



Behaviour Policy

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Produced by: St. Anthony's VC Academy

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This policy is to be read in conjunction with other related policies including; Child Protection, Inclusion, Positive Handling, Allegations against Staff, SEND, Anti bullying, E Safety and Lunchtime Behaviour Policy.

At St Anthony's we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, religion, maternity, pregnancy, sex or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

Overall Aim of Policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on gospel values, mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. At all times staff should encourage good behaviour through modelling appropriate behaviour, praise and positive actions. As a school family it is our goal to create an environment where all pupils can show their sparkle. Pupils will be encouraged, praised and nurtured to show off their talents and fulfil their potential. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Overall Objectives

- To motivate children to achieve their full potential.
- To provide safety and well-being for all children by raising awareness of appropriate behaviour.
- To teach pupils that actions & choices have consequences – consistent praise and sanctions.
- To promote consideration and respect for others.
- To manage conflict and tensions by repairing harm and building relationships
- To ensure all children are treated fairly
- To apply the policy in a consistent way

“Love one another as I have loved you.” (John 16 v12)

Ethos

At St Anthony's VC Academy, we believe that all children have the right to develop their potential and our aim is to create a welcoming, caring environment where children feel safe and happy. Staff are committed to their responsibility for children's social and emotional attitudes to learning and managing behaviour appropriately, as laid down in the Professional Standards for Teacher

Aims

- To motivate children to do their best
- To create an environment where pupils can show their sparkle.
- To value achievement and raise self-esteem
- To promote safety and well-being of all pupils
- To promote consideration and respect for others
- To teach pupils that actions and choices have consequences restoratively
- To raise awareness of appropriate behaviour
- To respond to challenging behaviour restoratively
- To help those harmed by others actions restoratively

Equal opportunities and inclusion

At St Anthony's all children are treated with equal respect and fairness regardless of gender, ethnic origin or ability. All children will be made aware of the school expectations of behaviour and the consequences of not following them. Awareness is needed of children who might have particular needs and approaches, but there are no variations in expectations.

Behaviour expectations across school (Inside and outside of the classroom)

At St Anthony's we have a common consistent set of three basic rights:

The right to:

- * Be safe
- * Be respected
- * Learn

All positive and inappropriate behaviour can be linked to, at least, one of these rights. Staff must always refer to the 'rights' when dealing with behaviours. As staff, we use our STA sparkle script to ensure consistency in approach to pupils.

The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible (Paul Dix, 2017).

Sparkle Board

Every classroom within school will have their own 'sparkle board.' With the emphasis on positive behaviour, staff can use this to recognise when pupils are making the right choices. Their name will be placed into the diamond as recognition for their efforts which will encourage others to do the same.

The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience (Paul Dix, 2017).

Celebrating Achievement - Rewards for Good Behaviour

At St Anthony's VC Academy, we believe that ***every child is special and made in the image and likeness of God***. We will always seek to reinforce, endorse and praise good behaviour, academic achievement and effort. It is our strong belief that good behaviour should be reinforced at all times and rewarded.

At our school, we offer a variety of rewards, which take the form of:

1. STA Sparkle certificate award by each member of teaching staff weekly with parents notified to attend sparkle assembly on Friday's

2. Sparkle Mail is a high-level recognition for making the right choices and 'showing our sparkle.' It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value.
3. Parents are advised of their child's positive behaviours by a Sparkle post card, face to face contact, Edulink or telephone call
4. Sparkle stickers. These will be handed out to celebrate a pupil who is 'showing their sparkle' (going above and beyond)
5. As part of our ongoing efforts to develop home-school relationships, staff will tweet positive work and classroom celebrations each week. This will be tweeted with #STAsparkle.
6. Good attendance (over 96%) is recognised in sparkle assembly on Friday's with diamonds awarded for high attendance. These equate to a special award at the end of each half term. Class attendance is displayed in the hall.

This is not intended to shower praise on the individual, it is a collaborative strategy - we are one team focused on one learning behaviour and moving in one direction (Paul Dix, 2017).

SPARKLE LANGUAGE

Anchor icon: You're showing me you can sparkle by.....

Diamond icon: I'm super impressed with...

Fantastic because.....

You are showing sparkle behaviour because you're....

You are showing your sparkle, that's exactly what I'm looking for

It is excellent to see you showing your sparkle...

How can I help?
I can see something is upsetting you...
What happened?

