

St Agnes' Catholic Primary School



Behaviour Policy

Date of policy review: September 2021

Next review: September 2022

Statement of intent

St Agnes believes that, in order to fully live out our mission statement and to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Our approach to behaviour and discipline is based on gospel values of reconciliation and love for the individual.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Our 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 unwanted behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our 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.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims 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 aims 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
- Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Signed by:

Headteacher:	Date:
Chair of governors	Date:

1. Legal framework

1.1. 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
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

1.2. This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Physical Restraint and Reasonable Force Policy
- Complaints Procedures Policy
- Searching, Screening and Confiscation Policy

2. Roles and responsibilities

2.1. The **governing body** has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, 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.

2.2. The **headteacher** is responsible for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing body on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

2.3. The **SEND team** are responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural 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.
- Collaborating with the SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SEND team to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

2.4. **Teaching staff** are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the 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 SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENCO/headteacher/subject leader.

2.5. **All members of staff**, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

2.6. **Pupils** are responsible for:

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

2.7. **Parents**

- Parents are responsible for the behaviour of their child(ren) inside and outside of school.
- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- collaborate with the school adhering to the home school agreement, so that children receive consistent messages about appropriate behaviour.
- attend relevant meetings and engage in communication with school to support positive behaviour changes.
- discuss the Golden Rules with their child, emphasising their support of them and assisting when possible with their enforcement.

- If the school has to take reasonable sanctions we expect parents to support the actions of the school. If there is an issue, they should speak to the class teacher or Head Teacher. If the concern remains, the Governors should be approached and the grievance policy implemented.

3. Definitions

3.1. For the purpose of this policy, the school defines “**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, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, 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 involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- 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 or threatening language
- Fighting or aggression
- Graffiti/ purposeful damage to school property.
- Disruption on public transport
- Use of mobile phones without permission
- Refusal to follow directions/instructions from a member of staff
- Persistent disobedience or destructive 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

3.2. For the purpose of this policy, the school defines “**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 within a given time
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Incorrect uniform

3.3. “Unacceptable behaviour” may be escalated as “**serious unacceptable behaviour**”, depending on the severity of the behaviour.

3.4. “Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, 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

4. Our approach to behaviour management:

4.1 *We remember each day is a new day*

4.2 *We communicate and convey calmness*

4.2 *We use positive corrective language;* where possible our behaviour focuses on the ‘do’ rather than over-focusing on the ‘don’t’

4.3 *We use the least to most intrusive* when intervening in any corrective discipline. Least intrusive could be as basic as non-verbal cues or a brief description of the reality/rule reminder or simple direction.

4.4 *We keep the focus directed to the primary behaviour*

4.5 *We always follow-up and follow-through*

4.6 *We always keep a focus on encouragement rather than general praise*

4.7 *We instil a growth mindset in all stakeholders*

5. Pupil expectations

As a school we work towards standards of behaviour based on the principles of our school values and mission statement. St Agnes’ pupils are expected to follow the golden rules:

- WE ARE GENTLE (respect for physical safety)
- WE ARE KIND (respect for emotional safety)
- WE LISTEN (respect for others people’s views)
- WE ARE HONEST (respect for truth)
- WE TRY OUR BEST (respect for learning)
- WE LOOK AFTER PROPERTY (respect for property)

6. Rewarding good behaviour

6.1. The school recognises that pupils should be rewarded for their display of good behaviour.

6.2. The school will use the following rewards for displaying good behaviour:

- Praise
- Celebration assembly (every week)
- Star of the week
- Sharing success with other adults including TAs, teachers, phase leaders, DH or HT
- Notes/text/phone call to inform parents
- Head teachers award
- Stickers
- House points
- House prizes
- Punctuality cup and attendance award.
- Individual class teachers rewards

7. Understanding and supporting behaviour

7.1. Children can be supported in behaving as we expect through the following means:

- Understanding the Catholic ethos
- Living out the mission statement
- Use of Friendship Stop
- Use of Circle of friends
- Playleader Scheme
- Buddy system
- Worry Box
- House groups
- PSHE lessons
- Circle time
- RE
- Assemblies
- Anti-bullying week with associated workshops
- Social skills group

7.1. Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

7.2. Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

7.3. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

7.4. We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour through the use of the behaviour chart (Appendix E).

7.5. A Behaviour Plan (See Appendix F) may be developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

7.6. Necessary staff members will be familiar with the pupil's **Behaviour Plan** to ensure staff are equipped to deal with instances of negative behaviour.

