



Student Behavior Policy

2022-2023

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Our Mission Statement *Inspiring young lives to pray, serve, lead, and succeed* is the basis of everything we do, rooted in the Gospel values of love and forgiveness.

We endeavor to build relationships founded upon mutual trust, care and respect with all members of the school community. We want everyone to be proud of belonging to our precious school family, for children to feel safe, develop meaningful relationships, make positive behavior choices and take responsibility for their behavior.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behavior management
- **Define** what we consider to be unacceptable behavior, including bullying
- Outline **how pupils are expected to behave**
- Summarize the **roles and responsibilities** of different people in the school community with regards to behavior management
- Outline our system of **rewards and sanctions**

We aim to:

- Ensure that every child has the right to learn, be listened to, be valued and feel safe.
- Promote in every child the self-esteem and self-worth of every child.
- Build positive relationships which promote effective behavior management built upon mutual trust, care and respect.
- Establish and maintain restorative approaches to a behavior management that are consistent throughout the school
- Develop behaviors for learning which will enable to reach their full potential.
- Ensure that every member of the school behaves in a restorative manner with consideration and concern for others.
- Ensure that children learn to have pride in the efforts both academically and socially
- Develop in every child a sense of personal responsibility for his/her own actions
- Ensure that parents are supportive of the school's policy and they are directly involved in its implementation wherever this is appropriate and necessary.

To achieve this we:

- Build our relationships upon the Gospel Values of care, faith, mercy, love, service, peace, hope, service, sacrifice, trust, compassion, courage, humility, truth, mutual respect, justice, forgiveness, gentleness.

- Maintain relationships by teaching, promoting and developing the skills of empathy and understanding, accepting difference, conflict management and peace-making, feelings for others, active listening.
- Repair relationships by teaching, promoting and developing the processes of restorative questioning and conversations.

2. Definitions

School Staff are defined as any paid member of the school community or any person that the principal has temporarily put in charge of students such as unpaid volunteers or people accompanying students on a school trip.

- **Misbehavior** is defined as:

- Being unkind to another child
- Excluding others from a game
- Rough play– not intentional
- Using unkind language
- Choosing not to finish work
- Damage to school or others property
- Disrespect to adults
- Disrupting learning e.g. consistently talking/shouting out
- Hitting/pushing someone deliberately
- Leaving place unnecessarily
- Leaving the classroom
- Low-level disruption e.g. pencil tapping
- Not following instructions
- Poor attitude to learning
- Refusing to complete work
- Retaliation – hitting
- Refusing to engage in restorative
- Swearing (with intent)
- Spitting /Coughing

- **Serious Misbehavior is defined as:**

- Any form of bullying
- Derogatory language towards staff
- Disruptive Behavior
- Homophobic Language/ Behavior
- Fighting
- Racist Language/Behavior
- Repeated breaches of the school rules
- Sexual Harassment
- Sexual Assault, which is any unwanted sexual behavior that causes humiliation, pain, fear or intimidation
- Sexist Language/Behavior
- Theft
- Vandalism
- Use of mobile phones, including cameras, on the school site
- Verbal or physical aggression towards peers
- Verbal or physical aggression towards staff

- **Possession of any prohibited items.** These are:

- Knives or weapons
- Pornographic images
- Cell Phones
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offense, or to cause personal injury to, or damage to the property of, any person (including the student)

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our approach to preventing and addressing bullying set out in our anti-bullying policy.

4. Roles and Responsibilities

4.1 The Principal

The principal is responsible for reviewing this behavior policy. The principal will also approve this policy.

The principal will ensure that the school environment encourages positive behavior and that staff deal effectively with poor behavior, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.2 Staff

Staff are responsible for:

- Implementing the behavior policy consistently
- Modeling positive behavior
- Providing a personalized approach to the specific behavioral needs of particular students
- Recording behavior incidents (see appendix 3 for a behavior log)

4.3 Parents

Working with parents is an important part of supporting children with their behavior. Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's well-being and behavior.

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behavior
- Discuss any behavioral concerns with the class teacher promptly

5. School Rules

5.1 School Rules

These are our school rules. They apply to all aspects of school life: classroom, playground and the cafeteria.

Your behavior makes a difference to everyone's learning so that everyone can pray, serve, lead, and succeed.

The rule	What this means based on children's ideas
Be Safe	Listen to adults Use equipment safely Walk inside the building
Be Proud	It's ok to make mistakes, mistakes make you learn Wear your full school uniform and PE uniform Always try and do your best
Be Respectful	Listen to each other Make people welcome Look after school and property Show good manners

5.2 Use of technology including mobile phones

Mobile phones and any other communication devices should be turned off and handed into the homeroom teacher upon arrival to school.

