

# St Peter's Catholic Primary School



*Learning Together, Loving God, Becoming the best I  
can*

## **Behaviour Policy**

**September 2023**

# ST PETER'S CATHOLIC PRIMARY SCHOOL

## BEHAVIOUR POLICY

### **Rationale**

At St Peter's Catholic Primary School, we aim to create a positive and caring atmosphere, based on a sense of community and of shared Christian values in line with the school Mission Statement, in which teaching, and learning can take place in a safe and happy environment.

We believe that the Catholic ethos of our school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of the greatest importance as it:

- Enables teachers to teach and pupils to learn
- Raises self-esteem
- Provides a calm, purposeful, caring and working atmosphere
- Is accepted and required in the wider society

### **Legislation, statutory requirements, and statutory guidance**

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

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

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

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools](#)

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

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

## **Introduction**

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, parents, governors, and inspectors.

## **We aim**

- To have a whole-school, consistent approach to behaviour management with a collective responsibility among staff, both teaching and non-teaching, to support and implement the positive behaviour policy.
- To have the support of parents, children and governors in implementing this policy and to have the acceptance of parents and children of the need to insist on good behaviour at all times.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.
- To apply rules, rewards, and sanctions positively and consistently while at the same time considering individual circumstances.
- To teach through the school curriculum, in RE, PSHE, the National Curriculum subjects and the wider curriculum, values and attitudes, which will promote responsible behaviour, encourage self-discipline, and encourages in children a respect for themselves, for other people and for property.
- To be models of good behaviour, the basis of this being Christian values and mutual respect.
- 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 Christian manner in the hope of achieving an improvement in behaviour.

With the safety and well-being of the children in mind and to enable the school to function efficiently as a place of learning, this Policy has been formulated. It sets out the expectations of behaviour during the school day, whether in school or on a residential or educational visit (off-site visit).

- All members of the school community are expected to respect each other.
- All children are expected to respect all teachers, all other adults, and all fellow pupils.
- Children are expected to be well behaved, well-mannered and attentive.

- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are expected to follow the school and class rules.
- If a child has a grievance against another child, he or she is encouraged to report it to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Toys, games, and other inappropriate items are not to be brought into school.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Children must not wear jewellery, other than wristwatches, in school.
- Children in Year 6 who walk to school unaccompanied are allowed to bring mobile phones into school. These must be switched off when children enter the school grounds and should remain off until children leave school. Phones should be handed into the office on arrival at school for safekeeping.

### **Definitions**

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, assault, or harassment
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

### **Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **Roles and Responsibilities**

### **The Governors**

The LGC is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The Head Teacher**

The Head Teacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

## **Parents and carers**

Parents and carers, where possible, should:

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Sign the Home/School Agreement and support the school as outlined in the Agreement.
- Read and adhere to the Positive behaviour Policy
- Recognise that for the school to have an effective Positive Behaviour Policy, it requires close partnership between parents, teachers, and children.
- Discuss the school rules with their child, emphasise their support of them, and assist, when possible, with their enforcement.
- Attend Parents' Evenings, parents' functions, and develop informal contacts with school.
- Recognise that learning and teaching cannot take place without discipline.
- Remember that staff deal with behaviour problems patiently and positively.
- Teach their children to be punctual and to show respect for all others.
- Listen to their child/children if they have worries or concerns.
- Contact the school to talk to the teaching staff if they have any problems.
- Avoid children witnessing conflict between adults and demonstrate to their children how school and home mutually support each other.

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

## **Pupils**

Pupils are expected to:

- Follow the behaviour policy
- Show respect to all pupils and members of staff
- Behave in a manner in classes which enables others to learn.
- Treat other's belongings with respect.
- Know the school's key rules and routines
- Know the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard

## **Behaviour management**

All staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils
- Greet pupils in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

Rewarding good behaviour must be the norm and is the responsibility of all adults within school.

When dealing with instances of poor behaviour the following strategies may be used as guidance:

- Praise of children nearby
- A disapproving look
- Stand close and encourage back to work
- Visit the child and ensure that the work/activity is understood and at an appropriate level.

If a child continues to ignore directions and/or is disruptive, teachers may give a clear rule reminder using the Good to be Green display and a reminder of the consequence so that the child has a clear choice.

## **Incentive Scheme**

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward for all children.

