

St Mary's and St Vincent's Catholic Primary Schools

Behaviour Policy – Reviewed and updated Sept 2021

Rationale for Behaviour Policy

We believe that our key objective is the education of the pupils entrusted to our care and that this will be most successfully achieved in a calm and orderly school environment. We also place great importance on creating an environment whereby children enjoy coming to school, in the belief that happy children are hardworking children. The school believes that it is the right of every child to work and play in a secure, harmonious Christian environment, where they feel safe. Our rules should be just and fair.

Aims:

- To create an environment in which the children feel safe, secure, respected and where they develop a sense of self-worth.
- To develop a moral framework within which the children have an understanding of the importance of good behaviour within the teaching of the Gospels
- For children to demonstrate their understanding of good behaviour through their actions.

Objectives:

For the children to show:

- An understanding of right and wrong.
- Sensitivity and consideration for others.
- A pride in themselves and their school.
- Self-confidence.
- Self-control.
- An interest in their activities.

For the children to develop:

- An understanding of the need for rules.
- A respect for and tolerance of other's opinions and ways of life.
- Responsibility for their learning and their environment.
- A sense of fairness.
- Strategies to cope with situations they may encounter in the classroom or playground.

Principles:

- **Safety** – The policy seeks to ensure the safety and wellbeing of all pupils, members of staff and other individuals on the school site.
- **Quality education** – Evidence shows that an effective curriculum, appropriately planned to stimulate and engage the pupils, is a key factor in motivating children and in maintaining an orderly learning environment. Teachers and support staff need to have high expectations of all their pupils, in terms both of achievement and

behaviour. Discipline is most effective when teachers can be constructive and positive, and when they are specific about what behaviour is expected of a pupil and what is unacceptable. The conduct of school staff themselves is an important element of the school ethos and of the behaviour of pupils. Pupils are likely to behave and learn better when they feel responsible for their learning and capable of success. Pupils should be encouraged under the guidance of the teacher to set and organise clear goals for themselves, reflect on their own progress and work cooperatively with their peers.

- **Respect** – The policy seeks to develop a sense of respect for both one another and for the school environment. It is expected that every member of our school communities shows respect to all other members.
- **Value** – The policy seeks to promote a school ethos where all individuals feel valued.
- **Responsibility** – The policy seeks to nurture individuals who will take responsibility for their actions.
- **Partnership** – The policy seeks to emphasise the fact that good behaviour will only flourish when pupils, parents, staff, governors and other individuals work towards a common aim.
- **An emphasis on the positive** – The policy seeks to be positive in its tone and practice. At its core is a desire to ‘catch children being good’. However, the policy also recognises that sanctions are at times required for children who misbehave.
- **Inclusion** – The teaching and learning, achievements, attitudes and well-being of every child in the school matter. We actively seek to remove barriers to learning that can hinder or exclude pupils.

Core Strategies:

Our schools believe in using a positive behaviour approach. This includes strategies such as:

- Giving public praise and private criticism. Children deserve to be spoken to quietly, in private, if their behaviour is a concern and to be praised publicly. This ensures that public attention is given to positive behaviours.
- Focusing on the behaviour, not the child. This ensures the child does not feel they are disliked; it is their behaviour that is the focus.
- Remembering that it can take 5 positive comments to counteract a negative one. If a child is reprimanded, the next conversations with them should be positive ones so they know it is not held against them.

Several key strategies underline the school’s behaviour and discipline policy. These are as follows:

School Rules

Our School Values

- Loving: We love God and we love each other
- Forgiving: We are forgiven by God and also forgive
- Tolerant and Respectful: We have a positive impact on others
- Honest: We have the strength to speak up truthfully

- Determined and Hard Working: We keep on going towards achieving our full potential
- Hopeful: We are changing what we can for the better

These are displayed in all rooms and around the school. They are discussed regularly in school assemblies and within the curriculum. Each half term one of the school values will become a whole school focus and regular assemblies will focus on the theme for that half term. **ClassDojo points are doubled in respect of the half-term's focus value.**

