



Blessed Robert Widmerpool Catholic Voluntary Academy

Behaviour Policy

‘Show yourself in all respects to be a model of good works.’

Titus 2.7

Mission Statement

“We walk kindly in the footsteps of Jesus Christ as we live and learn”

Introduction

Blessed Robert Widmerpool is a loving, caring community, whose values are built on gospel teaching, mutual trust, respect for all and reconciliation and forgiveness.

The school’s Behaviour Policy is rooted in the Gospel values of love and forgiveness. As a community we focus on high standards, praise, rewarding good behaviour and in so doing, we actively develop a positive and growing self-esteem in our children. We recognise that sometimes the wrong choices are made resulting in unacceptable behaviour. On such occasions, the children are encouraged to acknowledge their mistakes and to take responsibility for their actions. The emphasis is on forgiveness, the chance to learn from the mistakes made and to start again each day. In this way all pupils are enabled to live like Jesus and to grow in Christian maturity.

Aims

- Ensure that every member of the school community feels loved, valued and respected
- Promote an environment where respect, courtesy and tolerance are integral in our dealings with each other
- Promote responsibility, tolerance and forgiveness
- Promote good relationships so that people can work together with the common purpose of helping everyone to learn
- Help children to grow in a safe and secure environment where they develop self-confidence and self-control taking pride in their achievements
- Help children to become positive, responsible and increasingly independent members of the school community

A whole school approach of positive reinforcement to the management and improvement of behaviour is followed consistently by all staff.

At the beginning of Foundation Stage 2 and again in Year 3, parents are asked to sign a home school agreement that outlines the responsibilities of the parent and school with regards to behaviour and attendance. Parents are expected to support the school in encouraging their children to show respect and support the school’s approach to behaviour management.

Children are aware of both rules and responsibilities which are agreed together and displayed in classrooms. The children receive positive guidance whilst learning to play a responsible role both within the school and wider community. They understand that all actions have consequences. They are encouraged to express their opinions showing sensitivity and regard for others.

Each class has a copy of their agreed Code of Conduct which is on display in the classroom to remind all children of the expectations of behaviour within the classroom and wider school community.

Bullying

The school does not tolerate bullying. This includes all forms e.g. cyberbullying, racist, discriminatory, homophobic and gender related bullying. A record is kept of known bullying incidents which is shared with and analysed by the governing body. The school's policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures. Cyberbullying is covered within the OLOL Trust IT policy.

All children know and use the school's **STOP** definition and strategy (Several Times On Purpose; Start Telling Other People). During National Anti-Bullying week school and house captains present an anti-bullying assemblies to the school. All children take part in activities which raise awareness of STOP. This is done through assemblies, competitions and discussions or debates in classrooms. The subject of bullying is addressed at regular intervals in PHSE education.

Racist, Homophobic or Sexist comments or behaviour

Any words or actions that cause offence to another person and are considered racist, homophobic or sexist by the offended person are deemed to be offensive remarks.

In this event;

The pupil is reprimanded, the Head Teacher informed and a record of the incident is made on CPOMs. Parents are informed. The Head Teacher reports to the Governing Body on behaviour including Racist, Homophobic or sexist comments or behaviour. In persistent cases, parents may be asked to discuss the matter with the head Teacher and a referral made to police in line with the school Equality Policy.

Sexual Harassment

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of KCSIE 2021, all staff working with children are advised to maintain an attitude of '**it could happen here**'.

Any report of sexual violence or sexual harassment will be taken seriously. All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment.

See BRW/OLOL Safeguarding and Child Protection Policy which includes more detail on sexual harassment and sexual violence.

Positive Behaviour Strategies

The following strategies are used to ensure a safe and positive learning environment where children are encouraged and supported behave appropriately:

- **Rewards** - rewards are used by adults throughout the school. They range from rewards for the whole class, groups and individuals.
- **Class Rewards** - each year group uses a wide range of rewards. Teachers discuss with children what the rewards will be within the class and how children can achieve them.
- **House Points** - house points are awarded for positive behaviour and achievement in areas across the curriculum both in and out of school.
- Class time, Circle Time, Liturgies and Assemblies provide opportunities to discuss aspects of personal and social development including positive and negative behaviour.
- **Celebrate Assembly** - Children from each year group are nominated by their class teachers for particular mention in whole school Celebration Assembly. This may relate to their work, effort, attitude or behaviour. Each of the winners is presented with a certificate; work is then displayed on the WOW board in the school hall. Parents are encouraged to come and visit the display with their child and receive postcards home to celebrate successes.
- Special Mentions for behaviour, good work, contributions in School Events etc. are read out in Celebration Assembly. Children are awarded Stars in their house colours which they collect until the end of term where the winning House receives a reward.
- **Achiever of the Term** - at the end of each term, in whole school assembly, children are nominated by class teachers to receive a certificate. This rewards and celebrates those children who are conscientious and demonstrate a good attitude to school life as a whole.
- **House Teams** - House Meetings and Eco Councils encourage mutual respect between members of the school community, help develop strong values and attitudes and enable all pupils to feel that their views and opinions are important within the context of the whole school.
- **Areas of Responsibility** - Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:
 - Liturgy Team Leaders
 - Learning Ambassadors
 - School Captain(s)
 - House Captains
 - Digital Leaders
 - Sports Ambassadors
 - Science Ambassadors
 - Library Leaders
 - Eco Warriors
 - Wellbeing Warriors
 - Art Ambassadors
- Setting of personal targets for improving work and/or behaviour.
- **Record of Achievement** - efforts and achievements of children, both in and out of school are acknowledged and recorded in Record of Achievement Files.
- **Attendance awards** - children with 100% attendance each term are presented with a special pencil and a certificate. At the end of the year children who have 100% attendance for the whole year receive a pencil, certificate and a prize. Announcements regarding class attendance rates are communicated regularly to children and parents via the school newsletter and social media.

