Behaviour Policy
St Mary's Horsforth Catholic Voluntary Academy

"Happy together in God's family,
we love, grow and learn."

Approved by:	Jessica Wilkinson	**Date:** September 2021
Last reviewed on:	September 2022	
Next review due by:	September 2023	

Rationale

The purpose of St Mary's behaviour policy is to provide a safe, happy and secure environment in which children can learn. We promote positive behaviour because it enhances educational and social opportunities and ensures that our school environment is calm, happy and enriching.

We have systems in place for rewarding good behaviour and a range of sanctions for dealing with unacceptable behaviour. The success of the policy calls for commitment from all involved, staff, pupils, parents, governors. We are committed to providing a learning environment in which children are resilient, secure and protected. We strive to ensure that individuals are treated with fairness in a climate of mutual respect.

The Role of School Leaders

The school leadership team routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them.

School leaders make sure that all new staff are inducted clearly into our school's behaviour culture to ensure they understand our rules and routines and how best to support all pupils to participate in creating the culture at St Mary's. School leaders consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

The Role of Teachers and Staff

All staff at St Mary's have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff also receive clear guidance about school expectations of their own conduct at school.

The Role of Pupils

We believe all pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

All pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture through regular pupil voice.

Every pupil is supported to achieve the behaviour standards through regular reminders from school staff and assemblies throughout the year.

The Role of Parents

The role of parents is crucial in helping St Mary's develop and maintain good behaviour. To support the school, parents should be encouraged to get to know our behaviour policy and, where possible, take part in the life of our school and its culture. Parents have an important role in supporting our behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with school while continuing to work in partnership with us. St Mary's reinforces the whole-school approach by building and maintaining positive relationships with parents, keeping parents updated about their children's behaviour and encouraging parents to celebrate pupils' successes. Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

The School Rules

We have linked our school rules to the virtues.

• Show kindness and care to others – caring and kindness
• Try your best at all times – perseverance
• Make sure you use good manners - cooperation
• Always look smart and work smart - motivation
• Respect everybody and everything – respect
• Make sure You act responsibly - responsibility
• Sensibly and quietly walk around school - community

We acknowledge that children may need extra help to learn how to behave appropriately in different situations. We will provide this help in a caring and sensitive manner in accordance with our school aims.

Our aims:

• To create a safe environment where children are helped to develop their own understanding of appropriate behaviour and choose ways of behaving in accordance with school values.
• To teach children to respect and value themselves and others.
• To teach children a range of strategies to help them access support and resolve conflict.
• To make expectations of desired behaviour explicit to the children.
• To adhere rigorously to the reward / sanctions outlined in the established framework.
• To ensure that a climate of mutual respect exists for all members of the school community.
• To engage children in restorative practice.

Lunchtimes and playtimes

We have playground rules to promote a happy playtime.
• When the whistle goes, we stand still.
• We play together and look after each other.
• We allow other children to join in our games.
• We help to put equipment away at the end of playtimes.
• We tell an adult if we feel sad or lonely.
• We take care of our playtime equipment.

At lunchtime and play time we continue to reward positive behaviour with praise and dojos. Children who show negative behaviour are initially warned. If behaviour continues it will be recorded on Class Dojos. At the end of playtime, class teachers are notified.

Rewards and sanctions are displayed in all classrooms and reviewed with pupils on a regular basis.

Rewards
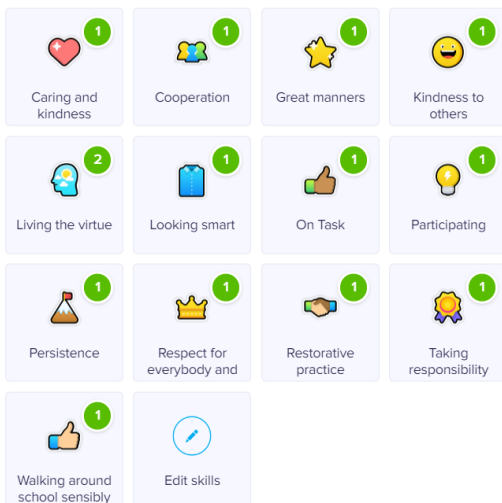
We celebrate and praise positive behaviour at St Mary's in a variety of ways:

• All staff use praise to reinforce positive behaviour.
• We encourage children to work together as a team.
• Children gain Dojo points for following the school rules. Parents have access to their child's Class Dojo so they can see their rewards.
• Team points are collected through Class Dojo; points scored for each class and house team are announced in the Friday celebration assembly. The winning team receives a trophy and the class gaining most team points in KS2 is rewarded with a choice of equipment at playtime and in KS1 a reward of their choice for up to 15 minutes at the teacher's discretion. E.g. extra playtime, IPad time.
• Good playtime behaviour is praised and rewarded by teaching and non-teaching staff using Dojos.

