

St. Paul's Roman Catholic Primary School



BEHAVIOUR POLICY

This policy, after consultation with the LA and Governors, was adopted by the Governing Body of St. Paul's Roman Catholic Primary School and will be reviewed as and when necessary.

*“Keep doing all the things you learned from me and have been taught by me and have heard or seen that I do. Then the God of peace will be with you”
Letter to the Philippians, ch. 4,v9*

Reviewed June 2016

MISSION STATEMENT

“In Him we live and move and have our being” – Acts 17

This school is an overtly Catholic Community of faith. It bears witness to the Gospel values of mutual respect, love, forgiveness, hope and the development of the gifts and abilities which each one of us has.

The mutual active support of staff, children, parents and governors is needed to put these values into practice in the day to day living of the school.

When implementing this Behaviour Policy we will follow our Mission Statement and the aims of our school by

- Providing an environment which enables all members of the school community to develop their talents to the full.
- Providing pupils with opportunities to help them attain their full potential.
- Encouraging each child, irrespective of ability, age, gender, race or religion to achieve to the best of their ability and to give recognition to these achievements, thereby developing good self-esteem.
- Endeavouring to provide every child in this school with an excellent and stimulating curriculum. A differentiated curriculum will be offered, where necessary, to suit the needs of individual children.
- Acknowledging the diversity of culture and backgrounds within the school community, so that all are united through a sense of justice and peace.
- Ensuring that Gospel values permeate the way that the school community relates to each other through word, deed and example, thereby demonstrating the care and forgiveness of a truly Christian community.
- Through prayer, the celebration of Mass and non-Eucharistic liturgies, we will involve the whole school family in the life of the school and give witness to the wider community.

Behaviour Policy

Aims of the Policy

The aim of this policy is to foster self-discipline in the interest of safety, good order and consideration of the rights of others.

Safeguarding

The school is committed to safeguarding children and has rigorous procedures in place to take all reasonable measures to ensure that risks of harm to children's welfare are minimized (Child Protection Policy).

In order to achieve this we will:

- Have a consistent approach to children's behaviour throughout the school in partnership with parents, staff and governors.
- Raise awareness of appropriate behaviour, making sure that the boundaries are clearly defined.
- Foster positive, caring attitudes towards everyone, ensuring that achievements at all levels are acknowledged and valued.
- Encourage independence and discipline so that each child accepts responsibility for his/her own behaviour.

Children's responsibilities are to:

Uphold the School Mission Statement and Code of Conduct on all issues, as they are intended for the good of the whole school community.

Code of Conduct:

- **Respect of each other and all property**
- **Listen carefully and speak politely**
- **Move about carefully and sensibly**
- **Work hard and be the best you can be**

Behaviour for Learning

What we do to encourage good behaviour:

Class Dojo

Points will be allocated for the following:

- Being on task
- Working hard
- Participation
- Team work
- Resilience

Points will be deducted for the following:

- Being off task
- Talking out of turn

- Unprepared (homework, PE kit, reading books)
- Lack of effort

Dojo points must only be awarded or deducted by the Class Teacher or Teaching Assistant.

Dojo points are earned on a weekly basis and celebrated each Friday (Fabulous Friday).

If a pupil has exceeded (or matched 100%) their previous positive percentage, they will earn a Dojo Diamond for their chart.

Once a pupil has earned 6 Dojo Diamonds, they are awarded a 'Bronze Award' (certificate and pencil prize)

Once a pupil has earned 12 Dojo Diamonds, they are awarded a 'Silver Award' (certificate and sweets)

Once a pupil has earned 20 Dojo Diamonds, they are invited to the Dojo Celebration and will be awarded a badge of recognition. A 'Gold Award' certificate will also be presented.

Pupils will continue to earn Dojo Diamonds and at the end of the school year a prize of recognition will be awarded to the person in each class who has gained the most diamonds.

Golden Time – KS1

Maximum of 30 minutes weekly. Golden Time can only be lost for breaches of the Code of Conduct (not related to behaviour for learning). Golden Time is lost in two minute intervals and monitored by the Class Teacher or Duty Staff.

Team Points

The school teams are: Fisher, More, Postgate and Clitherow. Children in KS2 are allocated teams in Year 3. Siblings will automatically become part of the same team. Pupils without older siblings are allocated teams from the sorting hat at the beginning of Year 3.

Team points are allocated to an individual pupil for behaviour linked to the Code of Conduct e.g. holding open a door; showing kindness; being helpful and respectful around school.

Each Team is led by a Head Boy and Head Girl who have been nominated by the Staff for being excellent pupil role models.

Class teachers keep a record of team points. At the end of each half term, the winning team will be announced during assembly and will be rewarded by a non-uniform day and juice and biscuits.

When a child chooses not to follow the Code of Conduct or an adult instruction, then their behaviour will be dealt with in a calm and consistent manner. It will be made clear that it is the pupil's behaviour choices that are inappropriate not the child.

