

St Peter's Catholic Primary School

Behaviour policy



Policy	Behaviour Policy
Date	November 2024
Date of review	November 2025
Signed Chair of Governors	<i>Sarah Adeyemi/ Stephanie Sampson</i>
Signed Headteacher	<i>Clare Scott</i>

We the family of St Peter's, united by our faith in God, love, learn and grow together

Policy Statement

St. Peter's is a Catholic School. As such, the behaviour of everyone concerned with the school is influenced by our Mission Statement.

Jesus Christ is our model. His teachings are the basis for all our actions. In the light of these teachings, we believe that every member of the school community needs to be valued and treated with respect and courtesy. To fulfil this need effectively there is a behaviour policy.

Aims of the Policy

- To have a consistent approach to behaviour agreed across the whole school community.
- To ensure a secure, calm and purposeful atmosphere and learning environment.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To make boundaries of acceptable behaviour clear and to raise awareness about appropriate behaviour.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

St. Peter's Catholic Primary School

Rights and Responsibilities

Rights of Pupils

- To be able to learn to the best of their ability.
- To be treated with consideration and respect.
- To be listened to by the adults in the school.
- To know what is expected.
- To feel safe.
- To be treated fairly.

Rights of Staff

- To be treated with respect, by pupils, parents and colleagues.
- To be able to teach without unnecessary interruption.

Rights of Parents

- To be sure their children are treated fairly and with respect.
- To know that their children are safe.
- To be able to raise concerns with staff and to be told when there are difficulties.

Rights of Governors

- To be treated with respect by pupils, parents and staff.

Responsibilities of Pupils

- Treat others with consideration and respect.
- Listen when it is someone else's turn to speak.
- Follow instructions from teachers and other staff.
- Ask for help when it is needed.
- Do my best.

Responsibilities of Staff

- Tell pupils what is expected of them.
- Create a safe and stimulating environment in which the pupils can learn.
- Treat pupils and parents fairly and with respect.
- Communicate regularly with parents.
- Listen to pupils and deal fairly with them.

Responsibilities of Parents

- Support the school rules.
- Get our children to school on time, ready to work.
- Treat staff and other people's children with respect.
- Work in partnership with the school if difficulties arise.
- Value the professional judgment of teachers.

Responsibilities of Governors.

- Support parents and the school in improving levels of behaviour.

Our Vision

To provide a high-quality learning and teaching environment where;

***'We the family of St Peter's, united by our faith in God, love,
learn and grow together***

Our 'Going for Gold' behaviour policy provides:

- a consistent and fair approach to behaviour management
- clear systems to reward good behaviour and sanctions for inappropriate behaviour
- a system that allows children to take ownership of their behaviour and their rewards

We will.....

1. Listen to and co-operate with each other
2. Treat everyone with politeness, kindness and respect
3. Work to the best of our ability
4. Move safely and calmly around school
5. Respect each other's property
6. Take care of our school environment

Principles:

- Each day is a new day. However, it may be necessary for a child to have an alternate lunch the day after an incident
- Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that every day, both in class and on the playground, it will be a positive one
- Children can move up the chart for good behaviour to bronze, silver or gold
- Children know that there are consequences when making inappropriate behaviour choices, and they will be moved down the chart

Celebrating Achievement

At St Peter's we aim to reward and praise children for their good efforts. Recognising, sharing and celebrating achievement is an important part of our lives. Such an approach creates a positive environment in which children can develop an understanding of relationships with others and a sense of self-discipline.

This happens in a variety of ways. Teachers are encouraged to send children who have worked hard to achieve a particular target to the HT/DHT for praise and acknowledgement.

It is important that good behaviour is acknowledged and rewarded for all pupils; whether they are consistently cooperative or hard working or they have succeeded in correcting inappropriate behaviour and/or work patterns.

Most children respond to small rewards, and much can be accomplished both in the classroom and around the school by well-placed words, smiles and gestures.

Class and Individual Rewards

Each teacher will use a variety of strategies to reward good work and behaviour e.g.

