**St Paul’s Catholic Primary School**

**BEHAVIOUR POLICY**

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Agreed: December 2016

Review: December 2018

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**MISSION STATEMENT**

To maintain St Paul's Roman Catholic Primary School as a happy place where all can grow and develop spiritually, intellectually, emotionally, socially and physically.

To provide a quality learning environment for our children and, through this, to help them grow into a deeper knowledge of Almighty God and His Creation.

To recognise and celebrate the dignity of the individual and to respond to their specific needs so that all will perceive themselves as an important part of the school, and wider community.

To have responsibility for working closely with, and in service to, Families, Parish and the wider community of Church in teaching, encouraging and maintaining Catholic beliefs and values.

To acknowledge the diversity of culture and backgrounds within the school community and beyond so that all are united through a sense of justice and a love of peace.

To ensure 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 and 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.

.....and the greatest of these is love.

**Behaviour Policy Definition**

The Governing body, staff and pupils at St Paul’s Catholic Primary School aim to create an environment that fosters positive attitudes and encourages good behaviour. This policy sets out the expectations of behaviour at St Paul’s Catholic Primary School, the incentives for good behaviour and the consequences for unacceptable behaviour.

This school aim is reflected in the school’s Mission Statement and Code of Conduct, both of which promote a positive, safe and consistent environment in the day-to-day life of the school.

Our Code of Conduct is integral to all members of our school community and refers explicitly to the behaviour of children and adults at St Paul’s Catholic Primary School.

**CODE OF CONDUCT**

We will always try to:-

* be gentle, kind and helpful
* work hard and play well with others
* look after property
* listen to people
* be honest
* keep the playground safety rules
* respect both adults and my peers

# ROLES AND RESPONSIBITLIES WITHIN THE SCHOOL COMMUNITY

## Children and the School Behaviour Policy

It is vital that all children know and accept that the promotion of good discipline and sanctioning of unacceptable behaviour, is the responsibility of all members of staff at St Paul’s RC Primary School.

This policy is referred to constantly within the schools learning and recreational environments. Children and adults are reminded of the most important detailed steps on a regular basis.

**Parents and the School Behaviour Policy**

The School Behaviour Policy traffic light chart is communicated to parents through the newsletter. The website also reiterates the importance of a consistent and shared understanding of how acceptable and unacceptable behaviour is managed at St Paul’s.

*It is important that parents and guardians work together with staff and children as appropriate towards consistent management of behaviour in school.*

**Governors and the School Behaviour Policy**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher, Assistant Headteachers and Phase Leaders in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

The Governors should follow the normal grievance procedure in cases of complaint.

**Staff and the School Behaviour Policy**

All staff and supply teachers should enforce the behaviour policy. An appropriate reward or sanction can be given by any teaching staff or authorised person e.g. trainee teacher and recommended by any non-teaching member of staff.

**PROMOTING, REINFORCING and MAINTAINING ACCEPTABLE BEHAVIOUR**

***Our Behaviour Policy aims to reward good behaviour and uses incentives when necessary to help children maintain their good behaviour.***

**Promoting Good Behaviour is the responsibility of all.** The most important fact to consider is that we should expect all children to behave appropriately and, therefore, not focus too much on negative (bad) behaviour. We must not forget that the majority of our pupils will behave as we expect them to. This is supported by our ‘Traffic Light System’ that promotes a high standard of good behaviour and recognises inappropriate behaviour.

We as a staff strive to keep every child within the boundaries of the behaviour policy. Particular circumstances i.e. statemented children, extreme non-compliant behaviour, may result in additional measures of support being in place for the sustained education and learning of the child in question and others around them. It is important that staff and children alike understand and empathise with these systems in place, as a question of fairness.

All adults take simple steps to ensure a high standard of good behaviour is maintained by ensuring:

* Children wear the school uniform and have their correct PE kit in school.
* Children move around school in an orderly manner.
* Children to enter and leave assemblies in silence.
* When walking through a doorway, children (where appropriate) make way for an adult.
* Children eat their lunch children by displaying good table manners and maintaining acceptable levels of noise for fire safety.
* They greet children in a pleasant manner – don’t forget to say please and say thank you to them, treating them as we would expect them to treat us!
* They dismiss children from their classrooms in a calm, controlled and quiet way.
* That the classrooms, halls and other working areas are left tidy and clean at the end of each session.
* All children’s belongings that are brought into school, are looked after by the child. Separate systems are in place for this in each class.

The emphasis should be on rewards to reinforce good behaviour, rather than on failures. Rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for good behaviour should be as high as for good work.

**INCENTIVES**

**Stickers**

In the Foundation Stage and Key Stage 1 children may receive an instant reward in the form of a sticker for their behaviour or work. Stickers are also a chosen incentive by many Key Stage 2 teachers for good work and behaviour.

**Rewards**

In the Foundation Stage, Key Stage 1 and Key Stage 2 children receive an appropriate reward by their class teacher when placed onto the *Gold* zone for outstanding behaviour.