• Each week two children from each class are nominated for a Headteacher's award. Children are praised for their good work or behaviour.
• Each week a child is nominated for a virtue certificate for displaying the virtue of the week through their actions. This is awarded in celebration assembly.

- At the end of each half term, children from each class, who have shown outstanding behaviour are given an excellence award to congratulate them on their conduct. This is awarded in celebration assembly.

Rewards Ladder

Level 5 Certificate of excellence for children who have shown outstanding behaviour throughout the half term. Parent's informed, certificate given out in Celebration Assembly.   ➢ Excellent behaviour for the half term.

Level 4
Weekly Head teacher award and virtue certificate.
  ➢ Outstanding behaviour.
  ➢ Dedication, positive attitude, living the virtues.

Level 3
Class reward
Children aim to achieve a particular target for a class reward on a weekly basis.
  ➢ Following school/classroom/playground rules.
  ➢ Polite, helpful, good role model.
  ➢ Working as a team.

Level 2
Verbal praise, Class Dojo points - Totalled for the week (trophy for the winning class in Key Stage and class reward).
  ➢ Following school/playground rules.
  ➢ Polite, helpful, good role model.

Level 1
Verbal praise, Dojo points.
  ➢ Following school/playground rules.
  ➢ Polite, helpful, good role model.

Sanctions

-1 2nd warning	**-4** Abusive behaviour	**-2** Bad language	**-2** Dangerous behaviour
-2 Hurting others	**-1** Off task	**-4** Racial incident	**-3** Repetition of -1 and -2
-2 Rudeness	**-4** Violent behaviour	**0** Warning	Edit skills

- Class Dojo is used to deduct points where sanctions need to be put in place.
- Negative Dojos will not show on the app as not all incidents of misbehaviour will warrant communication with parents. Teachers will use the behaviour policy to guide their decision on when to inform parents. School recognises that children learn from their mistakes and will on occasion fall foul of the rules. School plays a major part in supporting children to make the right choices and reflect on their actions when they don't.
- The class teacher will notify parents if a child has to miss playtime twice in a week.
- If a child sees the learning mentor more than twice in a two-week period parents/guardians will be asked to meet the Learning Mentor to discuss behaviour / incidents and outline strategies and appropriate sanctions.

- We follow the sanctions pyramid below and following this, a restorative approach will be used. Restorative practice involves helping the child think through their behaviour, its consequences and what they can do to make it better using the following questions:
- ➢ What happened?
- ➢ What were you thinking and feeling at the time?
- ➢ What have you thought about it since?
- ➢ Who has been affected and in what way?
- ➢ How could things have been done differently?
- ➢ What do you think needs to happen to make things right?

Sanctions Ladder

Level 5
Minus 4 Dojo points.
See Headteacher.
Parents asked to meet with Learning Mentor or Headteacher.
One week behaviour monitoring or fixed term exclusion.
-   Seen learning mentor more than twice in a two-week period.
-   Violent or abusive behaviour.
-   Racial incident.
Level 4
Minus 3 Dojo points.
Miss next playtime.
Child meets with Learning Mentor and parents informed.
-   Reach level 3 twice in a week - bad language, rude, hurting another, dangerous behaviour.
-   More than -5 Dojo points.
Level 3
Minus 2 Dojo points.
Miss 15 minutes of next playtime.
-   Repetition of behaviours in Level 2.
-   Bad language, rude, hurting another, dangerous behaviour.
Level 2
Minus 1 Dojo point.
Move to an alternative place in the classroom.
-   Repetition of behaviours in Level 1.
-   Not responding to a warning.
Level 1
Verbal warning (0 Dojo points)
-   Talking, swinging on chair, calling out.
-   Not following class or playground rules.
-   Unkindness, misuse of equipment, not playing within boundaries.

Violent and abusive behaviour

If a child causes physical harm to another child/ adult or property, is abusive or is involved in a racial incident they will be sent to the Headteacher. Parents will be informed and the Headteacher will choose an appropriate sanction which may mean exclusion in more severe cases. All exclusions will be in line with local authority guidelines.

