



**St. Paul's RC Primary School**  
**Behaviour Policy**

**Mission Statement**

*'Together in Faith, Working As One'.*

**Aims of the Behaviour Policy Children will:**

- Learn what good behaviour means and how their choices affect their behaviour
- Learn to care for others involved in their lives
- Learn the value of friendship
- Develop self-confidence
- Aim to achieve their full potential by always trying their best.
- Learn to respect their environment
- Understand that actions have consequences

**Teachers will therefore be able to:**

- Teach effectively with few behaviour problems
- Meet the needs of all pupils
- Make positive contact with all parents
- Develop personally and professionally in a safe environment

**Parents will:**

- Feel confident that their children are growing spiritually, socially, personally and academically.
- Know that all children will receive support with their behaviour when necessary
- Feel that there is good communication between staff and parents regarding behaviour
- Feel happy that all children are treated in a calm, caring and consistent manner

**What the children at St. Paul's define as ways of showing good behaviour:**

- Keep hands, feet and objects to yourself.
- Listen when others are speaking.
- Always walk around the school
- Do as you are asked the first time you are asked.
- Treat others the way you wish to be treated (No teasing).

***These 'Golden Rules' were devised by representatives of each class during a School Council meeting and are prominently displayed in every classroom.***

## **Positive Behaviour Rewards**

### **1. Praise**

Positive behaviour is rewarded on a day to day basis by the use of verbal praise, stickers and certificates. Children at St. Paul's respond particularly well to this. Children who display consistently good behaviour may be given special responsibilities in the classroom.

### **2. Golden Tickets**

Every child in the school is part of a Pastoral Care Group. When they are seen to be behaving well, they are rewarded with a golden ticket.

Every Friday, during celebration assembly, the winning Pastoral Care Group is announced and presented with a cup which is displayed in the classroom of their Pastoral Care teacher. The group which has won the cup the most times in a half term are rewarded with an outing or treat of their choice.

Children who consistently display outstanding behaviour may be sent to the Head teacher to receive a special 'Head teacher's Award'.

### **3. Awards Assembly**

Each Friday, an Awards Assembly is held in school and parents and members of the community are invited to attend. Teachers select two children from their class to receive a certificate - one of these may be given for excellent behaviour. Teachers are asked to keep records of children who have received certificates to ensure fair distribution during the term.

## **Reporting to Parents**

Once per term parents will be given a report, which includes comments about their child's behaviour. At the beginning of each year parents are provided with a Home School Agreement, which explains their role in supporting their child at school. Parents are made aware of the school's behaviour policy and are able to view it on request at the school and on the school website.

Teachers may contact parents to report on positive behaviour. This may be through a face to face discussion at the end of the day, a phone call or a letter home. For children who follow the behaviour code without fail, postcards will be sent home to their parents at the end of each half term.

## **Consequences for Inappropriate Behaviour Choices - Early Years**

### **Pre School Twos**

When a child behaves in an inappropriate way a member of staff will explain to the child what they have done wrong and possibly remove them from the situation.

If a child is at risk of hurting themselves or those around them, they will be reminded three times that it is inappropriate and then the rest of the class will be removed or the child will be removed from the situation.

Children are encouraged to say they are sorry.

### **Foundation Stage**

As above except that children are only given one reminder and are then sent to sit on the red spot with a three minute timer. A member of staff will explain to the child why their behaviour was inappropriate and discuss with them what they could do in the future.

Staff keep a record of children who have been sent to the red spot.

## **Consequences for Inappropriate Behaviour Choices Yr 1 – Yr 6**

An Assertive Discipline approach underpins this policy and all children are all fully aware of the consequences that are a result of choosing not to follow school rules.

- Keep hands, feet and objects to yourself
- Listen when others are speaking
- Always walk around the school
- Do as you are asked the first time you are asked

- Treat others the way you wish to be treated (No Teasing)

The school adopts an assertive approach and children who do not behave appropriately in school are given warnings, with the use of a visual reminder system (zones).

1. The first time children are not following the rules they are verbally reminded of behaviour expectations.
2. If the child continues to break the rules a “take care” reminder is given from their teacher and the child must physically move their name on the class chart.
3. If a child chooses to continue to behave inappropriately, they will be given a first warning and must physically move their name to the 5 minute mark on the chart. The consequence of this is missing 5 minutes of their next playtime.
3. If behaviour does not improve then a second warning is given and they must physically move their name on the chart, resulting in a child missing 10 minutes of their next playtime.

