

St Philip's Catholic Primary School



Behaviour Policy

Date Reviewed: **September 2019**

To be reviewed : **September 2020**



Our School Mission Statement is :

Learning and working together through Christ

Statement of intent

St Philip's Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining negative behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- To develop the whole child intellectually, physically, emotionally, socially, morally and spiritually.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018

2. Roles and responsibilities

2.1. The Academy Committee at St Philip's Catholic Primary has overall responsibility for:

- The implementation of this Behavioural Policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

2.2. The Principal is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any appropriate disciplinary sanctions where school rules and the school's mission statement are not adhered to.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

2.3. **All members of staff, volunteers and support staff** are responsible for:

- To provide a secure learning environment this ensures the health and safety of everyone in the school.
- To encourage respect and tolerance for all, regardless of race, culture, gender or disability.

- To encourage the development of independence and the fostering of self discipline, cooperation, tolerance and respect for others.
- To ensure that the established school rules are implemented and that the rewards and sanctions are known by staff, children, parents and governors.
- To teach the Catholic School’s Pupil Profile values and virtues through the whole school curriculum.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour
- Adhering to this policy and ensuring that all pupils do too.
 - **Pupils** are responsible for:
 - Living out the school mission statement through their own behaviour both inside school and out in the wider community.
 - To have high expectations of their own behaviour and follow the established school rules.
 - Recognising any unacceptable behaviour and informing a member of staff.
 - **Parents** are responsible for:
 - Parents are responsible for the behaviour of their child(ren) inside and outside of school in line with this policy and our home/ school agreement.
 - Making the school aware of any concerns that may impact upon a child’s behaviour.
 - Supporting the school’s mission statement and behaviour expectations.
 - Modelling behaviour expectations through their own behaviour within the school grounds

- **Definitions**

2.4. For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

2.5. At St Philip’s Catholic Primary School we have worked together to develop simple guidelines about behaviour, discipline, rewards and when necessary, sanctions to enable everyone to work and play successfully, safely and happily to live out our school values of the Catholic School’s Pupil Profile and mission statement. We have high expectations of pupils behaviour in school and ask that the children follow five school rules:

All classes will have the same **rules**:

- Call everyone by their given name
- We listen to the person who is speaking
- Keep your hands and feet to yourself
- Walk everywhere in and around school
- Take care of , and have respect for everyone’s belongings

These rules should be used as positive statements when reminding pupils of them e.g *‘well done for walking sensibly’* or *‘are you walking?’*

- **Training of staff**

2.6. The school recognises that early intervention can prevent negative behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

2.7. Teachers and support staff will receive refresher CPD on this policy. As part of their new starter induction, new staff will receive CPD on this policy.

2.8. Teachers and support staff will be supported by SLT to implement this policy.

- **Smoking and drug policy**

2.9. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

- 2.10. Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 2.11. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.
- 2.12. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

- **Rewarding good behaviour**

- 2.13. The school recognises that pupils should be rewarded for their display of good behaviour. The school will use the following rewards for displaying good behaviour:

Each class uses a zone board to monitor behaviour throughout the school day where children's names begin at Green each new day and the aim is to stay on Green or move up the board to achieve Gold for exceptional behaviour. To further encourage positive behaviour choices, classes will use 'Class Dojo', raffle tickets, stone in the jar and table points.

EYFS and Key stage 1 Classes

1. Gold
2. Green
3. Amber
4. Red

Key Stage 2 classes

1. Gold
2. Silver
3. Green
4. Amber
5. Red

Incentives

- Verbal Praise
- Dojos
- Raffle tickets
- Stone in the jar
- Table points
- Sticker/ certificates
- Housepoints
- Class Reward
- Golden Box Prize
- Headteacher sticker/certificate

House Points

The House System is used to **encourage a sense of cooperation and teamwork** within and across year groups. House points are awarded by all teaching and non-teaching staff to motivate both individuals and groups within the class. **Each class has a hundred square sheet for the four houses where collective scores can be collated. Weekly House winners are announced in Celebration Assembly.**

Individual certificates will also be awarded :-

30 House Points – Bronze Certificate

60 House Points – Silver Certificate

100 House Points – Gold Certificate

There are four houses:

St George patron saint of England -	Red
Mother Teresa of Calcutta -	Blue
St Patrick patron saint of Ireland and Nigeria -	Yellow
Mary the mother of our Lord Jesus -	Green

The whole class can gain house point rewards by demonstrating :

- Following School Rules.
- Wearing school uniform
- For being polite and showing good manners to everyone, both in class and around school.
- For working hard and completing a fantastic piece of work.
- For meeting targets.
- For remembering to bring homework and reading books to school.
- For getting dressed quickly and quietly for P.E.
- For keeping the classroom and cloakroom tidy.
- For moving safely around school.
- For eating quietly in the dining hall and tidying away after yourselves.

