



## **Behaviour for Excellent Teaching and Learning Policy**

### **Commitment to equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

**This Policy and Procedure has been approved and adopted by the Governing Body In March 2024 and will be reviewed in September 2024.**

**Signed by Chair of Governors:** *Frances Baker*

**Signed by Headteacher:** *P. Donnelly*

*A welcoming faith-based community in which every child can thrive*



FEDERATION OF  
**St Peter's and St Gildas'**  
INFANT AND JUNIOR SCHOOLS



## **Policy Statement**

At St Peter's and St. Gildas', we are committed to fostering an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-regulation and promote good choices.

It echoes our mission statement of 'Through Our Actions, We will try to Live as Jesus Lived' with a heavy emphasis on respectful behaviour, a partnership approach to managing challenging behaviour and tailored interventions that support both staff and children.

It requires consistency from everyone within the school.

This policy has been written in consultation with pupils, parents, governors and staff members.

## **Vision and Aims of the Policy**

- To ensure that all children are treated fairly in order to promote good relationships
- To empower children to take responsibility for their choices and to be responsible for the consequences
- To build a community which values kindness, care and empathy for others
- To promote community cohesion through positive relationships between staff, parents and children
- To ensure that excellent behaviour is a minimum expectation for pupils and staff
- To ensure viewpoints are listened to and time is given to resolve conflicts calmly and peacefully
- To prepare children for the next stage of their lives

## **Purpose of the Policy**

To provide consistent procedures for staff and children that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and discipline
- Teach appropriate behaviour through positive interventions

### Expectations and Actions

We know that whenever we are **learning**, we follow the school rule of **doing our best always**

This means we:

- Show active listening
- Use kind words to children and adults
- Try our best to complete learning tasks
- Respond to the zero noise/silent signal immediately

We know that whenever we are **playing**, we follow the school rules of **treating others as we would like to be treated and taking care of the world God gave us**

This means we:

- Use kind words to children and adults
- Follow instructions
- Share and care for the resources
- Follow the rules of the games
- Allow children to play peacefully

Step	Actions
1	You will be given a <b>gentle</b> reminder of the school rules; a 'nudge' in the right direction.
2	You will be reminded of the school rules and the specific rule you are not following.
3	You will now have a <b>clear, private warning</b> , and a reminder of the consequence if you continue. You will have the choice of being <b>moved</b> to another place within the room/playground to help you <b>get back on track</b> .

4	At this point, you will be sent to your <b>partner class or moved to another area of the playground</b> . It will be recorded in the class time out log by any adult. You have now <b>lost five minutes golden time</b> . A short <b>private reconciliation</b> will take place when you return to class.
5	If the <b>reconciliation</b> is unsuccessful a staff member will take you to a senior member of staff to support the <b>reconciliation</b> process. This will be recorded.
6	If the steps above have not been successful, a meeting will be held with your <b>parents</b> , class teacher and Ms Pantelli (if not the first meeting). <b>Agreed targets</b> will be set to be met within two weeks.
7	If the targets have not been met within the two weeks there will be another meeting with your parents, teacher and head teacher or deputy and a specific behavioural plan will be written.

*Please speak to an adult if you are not sure which step you are on or what is going to happen next.*

*You will be moved onto the next step if the steps that have already been taken were not successful in helping you to follow the school rules.*

## REWARDS

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, **consequences should be needed only for a minority of children**.

It is essential that the main focus for rewards and consequences should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes, year groups as appropriate by:

- Support staff and volunteers
- Lunchtime staff
- Office staff
- Class teachers and Peripatetic teachers
- Phase Leaders
- Deputy Head teacher

- Head teacher

**Rewards can include the following:**

- Written praise e.g. Good News Note-making a positive comment on effort, attitude etc.
- Verbal praise e.g. to the child, parent, another adult in school
- Dojo Points
- Gold Award certificates for academic and non-academic achievement-effort, behaviour and attitude to learning
- Placing value on progress and effort e.g. work shown to another class/teacher/senior leader
- Special responsibilities e.g. being a monitor

**Non-Negotiables**

There are some behaviours that are never acceptable and will result in you being removed immediately and taken to Mr O'Shannessy or Ms Pantelli. This could result in exclusion (internal or external) and can include behaviour outside of school that impacts on the life of the school.

This is not an exhaustive list.

