

**BEHAVIOUR POLICY**  
**ST. HELEN'S CATHOLIC PRIMARY SCHOOL JUNE 2022**

**ST. HELEN'S MISSION STATEMENT**

**RESPECT YOURSELF,  
RESPECT EVERYONE IN OUR SCHOOL COMMUNITY,  
RESPECT EVERYONE IN OUR LOCAL COMMUNITY,  
RESPECT EVERYONE IN OUR GLOBAL COMMUNITY  
BUT MOST OF ALL, RESPECT GOD OUR FATHER IN HEAVEN.**

The Governing Body of St. Helen's Catholic Primary School adopted this BEHAVIOUR POLICY in JULY 2022.

This policy operates in conjunction with the following policies:

- The Anti – Bullying policy
- The SEND Policy
- The Equality Information and Objectives Statement
- Mission Statement
- Vision Statement
- School Values
- Home/school Agreement
- Child Protection and Safeguarding Policy
- E-Safety Policy
- CPOMS Policy

**WHAT DO WE EXPECT AT ST. HELEN'S?**

- ✚ Good behaviour in all aspects of school life – this includes: trips, clubs, sporting events, learning outside the classroom, travelling to and from school etc.
- ✚ Behaviour which is based on our school mission statement of **RESPECT** for everyone and everything.

**THE SCHOOL RULES:**

- ✚ SHOW RESPECT TO EVERYONE.
- ✚ KEEP EVERYONE SAFE AND HAPPY – NO BULLYING.
- ✚ WALK IN SCHOOL.
- ✚ CARE FOR OUR SCHOOL ENVIRONMENT, EQUIPMENT AND OTHER PUPILS' PROPERTY.
- ✚ WORK TO THE BEST OF YOUR ABILITY – SHOW RESILIENCE, STICKABILITY AND GUMPTION.
- ✚ REPRESENT OUR SCHOOL WELL WHEN OUT AND ABOUT IN THE COMMUNITY.

(Written by the pupils)

### **OUR VALUES:**

Show Tolerance  
Accept Forgiveness  
Create Peace  
Show Compassion  
Share Respect  
Give Mercy  
Be Saintly  
Build Trust  
Uphold Justice  
Love One Another

### **KEY PRINCIPLES:**

- ✚ The fundamental approach is a positive one where we promote, recognise, praise and reward good behaviour.
- ✚ We will provide an environment where everyone can feel safe and happy.
- ✚ We will promote good relationships so that all members of the school will be able to live and work together. As a result, learning will be the main focus of the School.
- ✚ We encourage pupils to have a sense of personal responsibility for their own behaviour by: making the right choice, understanding the consequences of their actions and by reflecting on their decisions - this enables pupils to develop their personal skills which will be useful for their future life.
- ✚ When a pupil has behaved in an unacceptable manner, an appropriate consequence is put in place and on learning from the experience, the incident is forgotten and a fresh start is given – as we are a Catholic school, it is crucial we forgive and allow pupils to learn from their mistakes.
- ✚ We will use the principles of Nurture in supporting pupils with their behaviour recognising that all behaviour is communication. When a pupil is displaying a pattern of poor behaviour, we have a responsibility to consider why the pupil is behaving in this manner – why is this happening? What are they trying to tell us? Discuss the situation with Senior Leaders as there might be a bigger picture – possibly turning into a safeguarding/ child protection issue.
- ✚ Poor behaviour can be set off by specific triggers for individual children. We need to identify these and monitor patterns of behaviour. Where possible, we need to reduce the impact of the triggers for these children.
- ✚ We will work in partnership with outside agencies to support a child with their behaviour and implement fully any appropriate strategies that are suggested e.g. Southend’s Behaviour Outreach Team, BCCS counsellor’s advice, guidance from Early Help practitioners and professional’s advice from CAMHS).

ALL SANCTIONS MUST BE REASONABLE – AGE APPROPRIATE AND IN LINE WITH EQUALITY LEGISLATION IN TERMS OF SEND, DISABILITY, RELIGION AND CULTURE.

