

# St. Peter's Catholic Primary School



## Behaviour Policy

### **Mission Statement**

**Like St. Peter, we know and love God our creator, Jesus our friend and the Holy Spirit our helper. We celebrate the joy of learning and playing together, growing as individuals and as a loving community.**

**Autumn Term 2013**

## **BEHAVIOUR POLICY**

To be read in conjunction with Mission Statement, Aims of School, Home School Agreement, Learning and Teaching Policy, Equal Opportunities Policy and Supervision Policy

### **Mission Statement**

Like St. Peter, we know and love God our creator, Jesus our friend and the Holy Spirit our helper. We celebrate the joy of learning and playing together, growing as individuals and as a loving community.

### **Rationale**

At St. Peter's we believe the presence of Christ should be evident to all. As a Catholic school we actively seek to reflect Christ's ministry in all aspects of our school's life. Christ's ministry of love, compassion and justice is seen in our approach to the pastoral care of our pupils. The promotion and practice of positive behaviour includes the discipline structure within which sanctions and rewards take place.

### **We acknowledge that 10 aspects contribute to the quality of pupil behaviour:-**

- **A consistent approach to behaviour management, teaching and learning**

*All staff share a common approach across the school and actively take responsibility for promoting positive behaviour. The expectation of the quality of teaching and learning is firmly established in policy and practice. Class and School Rules are based on the GOLDEN RULES and are made explicit.*

- **School leadership**

*The Headteacher, members of the Senior Leadership Team and the Governors are actively committed to promoting the policy and practice of the school. They monitor and review this aspect of our school regularly, particularly in terms of overall standards and with regard to equality.*

- **Classroom management, learning and teaching**

*Clear guidelines are established in the following policies: Teaching and Learning, Assessment Policy, Equal Opportunities, Display Policy*

- **Rewards and Sanctions**

*A range of class and whole school approaches reward pupils for their good behaviour. A proportionate and differentiated range of sanctions are applied consistently and fairly. Agreement is established regarding the thresholds for the use of sanctions. A clear delegation of roles ensures that all members of staff know which sanctions they can apply. **Acts of racism, bad language, aggression, physical abuse, defiance, and forms of bullying are to be brought to the immediate attention of the Headteacher.***

- **Behaviour strategies and the teaching of good behaviour**

*A variety of strategies is used by staff across the school. The P.S.H.E and C, RE curriculum, and a range of resources and materials including S.E.A.L, support the pupils in this area. Explicit teaching in assemblies directly teaches pupils about how to behave well.*

- **Staff development and support**

*Over each academic year, opportunity is given to reflect on policy and practice. Senior members of staff*

- Pupil support systems
- Liaison with parents and other agencies
- Managing pupil transition
- Organisation and facilities

At St. Peter's we understand that the concept of Behaviour for Learning emphasises the crucial link between the way in which children learn and their social knowledge and behaviour. This approach identifies three sets of relationships which contribute to a culture and ethos of 'learning behaviour':

**Relationship with Self:** Engagement- a pupil who does not feel confident as a learner and who has internalised a view that they are unable to succeed as a learner will be more likely to engage in the challenge of learning and may be more inclined to present unwanted behaviours

**Relationship with Others:** Participation- all behaviour needs to be understood as behaviour in context. Behaviour by pupils is triggered as much by the interactions with others as it is by factors internal to the child

**Relationship with the curriculum:** Access-Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment

<b><u>Purposes</u></b>
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- To establish a positive school ethos and promote effective learning for all
- To set expectations about the quality of the learning environment
- To deter poor behaviour, including all forms of bullying
- To set clear expectations of acceptable behaviour
- To ensure consistent, effective behaviour management strategies
- To establish whole school processes which recognise, teach, reward and celebrate positive behaviour
- To make explicit the processes, rules and sanctions to deal with poor conduct
- To reasonably regulate the behaviour of pupils when off school premises, including times when pupils are not supervised by school staff
- To define the roles of adults in managing behaviour
- To provide support and guidelines for behaviour management
- To communicate our behaviour policy and expectations to both pupils and parents

## Guidelines

### **Responsibilities of Governors**

The Education and Inspectors Act 2006 requires the governing body to:

- Make, and from time to time review, a written statements of general principals to guide the headteacher in determining measures to promote good behaviour
- Give guidance to the headteacher if the governing body wants the policy to include particular measures or address particular issues
- Have regard to the Secretary of State for Education and skills
- Consult with the headteacher, staff, parents and pupils on the principals of the policy
- Have a duty to take reasonable steps to ensure that disabled pupils are not placed at a disadvantage in comparison with pupils who are not disabled
- Have a duty under various equalities legislation to monitor and assess the impact on their policies on pupils by racial group and gender.
- Have regard to the health and welfare of staff when drawing up behaviour policy

