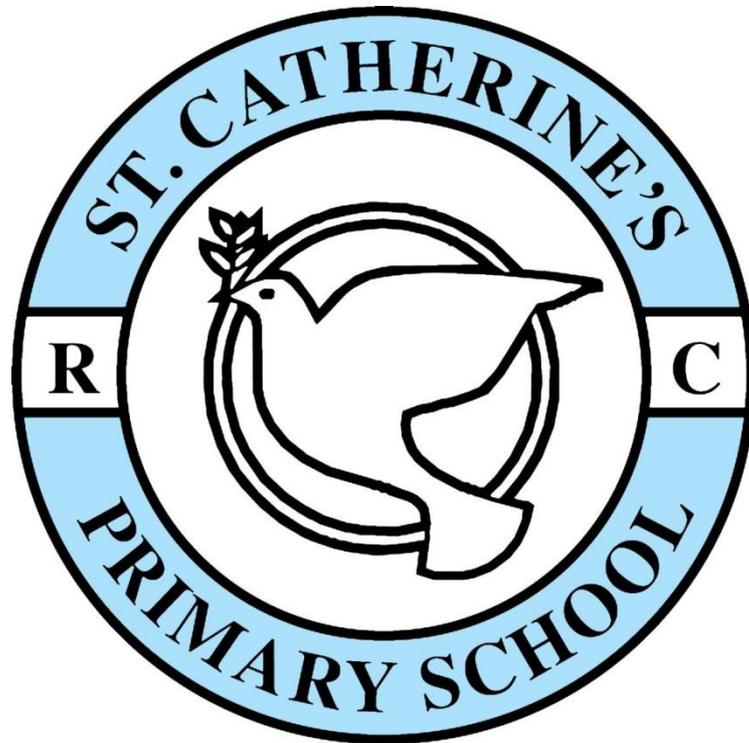


St Catherine's Catholic Primary School



A family united in God's love, learning in faith together for a compassionate tomorrow.

Behaviour Policy

Adopted: June 2020
Updated: September 2020
Review: January 2021

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1. Principles

- 1.1. This policy is based on our school mission:
'A family united in God's love, learning in faith together for a compassionate tomorrow.'
- 1.2. St Catherine's and the wider CAST community seek to be a living example of Gospel Values in action, based on the firm foundations of Christian love with Jesus at the centre: humility; compassion; kindness; justice; forgiveness; integrity; peace and courage.
- 1.3. We aim to be flexible in meeting the educational needs of individual children, fully recognising the worth of each child, to display patience with development at all levels; to give encouragement and to celebrate achievement; to share anxieties and to resolve conflict through the Gospel values of forgiveness and reconciliation.

We endeavour to:
- 1.4. Foster the development of the whole person, having regard for individuals' physical, moral, educational and spiritual formation, ensuring fair treatment for all.
- 1.5. Develop children's awareness of the world around them and respect for property and school grounds thus supporting the whole school community in developing an awareness of the needs of the environment; promoting sustainability and responsibility for the future
- 1.6. Openly address issues of emotional health and well-being by helping children to understand what they are feeling and to manage their emotions, allowing them to make choices and to recognise the responsibilities that these choices bring.
- 1.7. Have open communications with parents and carers so that all behaviours are shared and maximise on the strengths available to the school through the wider partnership linking with parents and the local community and various supporting agencies.
- 1.8. Reward good behaviour in a variety of ways to ensure that individuals and groups are recognised for their efforts.
- 1.9. Encourage children to take responsibility for their actions and therefore emphasise the importance of making good choices.
- 1.10. Help all develop a love for learning
- 1.11. Ensure a high quality of teaching and learning in which all involved have a clear understanding of what is expected of them and the individual needs of learners are met

2. Purpose

- 2.1. As a staff we strive to make forgiveness and compassion the hallmarks of our dealings with children, particularly in matters of discipline. Children need to experience love and forgiveness if they are ever to come to know how much God loves and cares for them.
- 2.2. We need at all times to preserve the good order essential to teaching and learning by establishing a common known policy in the school. We create and maintain a stable and effective learning environment for all children.