Sanctions

All staff of the school, share the responsibility for managing unacceptable behaviour, both in school, and out (in certain circumstances – e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.)

When children's behaviour falls below an acceptable standard, a range of sanctions may be used.

A clear verbal reminder from a member of staff is expected to be sufficient to correct most inappropriate behaviour. However, if this fails, then the following procedures may be adopted:

- Time out
- Completing or repeating work
- Loss of privileges
- Loss of play time
- Incident log kept by class teacher
- During play time a pupil may be taken indoors for a cooling off period.
- Informal discussion with parent
- Home- school report book
- A meeting and discussion with the Head Teacher or Deputy Head Teacher.

If the above sanctions do not lead to a modification of behaviour the following actions are considered.

- A formal meeting between parents and Head Teacher/Deputy Head.
- Exclusion from class room (Meeting Room under supervision).
- Exclusion from an activity (short term used occasionally).
- Exclusion from the right to represent the school.
- A requirement for a written apology.
- A regular behaviour report to be given to the Headteacher/DHT.

The school aims to work with parents and pupils to ensure a resolution. Following discussion between parents, class teacher and headteacher, the following may result

- Establishment of support programme.
- Exclusion from school [Academy guidelines to be followed].

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force to prevent

Pupils:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disturbing good order, discipline and learning in the classroom, eg failure to leave the classroom when requested to do so.

Force is never used as a punishment, but may be used occasionally to bring pupils under control or to restrain them.

Reasonable adjustments will be made for those children with a disability and/or Special Educational Needs.

Allegations of Abuse against Staff

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Academy disciplinary measures will be followed where the allegation is found by the Governing Body to be true. Allegations against the Head Teacher are reported to the OLOL CEO, James McGeachie.

Where the allegation made by a child or parents is found to be false, the Chair of the governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties.
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.

In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

Exclusion

The Head Teacher (or Deputy Head in the Head Teacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head Teacher may consider the following questions:

Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

Has the school previously supported the child (what/when/what level of impact did this have)?

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. Statement, Provision Map, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow the model from Local Authority guidelines.

Roles and Responsibilities

Staff

All staff of the school share the responsibility for managing behaviour of children.

Class Teachers

The class teacher discusses the school code of behaviour with each class in the first week of the new academic year and regularly throughout the school year. In addition to this, each class also has its own classroom code, which is agreed by the children and displayed on the wall of each classroom. In this way, every child in the school knows the standard of behaviour that is expected in our school. Incidents of unacceptable behaviour are discussed with the whole class. A positive and pro-active approach to establishing rules and responsibilities is evident throughout the school.

It is the responsibility of the class teacher to ensure that class behaves in a responsible manner during lesson time. Teachers have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability. Teachers treat each child fairly and with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in line with the school's policy. Inappropriate behaviours are dealt with consistently across the school. Dialogue between child and adult will focus around the following:

What did you do wrong?

What happened as a result?

What will you do to move on/make it better?

How will we stop this happening again?

How will you show you are sorry?

If misbehaviour continues, the class teacher seeks help and advice from the head teacher or the deputy head teacher.

Behavioural incidents that take place at break or lunchtime are discussed with class teacher, lunchtime supervisors and actions decided upon. In some cases the senior leadership team are involved.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents to discuss the situation.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. In some cases of behavioural problems the class teacher may liaise with the SENDCo and external agencies.

The Headteacher

It is the responsibility of the head teacher to implement the school behaviour policy, and to report to governors, 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 keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for fixed-term exclusions. For repeated or very serious incidents the head teacher may permanently exclude a child. Both these actions are only taken after the school governors and Academy DPS/CEO have been notified.

Parents

Parents are expected to support their child's learning, and to work in effective partnership with the school. They are asked to sign a home-school agreement that outlines the responsibilities of both the parent and the school, including those about behaviour and attendance.

Parents are encouraged to share any concerns which may affect their child's behaviour with the class teacher or the head teacher. Teachers are always available to discuss concerns. Appointments are made through the school office. Parents are informed if the school has concerns about their child's welfare or behaviour.

Aggressive, threatening and abusive behaviour can present a risk to staff and children and is not tolerated in school. Such behaviour extends to remarks made on the school playground, social networking sites e.g. Facebook. It may lead to individuals being banned from school premises (in accordance with section 547 of the Education Act 1997).

The Governing Body

The governing body has responsibility for this behaviour policy and for reviewing its effectiveness.

Monitoring

The head teacher monitors the effectiveness of this policy and reports to the governing body on its effectiveness, if necessary, making recommendations for further improvements.

The school keeps a record of serious incidents of misbehaviour. 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 governing body reviews this policy every two years. They 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.

Links to other Policies:

OLoL Safeguarding and Child Protection Policy

OLoL IT Policy

BRW Anti-Bullying Policy

BRW RSHE Policy

Reviewed by Governing Body: September 2021

Next Review Date: September 2023

Appendix 1

Unacceptable Behaviour

(Please note that the following list is not exhaustive. Behaviour considered 'unacceptable' (i.e. showing lack of respect) may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category)

- Disobedience to a reasonable instruction.
- Inappropriate dress, extreme hair styles, jewellery, makeup, body piercing
- Throwing, Biting, spitting, hitting and kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property.
- Answering back, rudeness or aggression to adults.
- Stealing.
- Carrying knives, drugs, alcohol or any offensive weapon into school.
- Truancy.
- Racist/Homophobic/Sexist comments or behaviour that causes offence.
- Fighting or encouraging others to fight
- Bullying
- Putting themselves, other children or adults at risk.