

ST MARGARET CLITHEROW



**We live to love, learn, respect
and follow Jesus who says,
“Love one another as I have loved you.”**

Behaviour Policy

Legal Status: Statutory
Version Date: September 2016
Last Review: September 2024
Next Review: September 2026
Responsible Person: Governing Body

At St Margaret Clitherow Primary School we are committed to providing a caring, friendly and safe environment for all members of our school community so they can learn and work in a relaxed and secure environment without fear of being bullied.

We actively promote a climate of co-operation and positive behaviour to reduce the number of incidents and the likelihood of bullying occurring. This will enable our pupils and staff to reach their full potential. Bullying of any kind is unacceptable and will not be tolerated. If bullying does occur, all pupils and staff should be confident to tell someone about it and know that all incidents will be dealt with promptly and effectively.

These are the school rules –

- Tell the truth**
- Have respect for yourself, others and property**
- I will listen and take turns**
- Nice words only**
- Keep safe and walk**

These are the playground rules -

- Stop when the bell goes**
- And walk to the line when called**
- For class points, walk quietly**
- Everybody walk safely into class**

The behaviour expected from our pupils derives from the Mission Statement and the School Rules.

Each class formulates its own rules at the start of the school year.
The understanding of parents of these rules is essential.

AIMS

Gospel Values:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

And to put into daily practice CHRIST'S GOLDEN RULE:

“Love one another as I have loved you.”

POSITIVE PROMOTION OF GOOD BEHAVIOUR

It is essential to praise and encourage children to behave well, not just on one occasion, but continually. A whole variety of methods are used: certificates awarded at assembly, sharing good work with the Senior Management Team and verbal praise are just some examples. Various strategies for encouraging good behaviour are used at St Margaret Clitherow. Reward certificates are awarded at a fortnightly Good Work Assembly to children who make great efforts in or out of class.

Each class has its own reward systems as well as sanction system which are detailed in their curriculum guidelines (Silver Time board).

In the instance of serious rule breaking, detention (or a same day time out for Key Stage One) may be given, or the procedures outlined below followed. Detention is for 45 minutes and a letter is sent to parents informing them of the detention and why it has been given (See Appendix 1). Serious rule breaking might constitute unacceptable name-calling, fighting or play fighting, disrespectful behaviour or any behaviours which might hurt or injure another child or cause serious upset. This includes incidences of retaliation. It is important that children realise the appropriate step is to report unacceptable conduct to an adult to deal with. In addition, persistent occurrences of minor rule-breaking may result in detention. Detentions can only be issued by a member of Senior Management. These incidents will also be recorded in our electronic safeguarding monitoring program CPOMS. Any member of staff wishing for a detention to be issued needs to personally liaise with a member of the SLT to discuss the issue.

Non completion of work is dealt with by each individual teacher and a class detention may be given for this. This means that the child is kept in at break time or lunch time to complete their work.

NO child should be left **UNSUPERVISED** in any areas of the school whilst completing work.

WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their own actions and behaviour
- We set, through example, standards of behaviour
- We praise good behaviour, both privately and publicly
- Where appropriate home-link books are used to monitor behaviour.

HOW CHILDREN CAN SORT OUT THEIR OWN DIFFICULTIES

Children must be encouraged to take responsibility for sorting out their own conflicts. This means that we must take responsibility for teaching them and modelling strategies for doing this. Children should be encouraged to be assertive, to express their feelings and to resolve conflict in an appropriate and positive way. Circle Time is used to reinforce positive behaviour so children can discuss issues. As we are a Catholic School, children are reminded that the correct course of action is not to retaliate in any situation.