If a child continues to display inappropriate behaviour and so moves their name to the red zone then they will be sent to the Deputy Headteacher, or another Senior Manager. That person will then issue a consequence of the child’s inappropriate behaviour (miss of further playtime for a period of time, restrictions from after school and out of school events) and a decision will be made as to whether the child’s parents/carers need to be contacted. This is very serious and should only happen on rare occasions.

Children are given a fresh start at the beginning of each new teaching session, when they are given the opportunity to correct their behaviour, in which case, their name is moved back to the first zone on the chart.

During the afternoon children can earn ten minutes activity time at the end of the day if they have not had to move their name at all during that session. This time is reduced by five or ten minutes if a child has behaved inappropriately. Children missing part of their activity time will reflect on their behaviour and discuss it with their teacher so that they can make better choices in future.

If children do not settle quickly to their learning the whole class will accrue lost learning time which must be paid back during the next breaktime. This encourages children to work as a team and look to role models in order to adapt their behaviour.

It is the class teacher’s responsibility to deal with incidents of misbehaviour using the zones system. Therefore behaviour should be managed within the classroom situation. Children should not be sent out of class for minor incidents of misbehaviour and pupils should only be referred to Senior Management in the most serious of cases of misbehaviour.

### **Behaviour Concerns and Escalation Procedures**

Teachers with ongoing concerns about children’s behaviour may ask parents to make an appointment to discuss their child’s behaviour and look at strategies to support the child at home and school.

Teachers will keep a record of incidents of misbehaviour, in order to monitor individual pupil’s behaviour over time. Each teacher will keep a record of children who have had to move their name on the behaviour chart each week. This information is collated by the Deputy Headteacher and shared with the Headteacher each half term, (or more often if required.)

Any serious incidents of misbehaviour will be recorded on a behaviour report form with details of the behaviour and the consequences. These forms should be filed in the Behaviour File, which is kept

in the staff room.

### **Stages of Escalation**

1) If a child's name has moved to the 5 minute zone on 5 or more occasions in one week they will be sent to the Deputy Headteacher to discuss their behaviour. The Deputy will keep a record of these pupils. If a child is sent to the Deputy three times in any half term the procedure will progress to stage 2.

2) If a child's name has moved to the 10 minute zone on three occasions in one week a letter will be sent home to their parent or they will be contacted by telephone.

3.) If the parents have been contacted and a child re-enters stage 2 again during the same half term the class teacher will invite the child's parents to come in for a meeting to discuss their behaviour.

4.) Following a meeting with parents, if a child re-enters stage 1 within a 4 week period, their parents will be contacted and they will be placed on a behaviour monitoring report.

### **Behaviour Monitoring Reports**

Individual Behaviour Monitoring Reports will be used for children who have entered stage 4 of the escalation procedures. Behaviour targets will be agreed with the pupil at the start of each week and reviewed at the end of each teaching session. The child will colour their chart according to a traffic light system. Teachers may make a comment in the box about the child's behaviour.

Children on monitoring reports will report to a member of the Senior Management Team on a daily basis and share the report with parents at the end of each day. Children should remain on monitoring records for an agreed period of time (this should be no longer than 6 weeks). After this period the child's parents will be invited to attend a meeting to discuss their progress.

If insufficient progress has been made, the child will be placed on a PCP and the class teacher will meet with the SENCo to discuss future action to support the child.

### **Person Centred Plans (PCPs)**

In discussion with the Head teacher, a teacher may feel that there are children in his/her class who need more support with their behaviour than the assertive discipline system allows.

Individual needs will be discussed and Person Centred Plans drawn up. Close monitoring and evaluation of these plans will be undertaken with the assistance of the SENCo.

### **Lunchtime**

At lunchtime, midday supervisors are responsible for their own behaviour management, although warnings given during this time are not recorded in class as this can lead to negative behaviour continuing into the afternoon. However, very serious incidents at lunchtime should be reported to the Head teacher.

### **Exclusions**

The sanction of exclusion can range from a definite short term to a permanent exclusion. However, exclusion is used only a last resort when all other measures have been unsuccessful.

### **Use of Reasonable Force**

School will only exercise their **power to use reasonable force** as a last resort to prevent a child or member of staff being placed at risk of harm. The school would prefer to use other measures including removing other (non-involved) children from an incident, calling parents or as a last

resort calling the assistance of the police force. We do not apply restraint procedures as part of our behaviour policies.

Our school does not have a **no touch policy** but all contact should be to diffuse a situation, physically appropriate and not invasive. Positive examples include an arm on the back, a gentle guiding hand.

**It is hoped that by reinforcing the highest expectations of good behaviour and by working together, staff, pupils, parents will make a positive contribution to the school community.**