

# **Saints Peter and Paul Catholic Primary School**



# **Behaviour For Learning Policy**

Agreed 24<sup>th</sup> June 2020

Date for Sept 2020

Signed

*J. Mowley*



## Saints Peter and Paul Catholic Primary School Behaviour For Learning Policy

### Introduction

Development of self-esteem is at the heart of the process of achieving good behaviour and discipline. The approach used by staff in dealing with behaviour must be based upon an effective, clearly stated and consistently applied whole school policy, with clear rewards and sanctions.

This document aims to set out our clear whole school approach and should be considered when applying discipline procedures. Please refer to Safeguarding policy when making assessments and decisions.

Behaviour and discipline have always been important to Saints Peter and Paul Catholic Primary School.

*‘Good routines are built in EYFS and in KS1 and are the basis for routines right up to Y6. Pupils behave well because there are simple rules for them to follow.’*  
OFSTED 2019

### Mission Statement

Saints Peter and Paul is a school where we learn together to be the best that we can be through individuality and our gospel values like Jesus taught us.

### **OUR AIMS:**

We seek to provide an education which enables each person to reach their true potential by:

1. Planning and delivering enriched teaching and learning experiences, closely matched to children’s needs by assessing, monitoring and evaluating our provision.
2. Delivering outstanding Religious Education through a well taught and resourced Come and See programme
3. Offering a range of extra-curricular and enrichment activities e.g. choir, guitar, football, multi-sports, netball and drama.
4. Providing continuous professional development for staff both individually and collectively.
5. Working with our governors as they support, challenge and guide our school.

Our culture and ethos are based on gospel values of love, care and respect, where individuality is encouraged and celebrated. To achieve this, we will:

1. Value the gifts, talents, successes and endeavours of everyone within our whole school community.
2. Be positive role models who treat each other equally and fairly to work together for the good of all.
3. Provide opportunities for the spiritual and moral development for our community e.g. *quality Collective Worship, time for reflection and contemplation and Come and See for Yourself, code of conduct, rewards etc.*

### **Partnership**

We aim to work in partnership with our families and Parish Community by:

1. Welcoming all visitors warmly and sincerely – due to Covid 19 – this will be via phone, email, video call
2. Actively encouraging Home-school relationships in order that each child's education is the best possible.
3. Developing links with the Parish of Saints Peter and Paul and serving our local and wider community by promoting justice and fairness through raising awareness and supporting charities eg Cafod, Foodbank and Children in Need etc

### **CHILDREN'S MISSION STATEMENT**

In our school:

We will work together, try our best and live as Jesus taught us by showing love, care and respect.

## **Aims of our Behaviour for Learning Policy**

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour and encourage in children a respect for themselves, for other people and for property.
- To help all our pupils move towards taking responsibility for their own actions through development and encouragement of self discipline, which is the most effective form of discipline.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To incorporate into our discipline policy the teaching of social and emotional aspects of learning.

## **Communication**

We need to communicate our policy to:

- All Staff
- Children
- Parents
- Governors
- Other Interested Parties

## **The Teacher's Role**

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and Senior Teachers. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

## **Rules**

School rules are kept to an essential minimum and are included in our home/school agreement. (A copy is available as Appendix 1).

School rules have been developed to be meaningful to children. None are too difficult.

They are all designed to develop courtesy, good manners and mutual respect. They are to

protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

## Our Pupil's Code of Conduct

### 1. Take Care Of Yourself

- Always tell someone if you are unhappy, being picked on or bullied
- Never stay in the school building or classroom during break times or leave school without permission
- Never do anything silly or dangerous where you might be hurt
- Never talk to strangers in school unless they have a visitors badge on

### 2. Take Care of Others

- Always be friendly to visitors, new comers and other children
- Never do anything to hurt others (such as name calling/hitting)
- Never distract others from completing work
- Never give cheek or be rude to adults or children.