Tell them exactly what they're doing and why

Tell them what you expect

Who is best at showing their sparkle?....

Show me how well you can sparkle?

I know you can....

I'm listening for...

You need to...

I want to see your sparkle...

Who is ready to show their sparkle?...

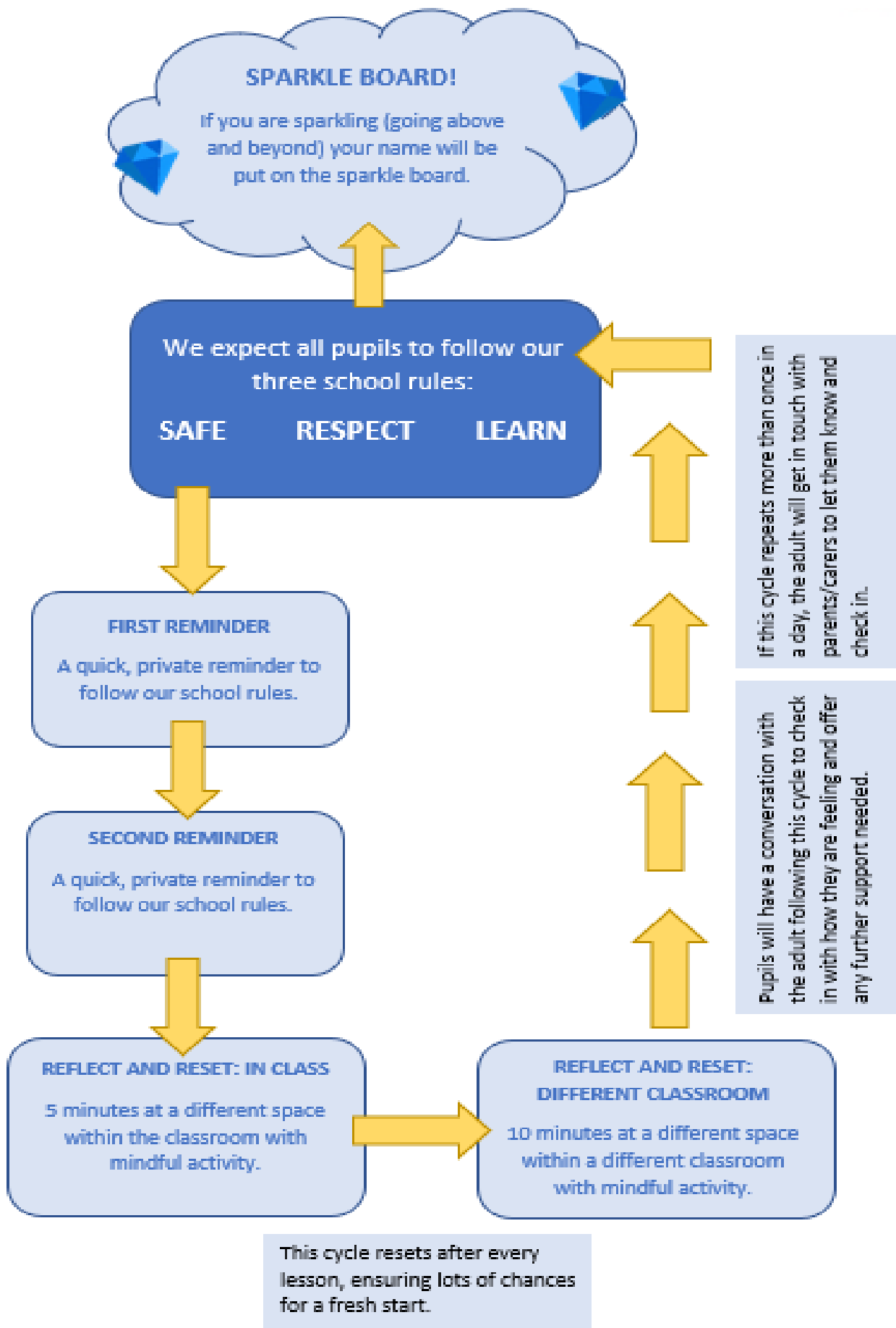
You can show sparkle behaviour by...

Ask me how I Sparkled today #STAsparkle

ST ANTHONY'S VC ACADEMY

Behaviour Management

When behaviour jeopardises pupils rights, children are reminded of expectations through the following process;



If the pupil goes for a timeout in another class this must be purposeful and teacher's will use their knowledge of the child for this. For example, a pupil who needs to emotionally de-escalate may go with some mindfulness colouring or some work they show an interest in e.g. maths.

