

# Our Lady of Furness Catholic Federation



*“Lovingly we learn in harmony”*

## Federation Behaviour Policy 2018-2019

Date:

Signed:

*Executive Headteacher*

Date:

Signed:

*Chair of Governors*

This Statement will be reviewed **annually**/bi-annually/tri-annually.  
This Statement will be next reviewed in **September 2019**.

## **Behaviour Policy**

### **Introduction**

In their document 'Ensuring Good Behaviour in Schools', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents. A summary of this document is replicated at Appendix 1.

Every school must have a Behaviour Policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Independent Schools Standards Regulations 2010 (Academies).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. (DfE – Policies and other Documents that Governing Bodies and Proprietors are required to have by Law). Head teachers are responsible for developing the Behaviour Policy, based around the 'Principles' required by the Governing Body and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

The Behaviour Policy must include measures to prevent all forms of bullying among pupils.

This Policy should be read in conjunction with the following Federation policies and procedures.

- Special Educational Needs and Disability Policy (SEND)
- Health and Safety Policy
- Admissions Arrangements
- Complaints Procedure
- Single Equality Information/Objectives
- Child Protection Policy including Whistle blowing Procedures
- E-Safety Policy
- Lettings Arrangements
- Managing Medicines Procedures
- Educational Visits Procedures
- Home to School Agreement

Our Lady of Furness Catholic Federation aims to promote the education of all its pupils and provide a learning environment which supports individual academic, personal, social and developmental needs. We aim to provide a community environment where every person feels unique, talented and valued.

All pupils are valued as individual, created in the image and likeness of God. This view leads to an ethos which celebrates diversity of cultural experience, interest and achievement.

Irrespective of gender, ability, ethnicity and social circumstance, all pupils have access to a broad and balanced curriculum. Our Federation encourages everyone to contribute towards school life and to exercise responsibilities. A positive attitude is encouraged at every level.

### **Spiritual, Moral and Social Development**

The Federation aims to create a caring, co-operative ethos through personal and social education, and cross curricular themes. Social skills are taught in a conscious and systematic way, drawing on incidents in daily life. We actively re-enforce positive behaviour whenever we identify an opportunity.

There is an expectation that all adults in our Federation act as role models to pupils and each other at all times reflecting Jesus love and forgiveness.

Religious Education is regarded not as one subject among many, but as the foundation of the school curriculum. The beliefs and values it communicates inspire and unify every aspect of school life. It provides the context for, and substantially shapes, the school curriculum, offering a living experience of the life of faith in its practical aspects. The teachings of Jesus are shown to be a way of life to be applied throughout the day, rather than a study confined to particular lessons.

The teaching of socially acceptable behaviour and moral development is very much a partnership between home, school and Church. Our Federation endeavours to make good relationships with parents and carers. We see parents and carers as essential partners in all aspects of children's learning and behaviour. Children's reading record books and homework diaries also provide a link between home and school. Parents and pupils are required to subscribe to our Home/School Agreement and Code of Conduct.

## **Code of Conduct**

An awareness of the need for self-discipline benefits the Federation as a whole. The level of self-discipline expected of any individual varies depending on the age and development of that person.

High standards of behaviour, dress and language are requirements of all adults working or helping out in within our Federation. We cannot expect high standards of pupils if we do not display high standard and expectations of ourselves.

At every level, the benefits of good behaviour (politeness, respect for authority) are encouraged and praised. Pupils are rewarded for good behaviour by the member of staff concerned.

Simultaneously anti-social behaviour such as (physical harm, swearing) is not tolerated. Sanctions are imposed by the teacher, involving the pupil's parents if this becomes necessary, either because of the frequency or severity of the behaviour. The ultimate sanction available is the exclusion of the pupil concerned.

The Catholic ethos reflects the values which matter within the Federation and fundamental to this are the relationship we have one to another within the Federation community. A happy caring, disciplined environment can only be achieved through the co-operation and commitment of each member of that community. To this end the following code of behaviour was put forward by the pupils of Our Lady's and endorsed by the teaching staff of the Federation:

### **Code of Behaviour**

We believe that everyone in our Federation community should try to behave in the following way: -

We will treat one another with respect in what we do and what we say.

We will try to use language, which will not offend or hurt other people.

We will try to respect one another's property.

Above all we will try to treat one another as we ourselves would like to be treated.

