

**St Peter and St Paul Catholic Primary
School**

Positive Behaviour Policy

‘The Love of Christ impels us’

Live Love Learn



‘To love one another as I have loved you’

November 2016
(This policy will be reviewed yearly)

Mission Statement:

'I am giving you a new commandment:

“Love One Another.”’

John 13: 34-35

Behaviour is the manifestation of unspoken feelings and the way in which we communicate our core needs. It is therefore **IMPORTANT** that as practitioners we do more than simply manage and contain behaviour but in addition show a commitment to building positive relationships. It is likewise necessary for us to both teach and model appropriate behaviour to the children in our care, while ensuring that there is a consistent approach from all staff.

The best way to encourage good standards of behaviour is through a clear set of rules reinforced by a balanced combination of rewards and sanctions held within a positive, caring Christian atmosphere.

The most effective schools create a positive atmosphere based on a sense of community and shared values." (Elton Report)

Ensuring that each member of staff feels fully valued it is hoped that it will enable us to understand one another, to work together and to support one another and that it will provide a constructive and beneficial atmosphere and background to what we are trying to achieve with the children.

Our expectations for behaviour and the principles underpinning our policy on behaviour are all outlined below.

1. General Principles

We believe that achievement and behaviour are interlinked. Good behaviour is a necessary precondition for good learning. It is therefore important that every child receives appropriate support to maximise their chances of achievement and success at all levels. We also recognise that we have a joint responsibility with families to support, teach and model appropriate behaviour.

We want to enable every child to reach their full potential spiritually, academically, socially, emotionally and physically, while making certain that the rights and responsibilities of children and adults are maintained.

We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the children are able to achieve their full potential. This involves clear expectations for behaviour on a whole school and classroom level. It also involves the cultivation of an environment where mistakes are regarded as a normal part of life, where children are given the support and encouragement to get their behaviour back on track. As a school we recognise our responsibilities in accordance with the **Every Child Matters** agenda to ensure that through policy in practice our children thrive under the five outcomes:

Be healthy
Stay safe
Enjoy and achieve
Make a positive contribution
Achieve economic well-being

The core principles underpinning our school ethos are:

- A self-disciplined school community.
- Pupils who respect and trust themselves and other people.
- Pupils who receive equal treatment no matter what their ability, gender, race, religion or culture.
- Pupils who care for their school and their environment.
- A partnership between home and school.
- Clear procedures for dealing with children's behaviour, both positive and negative.
- Pupils who follow instructions agreed by all members of the school community.
- Opportunities for children to understand the effect of their behaviour.

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

SS. Peter & Paul Catholic Primary School seeks to educate children 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.

2. SEAL – Social and Emotional Aspects

As a school we actively teach social, emotional and behavioural skills through the SEAL resources. These lessons are carefully tailored to suit the children's stages of development. These skills promote the state of mind that help children to carry out a task and manage feelings of frustration and disappointment and minimise uncomfortable feelings that get in the way of learning. The lessons also teach children to overcome setbacks and practise persistence and work supportively and effectively with others. This whole school SEAL focus helps the children to better understand and manage their feelings, while helping them to relate more appropriately and effectively with others

It is our view that social and emotional factors are key aspects of effective learning.

Equal Opportunities

"All are equal in the eyes of God" and so it follows that all members of our community are held in equal esteem whatever their function.

Any behaviour which results in individuals or groups being discriminated against or not being represented because of their race, gender, class or disability is treated as a serious incident. We will always tackle racism, sexism and stereotyping. We will monitor this behaviour policy to ensure that it is fair. See Equalities policy.

Bullying

We recognise that bullying can be physical, verbal or emotional in nature. We will not tolerate any form of violence towards any member of the school community. Bullying i.e. any behaviour which causes psychological or physical harm, in any form or to any degree is treated as a serious incident and dealt with according to our procedures. See Anti-Bullying Policy. We expect all adults in the School Community to provide a role model of non-threatening behaviour at all times.

Positive Reinforcement of Good Behaviour

As a staff we recognise good behaviour and praise it. We have a policy that states '**If you SEE it, SAY it.**' The idea is to make expectations very explicit, so that children are very clear as to what is expected. In situations where we need to speak to a child or number of children for breaking the **Golden Rules**, we endeavour to praise the children who are doing what is expected. This provides the other children with an opportunity to reflect on and change their behaviour.