### 3. Take Care of Your School

- Always be proud of your school
- Never steal or deliberately damage school equipment
- Never drop litter or deface the school building
- Never give the school a bad name by using inappropriate behaviour outside of school

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized at Foundation Stage, KS1 and in the Dining Hall

#### 2. Our Listening Code

##### *When I am asked for my attention I:*

Stop what I am doing  
Empty my hands of equipment etc  
Look at the teacher  
Keep quiet and still  
Listen to instructions

#### 3. Our Line up Code

##### *When I am asked to line up I:*

Walk to my space in the line  
Leave a person space  
Keep my hands and my feet to myself  
Keep quiet and still  
Listen to instructions

#### 4. **We have specific rules being enforced on the grounds of health, welfare and safety**

##### **A. Food and drink**

.KS2 children may bring fruit from home to eat at morning play. They may also purchase fruit at Break time. Other than fruit and packed lunches, no food of any kind should be brought into school including sweets, biscuits and drinks. Children can celebrate their birthdays in school by bringing in shop bought cupcakes, no sweets are allowed.

Children have regular access to water and are encouraged to bring in clear see through water bottles, with a sports cap. These bottles are for water only. A choice of quality fresh juice, milk or water is available during lunch. Infants have milk at morning playtime also.

##### **B. Jewellery**

Watches (no i-watches) and small stud earrings are the only items of jewellery which may be worn at school. Watches must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE.

##### **C. PE Kit**

School PE kits must be worn for all PE activity.

**School PE Kits;** No jewellery, black pumps, Royal blue shorts and White school T-shirt with school logo.

##### **D. School Clothing**

The school has a separate school uniform policy. Uniform may be purchased from 'Kids Kirby'. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only black flat-heeled shoes should be worn.

School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

No bags are to be brought into school **during this current time, except school PE bags, book bags and KS2 homework bags. Football kits and Gym kits can be brought in in appropriate sized bags.** Packed lunches should be brought to school **in a disposable bag – no lunch boxes.**

##### **E. Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Everything should be labelled. Toys, games, electronic games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). **No money can be brought into school. All payments for ASC, Breakfast club and lunches should be paid on the 'Parent Pay' App.**

##### **F. Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the Headteacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the Headteacher on the 'Mobile phone form' which is available from school office. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be placed in snappy bag in class on arrival and given out at the end of the school day. A TA must take the box of Mobile phones to the office They should never be left in trays, bags or coats or used during school hours.

## **G. Rights and Responsibilities**

### **Children's Rights**

To be respected  
To be heard  
To be believed  
To be trusted  
To learn  
To be safe

### **Children's Responsibilities**

To show respect  
To listen  
To tell the truth  
To be trustworthy  
To allow teaching  
To take care

## **Our School Approach:**

The Elton Committee (1989) reported that:

***“Schools which put too much faith in punishments to deter bad behaviours are likely to be disappointed.....Punitive regimes seem to be associated with worse rather than better standards of behaviour”***

***“However, this does not mean that punishments are not necessary. Schools need to establish a healthy balance between rewards and punishment.”***

***“Pupils should learn from experience to expect fair and consistently applied punishments for bad behaviour which make the distinction between serious and minor offences apparent.”***

In Saints Peter and Paul School, therefore, we aim to establish a balanced approach.

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

The DFE 2011 'Use of Reasonable Force Document' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Some staff are trained in 'Team Teach' for safe handling and de-escalation techniques. Documents are available in every classroom and in Headteachers office and Learning Mentor Office. **Any staff having to use Team Teach methods for intervention must wear PPE as stated in school's current risk assessment.**

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Headteacher should be informed immediately.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Headteacher or an appropriate staff member, will

attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

### **Movement in and around School**

- During the current Covid 19 situation - any movement in and around school should be minimal, e.g. to use the toilet, to access the outside area if there is not an external door within the classroom. Shared access corridors have markings / warning signs of the floor to remind children about social distancing and as a physical indication what 2 meters is. Staggered start and finish times, plus breaks and dinner will ensure that groups of children will not be moving around the school at the same time.
- Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