DEALING WITH POOR BEHAVIOUR

We expect every adult to

- Develop positive relationships with all children
- Never walk past or ignore pupils who are failing to meet expectations

- Deal with all poor behaviour in private.
- To be calm and not shout at children
- To use the scripts
- Follow up all behaviour with restorative conversations and communication with parents

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy)
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Vandalism leading to significant damage of school property and resources
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

PROCEDURES

To address incidents of unacceptable behaviour in class the following procedures are used:

Foundation Stage

1. Immediate discussion with the child in a calm manner
2. Reflective time / time out
3. Discussion with parents

Years 1 & 2

1. Verbal warning in a calm and controlled manner. Shouting at a pupil is **NOT** a practice at St Margaret Clitherow School.
2. The child's name gets moved to orange first, and then red
3. Time out to think on the Time OUT table. If no improvement child is sent to Senior teacher and time is spent discussing what has happened followed by a time for the child to think themselves about what they have done.
4. Discussion with parents

Years 3 to 6

1. Verbal reprimand in a calm and controlled manner. Shouting at a pupil is **NOT** a practice at St Margaret Clitherow School
2. The child's name gets moved to orange first, and then red.
3. If no improvement in behaviour is seen, child will sit at the time out table and be given a red card. At this table they will complete a reflection on their behaviour.

4. If no improvement is seen, the child will be sent to another class to work and will receive a Friday detention.
5. Detention which is on a Friday from 12.00 to 12.45pm where a child will complete a reflection sheet or write out school rule if more than three detentions have been issued.
6. Discussion with parents

REMOVAL

Removal from the classroom is a serious sanction and will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

We use removal for the following reasons:

- To maintain safety for all pupils following an unreasonably high level of disruption
- To allow the pupil to regain calm in a safe space
- To enable the pupil to be taken to a place where their learning can be continued in a managed environment.

When a child has been removed from class, they will be guided to a safe space. Work will be planned for and provided by the class teacher to ensure that the child continues to learn. The appropriate paper work will be completed and parents will be contacted promptly.

Where removed children do not calm down, are unable to continue their work and continue to exhibit serious and unsafe behaviours, despite a range of strategies being attempted, school will phone parents to support with calming the child down.

This will also help to restore stability for other children attending school.

In all cases:

1. If the behaviour continues a member of Senior Management will reconvene a meeting with the parent / carer as necessary.
2. Involvement of Pre-exclusions Officer with target setting programme.
3. Temporary exclusion in accordance with the LA /Diocesan guidelines.
4. Permanent exclusion in accordance with LA/ Diocesan guidelines.

If the misdemeanour is of a serious nature, the teacher may need to begin the process at a later stage in the procedure.

If behaviour occurs where a child is seen to be a danger to themselves, other children or adults, a teacher can request the removal of the child from the classroom. The teacher will contact the office. A senior member of staff, who is not in the class, will oversee this action.

Where there are ongoing behaviour concerns, the child will be issued with a home/school behaviour record.

LUNCHTIMES

It must be remembered at all times that the emphasis is on praise and support of good behaviour. If inappropriate behaviour occurs in the lunch break, staff on duty will refer the children to the member of Senior Management on duty.

First Aid is covered by all adults on duty.

At lunchtimes, it is important that staff know which children have permission to be in classrooms. Any other child/children required to be in at lunch time will have to be accompanied by an adult. No child should be in on their own at any time. Children must be supervised by the teacher who is responsible for the children being inside the school.

Children are not permitted to enter the building without permission.

Playtimes: Children are never allowed onto the playground unsupervised. If the duty teacher has not arrived, teachers should stay with their class until they appear.

Lining Up: The bell is rung once by an adult on duty and the children are expected to freeze. The bell is rung again and the children are expected to walk silently to their lining up area and line up in single file. The SAFE rules are to be followed.

WET PLAYTIMES / LUNCHTIMES

Infant Children: Play takes place in the classroom. Scissors or other sharp objects are not to be used or LEFT OUT. Children are to be given suitable activities, e.g. drawing, colouring, reading or board games. Children are allowed to go to the toilet (one at a time). Five minutes before the next teaching session, children should be asked to tidy the classroom. Teachers are asked to make sure that the staff on duty know what may and may not be used. Every class must have a wet play box and busy books.

