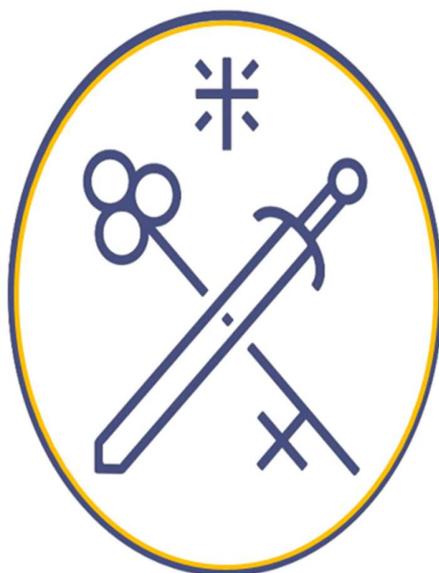


# St Peter and St Paul Catholic Primary School

## Positive Behaviour Policy

'The love of Christ impels us'  
To be  
Ready Respectful Safe



'To love one another....'  
**John 13: 34-35**

Signed  
Reviewed: September 2020

Chair of Governors

## **Introduction**

As teachers in a Catholic School, we believe that the life and teachings of Jesus Christ serve as our example as Catholic Educators.

St Peter and St Paul Catholic Primary School seeks to educate pupils in an atmosphere in which the love of God is shown in all aspects of school life, and in a caring and secure environment in which each pupil can discover and realise his/her own potential, as is outlined in the Home School Agreement.

**Some parts of this policy have been written specifically for children, other parts are for adult guidance. However, there are three key principles which underpin the policy.**

## **The Key Principles of Behaviour Management**

### **1. Being Inclusive**

Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.

Some of our children, for some or all of the time, will need more of our attention and support than others.

We have a responsibility to teach social behaviour to all pupils.

We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.

All pupils have the right to be educated no matter how challenging their behaviour.

Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures.

We adapt these to fit our diverse population.

### **2. Being Positive**

Parents and Carers need to be as fully involved as possible.

We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.

If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.

We should recognise acceptable behaviour through positive reinforcement.

We should provide pupils with honest, sensitive feedback on their own learning and behaviour.

### **3. Being Assertive**

We believe we all have rights- teachers have the right to teach, pupils have the right to learn.

Pupils and staff have the right to feel safe at all times.

Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.

We DO NOT tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.

If staff require additional support they may look to outside agencies in order to support individual pupils through learning and making changes in behaviour and parents will be informed of this in advance.

#### **The Aims of the Pupil Behaviour Policy**

To support the educational and other aims of the school.

To contribute to the ethos of the school.

To ensure that the conduct of all members of the school community is consistent with the values of the school.

To create a safe predictable working environment in which all children can learn positive social behaviour.

#### **The Pupil Behaviour Policy includes policies on the following:**

Anti-Bullying, Cyberbullying, E-Safety, Positive Handling, Exclusion – please refer to the full policy for further information and reporting formats.

The school's PSHE and Sex Education curriculum should address any bullying issues systematically. Issues should also be addressed through whole class circle time.

#### **Our School Rules**

**Be Ready** – being ready to learn

**Be Safe** – being safe around the school

**Be Respectful** – being respectful to all

**Everyone in the school has rights and responsibilities.**

To help protect our rights and to encourage responsibility, we have basic rules for our school. The School Rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.

## **Praise, recognise and respond**

**We believe that praise is the most powerful form of influencing children's behaviour.**

**Praise Assembly** is held at the beginning of each week where children from each class receive a Head teacher's certificate for a commendable action, attitude or piece of work. Awards are also given for good attendance. Pupils will be invited to have lunch at a special table with the Head teacher/Assistant Head or SLT for those pupils who model excellent manners especially at playtimes/lunch and around the school. **Hot Chocolate Fridays with the Head Teacher** for those pupils who always go beyond what is expected through following the mission statement and rules of the school and may sometimes not get the recognition they deserve.

## **Lunch Time Procedures**

The class teacher should escort their class into the hall at the correct time. The pupils are expected to stand in a **calm and sensible** line. They will be allowed into the hall in groups in order to maintain the calmness required for a happy and enjoyable lunchtime session. All adults on duty during the lunch time session are expected to actively manage the pupils as they move through this process.

## **Assemblies**

Assemblies provide opportunities for shared reflection upon issues that pertain to the more spiritual dimensions of life. It is therefore a time when expectations for behaviour are particularly high, so as to ensure that all pupils have the opportunity to learn and participate without disruption, but likewise to encourage the pupils to show appropriate reverence for this form of gathering. Pupils are required to enter the hall quietly and maintain this quiet for the duration of the assembly, unless otherwise directed by the adult in charge.

**All adults are expected to actively support and promote positive behaviour – by modelling the standards set for the pupils.**

## **In Class**

Pupils have a right to learn and teachers and TAs similarly have a right to teach and support. It is therefore very important to ensure that there is a clear classroom agreement in place, so as to uphold the rights of individuals. Pupils are expected to recognise the classroom as a shared learning environment, where they are to conduct themselves in such a way that is conducive to learning for all. Staff need to create a learning environment that is fun and engaging, where the curriculum is relevant to the class and accessible. It is also our policy to encourage all staff to be innovative and creative in their approach to lessons, so as to ensure maximum engagement and minimal off task

behaviour.

The establishment of **clear classroom structure** and **routines** is strongly promoted as they help to significantly reduce low level disruptions and thus contribute to the smooth running of lessons. Pupils should know what to expect at every juncture of the day and in fact, in every lesson.