### **Movement Around School for whole class**

#### **Pupils will not use internal corridors – where ever possible**

- Use and enforce 'Our Line Up Code' with 2 metre distance
- Give out any instructions and set expectations.
- Make sure all children are settled before setting off, and walk in silence.
- Foundation Stage bubble/ KS1 bubble will use 2m stickers in corridors to aid social distancing on way to and from the hall for lunch children
- Use set points to walk to and wait i.e. end of corridor, Junior/Infant Doors, etc.
- Encourage the pupils to 'pass the door on' to others.
- Walk to the left hand side of the corridor.
- Teacher must lead the line to allow maximum supervision of your group and TA to follow the class at the back of the line.
- Constantly remind children of the importance of 2 metre distance at all times. In due course this should lead to sensible self-disciplined movement around class / school as the children mature.

### **Movement Around School - Suggested Procedures for Individual Children**

- Children should not be taking messages between classes, if teachers need to communicate with other areas of the school, other methods of communications, telephones or radios to reduce access of individuals around the building should be used.
- Some older pupils will need to use the corridor for access to toilet areas, staff need to ensure only one child at a time are leaving class to go to toilets

### **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision and gate duty for their own bubbles. Each bubble has a designated outside area and play equipment.

## **Gate Duty**

Key worker children to arrive at school for breakfast club at 8.00am / or by 9:00 via the front entrance and will walk down to their designated bubble- with a member of the office staff/TA from bubble

Year 6 children will enter via the KS1 gate and enter their classroom (Clitherow / Fisher) through the class external door, on their first morning only. Clitherow children to arrive at 9:15. Fisher children to arrive at 9:30. On the first day back at school – they will be show their new route into school for the next and subsequent mornings

## **Playtimes**

Each bubble has their own designated area for outdoor play. Trim trails and climbing wall will not be used during this time. Staff within each bubble to be present on the playground during these times. See Playground rota for times and designated areas.

Education bubbles will have designated outdoor time, supervised by their staff. Staff within bubbles to cover each other for a break.

Teaching staff must complete a risk assessment of playing area and grass area before break time starts.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate **whilst maintaining 2 metre social distance** whilst maintaining an overview of the play area, and spotting potential problems before they escalate.

Upon hearing the whistle **to signal the end of play** children should stop what they are doing, put down their play equipment, stand still and remain quiet. Upon instruction they should place their equipment back into their box and walk to designated classroom **ensuring they maintain 2 metre social distance**. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a ' **virtual smiley**'. One child should be given responsibility of bringing the bubble's play equipment back to their classroom

In poor weather, the teacher **in bubble** may decide that children should not go outside at break time. In these circumstances teachers **in bubble** remain responsible for the supervision of **their** class, children are allowed an indoor playtime with suitable, quiet activities provided for children.

## **Playground procedures**

In order to influence behaviour **during transition times** e.g. playtime, lunchtime and home time - teachers should supervise their own children in the classroom **and on the yard**, allowing them to use the toilet (**designated toilets – 1 pupil at a time**) Children should be well informed by their teachers to put on their coats at the beginning of playtime if necessary, to go to the toilet before they go out etc. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised.

Children may use balls or equipment supplied by the school **within their designated outdoor equipment box**.

Any child needing minor medical attention at playtime will be dealt with by the member of staff for the bubble. A small first aid kit will be taken out onto the playground area. For

more serious injuries a first Aider will be called to attend to the child. **First Aider must wear PPE as stated in current school risk assessment.**

-First aid is administered **within child's own bubble setting.**

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices). **All pupils to wash hands on returning to bubbles.**

### **The Role of the Class teacher**

With the exception of the Headteacher, Deputy Headteacher and Assistant Headteachers, teachers are not required to perform lunchtime supervision duty. This does not however, absolve teachers in law from attending to a situation involving a pupil, if the matter is brought to their attention. At all times, whilst on the premises, the welfare and safety of pupils is paramount. First Aider lists are found at various places around the school.

