



## Holy Cross Catholic Primary School

### Behaviour Policy 2020



'Act justly, love tenderly and walk humbly with your God.' (*Micah*)

#### Principles

Within Holy Cross Catholic Primary School we value the excellent behaviour of our pupils as an instrumental tool, allowing every child to access the full learning experiences offered with our schools. There is an expectation that all school members; staff, children, visitors and parents model good behaviour as we recognise that we are all made in God's image and therefore we strive to treat one another as we would like to be treated ourselves.

All children have the right to learn without being disrupted or interrupted. All teachers have the right to teach without disruption or interruption and all staff will work to support children to ensure that all are able to do so.

When discussing behaviour we are all clear that we do not just mean an absence of negative behaviour but the presence of positive behaviour and learning. We value effort and learning from our mistakes in all areas.

#### We aim

- To encourage self-control, respect for others; respect for our learning environments (including those off of the school sites) and other people's property so that each child learns to accept responsibility for his/her own behaviour.
- To raise awareness of appropriate behaviour and make boundaries of acceptable behaviour clear to all children.
- To foster **positive**, caring attitudes towards everyone where achievement at all levels are acknowledged and valued.
- To ensure that expectations are clear and ensure safety.
- To encourage a calm, purposeful, rewarding and happy atmosphere within the school.
- to have a consistent approach to behaviour throughout the whole school (and school day) with parental cooperation and involvement.



Our school rules are simple and easy to remember and all staff work to ensure that they are understood by all. We have agreed on principle attributes that we believe are key in the pursuit of successful learning. These attributes are communicated to the children through our learning behaviours; (Please see Appendix 1)

### **Our Faith Promises...**

- ❖ Be Safe - I keep myself and other people safe
- ❖ Be respectful - I respect people's feelings and environment
- ❖ Be curious - I ask questions and find our new things
- ❖ Be resilient - I keep going, even when things get tough
- ❖ Be proud - I say what is good about myself and others

These can also be seen in association with our **CAST Gospel Values** that should be promoted in all we do:

- ❖ Humility – seeing life as a gift
- ❖ Compassion - empathy
- ❖ Kindness - gentleness
- ❖ Justice – working for a fairer world
- ❖ Forgiveness - reconciliation
- ❖ Integrity – do what you say
- ❖ Peace – committed to peace-making, non-violence
- ❖ Courage – standing up for truth

### **Behaviour around the school**

At break times, lunchtimes and any other transitions throughout the day, children are expected to move around the schools quietly and sensibly, being respectful of the learning that may be taking place around them.

### **In the playground**

To ensure that the children's playtimes are happy, safe and pleasant we ensure that:

- Children are taught co-operative games by teaching staff and outside agencies.
- Toys from home are not permitted as this causes arguments and sadness if the toy is damaged by peers.
- Incidents of fighting, bullying (persistent over time) and name-calling are dealt with immediately by the responding staff member and referred to the teacher or Headteacher as appropriate (See Appendix 1).
- The children stand still upon a hand in the air to signal the end of breaktime or lunchtime.
- Children stand silently in line.
- The children show respect for our Mealtime Assistants.
- There is liaison between the Mealtime Assistants and the Headteacher regarding children's behaviour and well-being through the behaviour logs that highlight both positive and negative behaviour.

### **Masses and Assemblies**

All masses and assemblies are to be used as an opportunity to promote the Catholic ethos of the schools through supporting Personal, Social and Health Education and the celebration of children's work, talents and achievements. Parents are warmly invited to join us in any of our celebrations.



## School Responsibilities

We believe that it is important that the class work as a unit. As a prerequisite to good discipline in the classroom we make sure that our pupils are aware of the structure and organisation of the day and resources are well labelled and accessible for use. In addition to this we:

- Differentiate work and activities where appropriate.
- Comment on good work and praise good behaviour privately and publicly.
- Insist on appropriate noise levels relevant to the task being carried out.
- Raise awareness of health and safety issues for the benefit of pupils themselves and their peers.
- Make clear expectations of good behaviour.
- Promote mutual respect by personal example and discouraging unsociable behaviour.
- Encourage children to take responsibility for their own actions and behaviour.
- Inform parents of positive achievements and behaviour.
- Use Clasdojo to establish whole school systems for rewarding good behaviour.

In order to maintain an effective discipline structure we:

- Attempt to redirect the inappropriate behaviour by referring to positive behaviour nearby.
- Ask the child if she/he needs help or support.
- Ask the child(ren) what they should have been doing or have done.
- Tell the child that when they (specify the inappropriate behaviour) it has (state the effect) this effect on you.
- Encourage the children to take responsibility for their own behaviour.
- Encourage reflection time (MAPA Training).

Parental Responsibility:

- To be aware of the school rules and expectations.
- To make children aware of expected behaviour in all situations.
- To encourage independence, resilience and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.