### **Responsibility of Headteacher**

- Determine the detailed measures that make up the overall school behaviour policy. These measures must aim to promote good behaviour and respect, prevent bullying, ensure that pupils complete assigned work and regulate the conduct of pupils. These will:
  - Be based on the school values, aims and the Golden Rules
  - Can be explained to pupils of any age or ability
  - Represent widespread agreement about standards amongst pupils, staff and parents
  - Encourage a healthy balance between rewards and sanctions to encourage positive behaviour
  - Promote behaviour improvement as a means of improving learning and teaching
  - Be challenging but realistic, and appropriate for development

#### **Sanctions applied and intervention by Headteacher only:**

In exceptional circumstances, in cases where the behaviour and actions of a pupil causes particular concern or an incident results in an immediate escalation to a higher scale of sanction, the headteacher will consider, in consultation with others to:

- Seek advice from/involvement with the Local Authority's Behaviour Support Service/advice from the Educational Psychology Service
- Seek advice and support for the child and family and make a referral to the Child and Family Consultation Service
- \*Apply a Fixed Term Exclusion
- \*Apply a Permanent Exclusion

**\* Strict guidance is provided by the DFCS when making decisions on exclusion and administering the exclusion procedure.**

## Responsibilities of Class teachers

- To provide a secure environment for learning
- To establish and maintain clear routines throughout the day
- To make explicit the high expectations of behaviour
- To celebrate and congratulate positive behaviour, attitudes and dispositions with individuals and the class
- To apply a range of strategies to promote positive behaviour
- To apply a range of strategies consistently amongst all children
- To record recurrent patterns of poor behaviour in a log
- To communicate areas of concern to parents in a timely manner
- To work in partnership with parents in promoting positive behaviour strategies for individual children
- To communicate sensitively and confidentially in all matters relating to children's behaviour and needs
- To report any concerns pertaining to individual children to the Headteacher in a timely manner
- To liaise with the SENCO on matters relating to specific individuals and needs

### **In relation to Teaching and Learning, (see policy) teachers will:**

#### Make effective use of time and insists on high standards of behaviour

##### *Time*

- *The lesson structure is planned and delivered at an appropriate pace, being amended where necessary in response to pupils' needs*
- *The start to the lesson is prompt*
- *There is a brisk pace within the lesson whilst allowing appropriate time for reflection and consolidation of understanding*
- *Children are referred to the time allocated for tasks*
- *Teaching assistants are aware of the expectations of the lesson*
- *Resources are easily accessible to pupils, minimising potential time wasting*
- *Teaching is lively and engaging*
- *Unexpected interruptions are dealt with promptly and effectively*

##### *Behaviour*

- *Classroom behaviour (what/why) is agreed*
- *'Rules' are clear, (written and displayed if necessary) and are understood by pupils*
- *Acceptable behaviour is reinforced and praised*
- *Poor behaviour is dealt with, with reference back to acceptable behaviour – the teacher holds pupils accountable for their own behaviour*
- *Clear, high expectations are consistently maintained*
- *Teachers and teaching assistants demonstrate acceptable behaviour e.g. listening, respect, equal opportunities, values/attitudes... what is said and how*
- *Self-control, independence and strategies to achieve these are actively promoted*
- *Pupils access and use resources in a well ordered and considered manner*
- *Teaching is lively and engaging*
- *Unexpected interruptions are dealt with promptly and effectively.*

**Rewards - A number of rewards may be applied consistently**

Positive Praise

Positive verbal endorsement to another class teacher/Headteacher/Deputy

Headteacher

House Points

Smiley Faces/stickers/Star of the Week

Certificates

**Sanctions - A number of hierarchical sanctions are applied consistently**

- 1) Clear verbal disapproval with how behaviour has broken a Golden Rule
- 2) Use of a warning with consequence
- 3) Timeout- asked to move to another area of the classroom, at another classroom, missed period of time at breaktime/lunch under the supervision of a member of staff
- 4) Reporting of poor behaviour to another teacher as appropriate
- 5) Reporting to parents by classteacher in a timely manner
- 6) Poor behaviour is brought to the attention of the Headteacher/Deputy
- 7) Headteacher/Deputy logs incident
- 8) Headteacher/Deputy reports incident to parents in a timely manner
- 9) *Acts of racism, bad language, aggression, physical abuse, defiance, and forms of bullying are to be brought to the immediate attention of the Headteacher.*

<b>Responsibilities of Teaching Assistants</b>
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- To support the policy for behaviour
- To work in partnership with the class teacher in establishing the expectations and routines for managing the behaviour of the class and individual children
- To support the classteacher in actively promoting positive behaviour using the range of strategies used in the classroom
- To inform the teacher of incidents of poor behaviour, bullying and disruptive behaviour
- To support groups and individuals in the inclusion of all pupils

**Rewards and Sanctions Used by Teaching Assistants**

These are applied in consultation with and in support of the class teacher and established routines.

