**ST JULIE CATHOLIC PRIMARY SCHOOL**

**ECCLESTON**



Behaviour Policy

Reviewed by Governing Body and staff

December 2024

**ST JULIE CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT:**

***A caring, family school where we learn, grow******and walk in the footsteps of Jesus.***

In consequence of our school mission it is a fundamental aim of St. Julie’s to be an inclusive school. To be a school which:

* Is a caring community
* Provides and respects equal opportunities
* Offers partnership between school, parents and parish
* Reflects upon the teachings of Christ and puts them into practice
* Values all of the school community
* Its members show respect for themselves, each other and their learning environment.

We define an inclusive school as one where:

* Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school
* All of the school community are given the opportunity and support to achieve their true potential
* All of the school community, and the contributions they make to the life of the school, are valued; everyone is treated with mutual respect, care and consideration
* Everyone feels empowered to play a full and effective role in the school.

**Statement of intent**

St Julie Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

* Promoting desired behaviour.
* Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
* Ensuring equality and fair treatment for all.
* Praising and rewarding good behaviour.
* Challenging and disciplining misbehaviour.
* Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
* Encouraging positive relationships with parents.
* Developing positive relationships with pupils to enable early intervention.
* A shared approach which involves pupils in the implementation of the school’s policy and associated procedures.
* Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil’s behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

At St Julie’s we take into account a range of individual pupil needs when developing and implementing our behaviour policy. We acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

* **Culture, ethos, and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values, and attitudes, alongside the social and physical environment
* **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
* **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education Act 1996
* Education Act 2002
* Education and Inspections Act 2006
* Health Act 2006
* The School Information (England) Regulations 2008
* Equality Act 2010
* Voyeurism (Offences) Act 2019
* DfE (2013) ‘Use of reasonable force’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
* DfE (2018) ‘Mental health and behaviour in schools’
* DfE (2022) ‘Behaviour in schools: Advice for headteachers and school staff’
* DfE (2024) ‘Keeping children safe in education 2024’
* DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
* DfE (2023) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’

This policy operates in conjunction with the following school policies:

* Complaints Procedures Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Child Protection and Safeguarding Policy

# Roles and responsibilities

The governing body will have overall responsibility for:

* Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
* Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
* Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
* Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.
* Ensuring this policy is published on the school website.

The headteacher will be responsible for:

* The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy’s effectiveness in addressing any SEMH-related drivers of poor behaviour.
* Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
* Establishing high expectations of pupils’ conduct and behaviour, and implementing measures to achieve this.
* Determining the school rules and any disciplinary sanctions for breaking the rules.
* The day-to-day implementation of this policy.
* Publicising this policy in writing to staff, parents and pupils at least once a year.
* Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

* Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
* Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

* Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
* Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school’s Special Educational Needs and Disabilities (SEND) Policy.
* Supporting teachers in the further assessment of a pupil’s strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

* Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
* Aiming to teach all pupils the full curriculum, whatever their prior attainment.
* Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
* Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
* Being responsible and accountable for the progress and development of the pupils in their class.
* Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

* Adhering to this policy and applying it consistently and fairly.
* Supporting pupils in adhering to this policy.
* Promoting a supportive and high-quality learning environment.
* Modelling high levels of behaviour.
* Being aware of the signs of behavioural difficulties.
* Setting high expectations for every pupil.
* Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
* Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
	+ SENCO.
	+ Headteacher.
	+ Subject leader.
* As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

* Their own behaviour both inside school and out in the wider community.
* Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

* Supporting their child in adhering to the school rules and reinforcing this at home.
* Informing the school of any changes in circumstances which may affect their child’s behaviour.

Parental Support

One of the most effective strategies in promoting good behaviour is when the school and parents work closely together.

Parents will be contacted where there are concerns and ways of supporting the child together will be discussed.

If needed, we will contact parents/carers to arrange a meeting with the Class Teacher, Senior Management Team or Head Teacher to look at ways in which a child’s behaviour can be improved or supported in school. Meetings will be recorded in our Working Together Document which forms a multi-layered approach when working with parents to resolve issues.