## The Behaviour System

Each class has their Star Learner system combined with the ClassDojo behaviour management system. The children will begin the day with their picture on Star Learner. (See Appendix 1)

## Positive Handling

In extreme circumstances, after all attempts to de-escalate a situation have been exhausted, and where there is an imminent risk of a child hurting themselves or others, staff will follow the DfE (2013) Advice on the use of reasonable force. Some staff have received training to ensure that all actions on the safety of the child and follow these guidelines. At all times adults will continue to talk to the children, reassuring them and attempting to de-escalate the situation.



### **Exclusions**

Exclusions can be for a fixed term (including just lunchtimes) or permanent. Exclusions will only be used in the most extreme of circumstances and will always be carried out according to the guidelines given in the Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion September 2017. All exclusions are reported to governors. In the rare event that a child is given a fixed term exclusion, the school will work towards successful reintegration for the child when he or she returns to school. The school is committed to avoiding permanent exclusions whenever possible.

### **Recording**

Where Mappa Trained staff use positive handling strategies, there needs to be a record of the incident. All recording needs to be completed in line with the Safeguarding Policy. Reflection time is also built into such occurrences.

### **Complaints**

Any complaints about staff or the behaviour policy will be dealt with under the Complaints Policy.



## Holy Cross Catholic Primary School

### Behaviour Procedure

Classroom rewards will be conveyed via the ClassDojo behaviour management system. In conjunction with this, the Star Learner board will also be displayed with the children beginning the day with their picture on Star Learner.

#### Rewards

- We have agreed on principle attributes that we believe are key in the pursuit of successful learning. These attributes are communicated to the children through our learning behaviours;

God shows us how to...

- ❖ Be Safe - I keep myself and other people safe
- ❖ Be respectful - I respect people's feelings and environment
- ❖ Be curious - I ask questions and find our new things
- ❖ Be resilient - I keep going, even when things get tough
- ❖ Be proud - I say what is good about myself and others

- All children will begin the day with their photo / name displayed as a 'Star Learner'. When behaviour is above the normal expectation, dojo points can be awarded. Exceptional behaviour can allow a pupil to be placed as 'star' learner.
- Should a child be witnessed demonstrating one of these principle attributes they will be rewarded with the corresponding reward on the Class Dojo system which will be pre-populated with 5 Dojos.
- Teachers to try and touch base with at least one parent a week through Class Dojo, sharing their positive behaviour.
- There is the ability for classes to look at how to reward pupils on a weekly basis - such a Golden Time.
- WOW pupils (Wonder of the Week) will be celebrated on Friday assemblies and parents/carers invited.
- Weekly awards will be shared for children who have stood out in an area of focus or just receive an 'I noticed' comment from a member of staff. Nominations can be made from across the school community, including the children.
- Postcards will be sent home to parents as recognition to individuals across the school.
- Any child obtaining the top dojo earners will be rewarded with 'Cakes with Mrs Gill' at the end of each long term.
- Any child who attends 'Cakes with Mrs Gill' in a single school year will be rewarded with an 'Always, Always' reward.
- The child with the most Dojos at the end of the school year will be awarded the 'Pupil of the Year' award.

#### Sanctions

- All children will begin the day with their photo / name displayed as a 'Star Learner'.
- In the event of negative behaviour, the following sanctions will be applied in conjunction with a 'neutral' dojo (with accompanying note);



### **1st warning**

The child will be given a verbal warning.

### **2nd warning**

Child is moved from 'Star Learner' to board.

### **3rd warning**

The child will have a 'X' written by their name .

### **4th warning**

The child will have a second 'X' written by their name which will result in further action. Depending on the behaviour, this might range from:

- Staying with the teacher to finish a piece of work
- Lunchtime detention with a member of the SLT and parents being informed.

This will be logged on CPOMS as a behavioural incident for later reference if needed.

Teachers can allow pupils to 'earn' the ability to return to 'star learner.'

Teachers need to monitor any detentions to look closely at what can be done to reduce these, especially persistent offenders.

All staff must be mindful of how our SEND pupils are supported in terms of behaviour.

Should detentions happen three times in a single half term, the child's parents will then be asked to attend a meeting with the class teacher and Headteacher. In this event, a behavioural contract will be created making the expectations clear which will be reviewed after an agreed period of time.

- If an additional 4th warning is given in breach of the child's behaviour contract, the child's parents will be asked to attend a meeting with the class teacher and Headteacher. In this event, the behaviour contract will be reviewed and decisions regarding internal seclusions made.

- The above steps may be altered as deemed necessary by the reporting adult in response to extreme behaviour that is either violent or potentially dangerous or to take into account individual learning needs.