3. Behaviour for learning

- 3.1. In fostering positive behaviour in the school, warm and positive communication is central. The school ensures that an environment of positive behaviour supports the children in making the correct choices in terms of attitude and behaviour. Good behaviour and high self-esteem are built by creating success, and then noticing it.
- 3.2. Staff teach explicit behaviours by:
- Providing a well ordered, calm and purposeful environment.
 - Modelling, recognising and praising good behaviour at all times.
 - Promoting increasing independence and self-discipline so that each child learns to accept responsibility for their behaviour.
 - Providing a challenging, creative, interesting and relevant curriculum designed to engage and enable all children.
 - Agreeing class rules and high expectations at the beginning of each new academic year, which are revisited throughout the year
 - Providing regular opportunities for children to discuss appropriate behaviour through discussion and circle time.
 - Implementing additional targets and incentive schemes as appropriate to individual classes.
 - A PSHE curriculum that allows regular opportunities across the school for work on relationships, feelings, child protection issues and bullying.
 - Explicit teaching of our expectations for good behaviour.
 - We reinforce the positive ethos of praise, trust and shared responsibility

4. Strategy

- 4.1. Rewards and sanctions must be applied consistently and fairly by all staff.
- 4.2. Good behaviour has to be modelled by all staff in their interaction with each other and all children.
- 4.3. The school has Gospel Values that help make expectations for behaviour explicit:
- Be humble
 - Show compassion
 - Be kind
 - Be just
 - Be forgiving
 - Have integrity
 - Be a peacemaker
 - Have courage
- 4.4. Strategies need to be developed at four levels:
- **Individual**
 - **Classroom** – each class is to have a system whereby all children will be rewarded for good behaviour or good work.
 - **Whole school** – all staff in the school will use an agreed progressive system of sanctions.
 - **Playground** – all staff will use an agreed system of behaviour management.

5. Rewards

- 5.1. Each class is to have a system in place whereby the whole class can be rewarded for good behaviour or good work, **chosen by the class**. Class reward systems should be regularly reviewed and adapted to ensure a positive impact on children's behaviour and motivation. **Once a reward has been given, it cannot be taken away.**
- 5.2. Children to start on the 'Ready to Learn' part of the chart every morning and after lunch (so children have the chance to 'wipe the slate clean' every am/pm.)
- 5.3. To respect the dignity of the individual, no child is ever asked to move their own name down the Ready to Learn chart, if sanctioned.
- 5.4. At the end of each day, teachers will acknowledge all those children who have stayed on 'Ready to Learn' or who moved up towards "Super Student" by feeding this into the class reward system. It is important to raise the profile of 'Ready to Learn' as positive, reflecting expected behaviour.
- 5.5. The following practical strategies are used in school to encourage and reward positive behaviour:
 - Class Charter, drawn up by the children and adults within that learning space, displayed in all classrooms.
 - The consistent use of the "Ready to Learn" chart to structure behaviour management within the class.
 - The giving of responsibility
 - Promotion of the Gospel Values
 - Regular positive recognition of children's everyday acts of consideration
 - Encouraging children to be as fully involved in school activities as possible
 - Staff to have positive expectations of their ability to influence children's behaviour.
 - There will be a calm and controlled movement around the school at all times: allowing each other space and common courtesies at doorways.
 - Staff are aware that children need limits and they are prepared to set them.
 - Children walk around the school quietly.
 - At the end of break, children stop and are sent to class by the teacher on duty.
 - School leaders, at all levels, are visible in school and visit classes regularly.
 - High expectations for standards in presentation both uniform and work is shared and modelled by all members of staff Key year groups, notably Upper KS2, will be given lunchtime and playtime responsibilities of both a social and physical nature with the aim of further developing their sense of community spirit and maturity.
 - A house point reward system. Children collect house points for positive behaviour and excellent work.
 - House points are collected and totals from each house are shared weekly. Teachers are also assigned a house to represent.
 - Every teacher has a list of their children in their particular houses. House points will be awarded throughout the week for good work/behaviour/attitude etc.
 - A Celebration assembly every week, led by Headteacher
 - Headteacher's Award is presented to children who have 'shone' in the week for their efforts in learning

