



## **St Peter's Catholic Primary School**

### **Behaviour Policy and Procedures Sep 2021**

#### **MISSION STATEMENT**

*St. Peter's Catholic Primary School is at the heart of a Christ-centred community where every person's uniqueness is celebrated with joy, and is truly valued. We foster caring, supportive relationships based on mutual respect and love. We embrace the different communities to which we all belong home, school and parish, as well as our local, national and global families. When we welcome the child, we welcome the family. We strive for excellence in all we do, to be the very best that we can be.*

#### **School Aims**

- That all members of the school community strive for excellence in every area of school life.
- To create an interesting, stimulating and friendly environment which reflects the Catholic ethos of the school, and fosters a love of life and learning.  
    "I come that they may have life, and have it to the full". (John 10:10)
- To nurture a respect for all religions, races, cultures, genders, gender transitions, age, disabilities and sexual orientations and appreciate their views, beliefs and moral values.
- To promote a high standard of behaviour throughout the school community, witnessed by a growing sense of responsibility, self-respect and respect for others.
- To recognise children as individuals, giving them the confidence to reach their full potential in all aspects of life.
- To ensure inclusive practice, especially in relation to vulnerable children.
- To help children become independent learners, giving them the skills to meet the challenges of our ever-changing world.
- To maintain and strengthen a constructive partnership between home, school, parish and the wider community.
- Through high quality teaching, to ensure that all pupils benefit from a broad, balanced, differentiated curriculum matched to pupils' ages, abilities, aptitudes and additional needs.

#### **Implementation of Policy**

St Peter's Catholic Primary School strives for excellence and aims to provide a high quality education for all pupils.

In order to attain the most effective learning environment, staff and pupils need to establish consistently high standards of behaviour, both in and out of the classroom.

Everyone has the right to be treated with respect. With that right comes the duty to treat others with respect.

It is important that our Behaviour Policy is applied consistently by all staff at all times.

## ST PETER'S CATHOLIC PRIMARY SCHOOL PUPILS' MORAL CODE

We have the right not to be bullied in any way.

We have the responsibility not to bully others and to report any bullying we see.

We have the right to feel safe in and around school.

We have the responsibility to ensure the safety of all pupils by behaving in a reasonable manner in and around school.

We have the right to an education and to learn according to our ability

We have the responsibility not to ridicule others for the way in which they learn or to disturb the learning of others.

We have the right to be treated with respect by all people.

We have the responsibility to respect all others within our community.

We have the right to express our own opinions and to be heard.

We have the responsibility to allow others to express their opinions and to be heard.

We have the right to expect that our possessions will be secure in and around school.

We have the responsibility not to mistreat others' possessions and to report any mistreatment that we see.

We have the right to have friends.

We have the responsibility to share our friendship.

We have the right to play safely without interference.

We have the responsibility not to disrupt or endanger the play of others.

### St Peter's Catholic Primary School Code of Conduct

#### **Children must:**

##### Lesson times:

- be well prepared and have the right equipment
- listen to others and speak in turn
- do their best work
- use equipment correctly
- leave classrooms and teaching areas tidy.

##### Break times:

- move carefully along corridors and stairs
- play sensibly
- have good table manners
- return to class quietly and sensibly

#### **Classroom management - Teachers will:**

- Make classroom rules clear to pupils.
- Remind children of rules and procedures at the beginning of every term.
- Ensure that all adults working in the room work consistently with pupils, following this behaviour policy.
- Reward good behaviour, not accepting poor behaviour, but acknowledging that some children, especially vulnerable children, may need additional consideration and support.
- Expect high standards of work and presentation in relation to pupils' abilities.
- Explain that the pupil is responsible for his/her actions.
- Not allow pupils to call out at random.
- Implement the 'Good To Be Green' behaviour system in Y1 – Y5

### **To create and sustain a positive, supportive and secure environment teachers will:**

- Be well prepared for the lesson
- Keep everyone occupied, interested and engaged
- Extend and motivate pupils
- Mark all work constructively, following the school's marking policy
- Keep an attractive, clean and tidy room
- Maintain interesting wall displays

### **Breaktimes and Lunchtimes**

The priorities for break and dinner duties are to ensure:

- The safety of pupils
- Good behaviour in the playground and corridors
- That pupils learn how to play and interact in a purposeful way

In the dining hall children will be encouraged to:

- Come into the hall sensibly
- Be well mannered whilst collecting and eating lunch
- Use knives and forks correctly
- Sit on chairs correctly
- Raise their hand if they need to ask anything
- Clear away after themselves

Either the Headteacher or the Deputy Headteacher will be available to supervise behaviour in the dining hall or playground, should this be necessary.