If parents have any concerns or there are changes in family circumstances that may affect behaviour, they should contact the school.

# Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

* **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
* **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
* **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
* **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
* **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
* Possession of legal or illegal drugs, alcohol or tobacco
* Possession of banned items
* Truancy and running away from school
* Refusing to comply with disciplinary sanctions
* Theft
* Verbal abuse, including swearing, racist remarks and threatening language
* Fighting and aggression
* Persistent disobedience or disruptive behaviour
* Extreme behaviour, such as violence and serious vandalism
* Any behaviour that threatens safety or presents a serious danger
* Any behaviour that seriously inhibits the learning of pupils
* Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

* Low-level disruption and talking in class
* Failure to complete classwork
* Rudeness
* Lack of correct equipment
* Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

1. **Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

# Managing behaviour

 Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The deputy head teacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alerted to changes in a pupil’s behaviour that could indicate they need support.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Below is a table of the stages of behaviour, possible responses and support offered for the child which is followed by all members of the school community.

**Stage 1**

|  |  |  |
| --- | --- | --- |
| **Behaviour** | **Possible Responses** | **Support offered for the child** |
| * Leaving seat, wandering about in class
* Calling out/interrupting
* Interrupting/disturbing other pupils
* Ignoring simple instructions
* Making noises/fidgeting
* Pushing in the line
* Going to the toilet or filling bottle without permission
* Talking when the teacher is or when the class is asked to be silent
* Play fighting (with contact)
* Failing to complete an acceptable quantity of work
 | Low level behaviours such as these should be eliminated through clear expectations, routines and classroom management implemented by class teachers and support staff:* Praise the children who are displaying the correct behaviour
* Reminder of the rules and expectations
* Non-verbal signs (eye contact, frown etc)
* Planned ignoring
* Change of seat/position in line
* Unfinished work sent home or completed at playtime
* Time Out in class with a timer
* Verbal warning- “You have broken a school rule.”
 | * Conversation and support with the class teacher
* Praise for the correct behaviour
* Certificates/stickers/Dojos/House Points for improvement/Raffle tickets
 |

**Stage 2**

|  |  |  |
| --- | --- | --- |
| **Behaviour** | **Possible Responses** | **Support offered for the child** |
| * Persistent Stage 1 behaviour
* Not responding to a repeated request by an adult/showing lack of respect
* Minor intentional harming of someone or something
* An incident of swearing, including under breath or in temper at another child
* Name calling or offensive language
* Misusing resources, e.g. throwing small items
* Spitting on the floor
* Telling tales
* Misuse of school, equipment
 | * Loss of some playtime/lunchtime in order to write a letter of apology or reflect on behaviour with class teacher. Any unfinished work to be completed at this time
* Time Out (in or out of class)

Incidents of Stage 2 behaviour to be recorded on weekly behaviour logs | * Conversation and support with the class teacher
* Praise for the correct behaviour
* Certificates/stickers/Dojos/House Points
* Brief conversation with parents if needed
 |

**Stage 3**

|  |  |  |
| --- | --- | --- |
| **More Serious Behaviour** | **Possible Responses** | **Support offered for the child** |
| * Persistent Stage 2 behaviour
* Rudeness to/swearing aggressively at a child or adult
* Targeted offensive remarks including racist, homophobic, references to family etc
* Fighting
* Intentional damage to property including graffiti
* Throwing objects in temper
* Stealing
* Misbehaviour away from school grounds when representing school on a sports event/ trip or when wearing school uniform on the way to or from school.
 | * Class teacher to invite parents into school to discuss child’s behaviour. Details of meeting to be recorded on Working Together Document (green form) and given to KS1/KS2 Lead.