6. Sanctions

- 6.1. At all times adults are encouraged to explain to children how their behaviour falls short of the school's expectation and standards. This conversation should be rooted in the explicit terminology of our Gospel Values so that the children develop their understanding of how these benefit their everyday life. Children are encouraged to consider and discuss how they can improve their behaviour. Staff also must remember that all behaviour is a means of communication. Safety issues are paramount.
- 6.2. To ensure consistency for all children, class staff use a progressive system of sanctions which is structured through the "Ready to Learn" chart. Children to start on the Ready to Learn part of the chart every morning and after lunch (so children have the chance to 'wipe the slate clean' every am/pm.) Staff will use strategies to deal with low level behaviour before reaching the "Think About it" warning stage of the sanctions:
 1. Verbal warning
 2. Time out to "Think About It" (Moved to yellow on the chart. Two minutes thinking time in class to consider behaviour.)
 3. Removal of children from class is a last resort – children should be supported to complete activities in class unless presenting a danger to other children / staff.
 4. Speak to parents
- 6.3. Completion of work is not negotiable. Children refusing to complete their learning will complete it at the first instance in their break time. If required, this can be further extended to lunchtime to allow for the completion of learning.
- 6.4. Low level disruption (calling out/wandering/interrupting adults/not looking/listening /not following instructions/running in school/using unkind words) Children will go down 1 level and receive a time out. Therefore EVERY action now will result in some kind of consequence.
- 6.5. If a child continues with low level disruption they will move down again.
- 6.6. The sanctions are progressive; but are not carried over. However, if a child misbehaved in the morning and got to number 3 but then chose to behave and was sent back to class where they worked appropriately, misdemeanours later in the day would start from 1 again.
- 6.7. Class staff should speak to parents if children were frequently getting to 2 or 3 of the sanctions. The sanctions will be displayed in all classrooms.
- 6.8. It is also recognised that there may be some occasions when it is necessary to bring a matter directly to the attention of senior staff, by-passing the staged progressive approach detailed above.

7. The House Point System

- 7.1. We operate a house point system whereby each child is allocated to a house and can earn points for their house in PE lessons and through their good conduct around the school. These points are displayed in the form of a chart in each classroom and totalled each week. The result is shared with the children in Friday's Celebration Assembly and the wider community.

- 7.2. House points can be awarded by any adult in the school in response to children demonstrating the Gospel Values, learning, good attitude in PE, for break and lunchtimes and good conduct around school.

8. General

- 8.1. As a general guiding principle, praise should be public and punishment should be private, however, 'behaviour incidents' are by their nature social and negotiation, accepting responsibility and reconciliation are corporate acts.
- 8.2. Consistency and routine are the hallmarks of a calm and ordered environment. Expectations for the school day are included in Appendix 1.

9. Break times and lunch time

- 9.1. Behaviour management should follow the principles of this policy.
- 9.2. Please see Appendix 2 for detailed procedures for lunch time.

At any stage it is recognised that it may be necessary for anyone on duty to call for Headteacher.

10. Conflict Resolution

- 10.1. We try to help children sort out their own problems. They are encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or aggressive behaviour. Please refer to Appendix 3 on how adults support children to achieve this.

11. After School Clubs

- 11.1. Unsuitable behaviour at after school clubs may result in children being temporarily or permanently excluded from an after school club.

12. Management of Serious Incidents

- 12.1. If a serious incident occurs, staff must remain calm and purposeful. Other children and adults must be removed from possible danger in an orderly fashion and the perpetrator given an opportunity to calm down and change their behaviour.
- 12.2. Running after, or following, a child is not encouraged, whilst moving attention away from the child and observing from a distance is a much more effective approach. Angry or agitated children will feel under less threat, and are therefore less likely to commit further damage. When the child is sufficiently calm an approach may be made.
- 12.3. In extreme cases exclusion from school may be necessary. This is a serious and formal procedure and fully involves parents. The Trust has formal procedures in place if exclusion of a pupil from school is being considered and it is our school policy to follow these.