When the pupil returns from timeout the class teacher will speak to them appropriately and remind them to show their sparkle from this point. When a child moves in to another class for a timeout they are not to be reprimanded.

If a child is frequently sent to another class or to a phase leader, parents/carers should be informed. This must be recorded on CPOMS by the class teacher.

Low level behaviours

Examples of low-level behaviour:

- Not being respectful to adults or peers
- Disrupting the right to learn
- Inappropriate use of equipment (without being a hazard)
- Inappropriate language (of a low level)

Low level behaviour must be recorded on a behaviour log in order to help staff identify patterns and times when some children are more susceptible to misbehave. This will be logged by the teacher.

Serious classroom behaviour

Serious level behaviours include:

- behaving in a way likely to cause disruption to learning e.g. throwing/moving furniture, messing with equipment
- damaging school or other people's property
- refusing to complete work or comply with a reasonable request
- causing or injury to other children
- Absconding from classroom and/or school building
- Serious inappropriate language (eg racist/homophobic/sexist/threatening)

If any of these behaviours happen then they will be escalated to the pastoral team, followed by the SLT. In all of these cases, the parents/carers will be informed at the end of the day and a record made on C-POMS. Consequences will be discussed and agreed with the child, the teacher and the parents/carers informed. For some pupils a sanction may be a removal of privileges, for example, missing after school clubs, visits or taken from a pupil leadership role; following discussion with Pastoral or SLT.

Severe level behaviours

These behaviours are very serious and will be dealt with by a member of the senior leadership team with reference to, when possible, the Head of School. They include;

- Violence directed against another pupil or member of staff

- Significant verbal abuse towards another child or adult
- Refusal to come back to the classroom after leaving without permission
- Leaving the school premises

Parents/carers will be contacted as soon as possible, since these behaviours mean safety of the child or others in school is at risk. At all times the schools tries to avoid exclusion and sees it as a last resort. The school prefers to support children and encourage them to restoratively explore positive behaviour patterns. However, children considered displaying very severe behaviours which are a danger to themselves, the school or other people could face fixed term exclusion.

Exclusions

Internal Exclusion

Where senior leaders believe it is suitable an internal exclusion in school may be used as a consequence for more serious behaviour. This may be where a pupil stays in another classroom for a period of time or be in the behaviour/SLT office. This could also include lunchtime and playtimes. The venue and length of this will be decided by the member of SLT dealing with the situation. A log on CPOMS must be made of an internal exclusion either by the class teacher or the SLT member.

Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Head of School (or the Executive Head) has the power to exclude a child from school. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head of School may also exclude a pupil permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School excludes a child, s/he informs the parents/carers as soon as possible, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents/carers that they can appeal against the decision to the Directors and how to do so through the letter of exclusion.

The Head of School informs the Local Authority (LA) and the Directors about any permanent exclusion or fixed-term exclusions. The Directors cannot either exclude a child or extend the exclusion period made by the Head of School. However, the Directors have a committee whose role is set out in strict guidelines whenever a child is excluded from school. If a permanent exclusion is given directors must meet to consider it. At the review meeting, representations can be made. The Directors have the power to reinstate the child immediately or they have the power to uphold the exclusion.

Sanctions at playtime/lunchtime

Most situations on the playground require a word from the staff on duty to resolve minor disagreements and fall outs. These are handled restoratively with the children involved. The school actively encourages play and provides playground equipment to avoid boredom.

- **Stage 1:** Expected sparkle behaviour 1st reminder
- **Stage 2:** Expected sparkle behaviour 2nd reminder
- **Stage 3:** 5 minute time out to 'reset and reflect' – child to stand next to and follow adult around the playground or sit in an allocated area
- **Stage 4:** Pupils will have a conversation with the adult following these stages to check in with how they are feeling and offer any further support and will be allowed to join back in with peers/play

From time to time there are more serious offences that take place on the playground. These can take the form of:

- Aggressive fighting
- Target foul abusive language
- Threatening behaviour
- Deliberately leaving the school site
- Being dangerously out of bounds
- Damaging school property
- Consistent dangerous defiance

In the above cases children are withdrawn from the playground immediately and sent inside to a place of exclusion and dealt with by the SLT or the pastoral team. In the case of these more serious offences, parents/carers will be contacted, and behaviour logged on CPOMS. If children are sent inside, they will be asked to reflect on their behaviour restoratively. Consequence's will be given for the above behaviours this may be missing breaks/lunchtime for set period (As with internal exclusion)

Inclusion

It is expected that this policy will be appropriate for most of our children for the majority of the time. Occasionally it may be necessary to adapt and develop particular strategies in order to meet the needs of particular individuals. This will usually be done as part of an individual behaviour plan for the child in which adults directly involved with the child will contribute to its implementation.

