

Positive Behaviour Policy

2024-2025



‘The Love of Christ impels us’

To be

Ready, Respectful, Safe

**‘To love one another as I have loved
you’**

Reviewed November 2024

Introduction

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

St Peter and St 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, as is outlined in the Home School Agreement.

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.

The school teaches The Zones of Regulation as one strategy for dysregulated children.

These can help some children regulate their behaviour and prevent incidents that may result in sanctions.

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 including CAMHS The Bridge and New River College in order to support individual pupils through learning and making changes in behaviour and parents will be informed of this in advance.

The Aims of the Pupil Behaviour Policy

To work in conjunction with our mission statement 'To Love One Another' and 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 and Relationship Curriculum addresses bullying issues and those related to racism, sexism, homophobia and ableism systematically. Issues are also 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 on Tuesdays where two 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. **Hot Chocolate Fridays with the Head Teacher** are for those pupils who always go beyond what is expected through following the mission statement and rules of the school.

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 modelling the standards set for 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. 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 playground 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.

Behaviours we categorise as amber or red which are logged in the playground behaviour books are relayed to the class teacher who will also log these on CPOMS where the SLT will review and also speak with/take appropriate action for the children involved.

Peer Mentoring

Playground buddies are chosen from different years groups. These children will frequently survey the buddy stop in the playgroup and talk to or play with the children who have stood there awaiting help. The purpose of this programme is to support peers during playtime in developing social skills, learning constructive ways of conflict resolution, assist in helping children to feel included via befriending them. **Stair Monitors** are chosen from Year 5 to help maintain orderly stairwell behaviour. These children can issue 'golden' crystals. **House Captains** can reward children for polite conversations over lunch or exemplary queuing and politeness by issuing green crystals. The Chaplaincy Team] also devise a conversation starter each day which is on display in the hall. **The Prime Minister and Deputy Prime Minister** can nominate children from each Key Stage each week for exemplary behaviour and award stickers in Tuesday 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

A soft start to school begins at 8.30am. All teachers are to be in their classrooms to meet and greet their pupils. This approach promotes a good start to the day and that the pupils feel valued.

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

Children who have achieved something worthy of special commendation may be sent to the Head/Assistant Head, 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.

3. Recognition in Key Stage Assembly

Teachers select two children from each class every fortnight, who have worked very hard on a particular aspect of their learning. These children can speak about and show their work off to their own Key Stage at KS1/KS2 assemblies which happen every other week.

4. House Saints

All pupils have been allocated a house saint. Pupils earn crystals for good work, behaviour and good deeds. The crystals are added up and the winning house earn themselves a termly reward.

5 Attendance Awards

Each week in Tuesday assembly the attendance percentages of each class are announced by our Attendance Captains. The winning class receives a certificate. The class with the most attendance certificates at the end of each term earns a pizza party. Children with 100% attendance each term and each year receive medals and certificates.

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 a time out area within the classroom to reflect on their behaviour. The amount of time they have to spend will be minimal and the child will be expected to explain why they were sitting there after this short space of time. The teacher will clearly explain this to the child beforehand. When the child has reflected there will be a completely fresh start.

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

KEY STAGE 1 and 2 RESTORATIVE MEETINGS

Where possible the school will try a range of strategies before issuing any sanctions.

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 will occur during morning play and lunchtime.

Possible reasons for sanctions:

Behaviour Sanctions					
Number of Reflections	Behaviour Exhibited	Step 1 Parents informed By Class Teacher at home time	Step 2 Parents informed By Class Teacher at home time	Step 3 Parents informed By Class Teacher at home time	Step 4 Parents informed By SLT/ DHT/ HT
1	Disruptive in lesson	Miss part of lunch time Or morning play	More than 3 Visits in 1 week = removal from class for one day	2 days out of class	External Exclusion considered *See Exclusion policy
1	Leaving classroom without permission				
1	Use of bad language				
1	Play fighting				
1	Disrespectful to adults				
1	Verbal Fighting				
1	Threatening				
1	Use of verbal slur				
1	Inappropriate use of Chromebook				
2	Intentionally hurting others feelings				
2	Intentionally damaging property				
2	Intentionally breaching social distancing				
3	Homophobia/racism/sexism/ableism				
3	Intentionally hurting staff/pupils				

Examples of Physical Violence	Physical Violence						
	3	2	1				
	Punching face	Kicking	Slapping				
	Biting	Pinching	Pushing				
	Spitting at someone	Hair grab	Clothing grab				
	Neck grab	Body holds	Arm grab				
	Head butting	Punching body	Shoulder shove				
	Using an item as Weapon	Arm grab with nails	Poking body				
		Retaliation					
Bullying	Several recorded incidences of any of the above behaviours towards a particular pupil. *See Anti-Bullying Policy						

Recording of Behaviour Incidents

All behavioural incidences from KS1 upwards will be documented using the appropriate proforma. These will be kept in class behaviour files.

Step 1: Staff Incident Report will be completed

Step 2: Pupil Account form will be completed

Step 3: Overview will be completed

Step 4: Length of sanction will be decided by the adult dealing with the incident

Step 5: Pupil will complete Behaviour Reflection sheet during sanction time

Serious incidences will be recorded by staff on CPOMS. Vulnerable children on CPOMS will then have all the information regarding their particular circumstances in one place to provide a fuller picture that will explain their behaviour and help staff choose the best possible form of intervention and decide whether social workers involved with the family need to be informed.

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.

Parents will be contacted to discuss the school's concerns about their child's behaviour. The SLT will discuss with parents, strategies to further support their child's behaviour with early help.

These may include:

- Behaviour Support Plans
- Support from the Behavioural Education Support PRU Outreach Team.
- CAHMS
- Art Therapy
- Families First

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 as best they can.

Next Review: November 2025