### **Playground**

The expectations for behaviour in the playground are in line with our **school rules**. There is also a behaviour book which is used to record incidents where children have been asked to take time out at play times on the thinking bench/friendship bench.

### **Pupil Mediation Programme**

Some Year 6 pupils will be chosen each year to become mediator/playground buddies.

#### **The purpose of this programme is to support peers during playtime**

In developing social skills

Learning constructive ways of conflict resolution

assisting in helping children to feel included via befriending them

Year 6 monitors will patrol the playground areas/zones during playtime and help children to work through difficulties or to feel included in the activities with their peers.

Year 6 monitors will wear an appropriate identification during playtime

Year 6 monitors of the week will be identified during assembly

### **Rewards Systems**

It is very important that an atmosphere of positive reinforcement, motivation and achievement is fostered in the school. The most obvious way to encourage this is through praise by the teachers, which may take the form of a smile, a tick in a book or a special mention of a specific child's achievement to the rest of the school. There are several ways of reinforcing positive behaviour within our school:

### **WHOLE SCHOOL**

#### **1. Meet and Greet**

A soft start to school begins at 8.45am. All teachers are to be in their classrooms to meet and greet their pupils. This approach promotes a good start to the day and that the pupils feel valued.

#### **2. Head Teacher's Award**

Either the Head or another member of staff may nominate a pupil who has exhibited

outstanding behaviour or an achievement for a Special Head Teacher's award, to sit at 'top table' or to meet with the head for Hot Chocolate Fridays.

### **3. Showing Good Work to the Head and 'Buddy' Teacher**

Children who have achieved something worthy of special commendation may be sent to the Head/Deputy, where they will be praised and issued with a special sticker. When they are not available the child may be seen by another teacher. In addition, children who have an allocated buddy teacher can be sent to them to show good work.

### **4. Class Award**

Teachers select two children from each class who have done something particularly commendable (either work or behaviour). These certificates are given out at the Praise Assembly.

### **5. House Saints**

All pupils have been allocated a house Saint. Pupils earn crystals for good work, behaviour and good deeds. The crystals are added up and the winning house earn themselves a reward.

### **6. Best work assembly**

Pupils have an opportunity to show their best work at their Key Stage Assembly.

### **Early Years Sanctions**

If a child has to be reminded about their behaviour or there has been a disruptive incident in the classroom, they will be told to go to a time out area within the classroom to reflect on their behaviour. They will use a timer to show the amount of time they have to spend in the time out area and they will have a reflection sheet to complete by colouring in the appropriate parts.

If there is a serious incident, a member of the SLT will be informed and a meeting with the parents will take place.

### **KEY STAGE 1 and 2 RESTORATIVE MEETINGS**

Where possible the school will try a range of strategies before issuing any sanctions.

### **Restorative Justice**

For real change to take place it is essential that the pupils face up to their own responsibilities in a realistic and reflective manner. This will occur during morning play and lunchtime.

Possible reasons for sanctions:

**Behaviour Sanctions**

Number of Detentions	Behaviour Exhibited	Step 1 Parents informed By Class Teacher at home time	Step 2 Parents informed By Class Teacher at home time	Step 3 Parents informed By Class Teacher at home time	Step 4 Parents informed By SLT/ DHT/ HT
1	Disruptive in lesson	Indoor Reflection Club  Lunch Time	More than 3 Visits in 1 week = removal from class for one day	2 days out of class = Miss next school trip	External Exclusion considered  *See Exclusion Policy
1	Leaving classroom without permission				
1	Use of Bad Language				
1	Play Fighting				
1	Disrespectful to adults				
1	Verbal Fighting				
1	Threatening				
1	Use of verbal slur using Corona -19 language e.g. "Don't talk to them they have corona"				
2	Intentionally Hurting others feelings				
2	Intentionally Damaging Property				
2	Intentionally breaching social distancing				
3	Homophobia				
3	Racism				
3	Intentionally hurting staff/pupils (biting/spitting during COVID -19) (see step 4)				
Examples of Physical Violence	Physical Violence				
	3	2	1		
	Punching face	Kicking	Slapping		
	Biting	Pinching	Pushing		
	Spitting at someone	Hair grab	Clothing grab		
	Neck grab	Body holds	Arm grab		
	Head butting	Punching body	Shoulder shove		
	Using an item as Weapon	Arm grab with nails	Poking body		
		Retaliation			

Bullying	Several recorded incidences of any of the above behaviours towards a particular pupil. *See Anti-Bullying Policy
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### **Recording of Behaviour Incidents**

All behavioural incidences will be documents using the appropriate proforma.

Step 1: Staff Incident Report will be completed

Step 2: Pupil Account form will be completed

Step 3: Overview will be completed

Step 4: Length of sanction will be decided by the adult dealing with the incident

Step 5: Pupil will complete Behaviour Reflection sheet during sanction time

Serious incidences will be recorded by staff on the Serious Incident form. Serious Incidences that relate to social or emotional issues, will be recorded on a Pastoral Concern Form, particularly when related to our Vulnerable children or children with Special Educational Needs.

### **Vulnerable Pupils**

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

Parents will be contacted to discuss the schools concerns about their child's behaviour. The SLT will discuss with parents, strategies to further support their child's behaviour with early help.

These may include:

- Behaviour Support Plans
- Support from the Behavioural Education Support PRU Outreach Team.
- CAHMS
- Art Therapy
- Families First

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes as best they can.

**Next Review: January 2021**