life.

## Rewards and sanctions

We reward good behaviour as we believe that this will develop an ethos of kindness and cooperation. Our approach is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We praise and reward children for good behaviour in a variety of ways.

- Positive verbal feedback
- Class rewards
- Reporting good behaviour/good deeds to parents through informal conversations at the end of the day, positive telephone call – Headteacher Awards sent home via a postcard
- Public acknowledgement for improved behaviour, exceptional effort etc., through Proud Moments, the Golden Cushion – Star of the Day /Week
- Use of stickers

- Having responsibilities either in the class or in the school in general
- Having work displayed in the classroom and around the school in a stimulating, attractive and tidy environment.
- Presenting work to the class or showing to other teachers/classes (when appropriate)
- Postcard home from the Head Teacher

We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or to sit on their own or away from certain groups of children for a set period of time.

We expect children to try their best. If they do not do so, we may ask them to redo a task. We believe it is important to involve parents as soon as possible when monitoring a child's behaviour. This may involve setting good behaviour charts, or setting behavioural targets to enable good communication between home and school.

An emphasis on positive achievements provides a platform from which further success can be made. A record of events and meetings are kept up to date in our behaviour monitoring system (CPOMS). Where behaviour continues to prove to be a 'stumbling block', the class teacher may liaise with the Special Educational Needs Coordinator and targets set as part of an individual education plan in line with the Special Needs Code of Practice. Staff are resolution focussed and work collaboratively to respond to repeated challenging behaviours.

Children are actively encouraged to talk to an adult, such as their class teacher about being treated unfairly by other children. They are taught explicitly about "trusted adults" and can identify them within our schools. Our schools do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If bullying does occur, all staff are involved in vigilantly monitoring and responding to incidents with immediacy, so our children feel fully supported and the bullying stops.

Our anti-bullying policy outlines our approach. The school employs a number of sanctions to enforce our school rules, and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation.

St Godric's and St Mary's have high expectations of all pupils in order to promote a safe, positive and productive learning environment. We expect children to always try their best to follow instructions and adhere to the school rules which are underpinned by the fundamental British Values:

- Respect
- Tolerance
- Democracy
- Rule of Law
- Individual Liberty

## Responding to challenging and unexpected behaviours

In response to challenging and unexpected behaviours, all staff across the federation accept and understand that pupils can sometimes find emotions overwhelming and that they need adults to teach them how to handle their emotions in a healthy way. In order to do this, leaders are committed to upskilling staff so that they understand how to support our pupils.

When faced with unexpected behaviours, our staff refer to the Hand of 5 strategies (see appendix 1). This supports us to always respond with dignity and respect. Once the child is calm and we begin to explore and review strategies that could be helpful, our staff seek to understand, (actively listening to the child) before seeking to be understood. This helps our children to feel heard and supported.

When a child continuously struggles to manage their own behaviour over a significant period of time, (a number of weeks), staff work collaboratively alongside the SENDCo and Senior Leadership Team to write a behaviour plan so that the pupils and staff are fully supported.

The senior leadership team acknowledge that staff can find some behaviours very challenging and can impact on staff wellbeing. The SLT outwardly acknowledge that managing challenging behaviour is a shared responsibility of all teaching staff in school and the SLT play an active role in supporting pupils and staff.

## Removal from classrooms

Removal of a pupil from the classroom is a serious sanction, and an approach used in response to severe and/or repeated breaches of the school behaviour policy. It is only to be used when all other strategies have been exhausted. It is a serious sanction and will only be used to:

- maintain the safety of other pupils or staff;
- restore a stable learning environment when other approaches have been unsuccessful;
- enable pupils exhibiting challenging behaviour to be able to continue their education in a managed environment so that the education of others is not disrupted;
- enable a pupil to stabilise their emotions and de-escalate in a safe space.

As with any type of school discipline, staff will have clarity about what they want to achieve by using removal. If removal from the classroom is used as a strategy, a note of concern will be made. If removal is used consecutively as a strategy, staff will work closely with the SLT to evaluate how effective removal is as a strategy.

See **Behaviour in schools – Advice for headteachers and school staff** section 79-82

[https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf)

NB There is a clear distinction between removal from the classroom for disciplinary reasons and a “separation space”. A separation space (DfE reference) or a calm/safe space (school reference) is an intervention used for non-disciplinary purposes when a pupil needs time to regulate their emotions. This is a planned response used for identified pupils who need this intervention.

Pupils are always supervised in both calm spaces and in separation spaces.

## **Break times**

We aim to make our playgrounds stimulating areas as this provides opportunities for creative play and lessens the likelihood of children becoming bored.

At lunchtime we have a clear set of guidelines that the children have helped to put together which are consistent with our approach to promoting good behaviour. Dedicated staff, along with all staff in their lunchtime role, are responsible for developing and playing games with the children in order to promote a playful atmosphere for both KS1 & KS2.

## **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner during lesson time. The class teacher treats each child fairly and enforces the classroom rules consistently.

Our nurturing teaching staff treat all children in their class with respect and understanding. If a child misbehaves repeatedly, the teacher keeps a record of all such incidents on CPOMS. In the first instance, the class teacher deals with incidents. However, if misbehaviour continues, the class teacher seeks help and advice from Deputy Head Teacher or the Head Teacher and involves the parents of the child.

The class teacher liaises with the Special Educational Needs Coordinator as well as external agencies when appropriate, as necessary, to support and guide the progress of each child. The class teacher reports to parents at termly parent's evenings about general progress and behaviour of each child in their class. The class teacher may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

## **The role of teaching assistants**

Our teaching assistants are valuable members of staff who are normally class based to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied.

## **The role of the Head Teacher**

It is the responsibility of the Head Teacher to model respect, compassion and empathy to all within our school communities when dealing with behaviour issues. The Head teacher's expectations of both staff and children should be consistently high. The Head Teacher should implement the school behaviour policy consistently throughout the schools and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **The role of parents**

We expect parents to support their child's learning, and to cooperate with our schools, 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.

The schools work collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We have an open-door policy and actively encourage parents to come into school to clarify any issues. We also send out questionnaires to parents to get their views on a variety of subjects. We explain the school rules annually and we expect parents to read these and support them.

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 Head Teacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be put into effect with the School Governors in accordance with our complaints policy.

## **The role of governors**

The governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

## **Fixed-term and permanent exclusions**

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods up to the statutory amount. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, we inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the relevant governing committee. The school informs the parents how to make any such appeal.

The Head Teacher informs Bishop Chadwick Catholic Education Trust (BCCET), the Local Authority (LA) and the local governing committee about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The local governing committee itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The local governing committee has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

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

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

When a pupil returns to school, following a fixed-term exclusion, they must do so accompanied by a parent/carer and engage in a reintegration meeting with a member of the Senior Leader Team. This must take place in all cases before the pupil is allowed to re-join normal classroom activities.

## **Use of reasonable force**

At St Godric's and St Mary's follow the advice given in the following guidance:

DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **Physical restraint**

Staff at St Godric's and St Mary's follow the most up to date guidance in the event of having to use reasonable force to restrain a child. (There are also members of staff trained in Positive Handling restraint techniques to ensure pupils and staff are safe at all times.) DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **Power to search pupils**

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils: DFE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2022

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## **Monitoring**

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

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents on CPOMS (action taken is also recorded). The Head Teacher records those incidents where a child is sent to him/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 is transferred to CPOMS by admin.

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 suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The local governing committee reviews this policy annually. 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.

**Signed : Julie Hill    Headteacher**



Hand of 5 strategies