**Head Teacher’s Award**

During the working week, children can be sent to the Head Teacher at any point by their class teacher for outstanding achievement, either academic or behavioural. They will receive praise and a special head teacher’s award sticker.

**House Points**

House points are given by adults to Key Stage 1 and Key Stage 2 for good work and behaviour throughout the school day.

The children belong to earth, fire, sky and water.

House Points are collected weekly, from each class on a Thursday lunch time and sent to a member of staff for collation. The weekly winning house will then be announced on Friday at Celebration Assembly and the scores adjusted accordingly.

The winning house will receive a cup for the week decorated by the House’s Colour. Individual House Points will be monitored and certificates will be awarded. These certificates will be awarded at a special ceremony at the end of each term.

If a child reaches -

25 house points blue award

50 “ “ bronze award

75 “ “ silver award

100 “ “ gold award

125 “ “ emerald award

150 “ “ ruby award

175 “ “ sapphire award

200 “ “ diamond award

250 “ “ platinum award

**Golden Time**

At the end of a week each class has a half hour ‘Golden Time’. During this children get to be involved with various, enjoyable activities which extend their own learning. Children who have been on the RED zone during the week do not receive ‘Golden Time’ and are catered for, with work, in another classroom.

**A CONSISTENT APROACH TO BEHAVIOUR**

**The ‘Traffic Light System’**

*The style of system may vary in appearance in each classroom. However the rules and the concept of each one is consistent.*

*The reference point for the ‘Traffic Light System’ is as follows in every classroom:*

**St Paul’s Catholic Primary School - Behaviour Policy**

***Traffic Light Zones- Easy reference for ALL staff***

|  |  |
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| 1. **Each child begins on the *Green* Zone.** | *They start each day on the zone that they were on the day previous. Even on a Monday.* |
| If a child behaves beyond the usual classroom expectations they are moved onto the **Gold Zone**. At the next available opportunity, by the teacher, the child is given a reward as decided by their class teacher. Their name is then moved back onto the **Green Zone** again so that they can earn more than one reward in one day/lesson.  Our class reward  is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | *Behaviour includes: kindness to another child, good manners, listening before a verbal instruction to do so has been given.*  ***If a child does particularly good work or behaves particularly well they can be sent to the Head Teacher for a ‘Head teacher’s Award’***  *Children on the* ***Yellow Zone*** *cannot move onto the* ***Gold Zone*** *but may move back onto the* ***Green Zone****. This would then give them opportunity to earn position on the* ***Gold Zone****.* |
| 1. **If the child misbehaves they are given a verbal warning** | *Behaviours include: talking out of turn, mild disruption and interfering with another child.* |
| 1. **If they continue to misbehave, along these lines, the child is moved to the *Yellow* Zone.** | *Children can be moved directly to* ***Yellow Zone*** *from the* ***Green Zone*** *if a direct instruction is not followed i.e. ‘silent working’.* |
| 1. **If they continue to misbehave, the child is given another verbal warning, reminding them that they are on the *Yellow Zone*.** |  |
| 1. **After repeated infraction the child moves onto the *Red* Zone and receives a lunch-time detention for 15 minutes/misses play time- KS2/KS1 respectively. They cannot move back onto the *Green* Zone until they have served their detention (if this happens in the morning session or the teacher will make a note to keep that child in detention the following day). They cannot move on to GOLD during this time.** | *Children can be moved directly to the* ***Red Zone*** *from the* ***Yellow Zone*** *if a direct instruction is not followed and they can be moved directly to the* ***Red Zone*** *from the* ***Green Zone*** *for gross misconduct i.e. Violent/ aggressive behaviour, swearing, rudeness to an adult, refusal to follow an adult’s instruction, misbehaviour on an offsite visit.* |
| 1. **If a child in the red zone continues to misbehave they are issued with a *RED CARD*. They are required to take this red card to their Phase Leader, accompanied by work, and spend the rest of the morning/afternoon working in isolation.** | *A member of the Senior Leadership Team (SLT) may be required to ‘collect’ the offending child dependent on the child’s situation.*  *Additional reasons for an instant RED CARD:*   * *Refusal to follow a direct instruction from class teacher/MTA- e.g. child explicitly says “No”.* * *Child runs out of the building/classroom/ dining area as a result of a dispute.*   *MTAs hold RED CARDS for these reasons.*  *Point to note: Children* ***do not*** *receive instant RED cards for any other reason.* |

*It is important to recognise that these instant sanctions are in place for the safety of all children, at all times. They are also in place to reduce the impact of children’s misbehaviour on other children’s learning.*

**MANAGING UNACCEPTABLE BEHAVIOUR**

It is important for all staff to deal with unacceptable behaviour in a calm and professional manner. Whenever possible, deal with the misbehaviour at the time of the incident.