7.7. Pupils and their parents are involved in the development of the **Behaviour Contract**, and this is reviewed on a **fortnightly** basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

7.8. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

8. Behaviour off school premises

8.1. Teachers are able to issue consequences to pupils for misbehaviour outside of the school premises.

8.2. Teachers may discipline pupils for misbehaviour off the school premises 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.
- Negatively affecting the reputation of the school.
- Posing a threat to another pupil, a member of staff at the school, or a member of the public.

9. Consequences of poor behaviour

- 9.1. Teachers are able to discipline pupils whose behaviour does not align with the golden rules
- 9.2. If a pupil misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, consequence in line with the consequence ladder (below, Appendix A):

1. Chance/Reminder
2. Warning
3. Reflection time/Partial loss of playtime
4. Loss of lunchtime (partial) (apology letter/cards)/(complete behaviour reflection log) (Appendix B)/informal meeting with parents
5. Loss of privileges at lunchtime, in addition to completing behaviour reflection log.
Teacher formal meeting with parent
6. See phase leader (Loss of play/lunch time, community pay back) - in addition to completing behaviour reflection log.
7. See deputy head
Formal meeting with parents/letters sent home (Appendix G+H)
Complete loss of play/lunch time
Reflection sheet
- In addition to completing behaviour reflection log.
8. See head teacher
Formal meeting with parents/ letters sent home (Appendix G+H)
Parents called into see head,
Internal exclusions or other punishment as deemed fit
- In addition to completing behaviour reflection log.
9. External exclusions

For punishments to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to punish a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

- 7.9. The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND and any other relevant information.

- 9.4. Staff have the freedom to impose sanctions outlined on the consequence ladder as they deem necessary depending on the behaviour, and age, of the pupil (Appendix A).
- 9.5. Staff will use their judgement when issuing consequences, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 9.6. The headteacher may delegate the power to issue consequences of poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.
- 9.7. The headteacher may limit the power to issue consequences of poor behaviour from individual members of staff.
- 9.8. At all times, staff will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour. They may be asked to complete a behaviour reflection sheet (Appendix B)
- 9.9. Behaviour reflection sheets are analysed and reported back at fortnightly behaviour meetings.
- 9.10. The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the pupils within the school.
- 9.11. All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.
- 9.12. Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to contact the police if deemed necessary.

8. De-escalation strategies

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

- 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"

9. Intervention

9.1. In line with the school's Positive Handling Policy, all 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.

9.2. Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

9.3. 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.

9.4. All staff will attempt to use the [de-escalation strategies](#) before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

9.5. The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items (APPENDIX, including the following:

9.6. Though members of staff can search for all the items listed in [section 6](#) of this policy, reasonable force will only be used, if necessary, to search for the items listed in 12.5.

9.7. Any physical intervention used will be conducted in line with the Positive Handling Policy.

9.8. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

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

- 9.10. 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 as to what behaviour constitutes for an exclusion.
- 9.11. 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.

10. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

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. Discipline 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.

11. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

11. Screening and Searching Pupils

- 11.1 Headteachers and staff authorised by the Headteacher can search without consent for an extended list of items banned from the school premises including alcohol, illegal drugs and stolen property (See Appendix C for full list).
- 11.2 All members of staff can use their power to search without consent for any of the items listed above.
- 11.3 Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 11.4 A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any

person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

- 11.5 A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 11.6 The school is not liable for any damage to, or loss of, any confiscated item.
- 11.7 The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- 11.8 For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- 11.9 Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- 11.10 The headteacher will always be notified when any item is confiscated.

12. Staff development and support

- 12.1. The school recognises that early intervention can prevent bad behaviour. As such, staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.
- 12.2. Teachers and support staff will receive training on this policy as part of their new starter induction and receive regular and ongoing training as part of annual review as part of their development.
- 12.3 All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.
- 12.4 Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
 - 12.5 All staff members are trained in the approved methods of physical intervention in line with the school's Positive Handling Policy.
 - 12.6 All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.
 - 12.7 At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.
 - 12.8 Teachers and support staff will receive regular and ongoing training as part of their development.

13. Recording and monitoring

- 13.1 Records of severe incidents or of incidents that are part of a pattern of persistent misbehaviour will be kept, together with information about the action taken.
- 13.2 Behaviour reflection sheets are completed by the child during reflection time (Appendix B)
- 13.3 Parents will be informed verbally and in writing and their support will be sought in seeking solutions to problems.
- 13.4 These are analysed at fortnightly safeguarding meeting

14. Exclusion

- 14.1. A decision to exclude a pupil permanently will be taken: in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Head Teacher may exclude a child from school for either a fixed period of time or permanently. If such action is taken, the head teacher will inform the Chair of Governors and seek further advice from the Local Authority. In case of appeal against exclusion a committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements.