All members of the school community must be compliant with and adhere to the Acceptable Use and Online Safety Policies.

6. Rewards and Sanctions

6.1 List of rewards and sanctions

Rewards are used to support class and team work as well as providing ideal means of rewarding notably good learning behaviors. Within the school's positive learning environment, children should expect to receive regular praise from all adults. Class teachers are encouraged to explore, explain and share the school rules and seek opportunities for children to love and succeed on a daily basis and may use a range of personally favored strategies as incentives for the students to behave well.

Positive behavior may be rewarded with:

- Verbal praise and encouragement
- Non-verbal praise – e.g. thumbs up
- Stickers
- Class recognition board
- Opportunities for responsibility in class and across school - Roles and Responsibilities
- Communication with parents (Remind 101, texting, happy notes home)
- Raven Report-bimonthly newsletter
- Social Media-Facebook, Instagram, Twitter
- Sharing of good behavior with principal/other teachers
- Certificates given during celebration assembly to reward children's successes (for behavior and academic achievement)

In judging whether the child's behavior is to be categorized as a misbehavior and serious misbehavior staff need to consider whether the child, despite a warning, has modified their behavior alongside:

- Consistency of the child in continuing with the inappropriate behavior within the lesson
- Frequency with which the child repeats the behavior
- Intent
- Refusal to modify behavior (despite being given a warning and support)

For misbehavior teachers would need to judge appropriately the reflection time appropriate to the behavior, the child's ability to reflect upon their behavior and repair their relationship with those involved. It may be necessary to undertake restorative conversations at a later opportunity when the child/ren are fully deescalated.

Serious misbehavior **always** requires the involvement of the principal.

The school may use one or more of the following sanctions in response to unacceptable behavior:

- Reflection time
- Removal of privileges for example roles of responsibilities
- Communication with parents
- Prohibit of attendance at after school clubs
- Withdrawal from representing the school for example sports teams

6.2 Off-site behavior

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on a bus used for field trips. This includes the right to exclude a student for behavior that has taken place off-site but may have a detrimental impact on the management of the school.

6.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the student in accordance with this policy.

The principal will also consider the pastoral needs of staff accused of misconduct.

7. Behavior Management

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behavior within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display within the classroom:
 - The class charter that have been agreed by the children and teacher
 - Recognition board, which identifies children who are demonstrating our values
 - A visual timetable so children know what is planned for the day
 - Our values/virtues in action
 - Restorative prompts/conversation

- Develop a positive relationship with students, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behavior in ways other than verbally
 - Highlighting and promoting good behavior
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement
 - Strategic seating arrangements for children when working on the carpet or at a table
 - Use of a self-regulation station or time out area for children to calm down
- Discuss individuals learners needs with other colleagues when their behavior is challenging

When dealing with misbehavior we encourage and allow students thinking time to make the right choices and understand that we are moving towards resolving the situation by encouraging all children to take responsibility for their behavior and to make positive choices.

Teachers and support staff have 5 steps to support students in managing their behavior:

1. Positive reminders of expected behavior – “Well done those children facing this way”
2. “I want to see this because...”
3. “Are you *choosing* to spend time in reflection”
4. “This is your final warning for XXX or you will have reflection time’.
5. Time out – “I want you to have some thinking time and reflection time with me”

7.2 Restorative Approaches

A restorative approach is a term used to describe a way of being, an underpinning ethos, which enables us to build and maintain healthy relationships, resolve difficulties and repair harm when relationships break down.

A restorative way of working leads to:

- A more respectful environment
- Better relationships among stake holders

- A focus on increased honesty
- A willingness to accept responsibility
- A focus upon relational approach to support the encouragement of positive behavior moving away from sanction based responses
- Feeling supported when things go wrong

Strategies may include:

- Use of 'Circle Time' to discuss issues and themes which form part of the school's professional development programs of work
- Restorative conversations using the key questions for repairing relationships

7.3 Confiscation, Searching & Screening

School staff have a right to screen and search any student **with consent**. They also have the right to search students **without consent** if they suspect that the student is carrying any prohibited item. Any prohibited items (listed in section 2) found in pupils' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

School staff will liaise with the police and other agencies if students are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a students's mobile phone if we think there is a good reason to do so.

8. Student transition

To ensure a smooth transition to the next year, staff members hold transition meetings.