- Praise - at an individual level or class level, e.g. a smile, thumbs up, saying well done about something specific
- Stickers and stars
- Teacher marking comments
- Responsibilities given to an individual as a privilege
- Special Rewards, e.g. children are sent to receive a reward from another member of staff or the Headteacher
- Communication with parents, e.g. tell them about some aspect of their child's behaviour verbally or in writing

Rewarding consistently good behaviour

Teachers will decide how to reward the whole class for good behaviour. Classes may earn points for good lining up, sitting quietly in assembly etc.

Whole School Rewards

Every Thursday class teachers choose two pupils from each class for **Work Of the Week (WOW)**. This could be for good behaviour, good work, extra effort, improvement in a particular area etc. The pupils take their certificates to the Headteacher and are presented with a sticker and star. The certificates are presented to pupils at the "Celebration Assembly" on Friday at 2.45pm; parents are welcome to attend.

Special Educational Needs

As a fully inclusive school, we understand that some children need extra support. Staff are trained in SEAL including calming down techniques and how to deal with challenging behaviour. However, a child may have an Individual Behaviour Plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the Inclusion Leader, parents/carers, adults working with the child and the child itself. See Inclusion Policy.

Parental Involvement

Parents have a vital role to play in any behaviour policy adopted by a school. The behaviour policy should be shared with all parents. If a child's behaviour should become a concern, then the parents will be involved as soon as possible, in a positive approach, to help the child.

Parents can support our approach to behaviour by:

- Supporting the school rules
- Showing an interest in their child's education e.g. valuing their child's work, attending open evenings and class assemblies and concerts
- Discussing problems or differences of opinion at an early stage with the class teacher or Headteacher, to avoid misunderstandings
- Valuing the professional judgment of teachers
- Treating staff and other people's children with respect
- Teaching their child to speak to an adult and not retaliate
- Following the Health and Safety rules

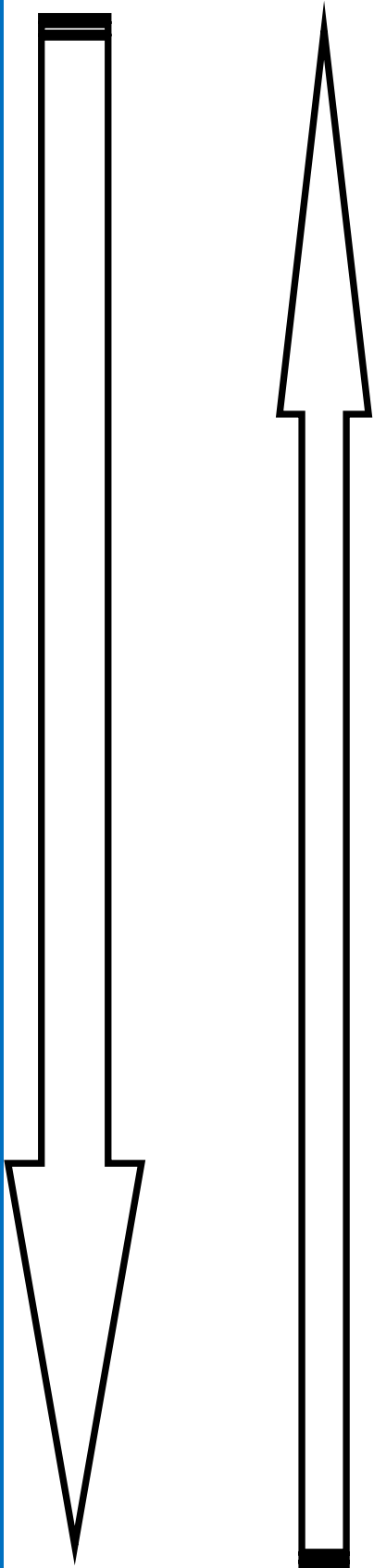
If a parent has any concerns about behaviour it is school policy that they initially approach the class teacher.

Children's Involvement

It is very important for the children of St. Peter's not only to understand the behaviour code, but also to regard it as their own. Throughout the process of drawing up this behaviour policy we have sought the views of children. With such ownership they will feel that they had a part to play in its formation.