Junior children: Y3, Y4, Y5 & Y6 children remain in their own classrooms. All classes are supervised by staff on duty. Classrooms must be left tidy for the afternoon teaching sessions.

WORK ATTITUDES AND SENSE OF RESPONSIBILITY

Set realistic targets for children to achieve. We must consider the needs of each child when implementing Behaviour Management strategies. Allow sufficient time to complete the tasks.

Make sure the children know what is to be achieved in each session and state the consequences if they do not complete the work. If children do not complete an expected amount of work, then the work will be sent home with a letter to be completed (Appendix 2 - Non-completion of work letter) to be attached

CLASSROOM RULES

Class teachers encourage the children to follow the school rules. All rules are displayed within the classroom. The rules must be kept under constant revision but be emphasised at times of liturgical reflection, Advent and Lent. Systems such as silver time and individual behaviour charts are used for positive behaviour management. There is a silver time chart in every classroom (Y1-Y6) where every child begins each day on 'green'. Very good behaviour results in them moving to 'yellow' and then 'silver' where they get 10 minutes of extra play at the end of the school day if they have had an outstanding day and gone over and above the normal expectations required for effective class learning.

Silver Time:

Y2-Y6: 3.00pm-3.10 pm

However, unacceptable behaviour can result in them moving to 'orange' and then 'red' where they have to serve a class detention (they miss 15 minutes of their next play time on that day/ the following day if they move to red after lunch time).

Where appropriate, time out to think within the classroom is given in Foundation Stage.

Good work assemblies:

These will take place on a fortnightly basis. In addition, a "Star of the Week" and "Achievement" certificate will be awarded for many reasons – special achievement, politeness and helpfulness, sporting achievement, showing control in a difficult situation, playground behaviour. A kindness award is also given which has been awarded by peers. Gold certificates are awarded to adults by pupils for activities beyond the call of duty.

The system of certificates has been devised so that all members of the community can be involved, no matter their level of achievement. Teachers keep a record of certificates awarded to ensure all children have a fair opportunity to be rewarded.

Assemblies: Teachers should remind the class before leaving the classroom that they must be quiet, sit down and listen. All members of staff are to be aware of the behavior of all children during assemblies and take action if necessary.

Special Educational Needs

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
Using our best endeavours to meet the needs of pupils with SEND (**Children and Families Act 2014**)

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction

Safeguarding

Children are regularly encouraged to report incidents of behaviour which break school rules or does not meet the general ethos of the School. Staff are also encouraged to discuss unusual changes in behaviour with the Designated Person for Child Protection as this could be a symptom of an underlying issue.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse, please read St Margaret Clitherow's Safeguarding and Child Protection Policy 2025.

Classroom Management

- We recognise and value the importance of a positive climate within the classroom.
- Classroom management and teaching methods have important influences on children's behaviour.
- Children are provided with positive feedback where appropriate and their efforts are valued.

- We recognise that good teacher child relationships are paramount in encouraging good behaviour.
- We also consider carefully organisational features such as arrangement of furniture and access to resources in order to promote qualities of a task, behaviour, independence and initiative but also to ensure distancing can be applied successfully within the space.
- Resources are organised to aid accessibility and reduce disruption but there should be the minimum amount of sharing of resources.
- Our teaching encourages enthusiasm for learning and active participation for all. Praise is used to encourage good behaviour as well as good work.

Incentives

We praise and reward children for good behaviour in a variety of ways

- Congratulating children (both privately and publicly)
- Informing parents of good behaviour, via phone or email
- Praise of groups/classes by other members of staff
- Silver Time

The school acknowledges all the efforts and achievements of children, both in and out of school.

Sanctions

Rewards are central to the encouragement of good behaviour but we recognise that there is a need for sanctions to demonstrate disapproval of unacceptable behaviour and to protect the secure stable ethos valued within the school.