## **KEY WHOLE SCHOOL STRATEGIES FOR ENCOURAGING POSITIVE BEHAVIOUR:**

- ✚ **All** Staff have the statutory authority and must accept this responsibility for maintaining good behaviour throughout the school, as children move around the school and whilst out of school on school activities.
- ✚ All staff should ensure that our expectations are consistently applied. But flexibility in the use of these strategies is needed in extreme cases (especially when a pupil has an Individual Support Plan for behaviour and in more extreme cases, a Pastoral Support Plan) - this will be the decision of the Senior Leadership Team and these adaptations must be supported by all adults in the school community.
- ✚ Pupils also need to understand that sometimes the behaviour of individual pupils need to be addressed on an individual basis. This is still fair and this is what that pupil needs to help them improve their behaviour. (equity as opposed to equality)
- ✚ All adult members of the school community are expected to be good role models and use positive language which promotes respect for all at all times. We never use the term "naughty" – instead we ask the child if they made right choices today.
- ✚ Positive reward strategies include: stars of the week, lunchtime positive play superstars, Senior Leaders' special mention certificates. It is the expectation that everyone will be star of the week once during the year but pupils can be recognised more than once in a year.
- ✚ Certificates are handed out at our weekly Key stage celebration assemblies in order to publicly recognise good behaviour/success. All these recognitions of praise are also included in the newsletter in order to share the good news with the whole community.
- ✚ House points are given to reward good behaviour, thoughtful acts as well as good effort in work – at the end of the week these are collected across the whole school. A cumulative total is kept for each house and at the end of each half term there will be a prize for pupils in that house – this needs to be re-established (since moving on from covid restrictions). The process then begins again at the beginning of the new half term.
- ✚ Praise should be given whenever it is appropriate by all adults in the school community.
- ✚ Our strategies encourage pupils to reflect on their inappropriate behaviour but should never humiliate pupils such as standing facing the wall, a public telling off or being made to stand outside their classroom door.
- ✚ The strategies should also match the severity of the incident and be appropriate to the pupil involved, in line with equality legislation.
- ✚ Staff should avoid stereotyping by labelling certain pupils – everyone is entitled to a fresh start.
- ✚ The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. Reference should be made to the Anti-bullying Policy.
- ✚ We have a wide selection of support systems on offer in our school. These include: Learning Mentor support, Circle of Friends groups, Counselling, Nurture support and the use of the worry bag.

## **BEHAVIOUR FOR LEARNING STRATEGIES**

- ✚ Class rules will be made and agreed by individuals in every class each September and they will be displayed in the class for all to follow.
- ✚ Staff will remind pupils, as they leave class, of expected behaviour as they move around the school.
- ✚ Staff will report any significant incidents back to the class teacher.
- ✚ Staff will treat each child in the school fairly, with respect and with understanding.
- ✚ Positive language will be used e.g. please walk rather than don't run.
- ✚ Staff will encourage the use of positive choices by making those choices clear.
- ✚ Strategies which punish whole groups should be avoided at all costs – further investigations need to take place to see who is responsible and who needs to learn from the misdemeanour.
- ✚ Expectations for behaviour must be regularly discussed with pupils to remind them of: our mantra that “everyone has a right to feel safe and happy” at our school and that pupil behaviour cannot have a negative effect on any other pupil’s learning. Assemblies, R.E. lessons along with Ten Ten and Life to the Full can all play a part in these discussions.
- ✚ We also stress the importance of the personal space of each individual and how we do not invade the personal space of others. The NSPCC Pants rules are used regularly to remind our pupils that we never touch the private parts of others.
- ✚ All staff must recognise the importance of creating a positive learning environment where raising pupils’ confidence and self-esteem is vital in order that pupils can achieve their full potential. Find the positive to praise.
- ✚ Teachers have the legal authority to discipline pupils whose behaviour is unacceptable – in school and whilst on out of school activities, for misbehaviour outside of the school premises which has an impact on school life (see section on pupil conduct outside of the school premises) and can confiscate inappropriate items belonging to pupils (see section on confiscation).
- ✚ Class Teachers will work in partnership with outside agencies to support a pupil who needs further guidance and specific strategies to improve their behaviour. They will also ensure that the next teacher/ next school are aware of any behavioural issues a pupil has and which strategies have been particularly successful.

## **THE ROLE OF PUPILS:**

- ✚ The school council should be involved in discussions about behaviour and any new strategies that to be introduced including the use of rewards and consequences.
- ✚ At the beginning of every academic year, pupils review and adapt the Playground rules and are responsible for their class rules.