Individual classes also have team or table points to encourage teamwork and collaborative learning, where children grow to understand the consequences of their actions on their peers. Alongside this, there are some children who may have tailored targets set by the class teacher or other professionals (head teacher, deputy head teacher or SENDCO). These targets serve as reminders for children experiencing difficulties in certain areas and allows for the child's efforts to better manage their behaviour to be suitably recognised and rewarded.

We also motivate children towards positive behaviour by timetabling KS1/ lower KS2 classes within the school for Golden Time. Golden Time is a special time that children have at the end of each week, where they get to take part in activities of their choice. It allows children in the school to interact and participate in activities together. Golden Time is available to all children, however children can lose minutes from Golden Time for inappropriate behaviour.

Circle Time is another initiative that lends itself well to the reinforcement of positive behaviour. It provides a forum for children to engage in discussions about issues relating to peer relationships and feelings. The atmosphere is very much one of mutual respect with clear ground rules set to ensure that these discussions take place in a positive and safe environment.

A **Praise Assembly** is held at the beginning of each week where children from each class receive a Head teacher's certificate of merit for a commendable action, attitude or piece of work.

Expectations of Behaviour

In order to achieve our behavioural aims, we recognise the need for a standard of behaviour from all members of the school community: **pupils, staff, parents and volunteer helpers**. These are stated in our **Golden Rules** and the **Mission Statement** below which enshrine our whole school behaviour policy and which are displayed in every classroom and throughout the school.

Our approach to encouraging positive behaviour at SS. Peter & Paul Catholic Primary School is based on the '**Stay on Green**' behaviour scheme which seeks to highlight children exhibiting positive behaviour while encouraging collaborative learning.

Our **Golden Rules** are:

- **We are gentle, We do not hurt others**
- **We are kind and helpful, We don't hurt anybody's feelings**
- **We listen, We don't interrupt**
- **We are honest, We don't cover up the truth**
- **We work hard, We don't waste our own, or others' time**
- **We look after property, We don't waste or damage things**

The **Golden Rules** are referred to at all times throughout the school day.

Transitions

There are a number of intervals during the school day when children have to move from one place to the next, whether it be for assembly, playtime or lunchtime, for a lesson in the library or hall. Owing to the numbers of children moving around the building it is expected that children walk quietly, on the left hand side in single file. In order to ensure adherence to these expectations, children will be accompanied to and from the playground by an adult.

These stipulations are necessary:

- **To ensure the safety of children throughout these transition periods;**
- **They are also a means through which children can be taught how to behave cooperatively within a school community.**

It is particularly important for staff to insist on a calm and controlled entrance into the building after playtimes and lunchtimes as this in some ways brings clear closure to the recreational part of the day and helps children to prepare themselves for focused learning.

Lunch Time Procedures

There is a rota in place for junior lunch times. The class teacher should escort their class into the hall at the correct time. The children 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 children 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 children have the opportunity to learn and participate without disruption, but likewise to encourage the children to show appropriate reverence for this form of gathering. Children are required to enter the hall in complete silence and maintain this silence 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.

In Class

Children have a right to learn and teachers similarly have a right to teach. It is therefore very important to ensure that there is a clear classroom agreement in place, so as to uphold the rights of individuals. Children 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. Children 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 **Golden 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.

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 the appropriate monitor badges during playtime

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. Golden Time (KS1 & lower KS2)

Every child receives Golden Time (20-30 minutes) which takes place on Friday afternoons, if they keep the Golden Rules throughout the week. Children sign up for a golden time activity of their choice and many of the activities on offer are exclusive to Golden Time which acts as a powerful incentive for them to abide by the Golden Rules. Children who choose to break a Golden rule will have 5 minute intervals of golden time take away. When the amount of time they have lost has passed they may join the activity. Children are given opportunities to earn back lost time by making agreements with their teacher and by demonstrating they can follow the Golden rules they have broken.

2. 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.

3. 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 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.

4. Class Award

Teachers select 2 children from each class who have done something particularly commendable (either work or behaviour). These certificates are given out at the Praise Assembly.

5. Letters Home

The class teacher will send a letter home informing their parents about their good behaviour.

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 KS Co-ordinator's class, or where a child has had to lose some **Golden Time**.