Teachers can help improve lunchtime behaviour;

- By helping children learn to play in more imaginative and constructive ways by teaching playground games/songs and using playground equipment during PE lessons.
- By supporting lunchtime supervisors and treating them as full staff members, thus raising their status and authority in the eyes of children.
- Keeping lunchtime supervisors informed of any children with problems or who are experiencing particular difficulties.
- Using circle-time, drama and PSHE to explore themes such as bullying, self – esteem and resisting peer pressure.

## **The Reward System**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

### **Rewards**

#### **1. General**

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Children's work should be displayed as much as possible both in the classroom and corridors of the school.
- **HT / member of SLT to visit the classroom for commendations**
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Buddies, Monitors, School Council etc.

- Above all, praise and encouragement in and out of lessons should be used as much as possible.

## 2. Whole School Reward System: 'Smileys'

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 'virtual smiley face' cards. Reception pupils, KS1 and Ks2 collect smileies. Younger Foundation Stage pupils will receive instant rewards from staff. Smiley faces 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.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

### Once awarded a Smiley can never be deducted.

They 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, 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 =1 Smiley (the smiley is displayed on the class smiley):

10 Smileys	Verbal commendation in class
100 Smileys	Key Stage Manager/ Assistant Headteacher commendation: Bronze Award certificate
200 Smileys	Deputy Headteacher/Headteacher commendation: Silver award certificate
300 Smileys	School commendation: Gold award certificate

Children should aim to achieve Bronze Award by the end of the autumn term, Silver during the spring and Gold by the end of the year. Children achieving awards within this timeframe also receive a letter home **via email** informing parents of how well they are doing at school. Letters to parents for achievement of Bronze, silver and Gold awards are attached as Appendix three.

**A virtual 'smiley' can be awarded by any staff member to any child at any time This reinforces our philosophy that the care of all our children is the responsibility of all adults in school. Staff to collate in a smiley book, when pupils tell of their new smiley**

## 3. Certificates

**A class assembly can take place in each education bubble at the end of the week this is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Up to 4 awards are given to a class and the individual pupil's names are included on the weekly newsletter.**

#### 4. Other rewards

Other rewards include;

- Targeted rewards for individual children from the Learning Mentor for reaching targets
- Golden child in individual **bubbles**.
- Shields and trophies awarded for various academic and sporting achievements given at the end of the school year.

### Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences 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.

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Incident' form (Appendix 2) should be completed and a copy forwarded to the Learning Mentor
- If physical intervention of any kind is required then a 'Major Incident' record (available from the HT) should be completed as soon as possible and given to the Learning Mentor.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form (available from the HT) and given to HT.

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 in 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, SENCO 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 girl/boy'.

#### 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 judgment is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence.**

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

**If unacceptable behaviour occurs:**

#### **Step 1**

**School staff to use following strategy:**

1. Polite warning, child's name written up on board/ or if on playground a verbal warning given.
2. If behaviour persists second and final warning is given, teacher to say; 'This is your final warning. Do you understand?'  
Children should be fully aware of what this means and the consequence of continuing with unacceptable behaviour.
3. If behaviour persists a yellow card is issued
4. Two yellow cards in one day = red card issued

**Red cards may also be given straight away for more serious offences.**

If behaviour persists

### **Step 2**

**School staff to give a 'Time Out (A)'. (Time out Guide as Appendix 4**

1. Child given a red card. **During current situation children will already be sitting alone – so 'time out' to take place at own desk following the 'time out' procedure in point 2.**
2. 5-10 minutes sitting alone in order to reflect; calm down etc without causing disturbance.
3. Teacher records incident on Incident sheet (Appendix 2) and this is given to Learning Mentor

**Return to step 1, if a child continues with unacceptable behaviour and another yellow card is issued go to step 3.**

### **Step 3**

**Work with a Teacher colleague to implement a 'Time Out (B)'**

1. Child escorted to designated colleague's classroom.
2. **Up to half an hour working alone without causing disturbance (depending on age of child). (1 and 2 )This can't happen due to children not being able to mix across bubbles**
3. Possible removal of a treats / playtimes/ After school activities.
4. Child records when, why on Child's Incident Form as Appendix 6.
5. Discussion with Head of Department and/or SENCO
6. Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
7. Complete a 'Behaviour Assessment Profile' if necessary.
8. Parents informed by letter that behaviour is a cause for concern.
9. Parents discuss concerns agree targets/support.
10. Consider alternative strategies, inform other agencies.