Between each stage, children are given time for reflection and the opportunity to change their behaviour. A range of positive behaviour management strategies, including warnings or reminders will be given before a consequence.

Going for Gold' – Visual Guide



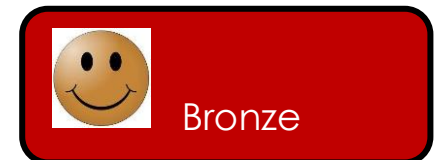
Gold



Silver



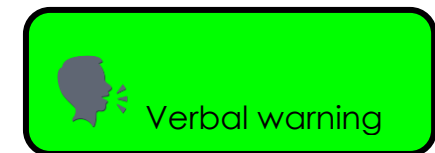
Bronze



Green



Green verbal



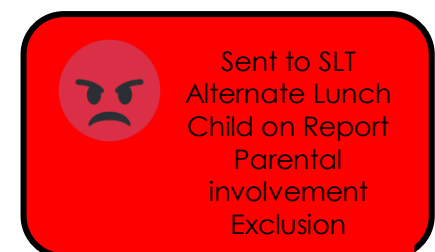
Yellow



Red



Red +



Sanctions

Before moving a child's name down the behaviour chart, children will be given a reminder. We use a range of techniques to encourage children to make good choices and to follow the rules. However, if we have tried a range of strategies and a child is clearly choosing to behave inappropriately, then we will follow the stages below.

Stage 1 – Verbal warning (Green)

Child is given a verbal warning.

Stage 2 (Yellow)

Child is given time out **in** the classroom. Children will spend the time reflecting on their behaviour and how to improve it. Time is spent with an adult to discuss the incident/behaviour and to remind the child about our core values and classroom rules.

Stage 3 (Red)

Child is sent to another classroom, with work, for a timed period.

Stage 4 (Red +) HT/DHT/ AHT

Having reached **Stage 3** the child is then expected to be on their BEST BEHAVIOUR for the rest of the day. Any further unacceptable behaviour goes straight to **Stage 4**.

The child is sent to the HT/DHT/AHT with work to complete and will stay with them for the remainder of the session.

The child will attend an alternative lunchtime where they will reflect on their behaviour with the HT/DHT/ AHT

The HT/DHT/AHT will log the behaviour and will contact the parent at the earliest convenient time. A letter will be sent to parents.

The child may then be on **REPORT** for a week. If a child on report continues to misbehave the HT/DHT/AHT will call the parents for a meeting to discuss the behaviour.

Some of the following sanctions may be used;

The child may receive an **in-school** exclusion of half a day or a day. This will happen under the supervision of the HT/DHT/AHT. The class teacher should provide adequate activities to keep the child occupied for the session.

Playtimes and lunchtimes may be missed, these will be supervised by the HT/DHT/AHT. The child may miss classroom activities, e.g. school trips and clubs. If a child continues to misbehave after the exclusion, then the child will automatically be referred to the SENCo where an **Individual Behaviour Plan** will be put into place to support the child and the family.

PLEASE NOTE:

Once a child has moved to Yellow or Amber, they may have the opportunity to move back to Green throughout the rest of the day if they can improve their behaviour. They cannot however proceed any higher than Green, and it will be the lowest point that they reached on the chart, that will be logged for that child on that day.

Red + Fixed term and permanent exclusions

Exclusion is used only for very serious incidents or when other methods of support have not been effective. Only the Headteacher has the authority to exclude a child from school. A pupil may be excluded for one or more fixed periods, for up to 45 days in any school year. The Headteacher may also exclude a pupil permanently. If a pupil is excluded, the parents are informed immediately, giving reasons for the exclusion. The parents, if they wish, may appeal against the decision to the governing board. The school informs the parents how to make such an appeal. The Local Authority and the governing board are informed about any exclusion.

