

# St Gregory's Catholic Primary School



## Behaviour for Learning Policy

July 2021

## **Our mission statement:**

***In the joy of the Gospel, we will work together to be kind, fair and honest and become the people Jesus calls us to be.***

St Gregory's is a happy and caring Catholic School where the behaviour of pupils is of a very high standard. We strive to live out the Gospel values in our daily work, and staff ensure that their interactions with pupils, other staff and parents reflect the highest level of mutual respect and care for one another.

The discipline in school is fair and based on a small number of standards that we expect the children to keep. These expectations are based on the need for us all to care for other people's safety, health and wellbeing. We encourage the children to practise good behaviour by operating a system of praise and rewards.

We expect children to be friendly and polite, not act in an aggressive or dangerous manner, and show respect for all children and all adults who work in, or visit the school. We also expect that the school environment and all school property will be treated with respect.

We use various PSHE resources including CUPPA and Coram Life Education, which help children develop an understanding of their personal, social and emotional learning during their time at St Gregory's. This underpins our nurturing philosophy and our desire to help children develop increasing responsibility for their own behaviour, within clear parameters. Where children have difficulties in learning to manage their own behaviour we provide individual and group support to help children to overcome their difficulties.

In all our dealings with children we act as role models and demonstrate a calm, respectful manner in our interactions, and we aim to address all issues in this way without aggression or raised voices.

### **We will:**

- Create an environment which encourages and reinforces outstanding behaviour.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Lead by example in that way that we treat each other and the children in our care.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- Create a consistent approach to behaviour management throughout the school.
- Ensure that the school's expectations and strategies are widely known and understood.
- Work in partnership with parents in dealing with any behavioural issues.

We believe that adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the

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children and with each other, as their example has an important influence on the children. All staff and volunteers working in school aim to:

- Be consistent in dealing with individual children and following this policy (however, there may be a difference in approach when dealing with children with special educational or behavioural needs)
- Follow the hierarchy of rewards and sanctions
- Deal with problems straight away and in a calm manner
- Make children aware of appropriate behaviour in all situations
- Ensure that each child has work appropriate to their ability
- Act as a role model for desired behaviour, treating all adults and children with respect
- Focus on catching good behaviour and positive reinforcement to raise self esteem
- Display the school code of conduct and refer to it regularly
- Escort the class when moving around school
- Create a calm working atmosphere in the classroom, with well established routines
- Work closely with the SLT and outside agencies in implementing advice for any children with behavioural difficulties
- Take on the role of 'key worker' as directed to talk to specified identified pupils (e.g. vulnerable children) at regular times of the day, engage with them and find out how their day is going.

In dealing with incidents of difficult behaviour, staff and volunteers working in school:

1. Stay positive
2. Keep calm and speak calmly (a raised voice can inflame the situation)
3. Keep it private (away from an audience)
4. Give a choice so that children begin to take responsibility for their actions
5. Use restorative approaches if possible - encourage the parties involved to make an apology and consider suitable sanctions or ways forward

### **Covid 19 Amendments**

***Following government guidance and for the safeguarding of pupils and staff, the parent/carer of any child not adhering to our agreed behaviour for learning policy and displaying moderate to serious behaviour, will be contacted and requested to collect their child immediately.***

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Troublemaking can sometimes be related to boredom or disaffection. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid some of the issues at the root of poor behaviour. All lessons will have clear objectives and be differentiated to meet the needs of children of different abilities.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of

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furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative. Displays help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment. All classrooms have agreed and understood protocols for:

- Entry procedures,
- seating plan,
- strategies for attracting the teacher's attention,
- noise levels,
- exit procedures.

When everybody knows the expectations for these five areas, clear boundaries are set and this is the basis of good classroom management.

Additionally, positive relationships are the key to our daily work with children. All staff are expected to build positive relationships with each of the pupils in their class.

### **St Gregory's Code of Conduct**

- 1. We are polite and respectful;***
- 2. We show enthusiasm and pride in our work;***
- 3. We keep ourselves and each other safe;***
- 4. We look after school property;***
- 5. We are kind, fair and honest.***

This code of conduct can be seen around school and is referred to regularly and discussed, especially with younger children to help them understand what it means for them and what we expect of their behaviour.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest 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. This is as true for adults as for children. Rates of praise for good behaviour should be as high as for good work.

#### **1. Dojos**

Dojo points are earned on an individual basis but also contribute towards the score of a large team. We have an 'Olympic themed' House Team system with 5 teams representing the 5 continents: Asia, Africa, the Americas, Europe, and Oceania. Each child is allocated to one of the five teams. House points can be earned for the Olympic and Paralympic values of: friendship, excellence, determination and respect. Dojo points are rewarded at an individual level in class and at House Team level during weekly assemblies.