## Breaktime Supervision

### Purposes:

- To ensure that mid-morning breaktime is seen as a positive experience enjoyed by children
- That duty staff value the contribution they make towards the children's experiences at breaktime
- To ensure that children are engaged productively and creatively at breaktime
- That adequate resources and equipment support children's play
- That staff are supported in managing children's play and activity
- To provide a positive environment in which good behaviour is expected, promoted and rewarded
- That sanctions for poor behaviour are applied consistently
- That there are systems in place to ensure that behaviour is monitored

## Responsibilities of Duty Staff at Breaktime

- To supervise and support positive behaviour strategies for all children
- To engage with the children and actively support their play
- To be vigilant in the observance of poor play, to include bullying
- To use a range of rewards and sanctions and apply them consistently
- To actively support the children in resolving upsets and disputes between them
- To report incidents of poor behaviour or matters of concern to the class teacher in the first instance in a timely manner
- *Acts of racism, bad language, aggression, physical abuse, defiance, and forms of bullying are to be brought to the immediate attention of the Headteacher.*

## Breaktime Activity

**The aim is for all children to be engaged in purposeful activity. This will be achieved by:**

- Both infant and junior children will be engaged in purposeful activity
- Playleaders will support infant and junior children at breaktime in their play
- Formal games will be taught to children by staff and playleaders
- Routines for the management of resources will be designated
- Resources for play will be regularly reviewed and audited
- Playground markings will be invested in
- The introduction of 'Craze of the Week' will be co-ordinated by the PE Leader and Staff Play Leader
- Basic equipment will be available as a minimum
- A football rota will be established for infant and junior children
- Adventurous equipment will be available
- Books/comics will be available

**Rewards at Breaktime:- A number of rewards may be applied consistently**

Positive Praise

Positive verbal endorsement to classteacher/DHT/HT

House Points

Certificates

**Sanctions at Breaktime:- A number of hierarchical sanctions are applied consistently**

- 1) Clear verbal disapproval with how behaviour has broken a Golden Rule
- 2) Use of a warning with consequence
- 3) Timeout- asked to stand out for a short period/sit at bench
- 4) Reporting of poor behaviour to classteacher
- 5) Poor behaviour is brought to the attention of the Headteacher/Deputy
- 6) Headteacher/Deputy logs incident
- 7) Headteacher/Deputy reports incident to parents in a timely manner
- 8) *Acts of racism, bad language, aggression, physical abuse, defiance, and forms of bullying are to be brought to the immediate attention of the Headteacher.*

<b>Responsibilities of MDA staff at Lunchtime ( See Supervision Policy)</b>
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- To supervise and support positive behaviour strategies for all children
- To engage with the children and actively support their play
- To be vigilant in the observance of poor play, to include bullying
- To use a range of rewards and sanctions and apply them consistently
- To actively support the children in resolving upsets and disputes between them
- To report incidents of poor behaviour or matters of concern to the class teacher in the first instance in a timely manner
- *Acts of racism, bad language, aggression, physical abuse, defiance, and forms of bullying are to be brought to the immediate attention of the Headteacher.*

**Lunchtime Activity**

A planned programme for positive play and a range of activities is in place in both playgrounds.

**Rewards at Lunchtime:- A number of rewards may be applied consistently**

Positive Praise

Positive verbal endorsement to classteacher/DHT/HT

House Points

Certificates

**Sanctions at Lunchtime:- A number of hierarchical sanctions are applied consistently**

- 1) Clear verbal disapproval with how behaviour has broken a Golden Rule
- 2) Use of a warning with consequence
- 3) Timeout- asked to stand out for a short period

- 4) Reporting of poor behaviour to classteacher
- 5) Poor behaviour is brought to the attention of the Headteacher/Deputy
- 6) Headteacher/Deputy logs incident
- 7) Headteacher/Deputy reports incident to parents in a timely manner
- 8) *Acts of racism, bad language, aggression, physical abuse, defiance, and forms of bullying are to be brought to the immediate attention of the Headteacher.*

<b>Monitoring</b>
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IT IS THE RESPOSIBILITY OF ALL STAFF TO ACTIVELY PROMOTE POSITIVE BEHAVIOUR AT ALL TIMES IN ALL AREAS OF THE SCHOOL

IT IS THE RESPOSIBILITY OF ALL STAFF TO ACTIVELY BRING AN INCIDENT OF POOR BEHAVIOUR TO THE ATTENTION OF THE APPROPRIATE MEMBER OF STAFF

- The headteacher, Senior Leadership Team, staff and Governors will monitor the effectiveness of this policy each term.
- Each term the Headteacher will provide a report on Behaviour and Discipline in the Termly Headteacher's Report to Governors
- The Policy will be reviewed each academic year by the Curriculum Committee of the Governors

## APPENDICES

### THE GOLDEN RULES:

We are gentle- We don't 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 other's time

We look after property- We don't waste or damage things