**If the child's behaviour improves return to their own class, If not or if child refuses, move to Step 4**

### **Step 4**

**Senior Teacher/Assistant Head implements a 'Time Out (C)'**

1. Child is informed that the Deputy Head / Assistant Head. Will be told of the incident, due to the seriousness of it and it will be recorded
2. 1 session to half a day working alone without causing disturbance (depending on the age of the child)
3. Record who, when, why on incident form (appendix 2). Child records incident on Appendix 6
4. Parents informed of incident by letter sent home with the child
5. Discussion with Deputy Headteacher/ SENCO
6. Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
7. Complete a 'Behaviour Assessment Profile'.(Available from HT)
8. Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.

9. Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

**If the child's behaviour improves return to class, If not or if child refuses, move to Step 5**

**Step 5**

**Deputy Head Teacher to initiate Pastoral Support Programme (On Report)**

1. Teacher completes a Behaviour Assessment Profile.
2. Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
3. Consider EHAt
4. Pastoral Support Programme (PSP) **Phonecall** with parents/child.
5. Clear/realistic targets for behaviour agreed (maximum of three).
6. Clear rewards/consequences identified for success/failure (including possible exclusion).
7. Daily feedback to child (x 5), weekly feedback to parents **via email / phonecall**
8. PSP to last a minimum of two weeks/a maximum of 20 weeks, and reviewed when agreed.

**If targets are achieved remove the child from PSP, If PSP failed, move to Step 6.**

**Step 6**

**Headteacher is to initiate a Behaviour Contract**

1. Clear specific rules which the child **must** uphold in order to remain in school.
2. Further sanctions an immediate consequence of breaking the contract.
3. Reviewed weekly.
4. Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.
5. Complete a EHAt.

**If behaviour improves return to PSP, If not move to Step 7. (All meetings will be Virtual)**

**Step 7**

**Headteacher to initiate an internal Exclusion (5 days or more)**

1. Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
2. Child has no contact with own class or classmates.
3. No access to playground, extra-curricular or enrichment activity.

**If child's behaviour improves return to class on a Behaviour Contract or PSP, If not move to Step 8.**

Following latest government guidance

**Step 8**

**Headteacher initiates a Fixed Short Term Exclusion (up to 5 days per term)**

1. Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
2. Parents may make representations to Pupil Discipline Committee.
3. Pupil Discipline Committee may meet but cannot reinstate.
4. Upon return to school, child stays on Contract or PSP for a minimum of four weeks.

**If child's behaviour improves remove from PSP, If not move to Step 9.**

**Step 9**

**Headteacher initiates a Fixed Long Term Exclusion (up to 45 days per year).**

1. Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
2. Discipline Committee meet (parents/child or representative may attend/make representations).
3. LA Officer must be invited to attend but may not reinstate.
4. Discipline Committee either reinstate or uphold the exclusion.

5. Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight weeks.
- 6.

**If child's behaviour improves remove from PSP, If not move to Step 10.**

**Step 10**

**Pupil Discipline Committee give Permanent Exclusion**

1. Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
2. Discipline Committee meet and consider all representations and reports (parents/child may attend).
3. Discipline Committee either reinstate or uphold exclusion.
4. Parents notified of right to appeal.
5. If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
6. If appeal unsuccessful, remove child from school roll.