Consequences * Loss of playtime and/or lunchtime
* Complete activities out of classroom in specified area for agreed amount of time 10/15 mins

Parents may be asked to meet the cost of damaged property belonging to school or other pupils | * Conversation and support with the class teacher/ Deputy Head Teacher
* Praise for the correct behaviour
* Certificates/stickers/Dojos/House Points
* Support in class from Teaching Assistant
* Pastoral support from Mrs Ashcroft
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**Stage 4**

|  |  |  |
| --- | --- | --- |
| **Very Serious Behaviour** | **Possible Responses** | **Support offered for the child** |
| * Persistent Stage 3 behaviour
* Throwing dangerous objects
* Severe/Constant challenge to authority
* Dangerous acts of vandalism
* General refusal to comply (defiance)
* Bullying (physical, verbal)
* Leaving school premises without permission
* Unprovoked physical aggression and outbursts
* Actions which will endanger the safety of other children or adults
* Spitting
 | * Headteacher/ Deputy Head Teacher informed
* Parents informed, invited into school to discuss matter with class teacher and KS Lead. Record of meeting on Working Together Document (yellow form)
* Teacher will question child, ”Are you refusing to do what I have asked?”
* Child to have daily report chart

**Possible** Consequences * Loss of one days playtime and/or lunchtime
* Removal to work in another specified area
* Withdrawal of other privileges e.g. trips
* Participation in After School Clubs not allowed
* Non-representation of the school in competitions
* School based community service- e.g. : litter picking, tidying a classroom, helping in the dinner hall, removing graffiti
 | * Conversation and support with the class teacher
* Discussion with Headteacher/ Deputy Head Teacher
* Praise for correct behaviour
* Individualised reward systems
* Behaviour targets established and agreed with parents, to be monitored daily
* Individual Behaviour Plan listing targets and in class support
* Pastoral support from Mrs Ashcroft
* Referral to Behaviour Improvement Team/Outside Agencies
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**Stage 5**

|  |  |  |
| --- | --- | --- |
| **Extremely Serious Behaviour** | **Possible Responses** | **Support offered for the child** |
| * Two Stage 4 behaviours in a half term
* Extreme aggression or violence towards children or adults
* Extreme damage to or destruction of property
 | * Headteacher/ Deputy Head Teacher made aware of situation
* Headteacher/Deputy Head to contact parents, requesting a meeting that day.
* Meeting to be attended/minuted by Senior member of staff. Working Together Document to be completed (red from)
* Risk Assessment and Positive Handling Plan to be put in place
* Use of reasonable force (as stated in DFE guidance 2016) to prevent an offence, injury to themselves or others or damaging property and maintain good order and discipline in the classroom.

**Possible** Action/Consequences * 1 weeks isolation at playtimes/lunchtimes followed by a phased re-entry onto playground
* Removal to work in Headteachers office for 1 day or more
* Next day after school detention/ time made up for incompletion of work during lessons.
* Fixed term or possible permanent exclusion.
 | * Conversation and support with the class teacher
* Praise for correct behaviour
* Individualised reward systems
* Individual Behaviour Plan listing targets and in class support
* Pastoral support from Mrs Ashcroft
* Referral to Behaviour Improvement Team/Outside Agencies
* All staff to be made aware of prevention and de-escalation strategies
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# Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school’s strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils’ behaviour in the future.

**Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil’s specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT, and pastoral staff are aware of any pupil that is:

* Persistently misbehaving
* Not improving their behaviour following low-level sanctions
* Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

* Frequently engaging with parents, including home visits where necessary
* Providing mentoring and coaching
* Long-term behaviour plans
* Engagement with local partners and agencies
* Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil’s education will be considered where serious concerns about a pupil’s behaviour exist.

**Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

**Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness, and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

**Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil’s SEND. If it is deemed that a pupil’s SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

* Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
* Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
* Training for staff in understanding autism and other conditions

**De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

* Appearing calm and using a modulated, low tone of voice
* Using simple, direct language.
* Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
* Providing adequate personal space and not blocking a pupil’s escape route.
* Showing open, accepting body language, e.g. not standing with their arms crossed.
* Reassuring the pupil and creating an outcome goal.
* Identifying any points of agreement to build a rapport.
* Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
* Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

**Physical intervention**

In line with the school’s Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

 Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil’s parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

**Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

* In an appropriate area of the school
* Stocked with appropriate resources
* Suitable to learn and refocus
* Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

* To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
* To enable disruptive pupils to be taken to a place where education can continue in a managed environment
* To allow the pupil to regain calm in a safe space

The school will ensure that pupils’ health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil’s class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

 **Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

# Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

* Start the year with clear sets of rules and routines that are understood by all pupils.
* Establish agreed rewards and positive reinforcements.
* Establish sanctions for misbehaviour.
* Establish clear responses for handling behavioural problems.
* Encourage respect and development of positive relationships.
* Make effective use of the physical space available.
* Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school rules and expectations.

* Conduct themselves around the school premises in a safe, sensible, and respectful manner.
* Arrive at school on time and fully prepared.
* Follow reasonable instructions given by staff.
* Behave in a reasonable and polite manner towards all staff and pupils.
* Show respect for the opinions and beliefs of others.
* Complete classwork as requested.
* Hand in homework at the time requested.
* Report unacceptable behaviour.
* Show respect for the school environment.

**Classroom rules and routines**

The school has an established set of clear, comprehensive, and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “walk”, rather than “don’t run.”

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Classroom Rules Agreement which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this. All members of the class will sign this, and it will be displayed in the classroom and used as a reminder to refer back to as and when needed. We start from the basis that keeping class rules is the expectation and therefore we reward anyone who goes beyond this by “taking the extra step.”

“SMART and ready for learning” and “Show me five” are whole school behaviour systems that reinforce our positive approach to establishing routines and expectations of positive behaviour.

In order to foster positive links with families, we will continue to send a Home School Agreement home to parents at the beginning of each school year, stating clear expectations from the school, child, and parental perspective. They are to be returned to school when signed and kept by class teachers and used as a reminder for positive, appropriate behaviour from the children should it be needed.

**The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

* Seating those who frequently model poor behaviour closest to, and facing, the teacher.
* Seating those who frequently model poor behaviour away from each other.
* Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
* Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

**Praise and rewards**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

* They define the behaviour that is being rewarded.
* The praise is given immediately following the desired behaviour.
* The way in which the praise is given is varied.
* Praise is related to effort, rather than only to work produced.
* Perseverance and independence are encouraged.
* Praise is only given when a pupil’s efforts, work or behaviour need to be recognised, rather than continuously without reason.
* The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun, and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

* **Immediate** – immediately rewarded following good behaviour.
* **Consistent** – consistently rewarded to maintain the behaviour.
* **Achievable** – keeping rewards achievable to maintain attention and motivation.
* **Fair** – making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils, these include:

* Positive marking system
* Praise and encouragement
* House Points
* Stickers, stamps, smiley face charts, raffle tickets, Dojos
* Extra step
* Head teacher’s sticker
* Star of the Week certificate
* Names in the weekly school bulletin
* “Wonderful news” text to parent
* Golden table
* Lunchtime Award

**Consequences**

St Julie’s has a clear set of consequences which are understood by all, if needed these will be applied consistently and fairly. As a school we want to focus on the positive aspects of school life, we understand inappropriate behaviour may be displayed by some children; as staff we will strive to deal with these situations in a proactive rather than reactive way.

# Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

* Wearing school uniform.
* Travelling to or from school.
* Taking part in any school-related activity.
* In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

* Could negatively affect the reputation of the school.
* Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
* Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

# Data collection and behaviour evaluation

The school will collect data from the following sources:

* Behaviour incident data, including on removal from the classroom
* Attendance, permanent exclusion, and suspension data
* Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems, or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

# Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviewed by the lead inspector, upon request.

The next scheduled review date for this policy is December 2025.