Supporting individual children and their behaviours

As a commitment to positive behaviour management, we actively use preventative measures to avoid behaviours emerging. This includes the use of brainbreaks, sensory circuit's, adapted timetables, circle time, friendship groups, social groups, ELSA or outside agencies to support children on issues around anger management, improving self-esteem and conflict resolution. We liaise with parents/carers to provide the optimum level of support for both the child and the parent/carer, this sometimes involves accessing support from external agencies, this is always accessed with full agreement from the parent/carer.

Individual behaviour plans

Children may be supported by an individual behaviour plan (IBP). IBP's include further information around individual challenging behaviours, triggers and appropriate strategies to use to allow de-escalation and support for the pupil. IBP's also include setting specific behaviour/emotional targets that the child/teachers will work towards. Parents/Carers will be involved in the whole process and working together with staff will support their child to achieve the specific individual targets.

Peer on peer abuse

We believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying
- being coerced into sending sexual images (sexting)
- physical or sexual assaults
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or EHaSH. Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy's Anti-Bully or E-Safety policy. Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied. Necessary pastoral support will be offered to all affected parties.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)

Guidance When Bullying Occurs

The school takes any report of bullying extremely seriously and has a separate anti-bullying policy which lays down our procedures clearly.

Use of reasonable force

Section 93 of the Education and Inspection Act 2006, states that staff have the legal power to use reasonable force. There is no legal definition of when it is reasonable to use force and each case must be judged on its circumstance and those exercising the power to use force must also take account of any particular SEN and/or disability. School staff are aware of the DfE document 'Use of Reasonable Force – advice for school leaders, staff and governing bodies.' Staff only intervene

physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children. The school has a Restrictive Physical Intervention policy and selective staff have taken part in Team Teach training (Delivered by Bridgeview/Whitehouse).

When Restrictive physical intervention is used on any child a behaviour support plan should be developed, if not already in place, with the SLT/Headteacher, pastoral team, teacher and parents/carers or reviewed and amended if needed

Allegations against staff

Allegations against members of staff are taken extremely seriously and will be dealt with in line with the Trust policies and procedures and guidance from the Local Authority (LADO). St Anthony's will make every effort to maintain confidentiality in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the child and supports the person who is the subject of the allegation. Suspension of the accused member of staff will not necessarily be the default action of the school. Further information on procedures for allegations against staff can be found in the SCRAT Child Protection Policy, Section 17 - Appendix 3.

False allegations against members of staff

If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head of School and the Executive Head will consider the appropriate disciplinary action against the pupil who made it.

Pupils' conduct outside the school gates – teachers powers

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'. This policy acknowledges the schools legal duties under the Equality Act 2010 in respect of safeguarding and in respect of children with Special Educational Needs.

Searching, screening and confiscating

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. In line with DfE guidance, pupils can be searched without consent should there be a concern about having a prohibited item in their possession. Headteachers and staff they authorise 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.

Prohibited items are listed below;

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers
 - fireworks and
 - pornographic images.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Physical Punishment/Chastisement

Physical punishment or chastisement of children and young people can have a very detrimental effect on their physical, mental and emotional wellbeing.

There is no justification for inflicting pain on a child or young person as a parent (or any other adult carer).

Any form of physical punishment that leaves a mark on a child or young person is considered an assault and is illegal under the Section 58 of the Children Act 2004.

A parent can be charged with a criminal offence if they harm their child under the following certain offences:

- an offence under **sections 18 and 20 Offences against the Person Act 1861** (wounding and causing grievous bodily harm)
- an offence under **section 47** of that act (assault occasioning actual bodily harm)
- an offence under **section 1 Children and Young Persons Act 1933** (cruelty to persons under 16)

If parents/carers have difficulties managing their child's behaviour at home the school may offer support or may signpost to other services that can offer support for positive behaviour management at home.