



# BEHAVIOUR POLICY

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# **Mount Carmel Behaviour Policy**

## **Introduction**

This policy is written with reference to the DFE Document 'Behaviour in Schools – Advice for Head teachers and School Staff ( September 2022)

The document will be reviewed and approved by the Governing Body on a twelve monthly basis. This may be designated to a committee by the Governing Body or to the Head teacher.

At Mount Carmel RC Primary School, we strive to ensure that relationships within our school are positive and follow the Gospel Values and Jesuit Virtues.

Our broad aim is to emphasise the importance in daily school life of love, respect and tolerance. We want to create an environment which encourages and reinforces good behaviour and the fostering of positive relationships.

- We have high expectations for good behaviour during all activities across the school day; both on and off the school site.
- We celebrate our differences and ensure that all children are included and feel valued in our school. Inclusion is a key priority across school.
- We work with families if children display negative behaviour. Staff understand that poor behaviour is a form of communication and endeavour to 'unpick' the reasons why a child is making poor choices and work hard to change this.
- Staff use age or developmentally appropriate strategies to help children to manage and develop their own positive behaviour by celebrating and rewarding appropriate behaviour.
- All staff are responsible at all times for the behaviour and pastoral care of all children within sight or sound of them.
- We believe that children instinctively learn from models of good behaviour around them. Therefore, we promote the importance of positive relationships between all members of the school, both adults and pupils.
- The importance of home and school working together to this aim is vital. A clear code of behaviour is established, which is understood and supported by children, parents/carers, staff and governors.
- All members of the school community have the right to be treated fairly and this policy is laid out to encourage the way in which all can work together. The health and well-being of all individuals is paramount.
- The attitudes of staff are of the greatest importance in creating the environment in which staff, pupil, parent/carers relationships can develop and encourages and motivates pupils to their greatest effort.

## **Aims of the Policy**

Within our school we strive to:

- Promote a positive ethos by encouraging a shared understanding of the values which underpin our shared learning journey.
- Set a good example and be positive role models of our children which creates a positive and happy environment that expects, encourages and recognises good behaviour and one in which everyone feels safe and cared for.

- Develop high self-esteem, self-respect and self-control through success, empathy, positive relationships and awareness of how our behaviour impacts on ourselves and others.
- Encourage the partnership between home, school and parish.

Mount Carmel RCPS also promotes positive behaviour through the RE curriculum and PSHE curriculum.

- Through our RE scheme we develop and nurture a range of attitudes and activities that promote and support the dignity and worth of everyone
- Through R&SE and PSHE, pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. This reinforces opportunities to practise skills needed to develop positive relationships. Children are taught techniques for calming down and these approaches are modelled and encouraged throughout the school, particularly in KS2. Where appropriate, these approaches are shared and encouraged to be continued at home. We work to enable children to have differing opinions and understand that it is OK to have a different opinion while respecting another's point of view.

## **The Virtues**

The Virtues are an integral part of our behaviour policy and the children are aware each half term of the focus for that half term. Previous virtues continue to be incorporated and referred to throughout the year.

## **Around the school**

- Children walk on the left and move around the building in a calm and safe manner.
- Children and adults alike are polite to and make way for other children and adults, holding doors and demonstrating a caring attitude.

## **In the classroom**

- Children enter the classroom quietly, ready to learn and prepared to give their best effort.
- Follow instructions carefully.
- Listen to all appropriately, showing respect at all times
- Be kind, helpful and share equipment and resources
- Show respect and care by listening at the correct times.
- Leave the classroom quietly, calmly and in a sensible manner.

## **During Indoor Playtimes**

- Children remain in their own classroom, unless they have asked permission to go to the toilet.
- Children share resources and play fairly and with kindness.
- All rooms are tidy and ready within five minutes of the start of the next lesson.

## **The Playground**

- Children are to ensure they have been to the toilet at some point during the playtime/ lunchtime.
- Think about the safety of others and themselves in all that they do.
- Think about other children, how they feel and what they might need.

- To share and use the equipment provided with all children, looking after one another and school property.
- Stop at the first whistle blown by a member of staff on duty, then sensibly and safely move to their line on the second whistle, taking their distance in the line.
- Be calm, quiet and ready to enter the building.

## **Assembly**

- Assembly begins as the children ready themselves to leave the classroom.
- Children enter the hall in a quiet and clam manner, with hands joined.
- Listen to others and participate in the assembly as instructed by the adults.
- Leave the hall in a quiet and calm manner.

## **In the Lunch hall**

- Children sit where they are requested to sit.
- Say please and thank-you to all adults and children.
- Queue in a quiet and safe manner.
- Eat lunch sensibly and talk quietly.
- Use cutlery sensibly and appropriately.
- Scrape trays when finished and place it in the appropriate place.
- Leave the table and floor clear of food.
- Show respect to all adults and each other throughout lunchtime.