13. Bullying

- 13.1. At St Catherine's we work hard to keep our school a safe place to be. We follow Dorset's advice on the recognition of bullying.
- 13.2. Bullying is: any deliberate and/or persistent act to cause harm. It can involve teasing, interfering with belongings, sexually or racially offensive conduct, ridicule, invasion of privacy, vandalism and intimidation. Bullying may also show itself in more subtle ways such as name calling and children excluding others from games or activities.
- 13.3. Bullying is not tolerated in our school. Through the positive ethos that is generated within the school community, it is hoped that normal childlike disagreements are managed effectively and considerately by both children and adults alike. However, repeated concerns and issues will be given serious attention, involving staff and parents.
- 13.4. Instances of bullying will be recorded in CPOMs which will be monitored by senior staff.

14. Special Educational Needs

- 14.1. If a pupil with Special Educational Needs and/or Disability (SEND) requires individualised, explicit behaviour support we have a variety of strategies that may be put in place.
 - PEP (Personal Education Plan that must be in place for all Looked After Children)
 - A 'Support Plan'
 - Individual Behaviour Care Plan (BCP)
 - Education, Health, Care Plan (EHCP)
 - Multi-Agency work

In these situations, the school may decide that strict enforcement of the school's behaviour policy is inappropriate and other arrangements will be made. When other arrangements are made, these will be communicated to all staff and other agencies working in the school by the class teacher.

EQUALITY AND DIVERSITY

This policy has been written and reviewed with due regard to the legal duties set out in the Equality Act 2010, to ensure that no member of our school community suffers discrimination or disadvantage regardless of age, race, gender reassignment, disability, civil partnership, religion and belief (or lack of belief), pregnancy and maternity, gender or sexual orientation.

Routines for the school day – in line with COVID Risk Assessment**Before School**

- The school gates will open at 8. 20 am
- Classes to be entered from the outside
- Children arrive at 8:20am
- EYFS & KS1 Bubble follow one way system – entering through gate near Y3 classroom, drop child off at appropriate glass doors either side of wooden gate in EYFS block.
- Children arriving at school will make their way straight into class and use hand sanitiser on entry to classroom
- We are trying to build the children's independence and encourage them to take their own coats off and look after their own book bags etc.
- Morning work will be provided for the children to engage in learning at the very start of the day ensuring an efficient and purposeful transition into the school day.
- Class teachers are responsible for the supervision of children from 8.20 am onwards.

Playtime

- During playtime no child will be permitted to be in an unsupervised area of the school for any reason beyond going to the toilet.
- All staff should be on the playground before the end of play.
- At the end of playtime, all children are expected to stand still and be quiet.
- The adult on duty will call a class at a time to go back into class.
- Classes should return to class one at a time. Walking and quiet.
- Children to use hand sanitiser on entry to classroom.

Lunchtime

- All appropriate staff should be on the playground promptly.
- Each bubble to have own box of outdoor play equipment
- Timetabled breaks and playground locations
- Lunchtimes and break times will be staggered for both pupils and staff
- All children to wash hands with soap and water or hand sanitizer prior to eating
- Lunch will be eaten in hall on separate tables for bubbles, with children sitting on only one side of each table, facing the same direction
- All staff should be on the playground before the end of lunchtime
- The adult on duty will call a class at a time to go back into class.
- Classes should return to class one at a time. Walking and quiet.
- Children to use hand sanitiser on entry to classroom.

End of the School day

- At the end of the school day, children are expected to leave the school promptly.
- All children to be picked up at 3:00pm
- EYFS & KS1 Bubble - children to be collected from gate at school front entrance where they will be directed to adults
- KS2 Bubble – children to be collected from gate near Y3 classroom where they will be directed to adults.
- If children are attending after-school or organised extra-curricular activities, they must leave the premises as soon as the activity is completed in accordance with pre-set arrangements.
- KS1 children will not be allowed to walk home unsupervised.
- KS2 will be allowed to walk home as long as that is normal practice for the child.

Addendum for Behaviour policy September 2020 – In response to COVID 19

This document forms part of the behaviour policy and provides supplementary guidance to take account of the special arrangements required due to the pandemic. The following alterations will be made to the current policy until schools are fully operational.