- The aforementioned sanctions will be used in conjunction with the corresponding 'neutral' Class Dojo's as stated below. This is to be accompanied by a short note giving a brief explanation of the circumstances surrounding the reasons for the sanction;
  - Disrespect
  - Disruptive Behaviour
  - Unkind Hands
  - Unkind Feet
  - Unkind Words

## **Free Time**

The behaviour procedure during free times is to encourage the development of a constructive, enjoyable environment. Ensuring good behaviour during free time is the primary responsibility of the duty adult and or MTA who should reward and sanction as appropriate.

## **Rewards**

The rewards during free time will mirror those of the attributes of successful learning. Upon giving an award



during free time, the child should be given a sticker to acknowledge that once the child returns to class the teacher should give 5 Dojos. They are:

- Helpful Hands
- Helpful Words
- Great Sharing
- Showing Respect
- Playground star

### Sanctions

- Children identified as demonstrating dangerous, disruptive or unkind behaviour will be given an immediate 5 minute time out from the playground / designated area.
- If the child's behaviour fails to improve, the duty adult may send the child (accompanied by another child) to the Headteacher. If the Headteacher is not available, then the child should be sent to the Person in Charge for the day or failing that another member of SLT
- In the event of extreme behaviour the duty adult retains the right to seclude any child from the playground if it is deemed that the safety of the children is at risk. In such an incident, the duty adult will request the support of the nearest Senior Leadership Team Member.
- In the case of repeat behaviours, the child will be subject to the same behavioural contract agreements as referenced above.

God shows us how to...

- ❖ Be **safe** - I keep myself and other people safe
- ❖ Be **respectful** - I respect people's feelings and environment
- ❖ Be **curious** - I ask questions and find our new things
- ❖ Be **resilient** - I keep going, even when things get tough
- ❖ Be **proud** - I say what is good about myself and others

**WE LEARN, WE ENABLE, WE RESPECT, WE BELONG**



## Monitoring

The Head Teacher and the staff monitor the effectiveness of this policy. Reports are made to the governors and recommendations for improvements are made if necessary.

Serious incidents of unacceptable behaviour are recorded on CPOMS by the member of staff who dealt with/witnessed the behaviour.

It is the responsibility of the governing body to monitor the rate of exclusions and ensure that the school policy is administered fairly and consistently.

Signed \_\_\_\_\_ Head Teacher

Signed \_\_\_\_\_ Chair of governors

Date \_\_\_\_\_

***This policy should be read in conjunction with the Plymouth CAST Positive Pupil Welfare Policy available on the school website.***





## **Behaviour Policy Addendum June 2020**

**It is vital that we keep these rules as they are there to keep us safe. If a child willfully breaks one of these rules, this will be considered a serious breach of the Behaviour Policy and parents will be informed. The school will have to consider whether it is safe for the child to remain at school.**

### **Arrival/Departure from school**

Children should arrive at school at their allocated times and be accompanied by a single adult.

All children should be dropped off at their allocated drop off points.

KS2 children should enter the gate unaccompanied and go straight to their classroom, maintaining 2m distance from their peers.

KS1 parents should drop off their children at the back gate. Children should go straight to their classrooms via their allocated cloakroom.

Reception children should be brought into the top playground by a single adult wearing a face covering. Once the child has been taken into school by the member of staff, the adult should leave the playground.

At the end of the day KS2 staff will lead the children to the top playground at the allocated times. Year 5/6 parents should wait outside the gate, socially distancing whilst waiting. Y3/4 parents should wait until called into the playground by school staff on duty. They should then wait on a spot for their child to be released to them.

Year 1/2 parents should wait until called into the back playground by school staff on duty. They should then wait on a spot for their child to be released to them.

Reception children parents should wait until called into the top playground by school staff on duty. They should then wait on a spot for their child to be released to them.

### **Hygiene**

Children should wash their hands/hand-sanitise on arrival at school, before leaving; before and after breaktimes and lunchtime and at other times as decided by the adults. Hand washing should be prioritised after using the toilet and before eating.

Children should use their allocated toilets **one at a time**.

Children should use tissues (in classrooms) to catch sneezes, coughs etc. The tissues should be put into the lidded bin immediately. The child should then wash their hands. There must be no coughing/spitting at/towards/near another person.

Children will be encouraged and reminded not to touch their faces – eyes, mouths, noses.

Children should tell an adult straight away if they feel unwell. The adult will then look after them and tell them what they need to do next.



## **Social Distancing**

Children must stay in their allocated bubbles. They should not mix with children in other bubbles and should socially distance at all times where possible. Games involving touching will not be allowed.

When evacuating the building children need to leave their classroom quickly, by the allocated route and line up leaving as much space as is possible between themselves and other children in the assembly area.

Each class bubble must keep to their allocated breaktime and lunchtime and only play in their allocated play area, maintaining as much distance as possible, not touching one another .