

Saints Peter and Paul Catholic Primary School



Behaviour Policy Academic Year 2023-24



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Introduction

This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or by a third party.

This policy sets out the expectations for behaviour in the school and works in conjunction with the school's Anti-Bullying Policy, Behaviour and Discipline in Schools (DfE) <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> and Use of Reasonable Force (DfE) <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

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 endeavor 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
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 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.

The Role of all Staff

All staff 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.

All staff need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will affect positively on general classroom behaviour.

Our Pupil's Code of Conduct

Take Care Of Yourself

- Always tell someone if you are sad, unhappy, worried or hurt.

Take Care of Others

- Always be friendly and kind to visitors, new comers and other children
- Display attitudes of love, care and respect in all that we do.

Take Care of Your School

- Always be proud of your school
- Always give the school a good name by using appropriate 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

Our Listening Code

When I am asked for my attention I:

Stop what I am doing and empty my hands
Look at the teacher

Our End of Playtime Code

When the whistle is blown I:

Stop what I am doing
Come off the equipment / keep sports equipment still
Walk into school calmly and quietly returning resources on the way.

Our School 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.

If a child should run out of school for whatever reason, staff should:

- Stay calm
- Never run after them (they may be placing a child in greater danger by doing so) follow calmly at a safe distance, keeping them in visual contact
- Instruct someone to inform the Headteacher, or in her absence Assistant Headteachers / SLT and phone parents

- If parents and emergency contacts are unavailable the police should be informed directly.
- Contact LADO

Movement Around School for whole class

- Use and enforce 'Our Line Up Code'.
- Give out any instructions and set expectations.
- Make sure all children are settled before setting off, and walk in silence.
- Nursery children use a walking rope, to and from the hall.
- 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.
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Teacher must lead the line to allow maximum supervision of your group and TA to follow the class at the back of the line.

Lunchtime

Behaviour at lunchtime should be dealt with by lunchtime supervisors. These incidents should be reported to the class teacher who will decide on the next steps.

Lunchtime staff will be able to reward children following our policy.

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

Whole School Reward System: 'Dojos'

'Dojo monsters' may be awarded for any actions, deeds or attitudes which are deemed noteworthy. These are recorded on ClassDojo app where parents will be able to see their child's rewards.

Foundation Stage pupils will receive a Dojo monster to go on their chart in class so they have a visual reward.

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

Once awarded a dojo can never be deducted.

The reward system is graded as follows:

10 Dojos	Verbal commendation in class (Reception class → Dip Box)
	KS1 – KS2
75 Dojos	Bronze Award certificate
150 Dojos	Silver Award certificate
225 Dojos	Gold Award certificate, parents will be invited to assembly.

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 will be mentioned in school newsletter.

A 'dojo' 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.**

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
- DVD etc.

Certificates

Presented in assembly for recognition Attainment, Achievement or Attitude.

'Pupil of the Week' certificate awarded for one pupil within each class. They will receive a 'Pupil of the Week' badge to wear for the week and their photograph will be displayed on board outside the school hall.

Secret Star

Each day teacher will look for a specific quality / behaviour e.g. resilience. A 'secret' name at random will be picked from a box. The aim is for all children to display this behaviour in the hope that it is their name that has been chosen. At the end of the day they will receive a 'Secret Star' certificate if they managed to achieve it. The child's name will only be revealed at the end of the day if it is achieved.

Dojo Dash

Dojo Points will be collected from each class each week and class Dojo Monster will be displayed on Dojo Dash display in school hall.

Sanctions

Sanctions will be applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Serious incident will be logged on CPoms.

Certain incidents deemed 'serious' or resulting in injury should be recorded on a Major Incident form (available from the HT) and given to HT.

Sanctions Procedure

Work will be completed with the children to ensure they are familiar with school's steps and sanctions.

If unacceptable behaviour occurs:

Sanctions

Step 1 – A positive reminder or re-direction

Step 2 – Verbal Warning

Step 3 – Recorded on tracker

Step 4 – Final warning – time for reflection

Step 5 – Time out (to designated class)

Step 6 – Sent to a Senior Leader to discuss their behaviour, their next playtime is missed.

Step 7 – Sent to Headteacher

For serious incidents, sanctions will begin at 6 and 7.

Incidents are monitored regularly by class teachers and the senior leadership team.

For persistent poor behaviour, contact with parents/carers will be made in order to agree strategies to support the pupil.

Pupils with SEND

We understand that behaviour is a form of communication, and we recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. We will consider the whole child in the context of their individual needs.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014) All pupils' individual needs will be identified and supported as we have a strong ethos of inclusion.

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place individual support to prevent distress to the pupil and unwanted behaviour from occurring as a result. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Our planned approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long, sensory circuits, fidget toys, timers, weighted blankets, black out tents
- Using a variety of teaching styles to support individual learner's preferences, now and next boards, adjusting seating plans to reduce distractions, chunked tasks and instructions, adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher, reduced language used
- Mentoring, therapy, short time out to self or co-regulate
- Adjusting uniform requirements for a pupil with sensory issues or skin conditions
- Training for staff in understanding autism/ADHD/speech and language difficulties, etc.
- Adapting sanctions for pupils with SEND.

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Strategy to deal with incidents of extreme behaviour

In extreme circumstances where a child is at risk to themselves, other pupils or staff - the class or group will be escorted away from the risk. Physical restraint will only be used where a pupil poses a significant risk to themselves or others. The school will follow guidance for the Use of Reasonable Force in School from the Department for Education <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Exclusion

In rare cases it may be necessary to temporarily exclude or permanently exclude a pupil. Parents/carers are informed immediately. The Local Authority and the Governing Body are informed. Relevant agencies are contacted to support the pupil and family.

This behaviour policy promotes a positive school environment, where everyone behaves well and supports each other.