As we welcome a full return to education with the remaining risk of COVID 19, there are a number of important behaviour principles remain the same:

- At St Catherine's we believe that at the heart of effective teaching and learning is the quality of the relationship between the pupils and their teacher.
- As a school we will continue to have high behaviour expectations for all pupils.
- Staff to approach pupils behaviour within the context of Covid 19 – understanding that pupils returning to school will have had different experiences at home and that pupils will respond to change in different ways.
- Be conscious that current events will have impacted the mental health of children and their parents, including those who are working from home. Schools should take this into account when setting expectations of children's work.
- Staff recognise that behaviour is how pupils communicate how they are feeling and will use the Recovery Curriculum to support pupils during this time of transition.
- Staff to alert headteacher of wellbeing/mental health concerns, schools should be able to identify and support children in school, by telephone or from specialist staff and support services
- Each class to continue to use the 'Ready to Learn' chart every morning and after lunch (so children have the chance to 'wipe the slate clean' every am/pm.) At the end of each day, teachers will continue to acknowledge all those children who have stayed on 'Ready to Learn' or who moved up towards "Super Student" by feeding this into the class reward system. It is important to raise the profile of 'Ready to Learn' as positive, reflecting expected behaviour.
- If a pupil's behaviour is of concern then the class teacher to ring parents to discuss concerns.
- Where necessary provision has been changed to support pupils with challenging behaviour and risk assessments have been shared with the adult's working those particular pupils.
- Where pupils are not adhering to social distancing and have purposefully made the wrong choice, please use the "Ready to Learn" chart by going straight to red (5 minute loss of break). Please also inform the headteacher who will immediately talk to the pupil.
- It is unacceptable for any pupil to cough or spit at or towards any other person. Social stories are in place to support pupils who may find keeping safe space challenging. If a pupil refuses to comply, they will be removed from the classroom to a suitable room e.g. Intervention room. If the pupil persists, parents will be called to collect the child. This will be dealt with in the context of the situation.
- In light of COVID 19, any pupil who does not consistently comply with the procedures put in place, considering restrictions on movement within school and new hygiene rules, will be placed into isolation (internal exclusion), where the headteacher will inform the parents. The pupil will then be informed about the dangers of their actions and that any further displays of such behaviour may result in an exclusion.

Protocols for minimizing pupil to pupil contact:

- Pupils must remain within their Key Stage Bubbles. This requires that pupils do not socialise with each other in and out of school and follow the social distancing guidelines. There are posters around school and adults will remind pupils at regular intervals.
- Pupils will be assigned strict entry and exit points as well as a designated learning, eating and playing space. The school is well signposted with no entry and one way systems, as well as 2 metre social distance markers. It is expected that all pupils will adhere to the instructions.
- Each pupil will be required to use anti-bacterial gel to sanitize their hands.
- Pupils must inform an adult if they are experiencing symptoms of coronavirus. This will be discussed with the pupils so they are aware of what this looks like.
- A rota for play times and breaks has been created which ensures that pupils are allocated a zoned area within their 'bubbles.' Pupils must adhere to the zoned areas at all times.

Hygiene procedures

All pupils will be expected to:

- frequently wash their hands with soap and water for 20 seconds and dry thoroughly.
- clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing
- not touch their mouth, eyes and nose
- use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')

Lunch Time Behaviour Management

All behaviour management in the school must be in keeping with the school policy:

- To have a positive and consistent approach
- Co-operation over confrontation
- Compassion and forgiveness in abundance
- Warm, positive communication – no shouting
- Dealing with unacceptable behaviour in a quiet and private, rather than public, way

Rewards

- House Points may be awarded for good conduct during play/ lunch times.
- Stickers will be used to acknowledge good choices in the dining hall and on the playground.

Sanctions

Whilst we expect most children to follow the rewards system and enjoy the whole process, there are some individuals who will require strategies to learn to develop more positive behaviour habits. Sanctions are intended to help this small group and are designed to give children every possible chance to reflect and turn their behaviour around. Staff should try to offer strategies to these children to help them develop a more positive approach.

