



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL
AND NURSERY

**BEHAVIOUR
POLICY**

This policy has been approved and adopted by
St Charles Borromeo Catholic Primary School
in Summer Term 2024.

Next review date – Autumn Term 2025

St Charles Borromeo Mission Statement

We will **grow** in our Catholic faith by praying and worshipping together.

We will work hard so that we can **learn** and be the best that we can be.

We will **work** together in our families, school, and parish and with those both near and far to make our world a better place for us all.

We will **follow** the example of Jesus and his teachings in all that we say and do.

Behaviour Policy

At St Charles Borromeo Catholic Primary School, in accordance with our Mission Statement, we aim to create a welcoming, caring environment where relationships are based on respect and Gospel values, and to develop a positive self-esteem in each child. We adhere to the principle that 'Every Child Matters' and that all children have the right to enjoy and succeed to the best of their ability in a safe, happy and secure learning environment which encourages them to grow as global citizens. We are committed to ensuring the welfare of all pupils, and to ensure that there is no bullying or discrimination. We are especially aware of the needs of some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with special educational needs (SEN), physical or mental health needs, will receive behavioural support according to their need.

This policy has been fully reviewed to take into account the Education and Inspections Act (EIA) of 2006 and consultation has taken place with governors, staff, pupils and parents.

AIMS

At St Charles we:

- respect the way in which each person is different, enjoy and value the special contribution he/she makes to our school community
- ensure that SEND and vulnerable pupils are identified and their behavioural needs are met
- show respect for our surroundings, care for our environment and treat our own belongings and those of others with care
- treat everyone fairly and behave in a safe and sensible way
- learn to develop strategies for dealing with various forms of conflict
- promote, among pupils, self-discipline and proper regard for authority
- ensure that the standard of behaviour is acceptable
- ensure that pupils complete any tasks assigned to them in connection with their education
- adopt a positive discipline approach
- avoid raising our voices, whenever possible, in the management of behaviour issues
- use sanctions that are a logical consequence of the pupil's inappropriate behaviour
- use sanctions to help the pupil and others to learn from mistakes and recognise how he/she can improve behaviour (i.e. a learning outcome)
- secure behaviour which does not threaten the health or safety of other pupils, staff or members of the public while in or out of school
- maintain good order on transport, on educational visits, at sporting events or on other outings
- provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school
- provide protection to individual staff from harmful conduct by pupils of the school.

OBJECTIVES

The children are encouraged to be aware of their own needs and those of others and to develop a degree of mature self-discipline. The school works in close partnership with parents/ carers and, as part of the school's admissions process, asks for co-operation through the Home/School Agreement, as drawn up by governors, staff and parents. All staff work together to apply consistency in behaviour and, wherever possible, positively reinforce effort and good behaviour by addressing the behaviour and not the child, e.g. We say: 'Walk along the corridor' and not 'Don't run'. The children are expected to show respect, co-operate together and abide by the School Rules, as drawn up and agreed by the children and staff. These Rules are visible throughout the school and are frequently referred to, particularly in assemblies.

The School Rules are:

We will be polite and kind to everyone

We will follow instructions

We will move safely around our school

We will keep our hands and feet to ourselves

We will look after our school

We will do our best

In addition to these rules, we have some common sense rules to maintain high standards. These are detailed in our school prospectus.

All staff share collectively the responsibility for promoting good behaviour and addressing unacceptable behaviour by:

- setting a good example
- having high expectations
- dealing fairly and effectively with poor behaviour
- listening to pupils
- using learning and teaching styles that encourage positive behaviour
- following the school's Values Education programme.

IN THE CLASSROOM

In the first instance, class teachers are responsible for dealing with behaviour in the classroom. Each class negotiates together their own class rules, which are written in language positively worded and appropriate to the age of the children. This involves a system of rewards and consequences. Some children may have a personalised approach to manage their specific behaviour needs and other programmes of intervention and support may be used in conjunction with the special education co-ordinator (SENDCo) and external agencies. Teaching and learning assistants (LSA's), working alongside the class teacher, enforce the class and school rules as necessary.

Parents are informed of the school code at the initial parents' information evening in the Autumn Term and their co-operation with it is expected.

IN THE PLAYGROUND AND AT LUNCHTIME

The playground supervisors have the responsibility for dealing with behavioural issues. If the incident is or could be dangerous, the child will be withdrawn from the playground and the Headteacher informed. Positive behaviour is rewarded through certificates given in school assemblies, under the direction of the Senior Midday Supervisor (SMDS). Year 6 Play Leaders are trained through the School's Sports Partnership to work with groups of KS1 children by helping them to learn how to play at lunch-times. During the Autumn Term, Year 5 are trained to become 'buddies' in order to help the younger children, should any problems occur at morning and lunch-time breaks. Any incidents of inappropriate behaviour are recorded daily in the KS1/2 Playground Books, which are monitored on a regular basis by class teachers and the Headteacher. The SMDS deals with any lunchtime issues and reports to the senior leadership team (SLT). Where necessary sanctions as listed below will apply.