Consequences

The children understand that there will be consequences if they do not abide by the Code of Conduct. The word consequence must be explained and used when dealing with any incident.

There must be a firm and consistent approach to all of the stages below:

Stage 1: Verbal reminder of the expected behaviour/ school rule

'I'm reminding you of our Code of Conduct. You need to make the right choice.'

Stage 2: Verbal warning given to the child.

'You've had your reminder, this is your warning...'

Choice presented to child –

‘If you choose to / not to..... then there will be a further consequence.’

Stage 3: Consequence given:

‘You have had your reminder and your warning. Now you have to accept the consequence.’

- KS2- 10 minutes time out in another class / dining hall (red card).
- KS1 will have a designated area within their classroom to work (red card).
- Pupil will miss some playtime to make up for learning time missed– name recorded in class behaviour book.
- Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day or as soon as possible, either in person or phone call. Headteacher informed at this stage.

Stage 4:

If behaviour escalates or continues, pupil sent to speak to headteacher/ deputy head.

Reflection sheet filled in, the incident recorded by Headteacher with phone-call and completed copy sent home to parents.

If a child persists in making poor behaviour choices relevant school staff will work closely with the pupil and parent/carer to resolve the inappropriate behaviour. A variety of options will be considered:

- A review will be taken to identify if there are unidentified learning/special needs.
- The class teacher will meet with pupil and parent/carer to discuss concerns. A target will be agreed and reviewed daily/weekly.
- The pupil and parent/carer will attend a behaviour meeting (if applicable).
- An internal exclusion may be imposed removing the child from the classroom and peers (parent/carer will be informed).

Where there is no improvement in behaviour, the Headteacher may impose a period of exclusion from school (see Exclusions Policy). As the school has a very strong commitment to inclusion every effort will be made to bring about an improvement in pupil’s behaviour before this stage is reached and parents/carers will be invited into school to discuss the situation.

Extreme Behaviour

In cases of extreme behaviour, the child will be removed or isolated from the other children. Extreme behaviour is classed as: fighting, vandalism, bullying, cyber-bullying, threat of violence against another person or physical violence. The behaviour will be dealt with by the Headteacher or member of the Senior Leadership Team. Parent/carer will be informed of the incident and the action to be taken. The Headteacher may impose a period of exclusion from school (see Exclusions Policy).

Special Educational Needs

When a child is on the SEN Register the process for dealing with behavioural difficulties may differ to those outlined previously. To support the pupil an alternative and individual procedure may be formed in agreement with the child, parent/carer and school staff and will be clearly explained to all staff that have contact with the pupil in school. With prior agreement from the parent/carer advice from an appropriate

outside agency e.g. Educational Psychology Service, Inclusion Team or Specialist Learning Team may be sought if a special need is identified that requires further assessment.

Additionally Resourced Provision

The ARP is dedicated to the inclusion of children with attachment difficulties. The presentation of the child experiencing the effects of complex or chronic trauma requires appropriate and sophisticated responses, which form support strategies within the provision. It is essential that the child remains in a calm and secure environment when in crisis. The unit has a dedicated ‘Calm Down Room’ which is available to be used when a child presents in crisis. Practice informs us this resource, monitored and used effectively, leads to positive educational experiences. These are noted as both academic and social – enabling the child to build powerful resilience acting a source of stability when situations become uncertain. An evidence based approach supports this strategy. When used prudently & judiciously the resource has a positive impact supporting the dignity of the child when in crisis whilst allowing situational sensitivity to the learning environment of the school community.

Appropriate Physical Contact

St Paul’s School supports the policy of appropriate physical contact in response to the needs of a child taking into account the child’s age and stage of development, this means adults should not do what a child can do for themselves. Contact should be in an open environment. Adults must ensure that their reaction to a child in distress or because of success does not become unnecessary and unjustified physical contact particularly with the same child over a period of time. Any contact should be in response to the needs of the child and in an open environment. When working with children all adults are reminded that physical contact i.e hugging should not be commonplace and not initiated by either parties regardless of the age of the child. If a child is injured or extremely upset and requires reassurance a common sense approach must be used. (See School Physical Contact Policy).

Use of Reasonable Force

All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.

Any use of force will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour. Reasonable force will be used only when immediately necessary and for the minimum time necessary and consideration will be given to the age and understanding of the pupil and whether they have SEN or disabilities.

Named staff (S. Sinclair, SJ.Davies, C.Irvine, A.Lankford) within school have a ‘Team Teach’ qualification. This national training award teaches staff the least intrusive positive handling strategies and methods of restraining pupils who are at risk of injuring themselves or others. However, in the event of a child presenting with behaviours harmful to self or others all staff have the responsibility to intervene in the interest of safety and welfare of children in the school. Where an incident requires physical intervention then a physical restraint report must be completed by the adult involved within 24 hours. The original will be given to the headteacher and a copy sent to the Local Authority. The school will inform parents/carers regarding the use of restraint.