When children begin each new school year, they will have the behaviour system explained clearly to them. This will be in various media that can be reviewed regularly with pupils as a reminder.

Staff leading each class will adapt language to suit the age, maturity and needs of their group.

Items that should not be brought to school include

This is not an exhaustive list. Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or parents/carers can check with the year team.

- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- correction fluid

- permanent marker pens
- makeup
- balaclavas
- unnecessary money
- expensive items
- Cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these
- mobile phones except for Years 5/6 children with permission to walk home alone and they must place the phones in their class box which is then stored securely in the school office.
- **ONLY NON-SMART PHONES ARE ALLOWED**
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Confiscation

Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from Global Policing or the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline.

The Use of Reasonable Force

If there are circumstance when it is appropriate for a staff member in school to use reasonable force to safeguard children then all members of staff have a legal power to use it. The term 'reasonable' in such circumstances means 'using no more force than is needed'. (See DFE Guidance 'Use of reasonable force—July 2013). Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed.

It can be used to;

- Remove disruptive children from the classroom where they have refused to follow the instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event/trip/visit
- Prevent a pupil leaving the classroom where allowing such a pupil to leave would risk their safety or affect others
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground
- Restrain a pupil at risk of harming themselves or others
- To prevent a pupil from damaging property
- To maintain good order and discipline at the school or among pupils.

NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to others.

When considering using reasonable force staff will, consider the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

What will happen when reasonable force is use:

- School will record what has happened including who witnessed it.
- School will ensure that staff have used force reasonably, proportionately and appropriately.
- School will ensure that parents/carers are informed.

Behaviour outside of school premises

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable.

Sanctions might be given by school for

- Misbehaviour on school organised or school related activity
- When travelling to or from school
- When wearing school uniform
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

The role of the headteacher

- It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. Ordinarily, students whose behaviour transgresses the behaviour standards of the school will follow the schools sanction system. Exclusion will only be used as a last resort and will be avoided wherever possible. However, in circumstances where a serious breach, or

persistent breaches, of the school's Behaviour Policy occur, the Headteacher may, after first contacting the Brent Inclusion Support Team where possible, decide to issue a fixed term or permanent exclusion. With regard to the above, the decision to recommend a student for a fixed-term or permanent exclusion will be taken in the following circumstances:

- In response to a serious breach, or persistent breaches, of the school's Behaviour Policy, beyond that which would result in referral to the Inclusion Leader or
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

For further details of exclusion procedures, please see the Brent Exclusion Protocol [Brent Exclusion Protocol September 2020](#) and the Department for Education exclusion guidance.

<https://www.gov.uk/government/publications/school-exclusion>

The role of parents and visitors

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents are asked to sign the Home/School Agreement when their children return to school. We explain the school arrangements prior and we expect parents to read them and support them. We inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions for a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher

APPENDIX 1 (LETTER TO PARENTS)

Detention Letter

Date:

Your child _____ was give a detention for the following:

- ☐ Negative physical behaviour
- ☐ Using inappropriate language
- ☐ Being disrespectful to others or property

Details of incident:

Child to complete:

School rule that I broke: _____

How I can improve: _____

Please sign, date and return this letter to Mrs Baalla as soon as possible.

I understand why my child _____ was given a detention and they have completed the section above as a result.

Parent signature: _____

Date: _____

APPENDIX 2 (NON-COMPLETION OF WORK LETTER)



St Margaret Clitherow Primary School
Gauldon Street, Neasden, LONDON NW10 0BG

Telephone 020 – 8460 3831 Fax 020 – 8460 3728

Email: admin@clitherow.brent.sch.uk

Website: www.clitherow.brent.sch.uk



NON-COMPLETION OF WORK

DATE _____

Dear Parent/Carer

Your child did not complete his/her work in class today. Please ensure it is completed by

Notes for parent/carers



We live to love, learn, respect and follow Jesus who says, "Love one another as I have loved you."