

St Catherine's Catholic Primary School



'Let your Light Shine'

Behaviour Policy

Date reviewed: 12th March 24

Date of next review: April 25

Date ratified by the Governing Board: 25th March 23



Introduction

This policy is fully compliant with the following legislation:

- Education and Inspection Act 2006, sections 88 & 89.

It has links with the school's Bullying policies, Safeguarding policy, Equality policy, and the Health and Safety policy.

Principles and values

At the heart of our behaviour policy is the belief that all children at St. Catherine's are important and valued and that they all have a right to be educated in a safe, calm and purposeful environment. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

'Let your light shine'

We inspire everybody in St. Catherine's to shine in their own way, in a safe, welcoming and nurturing environment. We learn, work and serve together in unity with the school, church, families and community, to grow in God's way and be a witness to our faith.

Extract from Mission Statement

The School's Catholic ethos, which brings a deeper understanding of the Gospel values of trust, respect and dignity, permeates our educational endeavours. We aim to create an environment in which those values are exemplified and lived out.

Rationale

How a child feels is demonstrated by their behaviour. To be an outstanding school we must create the environment where we teach outstanding behaviour. St. Catherine's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Aims

- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To provide clear guide for children, staff and parents of expected levels of behaviour.
- To provide a consistent and calm approach.
- All adults take responsibility for behaviour and follow-up personally.
- Adults use consistent language to promote positive behaviour.
- To use restorative approaches instead of punishments.



Purposes

- To create an environment in which children feel safe and secure and can meet their full learning potential.
- To encourage pupils to recognise that they can and should make 'good' choices.
- Recognise behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.
- To promote restorative justice as a means of resolving conflict and improving behaviour.
- To communicate to all parties expectations of outstanding behaviour, recognising the strong links between home and school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.

Guiding Principles in Promoting Positive Behaviour

- 1) Children will be praised and rewarded for positive behaviour.
- 2) A simple set of rules and consequences will be developed that is consistent for all children.
- 3) All adults in school are positive role models in teaching outstanding behaviour. As such we have a shared responsibility to provide guidance and direction for all children in the school.
- 4) Children learn best with a challenging curriculum, a stimulating environment and orderly routines.
- 5) Pupils learn more successfully with praise, reward and celebration.
- 6) The home/school partnership is crucial in the successful implementation of this policy.

Standards of behaviour

At St Catherine's we understand that all of our children have different life experiences. Therefore, we believe that outstanding behaviour needs to be actively coached and taught by the school community as a whole. Outstanding behaviour is not ours by right, but is a result of clear adult guidance and a shared understanding of the children.

School Ethos

The adults encountered by the children at school have an important responsibility in establishing the school ethos and in modelling high standards of behaviour, both in their interaction with young people and with each other, as their example has an important influence on the children. So, for example, we should not be surprised that if an adult reacts with anger and shouts at a child to change their behaviour, the child then learns that it is acceptable to act emotionally and to be angry towards others by shouting to achieve a desired outcome. Similarly, by managing difficult behaviour and challenging situations calmly and justly, children learn that we can achieve improvements without aggressive behaviour.



As adults we aim to:

- create a consistent and positive climate with realistic expectations.
- emphasise the importance of being valued as an individual within the group.
- promote Gospel values, through example, honesty and courtesy.
- provide a caring and effective learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of age, gender, race, ability and disability.
- show appreciation of the efforts and contribution of all.
- use restorative approaches to managing behaviour and resolving conflict.

The Curriculum and Learning

Well planned, interesting and effectively delivered lessons in themselves are a major contributor to outstanding behaviour. These allow children to engage in learning at a level that is appropriate to their needs. Some children may for a variety of reasons be experiencing social, emotional, developmental or mental health difficulties. This may present itself in withdrawn, aggressive or disruptive behaviour. In these cases specific provision will be made to ensure their safety and success. Behaviour will be monitored and recorded on CPOMS if there are continuous breaches of this policy.

Equality of Opportunity

The school recognises that some pupils may have barriers to learning which may be socioeconomic or come under the protected characteristics of Equality Duty. We monitor provision and access, adjusting support for behaviour and relationships where necessary to enable all pupils to achieve their best.

Classroom Management: Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are formulated with each class and a core set of rules, which are common to all classes, are agreed. This does not prevent a teacher creating a specific rule if there is some behaviour which requires improvement.

- be kept to a necessary minimum.
- be positively stated, telling the children what to do rather than what not to do.
- actively encourage everyone involved to take part in their development.
- have a clear rationale, made explicit to all.
- be consistently applied and enforced.

Rules with positive wording (Golden rules)

- 1) We are kind and gentle.
- 2) We listen to people.
- 3) We work hard.
- 4) We help others to learn.
- 5) We follow adult instructions.



Tracking of learning behaviour

Each classroom has a display that is set out:

Class Behaviour Tracker

Gold		Outstanding
Green		Good
Amber		Requires Improvement

Children need to understand what the different categories represent. So, it is very useful to reinforce periodically to children that Outstanding behaviour means “exemplary” which means not just showing excellent behaviour but supporting others to be excellent too.