## **Personal property**

- Look after and respect property, making sure it is not left out, causing a hazard or mess.
- Ensure coats and bags are hung neatly on pegs.
- Do not go into anyone else's tray or bag unless asked to do so by an adult or that particular child
- Do not cause damage to any property.

## **Reward Systems**

- Every class across the school has their own reward system, whether this is gold coins, straws or dojos.
- Stickers are given for good work/ behaviour.
- Children are sent to SLT to be praised for good work/ behaviour.
- Head Teacher's award for outstanding work.
- The Head Teacher holds a 'Hot Chocolate Friday Treat', one child from each class invited to attend in the staffroom.
- In KS2 house points are used to reward good manners in the classroom and at less structured times of the day. LOs and TAs have house points to distribute for good manners/ behaviour in the lunch hall.
- The winning house is announced weekly in assembly and a trophy is awarded.
- At the end of the half term the winning house receives an extra playtime.
- At the end of the term the overall winning house receives a special treat, such as a DVD afternoon with popcorn, trip to the local park with ice cream etc.

## **Sanctions and Consequences**

A number of principles underpin our school approach to the use of sanctions where behaviour and attitudes to learning is not as expected.

- The underpinning importance of relationships cannot be emphasised enough when it comes to behaviour outcomes and all staff understand the importance of building positive relationships with children. Therefore, when a child starts to display behaviour of concern, the adults who work with him/her immediately start to reflect on this and develop approaches that offer further support, whether this is additional support/ scaffolds with work, reward charts to motivate or an increase in positive feedback, both verbal and non-verbal.
- Consideration is given to additional adult support from the class TA. This cannot be long term, but in the short term can be used to de-escalate the situation and help the child to settle once again into the normal classroom routines.
- Parents are also consulted by the class teacher, to further explore whether there are underlying reasons for the change in behaviour. At this point, a home/ school communication book should be considered as a possible strategy.

While being clear and giving positive feedback will go a long way towards creating a positive climate and encouraging appropriate behaviour, there are times when a sanction is necessary to discourage and stop unwanted behaviour.

An effective sanction is one that most often stops or discourages poor behaviour choices. It also enables a child to reflect on and modify their behaviour, apologise and make a new start, in line with our Gospel Values.

These sanctions can include: loss of playtime, loss of treat time, sitting at a table on their own, eating their lunch in a quiet space away from the hall, completing a piece of work in a different classroom.

If a child is asked to leave the classroom in order to calm down, this must be for a brief/ short time to enable them to return.

**Rewards that have been earned previously, such as Dojos or straws, must not be taken away, as this undermines the previous positive behaviour that the child has displayed.**

If, following a half term period, the child's behaviours show no improvement following additional interventions, a member of the SLT will become involved.

- The child will be discussed at the half termly Pastoral meeting
- A meeting with parents/carers will be held to discuss ways forward
- If the child's behaviour is becoming persistent and disruptive a Boxall Profile will be completed and targets will be set from this ( Individual Behaviour Plan)
- If the child is displaying anger/ frustration, appointments to explore this emotion will be set up with the Caritas SW, with parental permission.
- If parents/carers are also concerned by behaviour at home, an Early Help meeting will be offered with a view to offering a parenting course.
- If the child's behaviour is becoming extreme, a referral to an EP might be appropriate.

## **Pupil Behaviour and Management- Playtime**

At playtimes incidents are managed by the adults on duty on the playgrounds. This can take the form of: verbal discussion, short-term time out from a game, standing by the wall to calm down.

If the incident is more serious, the child will be referred to the class teacher and the most serious incidents will be dealt with by a member of SLT.

All incidents should be dealt with straight away and not allowed to continue into the classroom.

All serious incidents must be recorded on CPOMS in a timely manner and all members of SLT will be copied into them.

## **Suspensions and Exclusions**

A number of principles will be followed if such action is to be taken:

- Extreme behaviour or persistent disruptive and challenging behaviour may on rare occasions lead to a pupil suspension. Eg violence, extreme bad language.
- Only the Head Teacher or her designated representative (Deputy Head Teacher) has the power to exclude a pupil from school
- A child may be suspended for one or more fixed term periods
- In extreme circumstances a child may be excluded on a permanent basis.
- If a suspension takes place, the parent/carer will receive a letter stating the reason why the decision has been taken and stating the options open to them to challenge the decision. The Head Teacher will make it clear that they can appeal against the decision to the Governing Body.

## **Special Needs and Equal Opportunities**

The Behaviour Policy will be monitored to ensure that it meets the set aims in regard to all pupils. With regard to children with SEND the school will recognise and take into account the following considerations:

- For a small number of children, whose behaviour is beyond the whole school rewards and sanctions system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour.
- It may be appropriate for the child to have an individual behaviour plan ( IBP) that has been agreed between the child ( age appropriate) staff and parents/ carers.
- Parental/ carer input and support is needed for behaviour to improve.
- The support of outside agencies, such as Educational Psychology or Bridgelea Pru Outreach, will be sought.
- The special educational needs of a child will always be considered carefully if a suspension is being deliberated.