Term	Value
Advent 1 2021	We LOVE God and we love each other
Advent 2 2021	We are FORGIVEN by God and also FORGIVE
Lent 1 2022	TOLERANT and RESPECTFUL We have a positive impact on others
Lent 2 2022	HONEST we have the strength to speak up truthfully
Pentecost 1 2022	DETERMINED and HARD WORKING we keep on going towards achieving our full potential
Pentecost 2 2022	HOPEFUL We are changing what we can for the better

Rewards:

There is a shared commitment from all members of staff to reward good behaviour. This is most frequently done in the form of verbal praise which can act as a powerful motivating factor in encouraging and maintaining positive behaviour. In addition, a variety of individual, class-based and whole-school reward systems also operate.

Class and Individual Rewards

- A system of stickers, certificates and ClassDojo points, which can be earned according to certain class-specific criteria.
- Special responsibility, for example, being a class monitor.

School-wide Rewards

- Special mention in assembly
- Special mention in the school newsletter
- Special postcards can be sent from the Headteacher and other senior staff by post to the homes of children who have made an extra special effort.

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of ClassDojo points. These may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.

- Displaying a caring attitude towards others.
- Staying on task etc.

Points are also given consistently across the schools for

- Getting 100% in an Accelerated Reader quiz
- Completion of homework (handed in via ClassDojo)

Whatever deed the point is awarded for, it should be issued using the icon of one of our values, or for working hard. In this way, the children and parents can see clearly how the values fit into everyday life at our schools.

Once awarded, a Dojo point can never be deducted.

Dojo points are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him/her, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour or task	1 Dojo point via ClassDojo system and linked to one of - <ul style="list-style-type: none"> • a school value • working hard • completed homework • 100% in a reading quiz
	2 Dojo points are given if linked to the half-term's focus value
100 Dojo points	Bronze Award presented in assembly (Pencil)
200 Dojo points	Silver Award presented in assembly (Book Mark)
300 Dojo points	Gold Award and presentation in assembly (Voucher)

A ClassDojo point can be awarded by any staff member to any child at any time to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school**. If the staff member is not connected to the child's class, they should ask the child's teacher to give them a point.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze treat: up to one session
- Silver treat: up to half a day
- Gold treat: up to a full day

The number of points issued in each class should be monitored regularly for consistency of approach.

The Team System

All children are allocated to one of our 4 teams (St. Matthew - red, St. Mark - green, St. Luke - yellow and St. John - blue). Each team has a board in the school hall where special work is displayed and team achievements are celebrated. Team events are held through the year

including assemblies and competitions. There is also a non-uniform day for each team around the time of their saint's feast day, when children are encouraged to dress in their team's colour.

Golden Time

Golden Time is a form of reward that can be used by teachers who feel it is appropriate to their class. It is not something that should be used each week. However, when it is used it must contain a choice of high-quality activities which the children really don't want to miss. This may be best organised in whole Key Stages. Golden Time is a short (normally 20 – 30 minutes) whole-class reward for good behaviour during which children engage in purposeful but enjoyable activities that act as a catalyst for continued good behaviour and attitudes. The key features of Golden Time are as follows.

- Golden Time 'time' is removed incrementally in 5 minute blocks.
- The time can be earned back.
- The principle is that at least 5 minutes of Golden Time is always retained provided the child shows remorse and respect during their time out period of golden time.

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Physical intervention can only be used by staff with relevant training. Names of staff who have undertaken this training are listed below:

Steve Chiswell & Amanda Dowling

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCo and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly child'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction, given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