A 3 steps sanctions procedure is in place across the school:

Step 1 **Gentle reminder** stating inappropriate behaviour

Step 2 **Yellow card** given as a warning (Five minutes standing off/ to the side of the playground)

Step 3 **Red card** (sent to the Headteacher)

Staff are encouraged to move clearly and consistently through the steps in order to avoid escalation. This allows children time to take responsibility and reflect on and change their behaviour, and is a very effective behaviour management tool. Staff will detail any incidents on CPOMS which have resulted in a red card. This allows behaviours and actions to be tracked. The class teacher will endeavour to inform parents if their child receives a red card.

General sanctions guidelines

- The aim of sanctions is to discourage future misbehaviour
- The effectiveness of sanctions comes through their being imposed following a warning
- Staff responses need to be appropriate to the level of seriousness of the rule being broken, rather than to their own tolerance levels
- Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect
- Staff must be clear that it is the behaviour they do not like, and not the child, thus enhancing the likelihood that the child will want to cooperate in future
- The severity of the sanction should always be kept to a minimum
- The real power of sanctions is the pupil having a clear picture of the dependable and inevitable progression through the hierarchy
- As a general rule, complaints about behaviour should be made in private and staff should avoid public rebukes if at all possible; telling someone off in public can leave everybody feeling told off and can have a desensitising effect.

Whilst we aim to do everything possible to eliminate undesirable behaviour we do so with the understanding that there may be many complex underlying reasons for this behaviour and that each and every case is individual which means we must adopt a flexible approach. There will be times when a child has a particular behavioural need and individual strategies may be in place.

Ultimately, a member of the Leadership Team is always available to support and work with lunchtime staff.

DO

- ✓ Build environment that enhances responsibility and cooperation
- ✓ Encourage, give positive feedback
Separate behaviour from person
- ✓ Use "I" statements rather than "You" ("I feel upset" rather than "You have upset me")
- ✓ Approach child side on, not face to face
- ✓ Give a choice, rather than threat or demand - Allow take up time (waiting, hand on hip, just doesn't work!)
- ✓ Reprimand privately, not publicly
- ✓ Avoid holding grudges/personality clashes
- ✓ Re-establish relationship after correction
- ✓ Replace "Don't" with "Do"
- ✓ Use assertion – not hostile – tone of voice
- ✓ Acknowledge and praise good behaviour
- ✓ Focus on primary behaviour – avoid argument
- ✓ Actively promote, teach and support positive behaviour
- ✓ Pass a problem on to someone else if you don't feel in control
- ✓ Remember – it's the behaviour that we don't want, not the child

DON'T

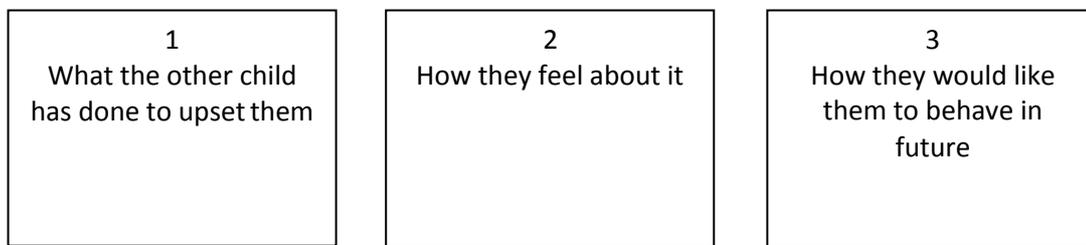
- Humiliate
- Use sarcasm
- Shout or raise your voice
- Turn a blind eye
- Use unjust consequences
- Use unkind words
- Pass the buck!
- Allow feelings to get in the way
- Respond to secondary behaviour
- Struggle on in a situation you are finding difficult to manage

CONFLICT RESOLUTIONCHILDREN CAN SORT OUT THEIR OWN DIFFICULTIES

Children should be encouraged to take some responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching and modelling strategies for doing this, and for ensuring children can carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. In turn, adults should also be prepared to provide a platform through which children may respond, and to listen to their explanations.

Preferred three step conflict resolution strategy:

The adult is the referee, not part of the discussion, and is responsible for ensuring rules are followed. Each child has a turn to say:



- The others listen with no interruptions
- They are encouraged to maintain eye contact
- No-one is allowed to interrupt or argue
- Continue taking turns until each has finished

If the children cannot resolve conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action, although this should always be re-checked with all concerned so that children understand justification for this action.