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

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



# Saints Peter and Paul Catholic Primary School Home-School Agreement

Child's Name	Address
D.O.B.	
Telephone Number	

### The School will

- Provide a full entitlement to the National Curriculum that caters for the needs of the individual child and keep Parents and Carers informed of their child's progress
- Provide the right environment and conditions for learning, play and study
- Ensure your child's physical and social well being at all times, and to foster feelings of confidence, self worth and belonging
- Give all pupils the opportunities to achieve success in all areas of school life
- Provide opportunities for, and actively encourage, pupils to take part in extra-curricular activities
- Ensure high standards of behaviour, attendance and work as directed by school policies, statutory legislation and appropriate guidance
- Welcome Parents/Carers into the life of the school and listen and respond quickly and effectively to any concerns
- Communicate regularly with parents about school life and about any specific concerns about their child
- Provide adequate homework for the age and development of each child
- Ensure pupils are dismissed promptly
- Treat everyone in school with respect

### Parents will

- Ensure that my child attends regularly, in the correct uniform and shoes and is ready to learn with all appropriate equipment e.g. PE kits, homework, glasses and book bags
- Ensure that my child arrives promptly, and where appropriate, is collected promptly by a responsible adult at the end of the school day
- Support my child with reading and other home learning activities
- Support all school policies and guidelines
- Adhere to school rules on healthy packed lunches
- Work with the school to make sure that my child behaves well and let the school know if there are any problems at home that may affect my child's learning or behaviour
- Attend all Parents Day appointments and discussions about my child's progress
- Ensure my child goes to bed at a reasonable time on week days when they have school the next day
- Park responsibly near to school avoiding yellow zigzags
- Avoid any posts about the school, pupils or staff on social media
- Treat everyone in school with respect

### Pupils will

- Attend school regularly, on time, in correct uniform with correct school shoes and be ready to learn, bring into school all equipment you need for that day
- Complete all home learning activities and bring back to school on time
- Behave well in and out of school and follow school rules, policies and class rules
- Take all letters home to parents All letters to be sent via School App.
- Let my teachers know if I am worried or upset
- Always try your best
- Take part in Extra Curricular activities and make a contribution outside lessons wherever you can
- Treat all staff and pupils in school with respect

Signed; Pupil\_\_\_\_\_

Parent\_\_\_\_\_

Headteacher\_\_\_\_\_

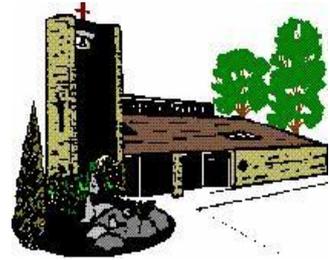


**Saints Peter and Paul  
Catholic Primary School,**

Moorfield, Tower Hill  
Kirkby.L33 1DZ

**Headteacher: Mrs J. Mousley  
Chair Of Governors: Mr. George MacKenzie**

**Website: [www.saintspeterandpaulcps.org.uk](http://www.saintspeterandpaulcps.org.uk)  
E-mail: [peterandpaul.de@knowsley.gov.uk](mailto:peterandpaul.de@knowsley.gov.uk)  
Telephone 0151 477 8205**



**Report of Incident**

**Actions Taken as a result of the incident**

**Resolution of the incident**



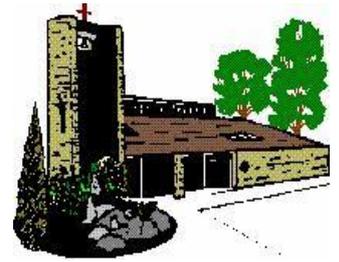
# Saints Peter and Paul Catholic Primary School,

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## Appendix Three



Date;

Dear Parent/Guardian

### RE: BRONZE AWARD

At our school we believe in rewarding progress, effort and behaviour. We do this with many rewards, awards and treats. Through our Assertive Mentoring system we set targets and track progress for Attainment, Achievement, and Attitude.

The children collect smiles or 'Smilies' from staff for any noteworthy behaviour, effort or work.

I am delighted to inform you that your child has now collected over 100 smilies within the Autumn Term and as a result has received a 'Bronze Award' from the school.

This shows that your child has done particularly well at school this term.