REWARDS

Our aim is to ensure that opportunities are created for each child to experience success frequently throughout his/her time at St Charles. The children are encouraged to share their 'out of school' achievements and these are acknowledged, whenever possible, in assemblies and class time. All staff are involved in rewarding pupils and records of good work, behaviour or special achievement are kept in the weekly assembly books and class teachers' folders in order to address equality for all children in the class. School rewards include:

- verbal praise and encouragement
- teachers' stamps, stickers, smiley faces, written praise in books
- presentation of stickers at Key Stage 2 assemblies, e.g. for behaviour, good quality work, following school rules
- public praise in front of peers
- Headteacher's certificates at Friday school assemblies
- celebration assemblies
- attendance stickers – for those with 100% termly attendance the opportunity to be included in the prize draw
- presentation of SMDS certificates in school assemblies
- use of a special area, facility or piece of equipment
- class marble awarded for good behaviour – teachers determine how many are required to achieve 'class marble' treat
- House merit system - merits collected on a weekly basis and results announced in assembly
- displaying children's work in class and throughout the school
- posts of responsibility within the class, monitors, play leaders, buddies, House and Sports Captains, ICT KS2 monitors
- peer recognition of work through our 'Assessment for Learning' policy
- sent to Headteacher with quality work – rewarded with Headteacher's sticker
- sports awards
- recognition of achievements in internal and external competitions, festivals and events
- recognition of enjoyment and excellence in and on school educational visits
- pupils sharing their learning or achievements

SANCTIONS

Section 91 of the Education and Inspections Act 2006 introduces a statutory power for teachers and certain other school staff to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. All teachers and other staff in charge of pupils have the power to discipline. The head teacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.

Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from repeating it.

We ensure that sanctions are seen as inevitable and consistent. Pupils should know that a sanction, when mentioned, is used. By linking the concept of sanctions to the concept of choice, the pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour. Pupils may be withdrawn to a quiet area and staff try to defuse the situation calmly with a cooling-off period if necessary. The incident or event is reviewed to ensure that everyone has an agreed view of what went wrong. An attempt is made to resolve the situation and to find ways to avoid a repetition of the behaviour, e.g. a simple verbal apology, time-out for reflection, or perhaps a letter of apology is written. In more serious cases, time is taken by the SLT to discuss the pupil's behaviour in order to resolve the situation.

The children are taught through Circle Times, assemblies, RE and PSHE lessons, what unacceptable behaviour is and are made aware of the consequences of breaking the rules. If a pupil fails to follow the rules, sanctions apply under the school's Steps system, as listed in Appendix A.

Other examples are:

- removal from the group (in class, as a form of social exclusion)
- withdrawal from a particular lesson or peer group
- withdrawal of access to the school ICT system (if the pupil misuses it by, for example, accessing an inappropriate website)
- withholding participation in a school trip or sports event that is not an essential part of the curriculum
- withdrawal of break or lunchtime privileges
- carrying out a useful task in the school
- a variety of forms of detention
- a fixed period exclusion
- permanent exclusion.

The shared view of staff, governors, parents and children is that certain types of behaviour are unacceptable e.g. bad language, verbal abuse, bad manners, aggressive behaviour, bullying, disrespectful behaviour, discrimination, deliberate disobedience, lack of respect and racism. In the event that such an example of this kind of behaviour occurs, we recognise that a consistency of approach and fairness is required. The SLT are involved in dealing with behaviour of this nature. Any incidents of bullying or racial discrimination are dealt with in accordance with the school's policies Against Bullying and Race Equality.

DISCIPLINE OF PUPIL MISBEHAVIOUR OUTSIDE SCHOOL

At St Charles, we have high expectations for positive behaviour off the school site. This includes behaviour on activities arranged by the school, educational visits and sporting events, behaviour on the way to and from school and behaviour when wearing school uniform in a public place. If pupils misbehave outside school, the Headteacher and/or staff members present consider the following criteria to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable':

- the severity of the misbehaviour
- the extent to which the reputation of the school has been affected
- whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school

- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff – See Against-Bullying Policy)
- whether the misbehaviour in question was on the way to or from school, outside the school gates or in otherwise close proximity to the school
- whether the misbehaviour was whilst the pupil was taking part in an education course as part of a school programme or participating in a sports event with another school (i.e. when the pupil might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other pupils in the future.

As a school, we try to avoid detentions by addressing the pupil’s behaviour. However, in certain circumstances this is deemed necessary. We do not operate after-school detentions. However, informal 5-20 minute detentions take place at break/lunch-times. These sessions are given for a variety of reasons, such as no work, poor work, poor attitude, rudeness, poor behaviour, argumentativeness or failure to comply with the school rules.

CATEGORIES AND SANCTIONS

When sanctions are necessary, staff exercise discretion, taking into account factors such as the seriousness of the offence, the demeanour of the offender and the previous disciplinary record of the pupil. Records are kept of the offence including accounts by witnesses and offenders. These are dated, signed by the pupil and counter-signed by the Headteacher/SLT. Statements are made available to staff and governors on a strict need-to-know basis.