## **THE ROLE OF PARENT/CARERS:**

- ✚ An active partnership should be developed with Parent/Carers to help promote good behaviour - if the child is aware that home and school are giving the same message, it usually has a positive effect on their behaviour. Parent/Carers should be involved at an early stage to help to turn the situation around quickly. Regular updates should be given so that parents can monitor improvements.
- ✚ Class teachers should inform parents/carers of any reoccurring or serious behavioural incidents which occur at lunchtimes, reported to them by a member of the MDA team.
- ✚ Parents/ Carers will usually be able to see the class teacher or a member of the senior leadership team on the same day, if they have a concern about their child's well-being/behaviour.
- ✚ The Home/school agreement gives clear expectations about behaviour at St. Helen's. This is shared with Parents/Carers as their child starts school and also appears in the school prospectus which is available at all times on our website and is attached at the end of this policy.
- ✚ Parents/Carers will be informed of any new strategies that are introduced, by the means of the weekly newsletter and can view this policy at any time on the website.
- ✚ If the school has to use reasonable sanctions then Parents/Carers are expected to support the actions of the school. If Parents/Carers have any concern about any sanction that their child has received, they should initially contact the Headteacher. If they are not satisfied with the outcome of their discussion with the Headteacher, they should then contact the Chair of Governors in writing.

## **THE ROLE OF MIDDAY ASSISTANTS (MDAs):**

- ✚ At St Helen's, our Midday Assistants regularly take part in training around encouraging positive behaviour and the Senior Leaders' expectations of our MDAs. We value the part they play in the life of the school especially the positive reward systems which they have introduced: raffle tickets and positive play superstars.
- ✚ The Midday Assistants are responsible for behaviour throughout the lunchtime but backup from the Senior Leadership Team is always available.
- ✚ Any issues are verbally reported to the class teachers and they will follow up these issues as appropriate.
- ✚ The playground RULES were originally written by the pupils of our school and these are reviewed and adapted at the beginning of each academic year by the pupils. This year (2021) we have simplified our PLAYGROUND CODE:

# KIND HANDS KIND FEET KIND WORDS



## **ST. HELEN'S CATHOLIC PRIMARY SCHOOL PLAYGROUND RULES 2021**

- We will involve other people when they are on their own.
- We will help anyone who is hurt or upset.
- We will speak to everyone in a polite way.
- We will do what the Midday Assistants ask us to do and will offer help when needed.
- We will look after the play equipment and help to put it away.
- When disagreements occur, we will try and sort them out or get the help of an adult.
- We will not hurt anyone with physical violence or unkind words.
- We must remember that everyone has their own personal space and we will not touch them without their permission.
- When a new child or adult joins our school, we will welcome them onto the playground and make sure that they feel involved.
- We will only go where we are supposed to be in order that the adults can keep us safe.



### INSIDE

- We will use the toilets appropriately and leave them clean and tidy.
- When it is wet play, we will help to tidy away ready for the afternoon.
- We do not share food because some people in our school have food allergies.
- We will try not to drop food on the floor – Pick it up and put it in the bin.

## OUTSIDE

- We will respect nature – we do not climb or swing on the trees.
- We will not play near the bushes.
- We will put our litter in the bins.
- We will sit down when we are eating our lunch outside.
- We will walk on the paths and remember to wipe our feet as we go in.

**REMEMBER TO THINK BEFORE YOU ACT – OUR PLAYGROUND HAS TO BE A SAFE AND HAPPY PLACE FOR EVERYONE.**



### Our Rewards System

#### In class

Public praise

Sent to show work to other staff/SLT

House points (**House points must never be taken away once they have been given**)

#### Whole school

Senior Leader awards

Star of the week

Positive play superstars

Half-termly House point winners

### Consequences for KS1 pupils

<b>Behaviour</b>	<b>Action/consequence</b>	<b>Recording</b>
Low level behaviour	1) Ignoring and using peripheral praise if appropriate. 2) Discuss behaviours and why they are not appropriate. 3) Make choices of activity for the pupil. 4) Spending time with an adult highlighting/modelling good behaviour. 5) Spending part of break/lunch with an adult looking at	If behaviour persists, please comment on CPOMS at the end of each half term.