To ensure behavior is continually monitored and the right support is in place, information related to student behavior issues may be transferred to relevant staff at the start of the term or year

9. Exclusions

In some instances we may consider it necessary to exclude students. This decision can be made by the principal of the school and parents can expect to be informed in writing of the decision to exclude. The reasons to exclude are listed below;

- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Bullying
- Damage
- Drug or alcohol related
- Inappropriate use of social media or online technology
- Persistent disruptive behavior
- Physical assault on a student
- Physical assault on an adult
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse or threatening behavior to an adult
- Verbal abuse or threatening behavior to a student
- Willful and repeated transgression of protective measures in place to protect public health

Appendix 1: Written statement of behavior principles

Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

Restorative approaches promote the building, maintenance and repair of all relationships

A safe and positive learning environment promotes confident and purposeful learning

Behavior is managed to support learning

All students, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to students at all times

Whole school approach but with due regard for individual needs

Students are helped to take responsibility for their actions

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behavior policy

Families are involved in behavior incidents to foster good relationships between the school and students' home life

The behavior policy is understood by students and staff

The governing board also emphasizes that violence or threatening behavior will not be tolerated in any circumstances

Appendix: 2 Behavior log

Name of Student: _____

Homeroom Teacher/Grade: _____

Date of incident: _____

Where did the incident take place?

When did the incident take place? (Before school, after school, lunchtime, break time)

What happened?

Who was involved?

What actions were taken, including any sanctions?

Is any follow-up action needed? If so, give details

People informed of the incident (staff, governors, parents, police):

Appendix 3 Home School Agreement

HOME – SCHOOL AGREEMENT

Our Mission

Inspiring young lives to pray, serve, lead, and succeed

Enabling each of us to reach our full potential

Living out the Gospel values of love and forgiveness

Learning and knowing that God is always with us

Building relationships founded on mutual trust, care and respect

Being proud of belonging to our precious school family

Reaching out to our neighbors in the local parish and global community

Our Vision

*A caring and engaging Catholic-Christian school in the Benedictine tradition, building a community of inquisitive minds, faithful souls, and giving hearts. **We believe that:***

Everyone is important - that's all the children and all the adults in our school family.

Our Christian faith and Gospel Values guide us in all that we do

Learning takes place in a safe and nurturing environment

Positive relationships bring about change and success

Learning experiences should be memorable

Aspirations are powerful– together we can achieve amazing things

We acknowledge our responsibility to support parents in their task of nurturing their children towards human wholeness within a Christian Community.

Therefore we will:

1. Provide a friendly welcome to your child and a secure stimulating, Christian environment in which to learn.
2. Ensure that your child is valued for who he/she is and helped to make good progress in their spiritual, moral, emotional and academic development.
3. Treat your child with the dignity and respect they require, encourage them to full human wholeness.
4. Demonstrate our faith and our school's foundation in the teachings of Jesus Christ, by what we teach and the way we live and worship in our school.
5. Do our best to provide the best possible education we can for your child with enthusiastic teaching, rooted in our beliefs, our values and our skills.
6. Provide you with information about your child's progress and provide you with opportunities to talk to teachers.
7. Keep you well informed about school policies and activities through regular communications and newsletters.
8. Set, mark and monitor homework suitable to your child's needs.
9. Send home an annual report of your child's progress.
10. Contact you if there is a problem with your child's attendance or punctuality.
11. Inform you of any concerns regarding your child's behavior, work or health.
12. Challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.

Principal's Signature:

Teacher's Signature:

PARENTS RESPONSIBILITIES:

We acknowledge that we as parents are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at school.

Therefore I/we will try to:

1. See that my child attends school regularly, on time and suitably equipped.
2. Inform the school of any concerns or problems that might affect my child's work or behavior.
3. Support the Christian values of the school community.
4. Attend conferences and discussions about my child's progress.
5. Give my child opportunities for home learning and support homework from school.
6. Support the school's policies and guidelines for behavior.
7. Encourage my child to show kindness and consideration to others.
8. Talk to my child about their experiences in school and encourage them to do their best.
9. Attempt to support the Catholic community and the school governors in their responsibilities for maintaining the school buildings in good repair.

Parent/Guardian

Signature: _____

Date: _____

STUDENT RESPONSIBILITIES

I acknowledge the different and unique talents, which God has given me and my responsibility to use them wisely.

Therefore I will try to:

1. Attend school regularly and on time.
2. Wear the school uniform and bring all the equipment I need every day.
3. Take care of all school equipment and help keep our school free from litter.
4. Learn something new each lesson and always do my best.
5. Share my feelings honestly and politely and show consideration for others in school.
6. Behave sensibly so we can be happy and safe as we learn.
7. Try to think for myself and take responsibility for my actions.
8. Observe all school rules and treat everyone with the respect they deserve.

Child's

Signature: _____

Date: _____