Sanction

- 1 Placement on Report
- 2 Interview with parents and Headteacher
- 3 1-3 day inclusion (whereby a pupil remains at school but is removed for the class)
- 4 1-4 day exclusion followed by parental interview with Headteacher
- 5 5-day exclusion plus up to 3-day integration programme
- 6 Permanent Exclusion

Examples of Offences

Potential Sanction

Violence to staff (intentional)	1 - 6
Use of weapon/drug abuse	1 - 6
Threat of violence to staff	1 - 6
Violence to pupils	1 - 6
Theft	1 - 6
Bullying	1 - 6
Disruption in class	1 - 5
Racist language to staff/pupils	1 - 5
Damage to property	1 - 5

CHILD ON CHILD ABUSE

All children have a right to attend school and learn in a safe environment. All members of staff at St Charles Borromeo recognise that children are capable of abusing other children. We believe that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child on child abuse will be dealt with under our child protection and safeguarding policy and in line with KCSiE (2023), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as ‘banter’ or ‘just having a laugh’ and is not an inevitable part of growing up.

St Charles Borromeo recognises that child on child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- ‘upskirting’ which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Nude or semi-nude image sharing (also known as ‘sexting’ or ‘youth produced/involved sexual imagery)
- Initiation/hazing type violence and rituals.

In order to minimise the risk of child on child abuse, we will:

- implement a robust behaviour and Against Bullying policy
- provide an age appropriate RSE and PSHE curriculum which includes healthy and respectful relationships, respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.
- provide a range of reporting processes including worry boxes, daily check-ins etc.

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC ‘Report Abuse in Education’ helpline on 0800 136 663 or via email: help@nspcc.org.uk.

SEARCHING, SCREENING AND CONFISCATION

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. All searching, screening and confiscation will be undertaken in line with [DfE Searching, Screening and Confiscation: Advice for School July 2022](#).

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.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- vapes;
- 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.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising their powers to search, staff must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

MONITORING

Together with the staff, the Senior Leadership team monitor behaviour and the use of sanctions and rewards. Any patterns of behaviour emerging in an individual, group or class in relation to age, religion, ethnicity, gender, special educational needs, disability etc. are identified and addressed with the pupil/s or staff, and measures are taken to ensure that the behaviour is modified and meets the school's high expectations of behaviour. New pupils at St Charles are supported in their understanding and following of the behaviour expectations. Class teachers and the Headteacher are responsible for informing new pupils of the school's behaviour code.

SUSPENSION AND PERMANENT EXCLUSION

A decision to exclude, either internally for a fixed-period (referred to as a suspension) or permanently will only be considered when alternative options have been explored. We will make every effort to meet the needs of all pupils and ensure a range of strategies have been used to address inappropriate behaviour. However, we recognise that in some serious situations, exclusion may be necessary.

Suspensions and Permanent Exclusion are used in accordance with Xavier Catholic Education Trust Policy [Xavier Suspension and Permanent Exclusion Policy](#) and Government Guidance: [Suspension and permanent exclusion guidance September 2023](#) (publishing.service.gov.uk).

Any additional policies referred to can be viewed/downloaded from the school website (www.stcharlesb.surrey.sch.uk). All policies should be read in conjunction with central policies of Xavier CET which can be viewed/downloaded from xaviercet.org.uk

APPENDIX A

SCHOOL 'STEPS' SYSTEM

We endeavour to acknowledge good behaviour shown by other pupils, and to ensure that the pupil who is behaving inappropriately recognises the good behaviour shown. However, where the behaviour is seen to be inappropriate, the following sanctions through our School 'Steps' Behaviour Code apply:

- Verbal/non-verbal reminder to the pupil of the behaviour rule he/she has broken
- reiteration of the rule and the pupil warned of the consequences
- a yellow warning card given which can be withdrawn if the behaviour improves
- a red 'step 1' card given
- a red 'step 2' card given – pupil is moved to 'time out' area of class to cool down
- a red 'step 3' card given – pupil is withdrawn to another teacher's class for a minimum of 10 minutes or a lesson
- a red 'step 4' card given – pupil is sent to headteacher
- a red 'step 5' card given – pupil's parents are informed and asked to come to the school to discuss the pupil's behaviour

Class teachers keep a 'Steps' class record and keep a note of the reason for the Step. This may be checked by the Headteacher or senior teachers. In exceptional circumstances, pupils are put on 'Report' whereby behaviour is recorded on a weekly lesson chart and shown to the Headteacher at the end of the week. If necessary, 'Time Out' after inappropriate behaviour warrants the pupil being sent with work given to another classroom/medical room, with the class teacher/Headteacher supervising.

The 'Step' system operates on a daily basis so that a new day means a new start for any pupil put on a Step; it is not carried over to the next day. When a pupil repeatedly fails to follow the rules, the Headteacher and parents are informed.