Remember:

* Be specific – what did the child do wrong?
* Establish the facts if they are not immediately clear – were others involved and who is exactly to blame?
* Acknowledge honesty but still let the child know if a wrong has been committed
* Do not ridicule the child
* Do not attack on a personal level – deal with the child’s behaviour.
* Deal with the child in front of a witness if confrontation seems likely.
* Remove the child who is misbehaving from the classroom, unless it is better to remove the rest of the class, should an upsetting scene develop.

**STEPS BEYOND THE RED ZONE**

1. If a Phase Leader receives 4 detention forms from an individual child within two terms, or a reasonable amount of time (there are 6 terms in one year), a referral to the parents will be made and a letter (see attachment 1) from the Phase Leader will be sent home explaining what their child has done. It will describe that the child’s behaviour has not been acceptable and a meeting between the Phase Leader and the Parents/Carers needs to be arranged. If a meeting with the Parents/Carers cannot be arranged then the meeting will take place between the child and the Phase Leader.
2. At the meeting a Acceptable Behaviour Contract is agreed between home and school (see appendix). At this meeting the child, parent, Phase Leader and class teacher will sign a contract agreeing to the code of conduct. Additional areas of development will also be included that this particular child must adhere to. This would come from the child’s individual history of misdemeanours. i.e. ‘I will not call out in class’. The child will also lose any position of privilege they may have within the school. (e.g. School Councillor or prefect)
3. If a child receives another 3 Detentions (totalling 7) then the matter will be referred to the Deputy or Head Teacher for discussion with the parents/Class Teacher and Phase Leader. This meeting will result in the writing up of a behavioural IEP, which may result in the child being on a report card, where they will have to report to a member of the SLT. Additional steps in the child’s development relating to the behaviour contract already written up will aid in this. i.e. ‘When I want to call out I shall write it on a post it for my teacher to see at the end of the lesson’. Steps in this IEP may stipulate that a child removes themselves from the class to an area that they can work on their own.

*It is important to note that a child may need an immediate IEP setup dependent on the severity of their needs/behaviour. i.e. extreme violence, descriptive behaviour.*

1. If the child continues to be placed into the red zone outside agencies will be called in to support with the child’s individual behavioural needs, i.e. BST (behaviour support team), Local Authority.
2. After all additional support within school has been exhausted and little or no improvement in a child’s behaviour has been made, then the Senior Leadership Team will refer to the document: - ‘**Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units**’. This will be done in conjunction with School Governor’s support.

*In the event of severe unacceptable behaviour that seriously breaches the school’s behaviour policy,* ***[including incidents involving drugs],*** *advice will be sought from the Governors, local authority and reference made to ‘Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units’.*

**INCLUSION / ADDITIONAL CIRCUMSTANCES**

**Offsite trips/excursions**

Following the explanation of the importance of safety by the trip organiser before the event, children who misbehave on a school trip may be moved straight to the red zone taking into account the pre-emptive warning received in the briefing.

*In consultation with the Senior Leadership Team, trip organisers may reserve the right to deny any child who has received a RED Card for their behaviour within a reasonable amount of time. This is mainly for reasons of safety, apparent from the guidance for issue of a RED card laid out in section headed: The ‘Traffic light system’. In this event the child’s parents are informed and the child is catered for within school and work provided.*

**Masses and Assemblies**

Our Mass and Assembly time is our opportunity to get together and celebrate the ethos of our school; support a child’s Personal, Social and Health aspect of his or her own learning and celebrate a child’s work, talents and achievements.

There is a clear expectation that all children will enter and leave Mass or an assembly in a calm and orderly manner and demonstrate their respect for others in the way they contribute and listen.

**Support for Children**

Children such as ASD, ADHD are expected to follow the behaviour policy the in the same vein as every other child in the school. This is in keeping with our ethos making sure all children have access to a full and ***inclusive*** curriculum.

As statemented children are often already working on their own individual targets with regards to their behaviour, these are taken into account when following the ‘Steps beyond the RED zone’. Action after step 2 may be omitted with any involvement in steps 1 and 2 closely monitored by their TA (where applicable) and SENCo. This is decided in each case with all adults involved working closely together with the child.

**Bullying/Unfair treatment**

Please refer to our Anti-Bullying policy for information on how all forms of Bullying are dealt with.

If a child feels that another child or adult within our school has treated them unfairly, they are encouraged to air their frustrations with an adult or a member of the Senior Leadership Team that they trust and at a time that they can talk freely. We feel that this is an important step within our children’s development to be able to take the opportunity to manage their own behaviour. They also need to be able to talk to an adult on equal terms to help them in resolving the issue efficiently before it becomes unmanageable.

Signed: ………………………………………………………………. Date:

(Chair of Curriculum Committee)

Signed: ………………………………………………………………. Date:

(Head Teacher)

**NB:**

This Policy was revised in **December 2016 by S Barnes and the Governing Body** and should be reviewed/developed annually.

**APPEDICIES**

1. **‘Traffic Light System’ Children’s reference**
2. **Easy Reference for supply teachers.**
3. **Acceptable Behaviour Contract**
4. **Detention Record Slip**
5. **First Detention letter sent home**
6. **Child Behaviour Tracker**