15. Monitoring and review of the policy

- 15.1. This policy will be reviewed by the headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- 15.2. This policy will be made available for inspection and review by the chief inspector, upon request.

Consequence ladder

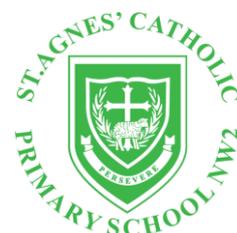
Low level behaviours:

- Talking when someone else is speaking.
- Not listening.
- Fiddling with objects
- Insufficient classwork or homework
- Incorrect uniform
- Rough play
- Pushing in the line
- Not taking turns
- Not standing still when the bell is rung

Serious unacceptable behaviour:

Discrimination
 Harassment
 Antagonising behaviour
 Bullying
 Cyberbullying
 Possession of legal or illegal drugs, alcohol or tobacco
 Possession of banned items
 Truancy
 Refusing to comply with disciplinary sanctions
 Theft
 Swearing, racist remarks or threatening language
 Fighting or aggression
 Graffiti/ purposeful damage to school property
 Disruption on public transport
 Use of mobile phones without permission

Chance/Reminder
Warning
Reflection time/Partial loss of playtime <i>Teacher informal meeting with parents</i>
Complete reflection log Loss of lunchtime (partial) (apology letter/cards) <i>Teacher informal meeting with parents</i>
Loss of privileges at lunchtime <i>Teacher formal meeting with parent</i>
See phase leader (Loss of play/lunch time, community pay back) Reflection sheet
See deputy head <i>Formal meeting with parents/letters sent home</i> Complete loss of play/lunch time Reflection sheet
See head teacher <i>Formal meeting with parents/ letters sent home</i> Parents called into see head, Internal exclusions or other punishment as deemed fit
External exclusion



Appendix B

Behaviour Reflection log

Name: _____

Class: _____

Date: _____

Location: _____

Time of day: _____

Adult witnesses/involved: _____

Why I did it:

What I did:

How I feel:

Who has been affected by my actions/behaviour?
(And how)

Actions I will now take:

What am I going to do differently in the future?

APPENDIX C:

Items banned from the school premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

Reflection time



Reflect and think about:

What choice did I make?

What happened before I made the wrong choice?

What can I do to make a different choice next time?

What help do you need to make better choices?

Individual Behaviour Chart

		Break time		Lunch time	
Monday	  	  	  	  	  
Tuesday	  	  	  	  	  
Wednesday	  	  	  	  	  
Thursday	  	  	  	  	  
Friday	  	  	  	  	  

St Agnes Behaviour contract

I agree to follow the following rules and behaviour:

- I will

- *I will not*
- *I will not*
- *I will not*
- *I will not*

Strategies to manage my behaviour:

- 1.
- 2
- 3
- 4

These are the reward I will receive when I follow the behaviours:

- 1
- 2
- 3

These are the consequences I will receive if I don't follow the behaviours:

- 1
- 2
- 3

Child's signature: _____

Date: _____

Parent signature: _____

Date: _____

Teachers signature: _____

Date: _____

Appendix G



Dear Parent

Unfortunately your child was involved in a physical incident in the playground today, which involved another child. We have dealt with the matter in line with our behaviour policy but would value your support. Please could you talk to your child and help him/her to avoid being involved in any further incidents of physical behaviour/fighting. The other child involved has also been spoken to.

I am confident that you will recognise the need to work in partnership with the school to ensure that it is a place where every child is happy and achieves of their best.

Should you wish to discuss this with us please do not hesitate to contact us to make an appointment.

Please sign the slip below and add a comment should you wish.

Thanking you for your support.

Yours sincerely

Susan O'Reilly

Jennifer Hourihan

I have discussed the incident with.....

Signed.....

Childs name..... Class.....

Appendix H



Dear Parent

Unfortunately your child used inappropriate language today. We have dealt with the matter in line with our behaviour policy but would value your support. Please could you talk to your child so that they understand how use of such language is unacceptable.

Should you wish to discuss this with us please do not hesitate to contact us to make an appointment.

Please sign the slip below and write a comment should you wish.

Thanking you for your support.

Yours sincerely

Susan O'Reilly

Jennifer Hourihan

I have discussed the incident with.....

Signed.....

Childs name..... Class.....