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**St Catherine’s Catholic Primary School**

**Live, Love and Learn Together**

**Behaviour Policy**

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| **Date Adopted September 2020** |
| **Person Responsible – Inclusion Lead** |
| **Date to be Reviews September 2022** |

**St Catherine’s Behaviour Policy**

This policy should be read in conjunction with Plymouth CAST’s Positive Pupil Welfare Policy 2019 and the Single Equality Policy 2010.

At St. Catherine’s Catholic Primary School, we want to make sure that our children are happy and have maximum opportunity to learn effectively and to live Gospel values. We work alongside parents to encourage our children to develop as fully as possible. We want our children to:

* • grow socially
* • grow personally
* • grow spiritually
* • grow academically

**Our Gospel Values**

Through their experiences at our school, pupils and adults learn about God’s love and gain a real understanding of our school values both within the context of our caring, Catholic-based environment and within the wider world. This policy is under-pinned by our Gospel Values:

**Humility**- seeing life as gift

**Compassion** - empathy

**Kindness** - working for a fairer world

**Forgiveness** - reconciliation

**Integrity** - do what you say

**Peace** - committed to peace-making, non-violence

**Courage** - standing up for the truth

**Justice** - working for a fairer world

We believe that children can only develop their full potential if they are able to feel happy, safe and secure. We aim to create such an environment within our school by continually and consistently encouraging good behaviour. We believe that good behaviour needs to be carefully developed. It is too important to leave to chance.

This policy sets out:

* • our consistent approach to behaviour
* • how good behaviour is taught, modelled and encouraged in our school
* • how rewards, consequences and support are provided
* • playtime and lunchtime expectations
* • off-site behaviour
* • pupil transition
* • physical restraint
* • how we liaise with other agencies and professionals
* • the monitoring arrangements

**Our consistent approach to behaviour**

We expect good behaviour in every area of school activity and from every member of the school community. Pupils are regularly reminded of school and class expectations and are helped to recognise examples of good behaviour at all times. All adults are also required to model good behaviour whenever they are on the school site or on school business.

The Senior Leadership Team will model, monitor and support a consistent approach to behaviour in school and will support staff and pupils to ‘be the best they can be’. SLT will also monitor the quantity and frequency of red cards issued to build trends and patterns in behaviour both across the school and for individuals. This will then be used to provide further support where needed.

In addition to consistent expectations in behaviour across the school, all members of staff are trained to follow the procedures outlined in this policy.

**How good behaviour is taught, modelled and encouraged in our school**

Everyone at St Catherine’s has agreed to:

* • Recognise and highlight good behaviour
* • Ensure that all children are praised for behaving well
* • Ensure that criticism is constructive
* • Explain and demonstrate the behaviour we wish to see
* • Encourage children to be responsible for their own behaviour
* • Let parents know about their children’s good behaviour
* • Reward individual children and groups of children for behaving well.

We believe that good behaviour should be recognised through rewards such as:

* • Positive comments and smiles
* • House points, stickers and stamps
* • Whole class rewards
* • Taking good work to show others
* • Celebrating success (both academic and social or behavioural) in assemblies
* • Certificates
* • Positive messages to parents

In addition to consistently acknowledging, rewarding and demonstrating good behaviour, we believe in consistently dealing with inappropriate behaviour. Our whole school approach to inappropriate behaviour will be followed consistently by all staff in accordance with the Equality Act 2010. This is outlined in the ‘How consequences and support are provided’ section of this policy.

At St Catherine’s, good behaviour is taught through our PSHE and RE curriculum as well as through modelled behaviour from all staff and positive reinforcement. Through explicitly teaching the Gospel Values and British Values, we ensure that children understand not only what is expected of them but also why.

To support good behaviour, we use the ‘Good to be Green’ system in all classrooms. In each classroom, the Good to be Green chart is displayed with children aiming to keep their card green. Should a child be given a warning yet continue to show negative behaviour, their card will be changed to yellow and then should poor behaviour still continue, the cards will be changed to red. In extreme situations, cards may be changed to red before the warning and yellow card are issued.

To further encourage positive behaviour and good conduct, each class has a pasta jar reward system. Each class will democratically vote to choose a **whole class** treat that they then work towards. When the whole class show positive behaviours and attitudes towards learning, staff put pasta into the jar. Then when the jar is full, the class have their reward. No individual or class weekly prizes or rewards are given.

Furthermore, we have a whole school reward system with our School Houses. Upon entry to the school, every child is allocated a House that they belong to (Red, Yellow, Green or Blue). Over the course of a week, children are awarded house points for their work and attitude both in the classroom and around the school. During Friday Celebration Assembly all classes’ house points are collected and shared. Then at the end of each term, the winning house has a party with the Head Teacher to celebrate their success.

**Consequences for poor behaviour and support are provided**

Our whole school approach to inappropriate behaviour will be followed consistently by all staff in accordance with the Equality Act 2010. We use a ‘Good to be Green’ system across the whole school. When unacceptable behaviour is encountered, the following actions should be taken in this order: -

**1st Consequence:** Verbal warning, reminder of instruction

**2nd Consequence:** The child is reminded of instruction, may be moved away from the group and is given a yellow card.

**3rd Consequence:** The child is given a red card and will spend time in another room immediately to reflect on their behaviour supported by their class TA. The child will be given a reflection sheet to talk through with the TA and to complete thinking about what they would do differently next time (See Appendix A) A senior member of staff may be notified depending on the severity of the incident.