## 2. Merits, Star and Values Certificates

Two children in each class are awarded a merit every week, based on teacher nomination for outstanding effort or achievement that week, and one is awarded Star of the Week. Awards are presented publically as part of the celebration assembly on a Friday morning, to which all parents are welcome, and the children's names are published in that week's newsletter, which is sent out to all families and governors of the school. We have introduced a Value of the week. The Headteacher begins the week with a Value assembly either a Gospel Value, British Value or Global Value is chosen and the children attempt to demonstrate that value during that week.

## 3. 'You've been Noticed'

This is our system for rewarding excellent behaviour, which seeks to promote good behaviour by 'catching' children doing something really good.

If a member of staff notices a child saying or doing something particularly praiseworthy, they can award the child a 'You've been noticed' and they write their name on the board. These name cards are then brought to Friday assembly where there is a prize draw of three names. The winners can choose a prize or reward voucher from the box (including vouchers for hot chocolate with the head teacher for them and a friend or a pass for an extra playtime.)

## 4. Praise Postcards

These are special St Gregory's postcards sent home so that parents can see their child has had success at school.

## 5. Other rewards are:

Stickers; certificates; whole class awards; preferred activity time (golden time); extra playtime; visits to other classes (by arrangement); lunchtime awards; headteacher awards; attendance awards.

All staff and children have adopted the philosophy that **'Nothing but the Best will do'** This is discussed during assemblies, class time and displayed around school to remind everyone of the highest possible standards we set ourselves.



## The Role of the Welfare Staff

Welfare Staff need to be familiar with the contents of this policy as their job is to continue this approach to discipline over lunchtime. Repeated misbehaviour should be reported to the appropriate class teacher and recorded in Lunchtime Behaviour book. Any serious misbehaviour should be reported to Mrs Molyneux ( the Deputy Headteacher) or directly to the Headteacher. Respect for all stakeholders, children and

adults, must be a priority within this policy. Unacceptable Behaviour in the playground  
Minor misbehaviour - can be effectively managed by Welfare Staff. Very serious misbehaviours – Headteacher or Deputy need to be involved

### **Sanctions**

The use of sanctions is rare at St Gregory's, but is characterised by certain features:

- It is made clear to the child **why** the sanction is being applied – the child needs to know which of the expectations in the code of conduct they have not kept to
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishments are avoided as they breed resentment
- There is a clear distinction between minor and major offences
- It is the behaviour rather than the person that is punished

All classes follow the same procedures for sanctions. The list below can be, but is not always, hierarchical, and staff try to make sure that the reaction to misbehaviour is measured and appropriate for that individual child and the behaviour displayed:

1. **Non-verbal reminder** (for minor incidents) – a look, shake of the head, frown etc.
2. **Tactical or planned ignoring** of continued low-level disruption. At the same time, positive praise and reinforcement given to those children behaving appropriately.
3. **Verbal reminder** – Given directly, clearly and simply, and as privately as possible, labelling the behaviour not the person. E.g. "Sally, I don't want you to call out. Please remember to put your hand up."
  - a. Time given to follow the reminder; Calmly repeated reminder if required.
4. **Child's name recorded** in a book or on paper - **not** displayed publically – and a reminder to the child that a period of improved behaviour will result in the name being crossed out of the book/paper. We do not publically display names as this can generate negative self-image. In the unlikely event that a child fails to earn the removal of their name, they will have a sanction such as 'paying back' time their disruptive behaviour has caused – deducted minutes from their break- or losing a privilege.
5. **'Time Out'** – may be used to provide a break in a developing cycle of conflict and allow short time for reflection and cooling off. Separation can either be to that particular class's designated 'time out area' (normally a chair or area within the class but away from others) or in another class, but where the child can be supervised fully. If a child is having 'time out' this has to be for an agreed short period, (ideally sand-timed or stop-watched) after which the child should be reintegrated to the class or group, and reminded of the school's code of conduct.
6. **Loss of Class Dojo** will be taken after 2 warnings
7. **Loss of free time** (morning break time or lunch break time) – minutes have to be 'paid back' to compensate for disruption caused to the class. If children do this it must be in a supervised area of school eg. Outside the Head's office. Children must not miss lessons eg. PE as these are a valuable part of every child's curriculum entitlement. During this time children should be occupied in completing their 'Think Sheet' or writing out the school's code of conduct or

writing a letter of apology or similar. Children must not miss playtime repeatedly as they need a break and fresh air.

8. **Loss of privileges** – for continued disruption.
9. **Inform others** - A member of senior leadership team should be informed if a child's behaviour is repeatedly cause for concern, as should the child's parents.
10. **Out of class separation** – If there has been extreme behaviour which affects the safety or learning of the rest of the class, the class teacher may, by agreement with another teacher, ask the child to work in another class for a period of time. In this situation, it is necessary for the child to be given appropriate work to take with them, and also to be collected by a member of staff and escorted back to class at an agreed time.