Using the rules tracker to teach outstanding behaviour:

All children begin a lesson/session on green. This table has the gold level which allows children to be moved up as well as down. 5 House Points can be awarded to pupils at end of day/session if on gold.

Children who have completed the previous session or day on amber need to be clear about what is expected of them in the next session or day.

How we manage behaviour which is not good or outstanding:

- 1) Identify which rule is not being achieved through a reminder question or coaching hint. “ Billy.... What is the rule for listening to others?” This states the correct behaviour and Billy’s reply confirms his understanding of it. This reminder may not always need to be verbal. For example, pointing to the rule on display silently whilst maintaining eye contact with the pupil is often enough to change the behaviour whilst not distracting other children from their learning.
- 2) If the behaviour persists, a STOP card is issued and placed on the table with the child.
- 3) If behaviour then does not improve, the child’s name is removed from the green level.
- 4) If there is no change in behaviour during the session, then a time out/ removal/further sanction may be necessary. It must be made clear to the child: “Your Behaviour for Learning is not acceptable and is affecting the learning of your classmates. You now need to leave our class (for 5 minutes/the rest of the session) and we will discuss later what needs to happen.”
- 5) End of session: ask the child to focus on this area next time and put it right.
- 6) Escalated behaviour will be recorded on CPOMs, reported to the Headteacher and the child’s parent. (Appendix 1)



- 7) If on gold at the end of a morning or afternoon praise will be given and 5 house points will be reward.

Classroom management is essential to developing outstanding behaviour. Attention is paid to classroom organisation, seating plans, displays of children's work and availability of resources. Routines are clear and well-rehearsed.

Rates of praise should be higher than negative comments. Research by the Education Endowment Foundation indicates that in classrooms deemed to be effective learning environments the "praise to blame" ratio is approximately 4:1 i.e. four positive comments for every negative comment. These positive comments should be real and qualified e.g. "that is really good because.....; I like that because.....". Recent research has shown that false or shallow praise can be interpreted by pupils as their teacher having low expectations, which produces less effort from pupils.

Restorative approaches:

Restorative approaches are fundamental to creating a positive atmosphere within school. All classes begin and end each day with a check-in, check-out where pupils and staff share their feelings and thoughts.

Restorative approach is used to resolve deeper conflict and would often involve families. Use the 4 step approach when trying to resolve issues:

- 1) "What happened?"
- 2) "What were you thinking/feeling at the time?"
- 3) "What are you thinking/feeling now?"
- 4) "What needs to happen now to put things right?"

A more detailed explanation of Rewards and Sanction is available at Appendix I of this policy.

Rewards

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance or achievement of good or outstanding behaviour as well as by particularly noteworthy achievements.

Sanctions

Sanctions will be used to register the disapproval of unacceptable behaviour.

The use of punishment should be characterised by certain features:

- it must be clear why the sanction is being applied.
- it must be made clear what changes in behaviour are required to avoid future punishment.



- it must be clear what sanction will be applied if the behaviour continues/is repeated.
- there should be a clear distinction between minor and major offences.
- It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, discussion with parents and, ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect.
- Explicitly TEACH behaviour.
- MODEL the behaviour we are expecting.
- PRACTISE behaviour.
- NOTICE excellent behaviour.
- CREATE conditions for excellent behaviour.

Dealing with unacceptable behaviour

It is essential that there is fairness and consistency when both praising/rewarding good behaviours and punishing unacceptable behaviours. The following guidelines are designed to ensure that staff have the same understanding of the requirements of this policy.

When managing pupil behaviour, all staff are expected to:

- Maintain an ethos of positive encouragement and support.
- Ensure fairness and consistency in the way children are dealt with.
- Provide for the individual differences of children and be inclusive of all children.
- Avoid labelling of children.
- Promote good home-school links, informing parents/carers at an early stage of problems at school, not just for extreme incidents.
- Support parents/carers in coping with behaviour difficulties in school.
- Be able to tackle any issues relating to bullying promptly and be supportive of victims in accordance with the school's Anti-Bullying Policy (Appendix 2).
- Respond to inappropriate behaviour – it is everyone's responsibility to follow the Behaviour policy and to deal appropriately and consistently with unacceptable behaviour.
- Refer repeated misbehaviour to the Head Teacher or the Deputy Head Teacher

Communication and parental partnership

Where a child is clearly not responding to the sanctions then the parent/carer will be contacted and a behaviour modification programme will be agreed.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.



The school will communicate the policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. If a pupil has had to be removed from a class, parents must be notified.

Recording of Behaviour

Episodes of inadequate behaviour (level 3 appendix 1) are recorded on CPOMs and monitored closely.