When the child has reflected and ready to return to their classroom they will and the yellow/red card will be reset. KS2 children will also miss their play or lunch as a consequence and stood with an adult.

If a red card has been given:

• A letter to parents will be sent home the same day, with a parent response section to be completed and returned the next day. (See Appendix B)

• Parents must be informed verbally at the end of the day about what happened – verbally or by telephone.

• The incident will be reported to SLT via CPOMs.

See Flow Chart

**Severe Behaviour Clause**

This exists to be used in cases of serious verbal or physical aggression or complete refusal to obey staff. Parents will be contacted and EXCLUSION from school may follow for a fixed period. Pupils who are found to have made malicious allegations against school staff will be dealt with according to the school Complaints and Grievances policies and procedures.

We feel that the importance of good behaviour cannot be over-estimated. Children, parents and staff at St. Catherine’s all enjoy our happy community and wish to maintain this through the help of all involved.

Governors will receive a termly report indicating the number of children who have repeatedly had red cards and be put onto Behaviour Support Plans.

**Playtimes and Lunchtimes**

Playtimes and lunchtimes are closely monitored by teachers, teaching assistants and members of the Midday Supervisors team who all follow the school behaviour policy.

A house points system is in place to communicate positive and negative behaviours to class teachers.

Behaviour at playtimes and lunchtimes is expected to support an ethos where:

* • The pupils have an active and enjoyable lunchtime where they feel safe and are well cared for
* • Incidents reported by the pupils are listened to and acted on
* • The pupils are free to play in an environment that challenges poor behaviour and where any form of bullying or victimisation is unacceptable

**Off-site behaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

**Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

**Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

• Causing disorder

• Putting themselves or others at risk.

• Hurting themselves or others

• Damaging property

Incidents of physical restraint must:

• Always be used as a last resort

• Be applied using the minimum amount of force and for the minimum amount of time possible

• Be used in a way that maintains the safety and dignity of all concerned

• Never be used as a form of punishment

• Be recorded and reported to parents

**How we liaise with other agencies and professionals**

St Catherine’s approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school’s Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

**Monitoring arrangements**

This behaviour policy will be reviewed by the head teacher and full governing body every year. At each review, the policy will be approved by the Head Teacher. The written statement of behaviour principles will be reviewed and approved by the full governing body every two years.

**Behaviour Policy Guidance.**

**Level 1: Minor everyday problems**.

Interrupting an adult. Attention seeking behaviours. Answering back. Being rude to adults. Shouting at others. Pushing in queues/lines. Name calling and teasing. Remaining off task and disturbing others learning. Interfering with other children’s games.

**Possible Sanctions may include:**

Apologising. Loss of privileges. Time out. Move seat/ group. Loss of some playtime. Removed from game or playground activity. Standing with duty staff at break/lunch times.

Parents to be informed.

Minor incidents/one off inappropriate behaviour.

Frequent poor behaviour

**Level 2: Inappropriate behaviour.**

Repetition of less serious offences . Spitting, swearing, lying, biting. Aggressive behaviour towards others- kicking/hitting or other physical contact.

**Possible sanctions may include:**

Apologising/written apology. Behaviour chart. Home school link book. Loss of privileges. Loss of play or lunch breaks. Working in an alternative classroom. During lunch time referred to a Phase Leader.

Persistent poor behaviour.

Serious misbehaviour/

Unresolved social, emotional mental health needs.

**Level 3 Serious misbehaviour.**

Repetition of less serious offences. Stealing. Bullying. Vandalism. Racial abuse. Verbal abuse of staff. Putting others or self in danger. Serious aggressive behaviour towards other pupils. Running away. Refusing to comply with reasonable adult requests.

**Possible sanctions may include:**

Daily monitoring by senior staff, before school, break or lunch time. Working away from other students- Internal exclusion. Lunch time exclusion. Special arrangements made for times during the school day- beginning or end. Regular agreed contact with parents to report on behaviour.

Pupil at risk of exclusion

Serious breach of school rules.

**Serious Misconduct.**

Repeated incidents of serious misbehaviour. Threatening behaviour toward staff. Assault of staff or peers. Possession of a dangerous weapon.

**Sanctions are:**

Fixed term or permanent exclusion.

Appeal Process

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Dear Parents/Guardians,

I am writing to inform you that ......................................................... will miss ........ minutes of play tomorrow because the St. Catherine’s Charter has not been followed.

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| St. Catherine’s School Charter |
| To respect everyone equally.  (Gospel Values-Humility, Courage, Kindness)  To be responsible for our own actions and their consequences.  (Gospel Values-Justice, Forgiveness, Compassion)  To respect our environment.  (Gospel Values-Integrity, Justice, Compassion.)  To share our opinions and respect those of others.  (Gospel Values-Kindness, Peace, Humility) |

Please discuss your child’s responsibilities within the Charter as it is important that all children in the class make good choices.

Yours sincerely,

Class teacher

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ acknowledge that I have received your letter regarding my child’s recent behaviour.

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_