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. In more serious cases where the behaviour type is at level 4 or above, an **Incident Form** must be completed by the child / children involved. This form allows for an opportunity to reflect on the behaviour, while identifying which **Golden Rule** was not adhered to along with how the situation could be handled differently next time. **This Incident Form must be logged in the Class Behaviour File (see below).**

Whole Class Detention

It is the school's policy that whole class detention should not be used as a sanction. It should only occur on the rare occasion when the teacher needs to speak to the class about a particular issue that may be impacting the whole class.

SANCTIONS

We use the traffic Light system-‘Stay on Green’

Children will always be given **1** verbal warning for minor incidents before going on to the 6 point scale

Level 1: Continued Minor Class Incidents

- Name card moved to YELLOW AREA (warning given that further non-compliance will result in loss of play time)

Level 2: Non-Compliance e.g. repeat of offences in level 1

- Name card in RED AREA – child's name can be moved to indicate loss of 5, 10 or 15 minutes playtime.

Level 3: Continues to demonstrate same type of behaviour that has resulted in loss of play time AND/OR disrupts the class, uses foul language, etc.

- Child is sent to KS Co-ordinator's class with work to complete
- Name card remains in RED AREA – if behaviour persists child loses from 5 – 20mins Golden Time/ playtime.

Level 4: Serious Incidents which extend beyond the above levels: e.g. foul language, severe defiance which undermines and damages the staff member's authority, instances of proven theft, damage to school property and hurting other children or adults.

- Incident form to be completed
- More extensive withdrawal of privileges (excluded from class, missing trips and /or ALL of Golden Time)
- Child sent to Head Teacher's room, or to a member of the Senior Management Team
- Parents to be informed

Level 5: Swearing at teacher/school staff. Persistent abuse (including racial abuse), fighting, dangerous behaviour, leaving class without permission, persistent disruptive behaviour

Incident form to be completed ·

Send to head teacher

Loss of ALL golden time (KS1)

Internal exclusion (In KS co-ordinator's class, away from peers. Separate lunch and break times also)

Serious loss of privileges ·

Parent contact

Possible behaviour contract

Level 6: Violence against any school staff, unprovoked pupil violence, severe instances of bullying, racism, leaving school premises without permission, extreme behaviour which endangers others.

Incident form to be completed ·

Send to Head or Deputy

Exclusion for set period of time

Parents to attend a meeting the following day with Head teacher

Behaviour programme to be put in place (school based).

These guidelines should be adhered to under most circumstances but staff will use their professional judgement in each incident of unacceptable behaviour, taking into account the prevailing circumstances of the incident. All relevant adults should be briefed of the behaviours and the action taken. It is important that major incidents are recorded in the relevant behaviour file.

Pastoral Support

Children who still find following our **Golden rules** difficult to manage and whose behaviour is a concern will be

- referred to the school based Pastoral Team (SENDSCO, Deputy head teacher, head teacher) via the class teacher after parental consent has been agreed.
- They will have a behaviour contract that will be implemented and managed by the PCT and the class teacher.
- Short achievable targets will be set with regular agreed rewards. As behaviour improves the contract will be rewritten to suit the adjustments being made by the child.

Behaviour Needs

We have a responsibility to cater for children with a variety of needs and the basis for any form of effective intervention must be positive relationships, built on mutual respect. To enable children with specific needs to conform to the standards expected within our school we must be flexible in our approach to dealing with them, using a range of strategies, both in and out of the classroom. Children who exhibit challenging behaviour need:

- 1. Frequent and specific praise.**
- 2. Clear, firm boundaries.**
- 3. Clear expectations about acceptable behaviour.**
- 4. Knowledge & understanding of consequences for unacceptable behaviour.**
- 5. Positive role models.**
- 6. Opportunities to reflect on their behaviour.**
- 7. Encouragement to make appropriate choices.**
- 8. To know that you still like them even though you don't like what they do.**
- 9. Positive re-integration after timeout.**
- 10. A consistent approach from all staff.**

We endeavour to use assertive discipline – giving clear, sensible and consistent messages about what is expected of all our children, and by emphasising the positive rather than the negative. To achieve success and limit instances of exclusion and disruption to the school community, our approach to behaviour management is viewed in the same way as in other areas of school life, with appropriate differentiation and adherence to equal opportunities, giving each child every chance to achieve success at a level appropriate to their capabilities and needs. **It is our collective view that every child *really* matters and we endeavour to ensure that each child feels cared for and a valued member of our school community.**