Who	Strategy	Types of Behaviour
Classroom teacher / TA	Use normal strategies: e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.	<ul style="list-style-type: none"> • Noises / saying comments • Distracting others • Not facing the right way • Wandering • Deliberate fidgeting • Any behaviours similar in severity as defined by staff
Step 1 Classroom teacher / TA	Give a final warning: Use the agreed phrase, 'This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.	
Step 2 Classroom teacher / TA	<p>Time Out (A)</p> <ul style="list-style-type: none"> • Child sent to designated chair/area of classroom. • 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance. • Class teacher records this on ClassDojo under Feedback – Needs work – Time out table. A brief note should be added to the feedback giving the reason for the sanction. ECTs should discuss this feedback with a member of SLT before it is sent to parents. This feedback will be seen by the parent. <p><i>If behaviour improves return to lesson. If not or if child refuses, move to Step 3</i></p> <p>For a regular offender:</p> <ul style="list-style-type: none"> • Record on CPOMS who, when, why. • Possible removal of treats / playtime / detention etc. • Discussion with SLT and/or SENDCo : consider Behaviour Intervention. 	
Step 3 Sent to teacher colleague in another class	<p>Time Out (B)</p> <ul style="list-style-type: none"> • Child escorted to designated colleague. • Up to 1 hour/session working alone without causing disturbance. 	<ul style="list-style-type: none"> • Refusal of Time Out A • No improvement during Time Out A

	<ul style="list-style-type: none"> • Possible removal of treats / playtime / detention • Class teacher to record on ClassDojo under Feedback – Needs work – Time with another teacher. A brief note should be added to the feedback giving the reason for the sanction. ECTs should discuss this feedback with a member of SLT before it is sent to parents. This feedback will be seen by the parent. <p><i>If behaviour improves return to class. If not or if child refuses, move to Step 4</i></p> <p>For a regular offender:</p> <ul style="list-style-type: none"> • Detention • Record on CPOMS • Discussion with SLT and/or SENDCo: consider School Action of the Code of Practice. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents informed by letter that behaviour is a cause for concern. • Parents discuss concerns agree targets/support. • Consider alternative strategies, inform other agencies. • Access to extra-curricular/enrichment activities is linked to improvement. 	<ul style="list-style-type: none"> • Repetition of previous behaviour after Time Out A
<p>Step 4 Headteacher / member of SLT</p>	<p>Time Out (C)</p> <ul style="list-style-type: none"> • Child escorted to Headteacher /member of SLT • Up to half a day working alone without causing disturbance. • Detention • Headteacher to contact child's family • Teacher to record incident on CPOMS <p><i>If behaviour improves return to class. If not or if child refuses, move to Step 5</i></p> <p>For a regular offender:</p> <ul style="list-style-type: none"> • Discussion with Headteacher / Deputy Headteacher / SENDCo: consider the need for School Action Plus • Complete a 'Behaviour Assessment Profile'. • Parents / LA (Jigsaw) informed by letter that child's behaviour is causing serious concern. • Meeting with parents to investigate possible causes/alternative strategies 	<ul style="list-style-type: none"> • Continued poor behaviour after Time Out C or refusal of Time Out B • Pinching • Fighting • Kicking • Hitting • Pulling / Pushing • Use of sexual images/language to offend • Spitting • Swearing • Continuous disruptive behaviour • Biting • Throwing objects that could cause harm • Insolence towards adults • Being disrespectful

	<p>i.e. parents working alongside child, reduced school day etc.</p> <ul style="list-style-type: none"> • Access to extra-curricular / enrichment activities dependant on progress. • Referral to multi agencies i.e. Behaviour Support/Ed Psych etc. 	<ul style="list-style-type: none"> • Lying • Stealing • Any behaviours similar in severity as defined by staff
<p>Step 5 Headteacher /SENDCo</p>	<p>Pastoral Support Programme (PSP) - 'On Report'</p> <ul style="list-style-type: none"> • Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern. • PSP Meeting with parents/child to agree the way forward. • Clear/realistic targets for behaviour agreed (maximum of three). • Clear rewards/consequences identified for success/failure (including possible exclusion). • Daily feedback to child (x 5), weekly feedback to parents. • Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc. • Consider EHC. • Consider EHA. • PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly <p><i>If targets are achieved remove from PSP. If PSP failed, move to Step 6.</i></p>	
<p>Step 6 Headteacher</p>	<p>Behaviour Contract A last step before exclusion</p> <ul style="list-style-type: none"> • Clear specific rules which the child must uphold in order to remain in school. • Further sanctions an immediate consequence of breaking the contract. • Reviewed weekly. • Parents, Chair of Governors, Jigsaw informed. <p><i>If behaviour improves return to PSP If not move to Step 7.</i></p>	
<p>Step 7 Headteacher</p>	<p>Internal Exclusion (up to 5 days)</p> <ul style="list-style-type: none"> • Child has no contact with own class or classmates. • No access to playground, extra-curricular or enrichment activity. • Parents, Chair of Governors, Jigsaw informed by letter. • LA informed of likelihood of external exclusion. 	<ul style="list-style-type: none"> • Failure to meet PSP targets or behaviour contract targets