Consequences

On the occasions where the desired behaviour is not followed, the following consequences may be implemented by members of staff:

- Verbal/visual warning to encourage the child to change their behaviour.
- Move to amber zone if 3 warnings are given yet desired behaviour is not followed – Verbal reminder of correct behaviour is revisited.
- Move to red zone – time out within a space in **the classroom** of five minutes and then reintegrated into class.
- If inappropriate behaviour continues – time out in classroom for 10 minutes which may also include part of break time (parents' informed by class teacher at the end of the school day)
- If a positive change to behaviour is not evident, notify SLT (parents' informed and a meeting may follow).
- In support of reinforcing positive behaviour a child may be allocated to another class/work with learning mentor for a short set time that is agreed by SLT before being reintegrated into their own class.

- At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is not the expected behaviour and to prevent any reoccurring behaviour.
 - Any member of staff who witnesses a display of unacceptable behaviour that causes concern or danger to themselves/others must report this to the Headteacher / Deputy HeadTeacher using a [Behavioural Incident Form/ behaviour book](#).
 - The head teacher/ Deputy Headteacher will keep a record of all reported incidents and behaviour is monitored to establish patterns and triggers in behaviour that needs addressing.
 - The school takes unacceptable behaviour seriously, and will not hesitate to act in the best interest of the pupils within the school to ensure the safety of pupils.
 - The school SLT may decide to move pupils to a separate room away from other pupils for a limited period to work with the learning mentor.
 - Following an allegation of serious unacceptable behaviour, the pupil will be removed from the classroom to work with the learning mentor / DHT whilst an investigation by the headteacher takes place.
 - If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.
 - Any decision made to exclude a pupil will only be done so by the headteacher in liaison with the Local authority guidelines and advice accordance with the school's Exclusion Policy.
 - All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.
 - Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Safeguarding Policy where the LADO may be involved with HR support.
 - The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.
 - The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

Persistent or dangerous behaviour

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- For persistent disruptive behaviour in class or at lunchtime or playtime or very serious incidents such as bullying, violence, racism, bad language or refusal to follow instructions, a 'fast track' referral is made to the Head or Deputy Head Teacher. This is recorded as part of the Head's procedures in how it's resolved. The headteacher reports to the Academy Committee termly.
- **Confiscation of inappropriate items**
 - If a child is found with inappropriate items SLT are able to use their power to search without consent to ensure the safety of the pupil/ pupils in the school.
- **Use of reasonable force**
 - Selected members of staff are trained in MAPA and are able to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property.
- **Outside school and the wider community**

2.14. Pupils at the school must agree to represent the school in a positive manner.

2.15. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

2.16. Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

3. Monitoring and review

- 3.1. This policy will be reviewed by the headteacher and governing board on a **yearly** basis, who will make any necessary changes and communicate this to all members of staff.

Managing in-class incidents flowchart

First steps

- Rewarding positive behaviour through incentives.
- Focus on the positive behaviour displayed by other children.
- Rewards are shared with children to recognise positive behaviour.
- If behaviour expectations are not met then there is a need to follow the sanctions below.

Classroom Sanctions

- Verbal warning Verbal/visual warning
- Move to amber zone if 3 warnings are given yet desired behaviour is not followed – Verbal reminder of correct behaviour
- Move to red zone – time out in the classroom of five minutes and reintegrated into class
- If inappropriate behaviour continues – time out in classroom for 10 minutes which may also include part of break time (parents' informed by class teacher)
- If a positive change to behaviour is not evident, notify SLT (parents' informed and a meeting may follow).
- In support of reinforcing positive behaviour SLT will direct a child to be allocated to another class/work with learning mentor for a short set time before being reintegrated into their own class. This is monitored by SLT .

Intervention

Behaviour expectations discussed with pupil by SLT members

Referral to learning mentor , school counsellor .

- Meeting with parents/carers
- Involving other agencies to include classroom observation and involvement of inclusion team, implementation of graduated approach behaviour report.
- PPE Team
- Maintain positive dialogue with parents and regular updates shared.

Appendices



ABCC Chart



Child's Name: DoB: Adult completing chart:

Day/Time	Antecedents What was happening before the behavior, where, with whom?	Behaviour Describe <u>behaviour</u> .	Consequence What was the response from adult/other children?	Communication What could the child be trying to communicate?



Classroom Rules

- Call everyone by their given name.
- We listen to the person who is speaking.
- Keep your hands and feet to yourself.
- Walk everywhere in and around the school.
- Take care of, and have respect for everyone's belongings.