Children will only be allowed into school during breaktime or lunch time with the permission of an adult.

### **Movement around School**

As soon as the morning bell rings children come into school. A member of staff is available in each cloakroom to ensure that children remove outer clothing with a minimum of fuss and collect equipment needed.

When moving around school for assemblies, etc. teachers insist that children go quietly.

During assembly, teachers insist that children do not talk whilst waiting for other classes to enter the hall.

### **Playtimes**

- Teachers supervise children as they leave the school building.
- When the bell rings at the end of break, all members of the teaching staff go into the classroom ready to receive the children from the playground.
- When the bell rings, ensure that the children stand still and quietly on the playground.
- Classes are sent in one at a time.
- Children must walk quietly to their classroom.

### **Wet Play**

During wet play the teacher on duty and the teaching assistants will supervise the children in their own classrooms.

### **Lunchtimes**

- Reception teachers bring children into the dining hall at 11.50 and stay with them until 12:00pm. Y1 and Y2 come into the hall at 12.00.
- The Headteacher, together with the Midday Assistants, supervises the children in the dining hall.
- When the bell rings at the end of lunchtime, children stand still on the playground or field and then walk quietly to class, where their teacher will receive them.

## **Rewards**

Teaching staff will offer praise more often than censure. Teaching staff will praise individuals as well as the whole class. Individual teachers will implement their own system of rewards. This will include some or all of the following:-

- praise in public
- stickers/stamps
- Headteacher sticker or stamp
- a written comment on a piece of work
- a quiet word in private
- a 'House' token
- Headteacher's award in assembly (Friday)
- sending the pupil to Headteacher or Deputy Headteacher
- praise postcards

## **The Merit System**

- All pupils can earn house tokens for good work or behaviour
- All staff can give out house tokens
- Staff should only give one house token to a child at a time
- The House earning the most points at the end of the half-term to have a House reward.

**Praise Postcards** Completed by class teachers each Friday when a child makes an exceptional effort in the curriculum or with behaviour. Postcards are posted to the pupil's home so that families share in their child's success. The pupils are not informed that postcards are being sent. Two postcards per class per week should be sent.

## **Behaviours That Require Sanctions**

### **Minor Incidents:**

- Talking when silence is expected.
- Chatting when work is expected.
- Running or wandering about.
- Shouting out.
- Throwing small items
- Interfering with another pupil's belongings
- Misusing school equipment - pupils who wilfully damage school equipment will have parents contacted and the family will be expected to pay for damages
- Minor health and safety dangers caused by thoughtless actions
- Answering an adult inappropriately

### **Major Incidents:**

- Walking away and not listening to an adult
- Repeatedly ignoring or disregarding an instruction
- Fighting - exchange of punches, kicks or blows – more than play fighting or pushing
- Bullying including homophobic/trans bullying, repeated name calling, threats or violence over a period of time, sexting, social media bullying
- Unprovoked attacks – an assault which comes without any justification
- Inappropriate use of the Internet or social media in school, which contradicts our Acceptable Use Agreement.
- Racism – repeated remarks or violence because of ethnicity
- Disability discrimination – repeated remarks or violence because of physical disability or differences
- Gender or sexuality discrimination - repeated remarks or violence because of perceived gender or sexuality by the perpetrator
- Abuse or threats aimed directly at staff or children
- Physical assault of staff or pupils– a pupil intentionally hits, kicks or injures a member of staff, a visitor or another child

- Injuries to pupils and staff – caused unintentionally but because of irresponsible actions e.g. throwing stones
- Theft – a pupil stealing property
- Major damage to school property – intentional damage which is expensive or difficult to repair
- Leaving school without permission – a pupil leaves school without permission and in defiance of adult authority

### **Sanctions**

**Sequence of Events for Minor Incidents. These do not have to be applied sequentially, depending on frequency of behaviour.**

- A verbal warning
- Name on board
- Teacher keeps back in class for 5 minutes
- Playtime detention – KS1 & 2 (see below)
- KS2 - lunchtime detention (see below)
- KS1 – sent to Headteacher
- Continued challenging behaviour – individual Behaviour Book – parents informed
- Continued challenging behaviour – one page profile/ 4+1 & entered on SEND register after meeting between school and parents/ family
- Continued challenging behaviour – implementation of Early Help Assessment and request for support for the child from external agencies, eg. BLIS/ family intervention worker

### **Major Incidents**

Parents will be informed of major transgressions by letter and/or phone call, and invited to speak with the Headteacher. An appropriate sanction will be applied, which could range from monitoring of behaviour to fixed term exclusion, (in agreement with Governors). Permanent exclusion, with the agreement of Governors, remains an option in the most extreme cases.