	<p><i>If behaviour improves return to class on a Behaviour Contract or PSP.</i> <i>If not move to Step 8.</i></p>	
<p>Step 8 Headteacher</p>	<p>Fixed Short Term Exclusion (up to 5 days per exclusion)</p> <ul style="list-style-type: none"> • Parents, Chair of Governors, LA Officer informed by letter. • Parents may make representations to Chair of Governors • Pupil Discipline Committee may meet but cannot reinstate. • Upon return to school, child stays on Contract for a minimum of 2 weeks. <p><i>If behaviour improves remove from Contract to PSP.</i> <i>If not move to Step 9.</i></p>	<ul style="list-style-type: none"> • Uncontrollable behaviour at times • Unsafe defiance • Deliberate use of a weapon • Serious injury to someone else, with intent • Stealing • Racism • Homophobic bullying • Use of sexually explicit language to specifically offend
<p>Step 9 Headteacher</p>	<p>Permanent Exclusion</p> <ul style="list-style-type: none"> • Parents, Chair of Governors, LA Officer informed by letter. • Discipline Committee meet and consider all representations and reports (parents/child may attend). • Discipline Committee either reinstate or uphold exclusion. • Parents notified of right to appeal. • If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks. • If appeal unsuccessful, remove child from school roll. 	<ul style="list-style-type: none"> • Persistence in relation to behaviours listed against Steps 4-6 • Any behaviours similar in severity as defined by staff • Bullying • Any behaviour considered a criminal offence

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Playtime / Lunch Time code of behaviour / warning procedure

- Reminder of rules
- Verbal warning

- Time out on a bench (5 min)
- Time out on a bench (10 min)
- Sent to Key Stage Leader (10 min) EYFS – ACD; KS1 – LWM; KS2 ADG
- Sent to HT and parents informed
- MSA's book / reporting to staff at end of session for minor offences
- Incident reports should be completed for more serious offences

Parental Involvement

Parents play an important role by helping the children abide by the behaviour policy set out by the school. If full development of an individual's potential is to be achieved, home and school must work together. When entering the school for the first time parents and children should be encouraged to read the behaviour and discipline policy together. On entry to the school, parents are requested to sign a Home/School Agreement. It is essential parents are fully informed and involved in finding solutions with teachers to address difficult or persistent issues. Parents are also strongly encouraged to use the ClassDojo app for each of their children at the school.

Parents should:

- ensure their child is punctual in their arrival at school
- ensure their child arrives alert and eager to learn
- ensure their child has the right equipment for that day's activities
- ensure their child abides by school uniform policy
- show an interest in their child's achievements e.g. attending parent's evening, reading through annual written report with the child and discussing it with them.
- teach their child to respect members of staff, fellow pupils, others and personal property
- support their child in the completion of their homework
- Attend meetings with class teachers and Senior Leaders including the Headteacher

Investigations

Very occasionally it can be an effective strategy to discuss the behaviour of a particular child with a class or group of children, without the child being present. The agreement of the Headteacher must be obtained before this strategy is employed.

Troubled Children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for EHCs and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school, as well as daily feedback about the child regarding progress, is essential. This can be achieved through the use of reading records and homework diaries.

Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour, e.g. "To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- Should provide clear consequences for breaking the agreement, e.g. exclusion.

If in doubt, consult a member of the SLT.

Peer on Peer Abuse – Trust Statement of Intent & Policy

Any incidents of peer on peer abuse are taken very seriously, the DSL and team follow procedures set out in the above intent and policy.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.