Headteachers and staff who are authorised have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for.

Prohibited items include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and any item which a school policy specifies as banned and able to be searched for.

School has the right to:
a. Screen and search pupils for dangerous weapons.
b. The power to use reasonable force or make other physical contact; if a child is at risk of harming themselves, harming others or damaging property.
c. The power to discipline beyond the school gate; for example, when taking part in any school-organised or school-related activity.
d. Decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Incidents of a violent or abusive nature may lead the Headteacher to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm.

Support systems

Some children need extra support to help them with their social and emotional development. The school supports children who have barriers to their learning and works with parents and children to overcome those barriers. For some children, an individual behaviour programme will be established in consultation with parents and the class teacher.

Parents can access support in school through appointments with the class teacher or Learning Mentor or through parent and carer sessions (PACs) with Horsforth Children Services. See also emotional support for your child on the school website.

Bullying

We are committed to the aims of the anti bullying charter. We support staff to tackle bullying appropriately and ensure that pupils bullying concerns are dealt with sensitively and effectively. We deal promptly with concerns raised by parents or children. Through our behaviour policy, we strive to prevent all incidents of bullying. We raise awareness of bullying through Anti Bullying Week each year.

Defining Bullying Behaviour

· Bullying behaviour deliberately causes hurt (either physically or emotionally including online)
· Bullying behaviour is usually repetitive (one-off incidents, such as the posting of an image or sending of a text that is passed around a group, can quickly spiral into bullying behaviour)
· Bullying behaviour involves an imbalance of power (the person or people on the receiving end feel like they can't defend themselves)

Different Types of Bullying

· Physical – pushing, kicking, hitting, pinching, any form of violence, threats.
· Verbal – name calling, sarcasm, spreading rumours, persistent teasing.
· Emotional – tormenting, threatening ridicule, humiliation, exclusion from groups or activities.
· Racist – racial abuse, graffiti, gestures
· Sexual – unwanted physical contact, abusive comments.
· Damage to property or theft – demanding possessions, money, deliberately damaging belongings.
· Homophobic – taunts, graffiti, gestures relating to the sexual orientation of a person.
· Transgender – taunts, graffiti, gestures relating to the gender identity of a person.
· Cyber – sending threatening or abusive text messages, emails or images. Writing abusive or negative things about people online.
· Gender - taunts, graffiti, gestures relating to the gender of a person.
· Child on child - a person who is equal to another in abilities, qualifications, age, background, and social status bullying by any of the above ways.
· SEND - taunts, graffiti, gestures relating to the special educational needs and/or disability of a person.
· Prejudice-based - bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.
· Discriminatory bullying - Discrimination is when a person is treated unfairly because of who they are. This could be because of their race, their gender, their sexual orientation, a disability, their faith, or more.

Child-on-child abuse

• Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.
• Child-on-child abuse is most likely to include, but may not be limited to:
• Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
• Abuse in intimate personal relationships between children
• Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this
• may include an online element which facilitates, threatens and/or encourages physical abuse)
• Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
• Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
• Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
• Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
• Upskirting, which typically involves taking a picture under a person's clothing without their

permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
• Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element) Where children abuse other children online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but the child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:
- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- Familiar, trusted member of staff will support the children who have been victims of or perpetrated the abuse. An Early Help Referral may be appropriate.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.
To achieve this, we will:
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between children, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
  ➢ How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
  ➢ That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
  ➢ That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    ▪ Children can show signs or act in ways they hope adults will notice and react to
    ▪ A friend may make a report
    ▪ A member of staff may overhear a conversation
    ▪ A child's behaviour might indicate that something is wrong
  ➢ That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  ➢ That a pupil harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
  ➢ The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it

➢ That they should speak to the DSL if they have any concerns

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.
We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we:
• Put systems in place for pupils to confidently report abuse
• Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
• Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
• All children should report any issues face to face/ via a friend/ to a trusted member of staff who will pass on to the DSL.
• The reporting systems and processes will be made clear through discussion in our Ten Ten curriculum.
• Children will feel safe in submitting any concerns, through reassurances provided following disclosures.

Links with Other Policies

- Anti bullying Policy
- Safeguarding and Child Protection Policy

September 2022
Review: September 2023

Signed: S.Hurley
Signed: A.Kelly-Edwards