NB Children must **not** be sent out of class on their own or sent out on to the corridor. This only serves to demonstrate to the child that staff are not dealing with their behaviour. During this time they are not learning anything, nor are they working on correcting their behaviour. It can also be humiliating and damaging to self-esteem.

- **'Behaviour Log'** – a child will be sent to the head and their name may be recorded in the book kept in the Headteacher's office in cases of behaviour deemed to be serious. This will be reviewed monthly by the Headteacher and SMT so that remedial work may be implemented for any child whose name is recorded with any frequency, and the school gives consideration to the nature and type of incidents and what measures can be taken to eliminate any issues. A child's parents will also be telephoned at this point to discuss their behaviour. This information (anonymised) may be shared with governors as they monitor the behaviour in school.

If poor behaviour persists after implementation of the sanctions described above, the following will be considered:

- **Individual Behaviour Programme** – Once a child exceeds the above strategies then this will prompt discussion with the school's SENCO, if there has not already been discussion. The class teacher will work with the SENCO to monitor types and patterns of poor behaviour and look for possible triggers. The staff and parents will work together to establish appropriate targets, strategies and support to try modify their behaviour as group or on an individual basis. This may also be supported by the intervention of the Outreach worker, Alice Warren, who will support with routines and boundaries at home if this is also an issue. Referrals can also be made to external agencies at this stage with parental consent and understanding for the reasons. Parents will be fully informed by this stage and would be expected to work in partnership with school in supporting the child.
- **Internal exclusion** – In extreme circumstances, a pupil can receive an 'internal exclusion'. This involves the child working intensively on activities which address the child's behaviour issue and working supervised in silence away from the rest of their class for the day.
- **Exclusion** – This is only a very last resort when all other avenues of supportive intervention have been tried repeatedly and failed and the safety of other children or staff is compromised. Exclusion may be for a fixed term or, in extreme cases, permanent.



Behaviour management is the responsibility of the class teacher. Senior staff will support decisions, but sanctions must be given by the class teacher or person for whom the child has misbehaved. This is important so that staff members retain authority and respect. In addition to sanctions, it is important that the child puts right the damage or upset they have caused e.g. making a full apology or clearing up mess/damage to property.

Senior staff may be consulted about particular concerns, or invited to support the administration of sanctions in extreme cases. In the first instance, a member of the Senior Leadership Team should be consulted, or the Deputy Headteacher. The Headteacher should be a last resort. It is not necessary for children to be brought to the Headteacher for minor offences.

### **Strategies to support inclusion**

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the curriculum and wider school life.

**Buddies** – Y6 and Reception pupils are partnered so that behaviour expectations and positive play can be demonstrated at lunchtimes by Y6 role models. Y5 children are also partnered with the Y1 children

**Playground Pals** – Y5 & Y6 pupils are chosen to oversee the use of playground games and resources to ensure happy and successful playtimes for younger pupils. They are trained in this by the Chorley Schools Sports partnership.

#### **Classroom practices:**

- Rules and expectations
- Motivation and incentive systems
- Classroom organisation
- Circle time
- PSHE work to promote healthy self-image and good social skills

#### **Individual child strategies:**

- Visual timetables
- Individual targets
- Individually differentiated motivational strategies
- Individual organisational changes

#### **Child support/referral systems:**

- Referral to SENDCo
- Referral to Deputy Heateacher
- Referral to Headteacher
- Referral to outreach Worker
- Referral to outside agency e.g. CAMHS (Children and Adults' Mental Health Support)

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the



class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher or SENCO so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation.

Very serious misbehaviours must immediately be brought to the attention of the Deputy Headteacher/Headteacher.

All serious incidents must be recorded on CPOMs and all evidence attached online.

The following actions may then be taken, depending on the seriousness of the incident:

**Headteacher investigates.**

1. Record on CPOMs and ask the child to consider their actions, if appropriate writing letters of apology.

Class teacher informs parents of the incident/concerns about their child's behaviour in a note home, informal meeting after school or by phone discussing consequences. This conversation is always recorded.

2. If the misbehaviour continues the Headteacher may write a formal letter home, inviting parents into school to discuss the matter.

3. Sanctions are applied such as a loss of privileges, jobs and responsibilities for a fixed period of time.

**Rewards**

At St Gregory's we feel that it is important that good behaviour is rewarded.

Welfare staff are encouraged to report particularly good behaviour and politeness to staff as well as misdemeanours. Welfare staff are encouraged to reward positive behaviours with a sticker-children will receive a Dojo from their class teacher.

**Please Remember:**

- If you speak to children in a calm and positive manner, you are more likely to get a positive response.
- The children will respect you if you are fair and show them respect
- It is important to chat to the children and interact with them, so that you are not seen as the person who only speaks to them when they are in trouble
- It is important that Welfare Staff are alert to what is happening in the playground. Often incidents can be avoided by timely **INTERVENTION**.

This policy was adopted in November 2021, and will be reviewed by September 2022.