## **Good to be Green**

We use the 'Good to be Green' positive behaviour scheme. Years 2 to 6 use Good To Be Green cards to reflect behaviour strategies in class. EYFS and Year 1 use the same Good To Be Green strategies except they use Lily Pads instead of cards. The scheme is an effective way of rewarding those pupils who consistently behave appropriately and is a means of being able to track those pupils when pupils have found it harder to meet the school's expected behaviour code. The scheme is visual, with child-friendly resources which allow our pupils to easily see



how they are doing in class.

We believe that it is important to promote a positive message regarding behaviour management at all times - 'Good to be Green' is a means of promoting our high expectations of positive behaviour.

### **House Points Reward System**

All children are members of one of the five schoolhouses which are named after Saints. Each house has two House Captains, and a teacher or teachers who act as house leads.

Children receive house point tokens from their class teacher or staff in school. Pastoral assemblies, led by the House Captains, are held for each house. Children can be rewarded House Points for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

House Captains will total individual children's house points weekly and the child with the most house points in each house each week will receive a 'Golden Token' each individual house winner will use the token in the Book Vending Machine.

Golden Tokens achieved will be displayed within the individual child's pocket of the Good to be Green display. This allows all children to see and celebrate the individual children's achievements each week.

At the whole school WOW Assembly, each week, the house points tokens for each house are on display so that children can see which has accumulated the most point tokens that half term. At the end of the term, all the children in the house with the most points overall receive a reward.

Each week children who have achieved work or behaviour of a high standard receive a Star of the Week, have their name shared on the school's newsletter and a certificate.

At the end of each term, we hold a 'Golden Assembly' where nominated children receive a book as a prize. Children are nominated by all the staff.

### **Virtues and Values**

Children who have actively promoted our school mission will be awarded with a virtues and values certificate. These celebrate our Gospel values.

## **Other Incentives**

Depending upon the cohort and circumstances, teachers may introduce additional class- based incentives. These will be used in conjunction with the Good to be Green behaviour scheme.

## **Sanctions and Consequences**

All sanctions are progressive and last for one day only.

- In most cases an initial request to change behaviour is made.
- If the request is ignored, either repeat the request or issue a 'Yellow Warning Card' dependent upon severity of behaviour. Continued bad behaviour will result in a 'Red Consequence Card' being issued.
- In an extreme instance e.g., wilfully hurting another child, a 'Red Consequence Card' will be given immediately.

These sanctions may be given to a child or a class when children do not follow the rules. Sanctions need to be consistent and sure to happen in order to be effective.

- Verbal warning
- If behaviour persists a warning card will be issued.
- If the behaviour continues a red card will be issued and this will lead to a consequence which could be:
  - Time out within the classroom to reflect e.g., mindfulness time
  - Withdrawal of playtime privileges – maximum of 5 minutes missed of playtime.
- Parents may be notified verbally by the class teacher. This communication should be private.
- The issue of two 'Red Consequence Cards' in one week may result in a referral to the Headteacher
- Formal communication at home with the parents.

## **Unacceptable Behaviour**

Repeated examples of the following may result in fixed term exclusion:

- Bad behaviour in the classroom, playground, or dinner hall.
- Use of bad language including use of bad language towards staff or pupils.
- Refusal to work or to move.
- Cheekiness and defiance towards adults.
- Misuse of other children's belongings.
- Deliberate damage to school property.
- Theft.
- Leaving the school premises without permission.

Serious breaches of school discipline could lead to permanent exclusion.

All decisions relating to the above will require clear evidence before exclusion procedures are implemented.

The Head Teacher or in the Head Teacher's absence, the Deputy Head Teacher, will be responsible for making such decisions and will ensure that all the evidence is considered. Exclusion procedures will be carried out in accordance with local authority guidelines.

### **Exceptions with regard to Special Educational Needs and Disability (SEND)**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the specific needs of the pupil. The school's SENDCo will support class teachers to evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. We will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Use of Force to Control or Restrain Pupils.**

In some circumstances, staff may use reasonable force to restrain a pupil:

Circular 10/98 defines three broad categories of incident in which it may be appropriate or necessary to control or restrain a pupil:

- Where action is necessary in self-defence or because there is an imminent risk of injury to an adult or pupil.
- Where there is a developing risk of injury or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

Incidents to physical restraint must:

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned.
- Be recorded and reported to parents.
- Please refer to the school's positive handling policy

Date for next review September 2024