	examples of good behaviour.	
Swearing	Discuss how it is inappropriate etc. If it continues, talk with parents/carers and pupil visits a member of SLT.	
Fighting	Pupils given time to cool off them talk about kind hands/feet and the appropriate behaviour they should have shown. Parents informed. Pupil will lose play/lunchtimes.	Record on CPOMS
Violence/malicious behaviour towards another child	Discussion on kind hands and feet and appropriate behaviour discussed/modelled. Parents informed. If behaviour continues send to a member of SLT. Pupil will lose play/lunchtimes/spend time with an adult.	Record on CPOMS
Violence towards an adult	Sent to SLT Parents informed	Incident recorded on CPOMS

### **Consequences for KS2 pupils**

<b>Behaviour</b>	<b>Action/consequence</b>	<b>Recording</b>
Low level behaviour	1)Ignoring and using peripheral praise if appropriate. 2)Discuss behaviours and why not appropriate. 3)warning followed by leaving class with work to do in another a class.	If behaviour persists, please comment on CPOMS at the end of each half term.
Swearing	A warning and discuss how it is inappropriate etc.	

	If it continues talk with parents and pupil visits a member of SLT.	
Football related incidents	Children involved lose their football session for a period of time. Encourage a variety of new activities.	Record on CPOMS
Fighting	Pupils given time to cool off them talk to a member of SLT. Parents informed. Pupil will lose play/lunchtimes.	Record on CPOMS
Violence/malicious behaviour towards another child	Sent to a member of SLT. Parents informed. Pupil will lose play/lunchtimes.	Record on CPOMS
Violence towards an adult	Sent to SLT Parents informed Pupil will lose play/lunchtimes for a longer period of time than when the victim is a child. A need to rebuild the relationship with the member of staff. An appropriate community service task identified	Incident recorded on CPOMS

IT IS IMPORTANT THAT THE PUPIL IS TOLD THAT IT IS THEIR BEHAVIOUR THAT IS NOT WELCOMED NOT THE CHILD IN THEMSELVES. EVERYONE IS ALSO ENTITLED TO A FRESH START AS LONG AS THEY ARE SHOWING SOME REMORSE.

**The above strategies are usually sufficient in maintaining good order at St. Helen's. But Government guidance recommends that a school's Behaviour Policy should include information about inappropriate behaviour outside of the school, the use of reasonable force and the confiscation of inappropriate objects.**

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## **PUPIL CONDUCT OUTSIDE THE SCHOOL PREMISES**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. This can be when:

- Taking part in any school organised or school related event
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.
- Events outside school could have repercussions for the orderly running of the school, pose a threat to another pupil, to themselves or to a member of the public or could adversely affect the reputation of the school.

## **USE OF REASONABLE FORCE**

School staff have a legal power to use force and lawful use of the power will provide defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school Leaders should support their staff when they use this power.

What is reasonable force?

- The term “reasonable force” covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils.
- Force is usually used either to control or to restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- “Reasonable in the circumstances” means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when 2 pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff should only intervene physically to restrain a child in order:

- to prevent injury to another child,
- if the child is in danger of hurting him/herself,
- if the pupil is about to commit an offence and
- in order to maintain good order and discipline in the classroom.

This should only happen when no other course of action is available. **There are specific members of staff at St. Helen’s who have been TEAM TEACH trained and therefore know appropriate ways to restrain pupils.**

Staff may also legally use restraint when conducting a search **without** consent for:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images or
- articles that have been used to commit an offence or cause harm.

Force or physical restraint **cannot** be used to search for items banned under school rules.

**These actions are all in line with government legal provision on the use of reasonable force.**

### **CONFISCATION OF INAPPROPRIATE ITEMS**

There are 2 sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property – this protects them from liability for damage to, or loss of, any confiscated items.
2. Power to search without consent – see list of items in previous section.

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### **THE ROLE OF THE HEADTEACHER**

It is the responsibility of the Headteacher to implement this policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure that the health, safety and welfare of all children in the school are paramount.

The Headteacher will support the staff by implementing the policy, by setting the standards of behaviour, by supporting staff in the implementation of the policy and by reminding pupils of our expectations. Also, the Headteacher will ensure that appropriate training is provided.

The Headteacher keeps records of all reported serious incidents of misbehaviour in the behaviour log (prior to 2022) and from 2022, incidents are recorded on CPOMS.

The Headteacher has the responsibility for excluding children for a fixed term when serious acts of misbehaviour take place. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Governors will be notified of any exclusions.

It is important that bridges can be rebuilt on the pupil's return from a fixed term exclusion and that a fresh start given.