*"Treat other people as you would like to be treated" (Luke 6:31).*

## **Supporting Pupils' Positive Behaviour**

- Above all else, we, as adults are all responsible for modelling respectful, considerate and caring behaviour at all times. This is the primary way in which we support pupils' positive behaviour. WE ARE ALL ROLE MODELS.
- Teachers look to praise pupils for good behaviour and good work as the most effective way of achieving good behaviour and promoting hard work.
- Pupils may be asked to show work to another member of Staff, the Assistant Headteacher or Executive Headteacher for extra praise.
- Teachers may inform parents of a pupil's hard work by sending work home or an informal conversation at the end of the school day. On occasion parents are invited into VIP Assembly to observe their child receiving a merit certificate.
- All classes operate a "traffic lights" system to manage incidents of low level disruption and misbehaviour. This system can be tailored to suit the needs of individual children and can be adapted to also suit SEN pupils so that there is a consistency of approach.
- Class teachers will regularly share children's work on social media.
- All classes have the 'Code of Behaviour' as classroom charter, agreed and displayed by the class at the beginning of each year.
- The Federation operate a 'no shouting' policy.

### **Rewards**

- A VIP Scheme operates in school where one child in each class every week is chosen to be the VIP and given a red VIP jumper and polo-shirt to wear. They are presented with a certificate during our Celebration Assembly at the end of the week.
- A Merit Certificate is rewarded to children where achievements and good behaviour are recognised and presented in our Celebration Assembly at the end of the week.
- A House Point system operates throughout the whole school. Children are split evenly into the four houses; St Andrew's, St George's, St Patrick's and St David's. Children are awarded house points according to the criteria (displayed in each class). Points are collated each week and the house captain is presented in our celebration assembly with the house cup.

Our pupils need to feel that their work is noticed and valued by staff and other children. This helps to motivate them and raise their self esteem. We believe in equality of opportunity for all pupils including those who behave inappropriately and we make every effort to ensure this is reflected through practice at all times. We believe that one of the best rewards for a child is genuine praise.

### **Sanctions**

Discussion with the parent/carer can result in agreements about sanctions the parent can impose if the school sanctions are not working. A phone call or meeting can be very effective and so can a letter home.

Teachers will impose an appropriate sanction on pupils who break the rules, and use the traffic light system.

1. Verbal warning.
2. Pupil asked to work away from others (within classroom)
3. Loss of some playtime to finish work.
4. Warning from Executive Headteacher or Assistant Headteacher
5. Informal discussion between parents and class teacher.
6. Parents informed by phone and/or letter.

7. Formal invites for parents to come into school to discuss pupil's behaviour.

8. Pupil placed on behaviour chart for at least two weeks.

The routines we establish within each School are agreed and displayed for the children. Children are frequently reminded of the rules. We try to be positive and give positive feedback. We constantly model strategies for dealing thoughtfully with difficulties.

## **OUR FEDERATION DOES NOT TOLERATE BULLYING**

We are a telling Federation and it is the responsibility of every person to be vigilant to acts of bullying.

Bullying can be defined as the persistent wilful, conscious desire to hurt, threaten or frighten someone.

Bullying can be:

**PHYSICAL** - pushing, kicking, punching, hitting or any use of physical violence

**VERBAL** - name calling, sarcasm, nasty teasing, writing hurtful notes

**EMOTIONAL** - excluding, being deliberately unfriendly, tormenting, racial taunting, threatening or rude gestures

**MENACING** - demanding sweets, money or possessions or threatened use of physical violence.

We are conscious of the need to differentiate between bullying and boisterous play, particularly when the latter shows elements of hostility or intimidation, or spoils other children's activities. We also recognise that 'one off' disagreements are unlikely to lead to bullying if dealt with quickly and sensitively.

All pupils, parents and adults involved in the Federation are made aware that bullying is unacceptable, and that if they help to stop it, they will be supported.

Procedures have been established to prevent bullying, and have been made clear and accessible to all. These include:

- The Executive Headteacher and Assistant Headteacher have an 'open-door' policy for all pupils.
- Our Federation operates a buddy system.
- Creating a 'telling' ethos where each pupil knows that he/she has the right to tell and knows that she/he will be supported by the whole community.
- Reminding pupils/parents to keep telling until bullying ceases.
- Following up each reported case.
- Giving the victim as much support as possible.
- Ensuring that each pupil knows they can talk to a member of the Federation staff about bullying, that something will be done, and that the matter will be handled discreetly and sensitively.
- The actions taken by the Federation are made clear to the parents of victims and bullies, so that they can reinforce and be supportive.
- All incidents are recorded by the Class Teacher or Mid-day supervisor consistently, in order to allow for the effective monitoring of the behaviour.