Exclusion is a decision made by the Headteacher.

- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/ threatening behaviour towards an adult
- Verbal abuse/ threatening behaviour towards a pupil
- Spitting
- Theft
- Sexual misconduct
- Bullying (including cyber bullying)
- Racist/Homophobic/Misogynistic behaviour
- Unsafe behaviour
- Persistently disobeying adult instructions
- Misbehaviour outside of school when in school uniform

**Pupil Conduct Outside the School Gate – teachers' powers**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher 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

## **CONFISCATION OF INAPPROPRIATE ITEMS**

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
2. **Power to search without consent** for "prohibited items" including:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco/cigarette papers/vapes etc.
  - fireworks
  - pornographic images

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Mobile phones and Smart watches/Fit bits etc. must be handed in on entry to school-they are only permitted if a child travels to and from school on their own
  - Any phone found in a child's possession during the school day will be confiscated and returned to a parent/carer

## PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard required, notes will be entered on the My Concern platform and strategies set up by the class teacher and senior leaders
- If the problem is more serious or behaviour continues to deteriorate, strategies will be reviewed and careful monitoring of events should take place to establish causes, patterns etc.
- Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. This will include setting up a support plan for that pupil
- If the behaviour does not improve the support plan will be reviewed and TA time and midday supervisor support may be allocated to implement strategies to improve behaviour
  - External agencies may be involved.
- When a pupil reaches this point, a personalised approach may be adopted whereby a framework of rewards and consequences is agreed with everyone working with that child
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs
- In extreme cases where behaviour is not improving in response to the above strategies, senior leaders and the SENCo may set up a Pastoral Support Plan with a view to preventing the child from being excluded
  - This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child

***In very extreme circumstances, the Headteacher may exclude a child from school/class either for a fixed period or indefinitely.***

## Parents and Carers

The behaviour of parents on school premises is an important aspect of maintaining a safe and respectful learning environment. Parents play a crucial role in supporting their child's education, and their conduct can have a significant impact on the school community.

Maintaining a positive and respectful learning environment requires collaboration between all stakeholders, including parents. By setting clear expectations, providing support and addressing concerns promptly, schools can promote positive parent behaviour on school premises.

Parents and carers are expected to:

- Support the school's Behaviour Policy and reinforce its principles at home
- Communicate with the school regarding any concerns or issues related to their child's behaviour
- Adhere to the Parent Code of Conduct that outlines expected behaviour (see appendix 5)

As a school, we will:

- clearly communicate expectations for parent behaviour on school premises
- provide clear channels of communication for parents to express their concerns or issues
- encourage parents to engage in open and respectful dialogue with school staff and administrators, rather than resorting to disruptive or confrontational behaviour
- actively involve parents in the school community through parent-teacher associations (The Friends of STPG), volunteer opportunities, and parent workshops
- address concerns promptly and appropriately-this may involve having a calm conversation or providing a written reminder of behavioural expectations

**In cases where parent behaviour poses a significant risk to the safety or well-being of staff or students, senior leaders may feel that a temporary ban from entering school premises is necessary. This will be communicated via a letter outlining the reasons for the decision.**

**We will involve external agencies, such as the local authorities or law enforcement, if we require further support.**

The Parent Code of Conduct will be available to sign at the Curriculum/Meet the Teacher Evenings in the autumn term.

Appendices



1. Question stems for Reconciliation
2. Good news Notes
3. Loss of Golden Time Log Sheet
4. Guidance on the Use of Reasonable Force
5. Parent Code of Conduct
6. Partner Classes

## **Appendix 1**

### **Question stems and phrases for Reconciliation**

#### **Exploring what happened:**

- *Tell me in your words what happened.*
- *What does he/she/you/they feel?*
- *What do you think he/she/they might feel?*
- *Who has been affected by these words/actions?*
- *Who has been harmed?*

#### **Listening to the other side (if applicable):**

- *You have just heard how hurt 'X' was, what has changed for you having heard that?*
- *What are you thinking/feeling now?*
- *How can we make things better?*

#### **Moving forward:**

- *How would you like things between you to be different?*
- *What do you need to do to make things better?*
- *What's the best it can be and how can you achieve that?*
- *What will you do differently next time?*
- *Who can help you?*
- *Who would be most pleased about what you have achieved here?*
- *How do you think you will feel when you have done what you have agreed to do?*

**GOOD NEWS!**

**Just a quick note to let you know**

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Your child is working hard and making good progress.  
If you would like to follow up with a reward at home, it would be well deserved.

