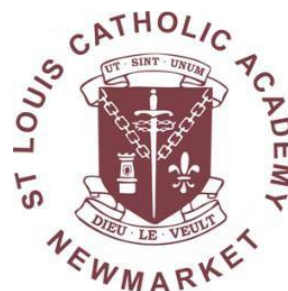



St Louis Catholic Academy, Newmarket
Part of Our Lady of Walsingham Catholic Multi Academy Trust

Christ at the Centre: Children at the Heart

Loving to Learn: Learning to Love



Behaviour Policy

Approved by the Committee/Governing Body	11 th July 2025
Signature of Chair of Governors	<i>Bethan Byrne and Marc Walker</i>
Signature of CEO OLOW	
Review date	July 2028

Mission Statement

'Learning together in Faith.'

Equalities Statement/Principles

St Louis Catholic Academy acknowledges the Equality Act (2010) and the Public Sector Equality Duty (2011). We understand our duty to every member of the school community to ensure they feel safe, secure, valued and of equal worth. At St Louis Catholic Academy, equality is a key principle for treating all with respect and dignity and exercising our duty in relation to the nine protected characteristics. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

Aims

1. To ensure that behaviour management is consistent with the mission statement and school values.
2. To provide a consistent approach to behaviour management that is applied equally to all pupils.
3. To achieve high standards through the example set by the Headteacher and school staff.
4. To secure a first-rate working relationship with parents in respect of the school's ethos and the principles and practices of this policy.
5. To help children take control of their behaviour and be responsible for the consequences of it.
6. Define what we consider to be unacceptable behaviour, including bullying and discrimination.
7. To build a community which values kindness, care, good relationships and empathy for others.
8. To secure the optional involvement of all children in implementing and reviewing arrangements for behaviour management.
9. To contribute effectively to equal opportunities, access for all children and to accord with the principles of educational inclusion.
10. To inform behaviour management approaches to groups and individuals with advice relating to underlying causes of unacceptable behaviour.
11. To ensure that rules, rewards and sanctions are agreed and understood and clearly related proportionately to one another.
12. To achieve high standards of pupils' behaviour.
13. To ensure full compatibility with the school's Anti-Bullying policy.

Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Behaviour for Learning

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of

Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private. This ethos has resulted in us having 5 simple rules.

Our Rules

1. Be kind
2. Be respectful
3. Be safe
4. Do your best
5. Be ready

Consistency in Practice

1. Meet and greet children by name each morning
2. Refer to the rules for how we do things at St Louis
3. Give consistent positive reinforcement
4. Ensure consistent consequences
5. Model positive behaviours and build relationships
6. Plan lessons that engage, challenge and meet the needs of all children
7. Be calm and 'give take up time' when going through the behaviour pathway
8. Prevent before sanctions are needed
9. Follow up every time
10. Never ignore or walk past children who are making poor behaviour choices

Good Behaviour

Good behaviour which reflects our school values is celebrated actively at St Louis. Courteous and generous behaviour, attentive listening and a proper code of personal and social etiquette ensures that children are free to grow, to learn and be happy and safe, uninhibited by disruption or bullying.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Positive Recognition

- Headteacher Awards
- Star of the week across all key stages
- House points
- Recognition board in each room
- Triangulation – class teacher sending pupils to Headteacher/KS Lead for praise

Safeguarding

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 Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information.

SEN Pupils

We are aware as a school that nationally pupils with SEN are more likely to be excluded on a fixed term or permanent basis and are also more vulnerable to incidents of bullying. We try to adhere to the Behaviour Policy where possible for all pupils, but equally as our mission statement points out we need to value the individual and recognise their worth, which may result in a different approach for these pupils and their needs.

To support this as a school we do the following;

- Look at each case and child individually, which may result in a triangulation of input from the pupil, teacher and parents
- Carry out risk assessments where needed to reduce the potential for incidents
- Provide the children with a safe space at lunch, as and when needed
- Expose pupils to a rich PSHE curriculum which covers aspects of social, emotional and mental health skills
- Run interventions such as drawing and talking, Lego therapy and pay for access to County Inclusion Support Services
- Ensure that all teachers read and sign to say they have read the policy
- Develop various roles including play leaders, safeguarding council, pupil council
- Continue to train and support lunchtime staff to better understand our pupils and provide a way of dealing with behaviour at lunch

Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Behaviour Policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on MyConcern
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

These will always follow the same structure:

1. The class teacher or teaching assistant will give a clear look to the child – this will be considered a warning that expectations are not being met.
2. The class teacher or teaching assistant will reposition themselves within the classroom or reframe their structure to make it clear that expectations are not being met and this will be considered a second warning.
3. The class teacher or teaching assistant will have a quiet and subtle word with the child to remind them that expectations are not being met. This would be considered a third warning and will be clear and obvious to the child concerned.
4. If disruptive behaviour continues, then the class teacher or teaching assistant will apply a sanction of missed breaktime. In EYFS and KS1, this will be in increments of 1 minute and in KS2 in increments of 3 minutes.

Formal Procedure

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Significant acts of misbehaviour, or ongoing acts of relatively minor misbehaviour will be investigated and records kept. This may lead to parents/carers being informed (see appendices) and/or invited to discuss the matter with the Headteacher. In some cases, it may be deemed appropriate to impose sanctions, which may include:

- Loss of part or all of a break/lunchtime
- Withdrawal from extra-curricular activities
- Setting of written tasks such as an account of their behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Expecting work to be completed at home, or at break or lunchtime
- Being put 'on report' where each lesson is traffic lighted by teachers and this report card is shared between Headteacher and parents on a daily basis – a good report can lead to an earned reward eg Parents coming into class to share good work

- Removal of the pupil from the classroom – internal isolation
- Suspension
- Permanent exclusion, in the most serious of circumstances

External Exclusion

At St Louis Catholic Academy, exclusion is seen as the last resort, after all other attempts to modify behaviour have failed. Exclusion may be for either a fixed term or permanent. It is the Headteacher's responsibility to decide whether a child should be excluded. A decision to exclude will only be taken in response to serious or persistent breaches of this Behaviour Policy and if allowing the child to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

If the Headteacher decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set for the duration of a fixed term exclusion.

Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see Appendix 3 for a behaviour log)

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

Confiscation of Personal Items

- Children should not bring into school any personal items which are not part of their necessary school equipment.
- Children should not wear any jewellery to school other than studs if they have pierced ears.
- KS2 pupils may wear a simple watch which tells the time.
- No mobile phones should be brought into school with the exception of Year 5/6 pupils who walk to and from school – these will be stored and locked away in the School Reception Office.

Any child found to have these items with them in class or on the playground will have them confiscated.

All confiscated items will be stored securely and returned at the end of the day. School takes no responsibility for the confiscated items.

Misbehaviour Outside School Premises

Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by staff. Schools can impose sanctions when the pupil returns to school or under the lawful control or charge of a

member of staff. All educational visits will include clear statements to parents and pupils about behaviour standards and processes.

Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

APPENDIX A

St Louis Catholic Academy **Governors' Statement of Behaviour Principles**

Governors are required to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

This statement has been adopted by the Governing Body.

The Governors at St Louis Catholic Academy believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At St Louis Catholic Academy, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the Gospel values of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The Governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school.
- St Louis Catholic Academy is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies.
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.
- Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.
- Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
- Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.