Nursery and Reception follow a similar system, presented pictorially:



Pot of gold: Reward – A reward for special effort, work or behaviour. Special sticker or prize at the end of the day/session



Rainbow: Reward – each child aims to reach the rainbow every day and gets a sticker at the end of the session/day



Sunshine: Starting point – each child starts the day on the Sunshine



Umbrella: Verbal warning



Raindrop: Time Out (4/5 minutes) on the “thinking chair” and then return to the rainbow



Lightning: Sent to HT/DHT/AHT

In the Playground

Minor incidents will be dealt with by the member of staff on duty. Sanctions may include time out for reflection, or staying with the adult on duty. If the behaviour persists or the incident is more serious, then the matter will be referred to the HT/DHT/AHT where sanctions may be given. This may result in the child not staying on green that day. Only the HT/DHT/AHT can make decisions about children moving down the class behavior chart as a result of their behaviour at lunchtime.

Behaviour Levels

Although it is difficult to draw up a definitive list of examples of unacceptable behaviour, this list gives staff an idea about the kinds of behaviour which may lead to sanctions. Teachers will always use their professional judgment and knowledge of the child when supporting children who display challenging or inappropriate behaviour. Children should be aware that low level inappropriate behaviours are not tolerated at St. Peter's.

High Level	Low Level
These behaviours may automatically move a child to stage 4 (Red +)	The following are examples of behaviour which may result in sanctions.
Bullying (refer to bullying policy)	Calling out in class
Damage to school property	Throwing things at each other
Stealing	Talking over the teacher
Racism	Name calling
Homophobia	
Sexism	
Blatant Refusal	
Swearing Violent /aggressive behaviour	

Monitoring and Review Procedure

Our school is not a static community; it is constantly growing and changing. This policy will be reviewed at the start of each school year in light of the school's growth and development as a community.

Other Related Policy Documents

- Anti Bullying Policy
- Teaching and Learning Policy
- Safeguarding Policy
- SEND Policy
- Equal Opportunities Statement
- Race Equality Policy
- Exclusion Procedure

(Appendix A)

Date:

Dear _____,

I regret to inform you that _____ was sent to me today because of his/her inappropriate behaviour. He/she _____

For the remainder of the week, your child will be on report. They will come home from school every day with a report card.

If there are any further behaviour incidents this week, your child will be **internally excluded** for half a day and the matter will be referred to Mrs Scott, who will arrange to meet with you.

I would appreciate it if you could speak to _____ about his/her behaviour.

If you would like to discuss this matter, you can contact me via the school office.

Please return the slip below to acknowledge receipt of this letter.

Thank you in advance for your support.

Yours sincerely,

Mrs C.Scott/ Miss R Anthony/ Mrs F Sapiano/ Mr M Marley
Headteacher/Deputy Headteacher/ Assistant Headteacher

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PLEASE RETURN TO Mrs SCOTT / Miss Anthony/ Mrs Sapiano/ Mr Marley

Child's Name _____

I have received the letter from Mrs Scott/Miss Anthony/ Mrs Sapiano/ Mr Marley re: inappropriate behaviour.

Signed _____ (parent/guardian) Date _____

(Appendix B)

Report Card -

Day					
Date					
Session 1					
BREAK					
Session 2					
LUNCH					
Session 3					
Session 4					
Daily Total					
			Grand Total		%

- You can earn up to 10 points per session for excellent behaviour
- Points can never be lost.
- Points awarded are added to give a daily total.
- A grand total is added at the end of the week.
- Mrs Scott or another member of the Senior Leadership team will see me at the end of the week to reflect on the report card.

(Appendix C)

Dear Parents,

As discussed with _____ earlier _____.

In line with our behaviour policy, _____ will have an 'alternate lunch' on tomorrow, which means he/she will spend part of his/her lunch break with me, where he/she has the opportunity to reflect on his/her behaviour.

If you would like to discuss this matter, you can contact me via the school office. Please return the slip below to acknowledge receipt of this letter.

Thank you in advance for your support.

Yours Sincerely,

Headteacher/Deputy Headteacher/Assistant Headteacher

✂

PLEASE RETURN TO Mrs Scott/Miss Anthony/ Mrs Sapiano/ Mr Marley

Child's Name _____

I have received the letter from Mrs Scott/Miss Anthony/ Mrs Sapiano/ Mr Marley re: inappropriate behaviour.

Signed _____ (parent/guardian) Date _____