



St Catherine's School Behaviour Policy

Reviewed following consultation with children, families, staff and governors

Approved by Governing body: Summer 2016

Review Date: Summer 2018

General Principles

At St Catherine's we strive to provide a caring, positive environment in which **all** members of the school community, irrespective of age, race, religious beliefs, sexual orientation, gender, appearance or disability are encouraged and expected to behave in a manner that demonstrates respect for one another.

Expected Behaviour at St Catherine's

- We model, promote and expect good behaviour at all times, developing an appreciation that children must take responsibility for their own actions
- We ensure all children are aware of and understand the 'Golden Rules' which are displayed in every class and throughout the school (see appendix A)
- In partnership with families, we share expectations through our Home/School agreement
- We reflect Christian values in our management of behaviour
- We model, promote and expect adherence to the fundamental British Values of;
 - democracy,
 - the rule of law.
 - individual liberty.
 - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

How do we do this?

- Consistent reinforcement of positive behaviour through praise, encouragement and rewards which may include; stickers, house points and Headteacher's certificates.
- Acknowledgement of demonstration of the Golden Rules
- Consistent consequences for negative behaviour that address which of the Golden Rules has been broken and how this can be put right. Actions may include one or more of the following;
 - An activity that redresses the negative behaviour (eg, cleaning up a mess that has been made through vandalism)
 - Writing a letter of apology or verbally apologising to any affected by the behaviour
 - Time out (with work provided) within class or to a pre-arranged alternative classroom (to be followed up by discussion of what has triggered the poor behaviour and how it can be avoided in the future)
 - Time out (time to be specified) by the wall/fence/in a hoop should poor behaviour be seen at break times to be followed up as above and if appropriate, in conjunction with the class teacher

- A specified and agreed period of 'community service' that will benefit the school community
- An opportunity to identify positive behaviours in order to modify their own

Should an adult dealing with poor behaviour consider it necessary, the incident will be logged on CPOMS* under the behaviour or bullying** category.

Persistent Behaviour Issues

In some situations, the above strategies may not be sufficient to modify a child's behaviour. In such situations, an individual education plan, a report card, home/school book, risk assessment or behaviour support plan may be implemented. These measures will involve discussion with the child's family and may also include support and advice from outside agencies.

Abusive or unsafe behaviour

A pupil may be sent to one of the headteachers if the above actions do not result in an improvement in behaviour or **immediately** if behaviour is abusive or puts the pupil or others' safety in jeopardy. Abusive or unsafe behaviour is defined as;

- Verbal or physical abuse or aggression towards an adult
- Defiance of an adult's requests
- Vandalism
- Use of racist or homophobic language or gestures
- Fighting
- Bullying

If a pupil is sent to either headteacher as a result of poor behaviour, the family will be contacted and the behaviour discussed. If appropriate, a risk assessment may be carried out in consultation with the family. (see appendix B)

Exclusions

Occasionally, it may be necessary to exclude a pupil for inappropriate behaviour for a fixed term. If this occurs, in accordance with county guidelines, the local authority and Chair of Governors are informed, a letter is sent to the family and work is provided for the child to do at home. Prior to the child's return to school, a reintegration meeting with the child and family will take place. This is to confirm the child's appreciation of the consequences of their actions and to reassure them that this is a fresh start for them at school.

In exceptional circumstances it may be appropriate, in the Headteacher's judgement, to permanently exclude a child for a first or 'one-off' offence. These might include:

- a) Serious, actual or threatened violence against another student or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

*CPOMS – Child Protection Online Monitoring System used by the school to record and log safeguarding and behaviour issues

**Please see separate policy in relation to instances of bullying.