Our E-Safety policy details appropriate sanctions or actions which will be taken in the case of a major incident involving inappropriate use of the Internet or electronic communication in school.

### **Persistent Misbehaviour**

Teachers keep a record of persistent misbehaviour in a book held in class, having informed parents. It is important to be consistent with this, as parents and other agencies will require details of the behaviour, and its duration.

### **Detentions**

Pupils who ignore warnings will be given detention according to the teacher's professional judgement. Detention will be given at playtimes and lunchtimes. Detentions will be categorised by severity. The class teacher must make the teacher on duty aware that the child is to receive a playtime detention.

- Step 1 - Playtime  
YR & KS1 – holding teacher's little finger to enable them to walk around the playground  
KS2- standing against the wall for 5 – 15 mins.
- Step 2 – playtime  
YR & KS1 - children standing against the wall  
KS2 - Playtime detention in the hall, supervised by a member of staff. Children are to spend playtime in silence facing away from other children.
- Step 3 –  
KS2 - Lunchtime detention supervised by the Headteacher or Deputy Headteacher. Children will sit in the hall throughout dinner time. They will eat at a separate table and write out school's rules and/or children's moral code.  
KS1 – standing outside Headteacher's office for 5- 10 mins.

\*All lunchtime detentions will be recorded in the Headteacher's Behaviour Book.

Parents will be informed if their child receives more than 1 lunchtime detention in a week. Frequent lunchtime and playtime detentions will also result in parents being asked to meet with the Headteacher to assure their support and to discuss improvements to behaviour.

### **Lunchtime Sanctions by Midday Assistants**

- clear verbal warning by the Midday Assistants about minor incidents.
- Pupils who ignore this initial warning will be reported to the Headteacher/Deputy Headteacher, who will speak to them and an appropriate sanction based on professional judgement in line with this policy will be applied.
- If a serious incident occurs, the Headteacher or Deputy Headteacher will be informed immediately and procedures to deal with serious incidents will come into effect.

### **Individual Pupils**

Pupils who do not respond to praise, rewards and sanctions in order to modify their behaviour will, after consultation with the SENDCO, have a One Page Profile/ 4+1 created in conjunction between themselves, their class teacher and their family. Their names will be entered on the Special Educational Needs Register for Emotional and Behavioural Difficulties.

### **Role of the SENDCO**

- To oversee 4+1 documents and parental involvement
- To advise on a differentiated curriculum
- To maintain an efficient record- keeping system

Please note that incidents may occur which do not exactly match our criteria. In these cases teachers will exercise their professional judgement in applying appropriate sanctions, eg. withdrawing treats or privileges, sending a child to sit in another class for a short period of time, standing against the wall at playtime and/or dinnertime for short periods.

### **Use of Reasonable Force**

As per DfE guidance in 2013, school staff have a legal power to use reasonable force to restrain and/or control children to :

1. prevent children hurting themselves or others
2. prevent children from causing disorder

St. Peter's staff will always act within DfE guidance and legislation and will follow the following procedures should reasonable force be necessary:

- always act calmly and in a controlled manner
- inform the Headteacher prior to resorting to reasonable force, if able to do so
- inform the Headteacher as soon as possible following any use of reasonable force
- the Headteacher will inform the parents verbally that day and will follow up by letter
- the parents will be invited to a meeting with the Headteacher, SENDCO and the class teacher.

Schools do not need parental permission to use reasonable force. St. Peter's **does not** operate a 'no contact' policy.

This policy should be read in conjunction with the following policies:

Anti-Bullying

Child Protection and Safeguarding

Computing – Acceptable Use

E-Safety

Mental Health and Wellbeing

SEND

**Mrs K Ryan and all staff: 01-09-21**

**Review Date: September 2022**