Emotional Support for Pupils

We promote emotional health and well-being in many different ways at St. Catherine's, including:

- Daily check in boards using Zones of Regulations
- provision in our Sensory room,
- solution focussed anti-bullying work,
- PSHE with individuals,
- Circle time
- PSHE lessons using Ten:Ten resources
- We also organise peer support through buddies, play leaders,
- and signpost parents/carers to family support.
- Worry boxes in every class

We have stringent anti-bullying and anti-discrimination procedures so that all pupils can feel safe from all types of harassment.

Racial or Homophobic Incidents

Racial or Homophobic incidents, including name calling, must be reported to the Head Teacher, who will log the incident and report it following Local Authority recommended procedures. All staff have received anti-discrimination training to develop vigilance, confidence and competency to challenge views and encourage debate.

Positive Handling

In very extreme circumstances school staff have the legal power to use 'reasonable force' (an action that involves some degree of physical contact with a child) when some form of control or restraint is necessary to prevent children from:

- committing any offence
- causing personal injury to themselves or others, or damaging the property of themselves or others
- prejudicing the maintenance of good order and discipline at the school or among any pupils
- receiving education at the school, whether during a teaching session or otherwise

In line with government guidance, the use of reasonable force would only be used as a final strategy if other de-escalation techniques were failing to contain an incident and a situation posed an unacceptable risk to anyone involved. Parents/carers will be notified if a serious incident has resulted in the use of reasonable force. This would be recorded on CPOMs under the heading 'Positive Handling'



The Power to Search and Confiscate

In line with government guidance, staff are entitled to search pupils where it is believed that a pupil is in possession of a prohibited item and will comply with statutory guidance in carrying out such searches. Prohibited items can be defined as 'any article that has been or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil).' School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to discipline within the school.

The Use of Exclusion

Whilst all possible measures will be explored prior to the use of exclusion, the school reserves the right to exclude pupils in accordance with statutory guidance. If an internal exclusion is given, the child will be given work by their teacher and will work away from the other children supervised by another member of staff.

Exclusion from the school will only be used in circumstances where a serious incident has occurred, usually where the safety of one or more pupils, or staff is compromised. All exclusions from the school are reported to the Local Authority in line with their guidance and Department of Education guidance is followed and consulted for advice. Governors are informed of exclusions and will become involved in appeals made by parents against decisions to exclude. In the event of a permanent exclusion, advice would be sought from the school governors and the Local Authority before proceeding and Department of Education and Local Authority guidance will be followed.

Monitoring of this Policy

Behaviour is monitored by Senior leaders and the LGC on an ongoing basis and reported termly to the LGC. During Parents Evenings we will discuss and update recent patterns of inappropriate behaviour.

The Governing Body will oversee the implementation of this behaviour policy through reports from the Headteacher and Governor visits.



Appendix I

Rewards and Sanctions for Classroom Behaviour Tracking

Recognition of good and outstanding behaviour can be, but not limited to:

- immediate verbal praise from an adult
- the award of House points
- movement up the traffic light onto golden/outstanding behaviour.
- sending the child to a previous teacher or the Headteacher for praise
- giving children extra responsibilities e.g. monitors
- a Star Award to be presented in assembly
- Communicating good behaviour to parent verbally

Sanctions

Level 1 (internal to the class) sanctions available to the class teacher include:

- verbal reprimand, reminder of rules “two strikes (verbal warning and stop card) and then moved”.
- moving the child downwards to Amber on the traffic light system.
- temporarily removing the child from group (internal to the classroom).
- discussion about behaviour at breaktime to discuss unacceptable behaviour.
- informal conversation with the child’s parent.

The Level 2 sanctions below are of a more serious nature and should be applied where children have repeatedly breached the classroom rules.

- sending child to another adult for part of a session- **no more than 5 minutes** outside of classroom to reflect on behaviour (NB this should be used sparingly as this sanction will impact on the receiving class).
- contact with parent to request a meeting.
- sending child to headteacher.
- loss of privileges/responsibility (PE/Art/Music/swimming form part of the curriculum and a child would not be excluded from these activities except for serious health and safety concerns.)

A further range of sanctions at Level 3 will be used in exceptional circumstances where a child’s behaviour is repeatedly causing concern and there is a risk either to the wellbeing of other pupils or that valuable learning time is lost whilst the pupils’ behaviour is managed. Decisions at Level 3 are taken by the Headteacher in consultation with the classteacher. These must be recorded on CPOMs and reported to the Headteacher and parents.

These sanctions include:

- working in the Headteacher’s office or working in another class for a session or part of the day (this should be a planned rather than a reactive response, which is



- a level 2 sanction).
- internal exclusion (or isolation) where a child is unable to spend any part of the day with classmates, including lunch-times, break-times and after-school activities.
 - external exclusion (completely removed from school for a fixed period).

Where a pupil's behaviour is a cause for concern, discussions held with the SENCo, Headteacher or other member of the leadership team. This may lead to reviews of any specific needs the pupil may have, the curriculum, teaching methods and any other contributory factors. Additional specialist help and advice from the SENCo, Parent Support Adviser, School Health or Educational Psychologist may be necessary.

