

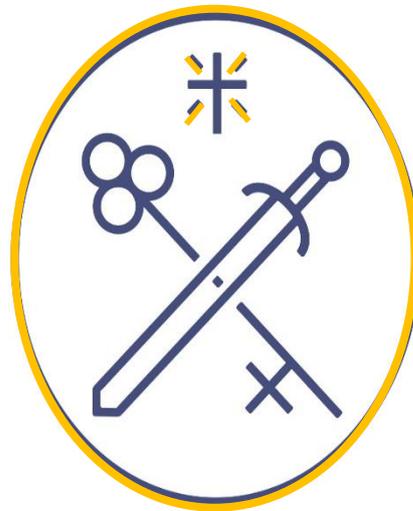
Saint Peter and Saint Paul Catholic Primary School

Positive Behaviour Policy

'The love of Christ impels us'

To be

Ready Safe Respectful



'To love one another as I have loved you'

John 13: 34-35

Introduction

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

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

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

The Key Principles of Behaviour Management

1. Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.
- Some of our children, for some or all of the time, will need more of our attention and support than others.
- We have a responsibility to teach social behaviour to all pupils.
- We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures.
- We adapt these to fit our diverse population.

2. Being Positive

- Parents and Carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide pupils with honest, sensitive feedback on their own learning and behaviour.

3. Being Assertive

- We believe we all have rights- teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe at all times.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We DO NOT tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- If staff require additional support they may look to outside agencies in order to support individual pupils through learning and making changes in behaviour.

The Aims of the Pupil Behaviour Policy

- To support the educational and other aims of the school.
- To contribute to the ethos of the school.
- To ensure that the conduct of all members of the school community is consistent with the values of the school.
- To create a safe predictable working environment in which all children can learn positive social behaviour.

The Pupil Behaviour Policy includes policies on the following:

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

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

Our School Rules

Be Ready – being ready to learn

Be Safe – being safe around the school

Be Respectful – being respectful to all

Everyone in the school has rights and responsibilities.

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

Praise, Recognise and Respond

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

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

Lunch Time Procedures

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

Assemblies

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

All adults are expected to actively support and promote positive behaviour – by reflecting the standard set by the pupils.

In Class

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

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

Playground

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

Pupil Mediation Programme

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

The purpose of this programme is to support peers during playtime:

- in developing social skills
- learning constructive ways of conflict resolution
- assisting in helping children to feel included via befriending them
- Year 6 monitors will patrol the playground areas/zones during playtime and help children to work through difficulties or to feel included in the activities with their peers.
- Year 6 monitors will wear an appropriate identification during playtime
- Year 6 monitors of the week will be identified during assembly

Rewards Systems

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

There are several ways of reinforcing positive behaviour within our school:-

Whole School

1. Meet and Greet

Creating a positive learning environment is the responsibility of the staff. To facilitate this, staff will receive the children from their parents/carers in the morning with a welcoming handshake and a word of welcome. This will ensure that children feel safe, valued and ready to start their day of learning on a positive note.

2. Early Years Rewards System

Both classes in the Early Years have a star of the day and the child chosen as the star that day will be awarded with a certificate from the class teacher at the end of each day. The star of the day will be children who have shown exemplary behaviour throughout the day or who has done a kind act and needs special recognition for their behaviour. Each class also has their own reward system that encourages and rewards positive behaviour on a weekly basis.

Early Years Sanctions

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

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

3. Head Teacher's Award

Either the Head or another member of staff may nominate a pupil who has exhibited outstanding behaviour or an achievement for a Special Head Teacher's award, to sit at 'top table' or to meet with the head for Hot Chocolate Fridays.

4. Showing Good Work to the Head and 'Buddy' Teacher

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

5. Class Award

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

6. Letters Home

The class teacher will send a letter home informing their parents about their good behaviour if there has been noticeable improvement or behaviour/work is superb.

7. House Saints

All children from Nursery, upwards are allocated to a House. The houses are named after Saints, chosen to represent different continents. This House System allows children the experience of collective responsibility. They can gain house point for any acts of good behaviour, good work and for contributing to school life in a positive way. At the end of each week, House points are counted across the school and the total is revealed. The house cup will be given to the winning house to hold until the following week. A treat will be given to the house with the most points at the end of the term.

Key Stage 1 and 2 Restorative Meetings

Restorative Justice

For real change to take place it is essential that the pupils face up to their own responsibilities in a realistic and reflective manner. This may take the form of 'restorative conversations' with the adults working in the class or with a member of the Senior Leadership Team. These may occur during morning play or lunchtime.

In cases where a child does not respond positively to the restorative approach they might incur a sanction such as exclusion from the playground for the duration of break (15 mins) due to continued negative choices made during lessons.

Recording of Behaviour Incidents

Each class has a minor incident log folder. This folder is used to log incidents that have resulted in a child missing some or all of their play, children being sent to the Phase Leader's class.

1. The time, date and nature of the incident are logged, together with the action taken. Incidents recorded in the log must be reported to parents on the day if possible.

2. These logs are monitored by the Head Teacher & Deputy Head Teacher and are a useful tool to inform pastoral care meetings, meetings with parents and discussions with individual children about their behaviour. These behaviour logs are analysed on a termly basis in order to track and monitor trends and patterns in behaviour incidents and provide targeted support for key children.

3. If a serious incident occurs, (see appendix for incident forms), the Senior Leadership Team (SLT) may decide that a pupil should be excluded from the classroom and playground for longer periods of time and asked to work in another class. This can happen from between half a day

and up to 5 days. The child may also be excluded from eating their lunch with their peers. Pupils may also be excluded from the school for a 'fixed term' or permanently, for disciplinary reasons – see full Exclusion policy for details.

Vulnerable Pupils

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. At Risk Children (ARC) meetings will be held weekly to help SLT track and create a prompt response for vulnerable pupils. If a pattern of amber and/or red cards begins to emerge, staff will begin a series of interventions.

Parents will be sent a letter to inform them that the school has concerns about their child's behaviour. The SLT/DHT will discuss with parents, strategies to further support their child's behaviour. These may include:

- Behaviour Support Plans
- Support from the Behavioural Education Support PRU Outreach Team

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

Reviewed February March 2017