



## St Peter's Catholic Primary School

### Behaviour Policy and Procedures - September 2024

#### 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.

#### Protected Characteristics

In accordance with our Mission Statement and our Inclusion Policy we pledge:

- To respect the equal human rights of all our pupils
- To positively promote equality and diversity
- To tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- To educate pupils about equality
- To respect the equal rights of our staff and other members of our school community

We assess our current school practices through our Equality Impact Assessment, and implement all necessary resulting actions in relation to:

- Gender
- Gender reassignment
- Race, nationality and ethnic origin
- Disability
- Religious belief
- Age
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

#### 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 and beliefs, 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, adapted 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 JUNIOR 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 EYFS AND INFANT CHILDREN'S PUPILS'**  
**GOLDEN RULES**

1. We are always kind.
2. We do our very best with our learning.
3. We do our very best to make good choices inside school, on the playground and everywhere we go.

**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 YN – Y3

**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 first morning bell rings at 8.40am children may come into school as we implement a 'soft' opening. Children go straight to their own classrooms where they sit in their own places and engage quietly in morning activities prepared by the teacher. Adults moving around school during the soft opening will remind children in cloakrooms to place their belongings and move to their classrooms quietly and with the minimum of fuss. Four members of staff are always outdoors each morning to ensure children's safety as they are dropped off at the playground perimeter gates; two adults on the junior playground and one adult on each set of outdoor steps. At 8.50am, the second morning bell rings to signal registration.

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 come into the hall at 11.55 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. Midday assistants take children straight into their classrooms at this time to ensure that communal areas are as clear as possible.

## **Rewards**

Teaching staff will offer praise more often than censure. Teaching staff will praise individuals as well as the whole class.

### **Sequence of rewards:**

1. Verbal praise or sticker from the class teacher
2. Housepoint token
3. Visit a special audience (eg. another teacher, a Key Stage leader, headteacher or deputy) at a suitable time
4. Communication with parents – verbally or with a praise postcard
5. The headteacher will give out a ‘Saint of the Week’ certificate to one child each week in recognition and celebration of positive and excellent behaviour.

St. Peter’s encourages a nuanced approach as different children and cohorts may have different motivations and different methods that have a positive impact. This approach 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
- Class Dojo
- marbles in a jar

Individual teachers will implement their own system of rewards. However, the process must have the essential elements of the above at its core.

Forgiveness, reconciliation and encouragement are a key part of the Catholic life and mission of our school and will be practised and modelled by every member of staff.

Apart from in very rare cases of exceptional circumstances (please see below), each new day will offer a fresh start for everyone in terms of promoting positive behaviour.

## **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 may 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 bullying related to a protected characteristic, repeated name calling, threats or violence over a period of time, cyberbullying
- 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, including homophobic or trans discrimination - repeated remarks or violence because of perceived gender, sexuality or gender transition 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

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.

## Sanctions

### **Sequence of Events for Minor Incidents.**

1. A verbal warning
2. Name on board or yellow card
3. Teacher keeps the child back in class for 5 minutes at breaktime or lunchtime so that the child may consider and reflect upon their behaviour
4. The child is sent to another classroom or to the Rainbow Room (with their own classwork) to consider and reflect upon their behaviour. The child's family and the headteacher are informed.
5. The child is sent to the headteacher (with their own classwork) to consider and reflect upon their behaviour.

Please note that, depending on the seriousness of the behaviour, it may be appropriate for earlier steps in this sequence to be omitted.

## Major Incidents

Parents will be informed of major incidents 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 suspension for a fixed period (in agreement with governors). Permanent exclusion 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.

### Playground Incidents: sequence of responses to inappropriate behaviour

1. YR & KS1 – holding adult's little finger to enable them to walk around the playground  
KS2- standing at the side of the playground for 5 – 15 mins to enable the child to consider their behaviour rather than simply enjoying free time.
2. YR, KS1 and KS2 - children to be sent indoors for 5-15 minutes for time out to consider their behaviour.
3. Although we firmly advocate a fresh start each day for all children, if there are frequent repeated and persistent episodes of inappropriate behaviour from particular children during unstructured time, and if the above two steps have proven to be ineffective, then YR and KS1 children will stand outside the headteacher's office for 5-10 minutes when it is time to go on to the playground.  
KS2 children may miss free time to be supervised by the head or deputy, whilst writing out the school moral code.

\*All occasions of loss of free time (LOFT) will be recorded in school's electronic password-protected log of pastoral concerns.

Parents will be informed if their child receives more than one LOFT in a week. Frequent occasions of LOFT will also result in parents being asked to meet with the headteacher to assure their support and to discuss improvements to the child's 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. 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 4+1 statement created in conjunction between themselves, their class teacher and their family. Their names will be entered on the Special Educational Needs Register for Social and Emotional Needs.

### Exceptional Circumstances (including extremely challenging behaviour and violent behaviour)

It is possible that there may be circumstances where careful adherence to this behaviour policy and procedures has failed to be effective. Such cases will be treated on an individual basis. Class staff, the school senior leadership team and professionals from outside school will work together with the child and their family to support the child to modify and improve their behaviour.

The following strategies will be considered:

- A meeting for everyone involved, where consideration will be given to drawing up a behaviour contract. Such a contract will be regularly reviewed.
- The designation of a member of the leadership team to be the first point of contact in exceptional circumstances.
- Limiting the child's access to whole-class teaching (on a carefully-planned basis).
- Additional adult support
- SENDCO to work with class staff to plan adapted provision
- Daily plans and targets with appropriate rewards
- Bespoke staff training
- Weekly liaison with the child's family

## Suspension and Exclusion

St. Peter's follows guidance from the Department for Education in terms of suspension and permanent exclusion. Only the headteacher may suspend or exclude a pupil from school. Suspension should not be made in the heat of the moment but a rapid response may be made if there is an immediate risk to the safety of others or to the child. A decision to suspend a child may be made if any of the following apply:

- The child seriously breaches the school behaviour policy in a violent way
- A range of alternative strategies, including three incidents of being sent to the headteacher (sanction 5 in the above sequence) have been applied without success
- Allowing the child to remain in school would seriously harm the welfare of the child, other children or staff

Suspension may be in response to a single, very exceptional incident or it may be in response to a number of incidents growing in seriousness over a period of time.

## Role of the SENDCO

- To oversee 4+1 documents and parental involvement
- To advise on an adapted curriculum and provision for individual children
- To maintain an efficient record-keeping system

## Use of Reasonable Force and Physical Intervention

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, deputy headteacher or SENDCO will inform the parents verbally that day and will follow this with a written record of the incident for the family
- 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 or physical intervention. St. Peter's **does not** operate a 'no contact' policy. Any reasonable force shall be proportionate and necessary, in line with our policy for Positive Handling and Physical Intervention.

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

Policy for Positive Handling and Physical Intervention

Policy for Suspension and Exclusion

SEND

Mrs K Ryan (headteacher) and all staff: September 2024

Review Date: September 2025



## Appendix 1

### The Housepoint 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.