The day to day life of the Federation is used as an instrument for combating bullying. The teachings of the Church are central to the life of the school with Luke's Gospel 6:31 - 'Treat others as you would like to be treated' underpinning our federation Code of Behaviour. The life and teachings of Jesus inspire our response to any form of bullying or anti-social behaviour with the Federation.

*Lord, make me an instrument of your peace*

*Where there is hatred, let me bring love,  
Where there is injury, let me bring pardon,  
And where there is doubt, true faith in you.*

*Amen.*

The procedure for tackling incidents of **severe misbehaviour** or bullying is as follows:

1. Incident reported to Executive Headteacher or Assistant Headteacher by a child, parent or member of staff.
2. All serious incidents are recorded in the Record of Positive Physical Handling or Intervention by a member of staff consistently, in order to allow for the effective monitoring of the behaviour.
3. Discussion with all parties.
4. If misbehaviour continues a second meeting takes place and is recorded.
5. If misbehaviour continues Parents are invited to school to discuss sanctions to be imposed.
6. Pupils will be placed on a Behaviour Management Plan.
7. Final sanctions may include internal suspension\* and ultimately external suspension from school for a fixed period (see 6<sup>th</sup> Day Provision Policy).
8. Permanent exclusion. We only would invoke this when it is clear that we cannot meet the child's needs and he/she has become a danger to him/herself and to others in school.

\*Where a child persistently misbehaves or bullies other pupils they may be removed from the rest of the school community for a fixed period. During a period of internal suspension the pupil will work alone under supervision within school. They will eat lunch and take breaks at different times to the other children.

## **Allegations of Abuse against Staff and Other Adults Working in the School**

### General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedure)

The Governors of Our Lady of Furness Catholic Federation have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our Policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

Federation staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the School reference can also be made to the Federation's Whistle blowing policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE (April 2014) and the Cumbria LSCB procedures.

### **Action in the Event of a Malicious Allegation**

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed via Cumbria Safeguarding Hub and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

## **Appendix 1**

### **ENSURING GOOD BEHAVIOUR IN SCHOOLS - DfE**

A Summary for Head Teachers, Governing Bodies, Teachers, Parents and Pupils

#### **Introduction**

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other;
- Parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- Head teachers to help create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- Governing bodies and Head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- That every teacher will be good at managing and improving children's behaviour.

This document summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

## **The Behaviour Policy**

Every school must have a behaviour policy. The **Governing body** is responsible for setting general **principles that inform the behaviour policy**. The **Governing body** must consult the **Head teacher, school staff, parents** and **pupils** when developing these principles.

**Head teachers** are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils**. **Head teachers** must publicise the school behaviour policy, in writing, to **staff, parents** and **pupils** at least once a year.

## **Powers to discipline**

**Teachers, teaching assistants** and **other paid staff** with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

## ***Punishment***

**Teachers, teaching assistants** and **other paid staff** with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. **Head teachers** can also decide to **exclude a pupil for a fixed period (to suspend)** or to **permanently exclude** them.

## **Searching Pupils**

**School staff** can search **pupils** with their consent for any item. A pupil's ability to give consent may, however, be influenced by the child's age or other factors.

**Head teachers** and **staff authorised by the head teacher** have the power to search **pupils** or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

## **Use of Reasonable Force**

All **school staff** have the power to use reasonable force to prevent **pupils** committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

**Head teachers** and **staff authorised by the Head teacher** can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

## Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

The school's behaviour policy should set out the disciplinary action that will be taken against **pupils** who are found to have made malicious accusations against school staff.

## Exclusion

The **Head teacher** decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

**Parents** have the right to make representations to the governing body (or discipline committee) about exclusion and **the Governing body** must review the exclusion decision in certain circumstances, which includes all permanent exclusions.

**Schools** are under a duty to provide suitable full-time education for an excluded **pupil** from the sixth school day of any fixed period exclusion of more than five consecutive school days. **Local authorities** are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

### Parents

**Schools** are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance.

**Parents** are under a legal duty to ensure that their child (aged 5-16) receives suitable full-time education either at a school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the **parent** may receive a school attendance order from the **local authority** requiring them to register their child at a school.

For school registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

**Parents** have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

**Parents** must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the school Governing body or the local authority from the sixth day of exclusion.

**Parents** are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the **school** or **local authority** applies for one.