Best wishes,

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**GOOD NEWS!**

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Your child is working hard and making good progress.  
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Best wishes,

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Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

***Please Note: Parental consent is not required to restrain a pupil but only trained staff will restrain a pupil.***

## **WHAT IS REASONABLE FORCE?**

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils
- Force is usually used either to control or restrain-this can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed.
- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom

## ● **WHAT IS RESTRAINT?**

- to hold back physically or to bring a pupil under control-it is typically used in more extreme circumstances and is only carried out by trained members of staff, for example when a pupil exhibits violent behaviour that may be unsafe for him/her or others
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil e.g. if a pupil is a danger to him/herself or to other pupils or adults
- Schools can restrain a pupil at risk of harming themselves or others through physical outbursts

## ● **WHEN CAN REASONABLE FORCE BE USED?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used

**Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

**Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment

**STAFF TRAINING**

All members of school support staff have been trained in Positive Handling (7/12/2023)

**Telling parents when force has been used on their child**

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

**WHAT HAPPENS IF A PUPIL COMPLAINS WHEN FORCE IS USED ON THEM?**

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action

- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the *'Dealing with Allegations of Abuse against Teachers and Other Staff' [DFE-00061-2011]* guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident

## Appendix 5



### Parent Code of Conduct

The Parent Code of Conduct is a set of expectations and guidelines for parents and guardians to follow when engaging with the school community. It is important to establish a positive and respectful partnership between parents and the school in order to create a supportive and inclusive environment for all students.

#### 1. *Respectful and Courteous Behaviour*

- Treat all staff members, including teachers, support staff, and volunteers, with respect and courtesy
- Communicate in a polite and respectful manner, whether in person, via email, or through other means of communication

#### 2. *Collaboration and Cooperation*

- Work collaboratively with the school to support your child's education and well-being
- Attend parent-teacher meetings, school events, and other relevant activities to actively engage in your child's school life
- Cooperate with any requests or guidelines provided by the school to ensure a safe and conducive learning environment

#### 3. *Communication and Feedback*

- Maintain open and constructive communication with the school, including promptly informing them of any concerns or issues that may impact your child's well-being or learning
- Provide feedback to the school in a respectful and constructive manner, focusing on finding solutions and improvements

#### 4. *Support for School Policies*

- Familiarise yourself with the school's policies, including those related to behaviour, attendance, and safeguarding
- Support and reinforce these policies at home, ensuring your child understands and follows them



- Comply with any requests or guidelines related to child safeguarding, including appropriate behaviour and communication with staff and other students

#### 5. *Confidentiality and Privacy*

- Respect the confidentiality and privacy of all students, staff members, and other parents within the school community
- Do not share or discuss sensitive or personal information about others without their explicit consent

#### 6. *Positive Role Modelling*

- Set a positive example for your child by demonstrating good manners, respect, and responsibility
- Encourage your child to adhere to the school's values and behavioural expectations
- Avoid engaging in or promoting negative or disruptive behaviour within the school community

#### 7. *Safeguarding Requirements*

- Familiarise yourself with the school's safeguarding policies and procedures as outlined in the Keeping Children Safe in Education (KCSIE) guidelines
- Report any safeguarding concerns to the Designated Safeguarding Lead or a member of the school's Senior Leadership Team
- Cooperate fully with any investigations or inquiries related to safeguarding concerns

By adhering to this code of conduct, I/We \_\_\_\_\_(name)\_\_\_\_\_ demonstrate our commitment to creating a positive and supportive school environment for all children, staff members, and parents at St. Peter's and St. Gildas'.

## Appendix 6

### Partner Classes

Class	Partner Class
Reception	Y1
Y1	Y3
Y2	Y3
Y3	Y1
Y4	Y5
Y5	Y4
Y6	Y5

This policy adheres to the latest UK government legislation and guidance, including but not limited to:

- Education Act 2002
- Equality Act 2010
- Children and Families Act 2014
- Department for Education (DfE) guidance on behaviour and discipline in schools

**Updated by Louisa Pantelli (DHT) following a thorough Consultation on Behaviour with representatives of pupils, parents, governors and staff**

**January 2024**

**Review – September 2024**