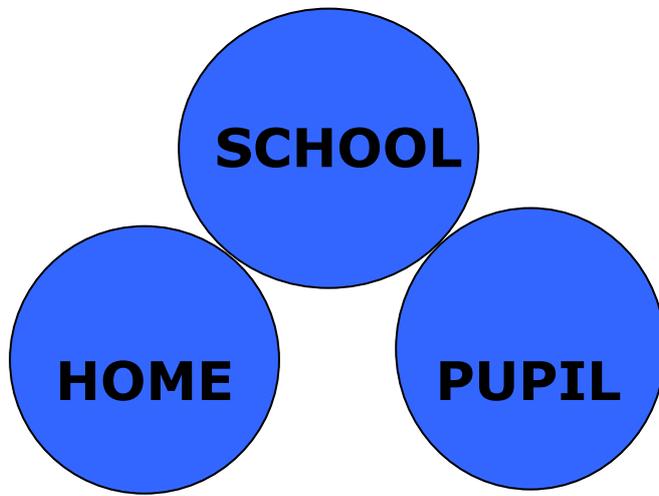
### **THE ROLE OF GOVERNORS**

The Governing Body have consulted with the Headteacher, staff, parent/carers and pupils before compiling the set of principles which form the basis of this policy.

The Governors should support the Headteacher in carrying out these principles and review the effectiveness of the policy on a regular basis.

The Headteacher has the day-to-day authority to implement the school's Behaviour Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

Governors are responsible for the pastoral care of staff and should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. Reference should be made to "Dealing with Allegations of Abuse against Teachers and other staff".  
Governors must ensure that this policy appears on the school's website.



# **PARTNERSHIP** **AGREEMENT**

## OUR MISSION STATEMENT

RESPECT YOURSELF,  
RESPECT EVERYONE IN OUR SCHOOL COMMUNITY,  
RESPECT EVERYONE IN OUR LOCAL COMMUNITY,  
RESPECT EVERYONE IN OUR GLOBAL COMMUNITY  
BUT MOST OF ALL, RESPECT GOD OUR FATHER IN HEAVEN.

**At St Helen's, to ensure that the Mission Statement is fulfilled, we:**

- Provide a secure, caring environment inspired by Christ in which every member of the school community feels welcomed.
- Ensure your child will be valued and respected as a unique individual with particular needs and abilities.
- Provide a religious education programme which will give knowledge and understanding of the Catholic faith.
- Ensure that there are opportunities for prayer and liturgy appropriate to your child.
- Provide a balanced curriculum which is of the highest possible quality and which meets the needs of your child.
- Treat your child with respect, kindness, and courtesy and encourage him/her to behave to others in the same way.
- Endeavour, through a range of activities, to encourage your child to be actively involved with the parish and wider community.
- Make it as easy as possible for parent/carers to communicate with and be involved in the school.
- Contact parents/carers if concerns arise which may affect your child's work or behaviour or health.
- Keep parent(s)/carers informed about school activities via newsletters and emails.
- Keep available copies of all current school rules and policies for parent/carer(s) to see.
- Supply a written report on your child's achievements and progress each academic year.
- Listen to the views of the children and through the School Council, act upon constructive suggestions.

Head Teacher's

signature.....

**I / We, the Parent/Carer(s) will:**

- Support the Mission Statement.
- Support the religious education, ethos and the worship of the School.
- Ensure that my/our child attends school on time with proper equipment.
- Keep the school informed of matters that may affect my/our child's work or behaviour or health.
- Acknowledge that holidays taken during term times are not allowed except in exceptional circumstances and require the consent of the Headteacher.
- Take an active interest in my/our child's progress.
- Support my/our child in complying with the school's homework policy.
- Encourage my/our child to engage fully in school and parish life.
- Treat all members of the school community with consideration and courtesy.
- Read and respond promptly, where appropriate, to all communications from the school.
- Fully support the School Rules and policies - particularly those concerned with the wearing of correct full school uniform, behaviour, discipline and bullying.
- Support the work of the Parent, Teacher, and Friends Association. (PTFA)

Parent (s) signature:.....

**For children Year 3 and upwards.**

**I, the Pupil, will:**

- Show respect for the feelings, work and possessions of others.
- Be friendly and helpful to others.
- Keep to the playground code.
- Do all my class work and homework as best as I can.
- Take good care of the school buildings and equipment.

Pupils Signature.....