Yours sincerely

Mrs. J. Mousley  
Headteacher

---

### BRONZE AWARD

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

*Educating our children through love, care and respect.*



INVESTOR IN PEOPLE



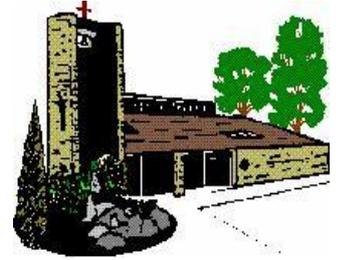


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Telephone 0151 477 8205



Dear Parent/Guardian

## RE: SILVER AWARD

At our school we believe in rewarding progress, effort and behaviour. We do this with many rewards, awards and treats. Through our Assertive Mentoring system we set targets and track progress for Attainment, Achievement, and Attitude.

The children collect smiles or 'Smilies' from staff for any noteworthy behaviour, effort or work.

I am delighted to inform you that your child has now collected over 200 smilies before the end of the Spring Term and as a result has received a 'Silver Award' from the school.

This shows that your child is continuing to do particularly well at school.

Yours sincerely

Mrs. J. Mousley  
Headteacher

---

## SILVER AWARD

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

*Educating our children through love, care and respect.*





# Saints Peter and Paul Catholic Primary School,

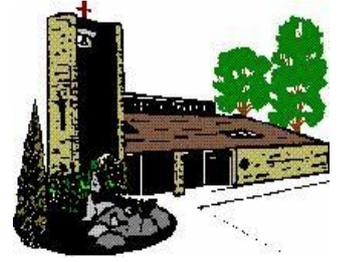
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Date

Dear Parent/Guardian

## RE: GOLD AWARD

At our school we believe in rewarding progress, effort and behaviour. We do this with many rewards, awards and treats. Through our Assertive Mentoring system we set targets and track progress for Attainment, Achievement, and Attitude.

The children collect smiles or 'Smilies' from staff for any noteworthy behaviour, effort or work.

I am delighted to inform you that your child has now collected over 300 smilies before the end of the Summer Term and as a result has received a 'Gold Award' from the school.

This is a great achievement and shows that your child has done particularly and consistently well at school this year.

Yours sincerely

Mrs. J. Mousley  
Headteacher

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## GOLD AWARD

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 4

### Time Out Guide

#### RECORDING ISOLATION: Notes

##### Time Out A: a class list

It is not essential or even desirable that all isolations are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

##### Time Out B: one sheet per child

All should be recorded and stored in the child's Mentoring File:

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible targets and support

##### Time Out C: more detailed recording required

More detailed recording required. What happened, and why.

Letter sent to parents

All should be recorded and stored in the child's Mentoring File:

**Statements/Comments** should be brief but succinct, clear, unambiguous e.g.

*'disturbing class', 'being a nuisance'* - meaningless and open to misinterpretation

rather : *'tore up Anthony Brown's work', 'thumped Rebecca Smith in the back', 'refused to sit for story'* etc

##### On Report

- 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.
- If clear targets cannot be identified – monitor behaviour (time sampling, frequency recording etc)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.



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Dear Parent/Guardian

## RE: MOBILE PHONE POLICY

It has been noted that your child has been bringing a mobile phone to school.

The school policy states that mobile phones can only be brought to school in exceptional circumstances and with the prior permission of the Headteacher.

Parents who feel their child **must** have a mobile phone at school should express their reasons in writing to the Headteacher. Such requests will be considered on an individual basis. Forms are available at the office.

If, in exceptional circumstances permission is granted, mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They must never be carried, left in trays, coats or bags during school hours.

The reasons that mobile phones should not be used during school hours are:

- Contact is possible through the school's land lines
- They present an unacceptable disturbance to lessons
- They present the potential for theft and cyber bullying

I trust you agree and would appreciate your help with this matter.

Yours sincerely

Mrs. J. Mousley  
Headteacher

### MOBILE PHONE POLICY REMINDER

- I will ensure my child stops taking a mobile phone to school
- I believe my child **MUST** take a mobile phone to school for the following reasons:

---

---

Signed: \_\_\_\_\_

Parent of: \_\_\_\_\_





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### Child's Incident Form

Write down in your own words;

1. What you have done in order to be given a Time Out.
2. What you could have done differently
3. How your behaviour will improve from now on