## **Safer Handling**

Members of staff have the power to use reasonable force and safer handling to prevent pupils injuring themselves or others, or damaging property, and to maintain good order in the classroom. Any member of staff may do this where there is a risk to an individual; or group of children. A small number of staff have received specialist training in safer handling where physical intervention is necessary.

De-escalation of a situation with distraction, humour and a calm approach will always be the first choice and safer handling will only ever be used as a last resort and for the shortest amount of time possible. Any incident of positive handling will always be documented and parents/carers will be notified.

## **Pupil's conduct outside the school gates**

Teachers have the power to discipline pupils for displaying negative behaviour outside the school premises 'to such an extent as is reasonable'.

- Wherever deemed necessary, the school will inform parents of incidents that occur outside of school that they might not be aware of and if suitable allow parents to deal with the matter.
- If the incident impacts upon school in any form the school discipline policy shall fully apply
- The school will cooperate fully with parents in supporting them regarding any issues of discipline.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform

## **Mobile Phones**

Mobile phones are not to be used on school premises or grounds. Any child who has one for safety reasons, must hand it in to the office or to their teacher at the start of the day. They should be collected at home time.

## **Bullying**

Bullying in all forms is unacceptable. Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

#### Investigating Reported Incidents of Bullying:

- All reported incidents to be investigated.
- Meet with the alleged victim and encourage them to talk about the incident, their thoughts, wishes and feelings. Acknowledge their feelings and offer support. Inform parents, at the most appropriate point.
- Meet with the child/ren allegedly involved/witness to the bullying behaviour. Children spoken to individually, rather than in a group.
- Establish the need for honesty and accuracy – no assumptions – fact-based. Listen to their perception of the incident and explore any motive for the behaviour.
- Establish with staff whether there have been previous incidents / whether there have been changes in behaviour noted.

#### Recording, Analysing and Monitoring Incidents of Bullying:

- All incidents will be recorded on CPOMS.
- Half -termly analysis of the incidents logged will take place to determine possible implications for curriculum delivery.
- Surveys and questionnaires will be used to gain pupil and parent feedback on prevalence and the school's approach to dealing with incidents of bullying.

#### Response to Bullying Incidents:

- If bullying behaviour has taken place, it will be clearly stated that this is unacceptable and support will be given to the child to acknowledge that the behaviour is wrong and needs to stop.
- An appropriate sanction will be applied.
- A restorative approach will be used (if appropriate) to ensure that all parties have the opportunity to explore and listen to the how each person is feeling. An agreement



about what needs to take place to ensure the behaviour is not repeated will be reached and reconciliation will be attempted.

- A member of the SLT will decide at what point it is appropriate to make contact with the parents concerned – this will depend on the nature of the incident.
- The Head Teacher will inform parents immediately, should the incident be of such a serious nature that an exclusion is a possibility.
- In the case of an exclusion, parents have the right of appeal to the Governing Body and the Local Authority.

Through PHSE/RHSE, literature, drama, visitors and assemblies work is done to raise awareness of bullying. Discussion in class and larger school group emphasises that incidents of bullying, cyber bullying and racism are unacceptable.

## **Sexism and Sexual Harassment**

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling (including homophobic language) and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women (though not exclusively against women). Homophobic language includes any derogatory use of words used to describe sexuality.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to the involvement of parents via a call or a meeting if the pupil refuses to apologise in the first instance or if there is recurrence.
- Record the incident on CPOMS.

## **Harmful Sexual Behaviour**

Knowing how to take a positive view and recognise healthy sexual behaviour in children and young people helps to support the development of healthy sexuality and protect children and young people from harm or abuse.

Many expressions of sexual behaviour are part of healthy development and no cause for concern. However, when children or young people display sexual behaviour that increases their vulnerability or causes harm to someone else, adults have a responsibility to provide support and protection.

We will use the Brook Traffic Light Tool to ensure that our approach to children who display such behaviours can be supported at an age appropriate level.

We will:

- Support and educate children to keep them safe
- Always involve parents when such incidences occur

## **Recording and Monitoring Behaviour**

All incidents of concerning behaviour will be logged on CPOMS.

Incidents of bullying or fighting will be logged under 'Child on Child' incident.

The SLT are copied into all incidents and have the ability to look back on CPOMS to identify escalating behaviours over time and patterns of behaviour.

## **Parental Involvement**

Parents/carers should have a clear understanding of the school's aims and reasons behind them.

- Every effort should be made to encourage parental support and understanding of the school's Behaviour Policy.
- Staff should make use of positive contact with parents/carers. Eg. Phone call to share good news.
- Every effort should be made to consult parents/carers if changes occur in the child's standard of work or behaviour. There needs to be a focus on working together to support the child to get back on track.
- Parental co-operation should be actively sought so that joint action and a sense of shared responsibility can facilitate a positive effect.
- The use of a home/ school communication book is a useful tool to promote joint working.
- In cases of a serious and/or persistent breach of discipline, immediate parental consultation should be requested through the Head Teacher or member of SLT.