Items Banned by the School:

- Matches / lighters
- Cameras
- Mobile Phones
- Any article which is deemed as inappropriate

The Headteacher and members of SLT may also use such force as is reasonable to search for prohibited items that could cause offence or harm, without the pupil's consent in accordance with Behaviour and Discipline in Schools, DfE January 2016.

School Visits and Out of School Hours

Expectation for pupil behaviour on school visits, travelling to or from school or whilst they are wearing their school uniform out of school hours remain as those for school. Any behaviour at these times that could affect the reputation of the school will be dealt with within the guidelines of the school behaviour policy

For school visits, where challenging behaviour is due to a special educational need, appropriate support will be in place. Should a child's behaviour whilst at school or on a previous visit give cause for concern, then a risk assessment will be carried out. The school may on occasions request a parent /carer to accompany their child on a visit.

Staff / School responsibilities are:

- To uphold the Mission Statement of the School.
- To treat everyone fairly and with respect.
- If conflict arises we will endeavour to be objective and listen to explanations from everyone involved before taking action.
- To value the children, their work and their talents, irrespective of gender, colour, culture or ability.
- To ensure that racial harassment in any form will not be tolerated and any such incident will be recorded.
- To provide a high quality curriculum to the best of our ability.
- To undertake appropriate professional development training – input from the Specialist Learning Team, Inclusion Team, TaMHS, CAMHS and Educational Psychologist.
- To enable pupils to understand the key issues around good nutrition, participation in sport etc. and the longer term benefits to health and wellbeing. Staff should be aware of the possible impact of different food types on children's health and behaviour.
- To ensure that children follow the school's Code of Conduct in all areas.
- To involve and work in partnership with parents at all stages should a problem arise, whether academic or social.
- Where necessary, Individual Behaviour Plans will be drawn up. Targets set will be regularly monitored and discussed with the pupils concerned and their parents/carers.
- Liaise with outside agencies on behaviour issues as appropriate.
- To be committed to tackling any incidents of drug misuse among pupils. Any instances of possession, use or supply of illegal drugs on school premises will be regarded with the utmost seriousness and will follow the guidelines of the school's Drug and Alcohol Policy.
- To provide a safe environment where children can develop socially and academically.
- To provide a suitable area for 'time out'.
- Make staff available to resolve problems at the earliest opportunity.

The Governors' responsibilities are to:

- Uphold the Mission Statement of the school.
- Endeavour to create and maintain a supportive, well resourced, pleasant and attractive environment to enhance learning and promote positive behaviour.
- Undertake necessary training
- Receive and discuss appropriate reports/policies, initially via the Curriculum and Pupil Welfare Committee and, where necessary, through meetings of the full governing body.

- Be aware of the guidance on exclusions issued by Stockton Borough Council and ensure that correct procedures are followed. If it becomes necessary, all governors reviewing exclusions should be familiar with the guidance and have received appropriate training. They should also ensure that arrangements are in place to notify the 'home' and LA, where this is different from the maintaining LA and should be aware of the circumstances in which exclusions can be used and of the illegality of informal or unofficial exclusions.
- On any occasion when restrictive physical intervention is used this must be recorded in the Record of Restraint Book located in the Complex Needs Unit. Procedures outlined in the book must be followed.
- Only staff trained in Team Teach Physical Restraint are permitted to restrain a child.

The Parents responsibilities are to:

- Support the academic/social development of their children in the home, by setting a good example and helping to promote a positive attitude to school.
- Uphold standards of dress, behaviour, punctuality and attendance set by the school.
- Encourage children to develop good attitudes towards others, irrespective of gender, colour, culture or ability.
- Share with the school any anxieties about the development of their child and discuss "problems" with the class teacher/headteacher as a first course of action to achieve peace of mind.
- Set standards for the children to follow when selecting and exploring information on the internet and in the media and follow the guidance in the schools E-Safety Policy.
- Support the school's Drug and Alcohol Policy and education programme and use their parenting skills to prevent drug misuse by their children.
- Where behaviour is a concern parents will be informed at an early stage and given an opportunity to discuss the situation. It is important that the children receive consistent messages between home and school so parental support will be sought to reinforce any action the school takes.
- If parents have any concern about the way their child has been treated, they should initially contact the class teacher. The behaviour policy is accessible to all parents/carers on request. Parents are asked to sign a home / school agreement when enrolling at the school. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the headteacher who will take appropriate action.

Evaluating the success of the policy

- We have happy, confident children who display good attitudes towards social and academic issues.
- We have low levels of absenteeism, truancy and no incidents of racial harassment.
- All members of the school community show respect towards each other and are polite to visitors, creating a pleasant and co-operative atmosphere within the school.
- When taking part in off-site activities our children are good ambassadors for our school.
- All children use the internet responsibly in line with the school E-Safety Policy.

St Paul's R.C. School has adopted the following government guidance (The Department for Education, Behaviour and Discipline in Schools, January 2016).

This policy will be reviewed annually after consultation with parents/carers, pupils, staff and the governing body.