

*St Catherine of Siena RC Primary School*

*Positive Behaviour Policy*



*As a Catholic School, St Catherine's is a community in which all members can grow in the knowledge and love of God, themselves and the world in which we live.*

*Be who God meant you to be and together we can achieve.*

# 1. Aims and Expectations

We aim to provide a calm and nurturing environment where children feel safe, and are empowered to learn about and form positive, trusting relationships. We have high expectations for all our children and adults throughout the school day, including breakfast clubs and after school provision. We recognise that the expectation of high standards of behaviour impacts positively in ensuring all children can achieve and thrive both inside and outside the classroom.

We recognise that behaviour is communication: young people and adults communicate their feelings, emotional state, and needs through their behaviour.

## Safe and Nurturing Environment

To make our school a safe and nurturing learning environment, we:  
**have three whole school rules**

***Be Safe***  
***Be Ready***  
***Show Respect***

The rules are underpinned by Rights and Responsibilities which are applicable to all.

### **Rights and Responsibilities**

To be safe  
To be ready to learn  
To be respected

### **Rights Responsibilities**

To act safely  
To allow learning  
To show respect

Other rights and responsibilities include keeping everyone safe, being individuals, and being part of the class and school community.

Instructions change depending on the context and circumstances, but the rules and rights and responsibilities should be consistent and apply to all.

Rules are displayed around school and young people are clear about the meaning through open discussions in class and assemblies and through regular reminders and refreshers.

We expect all members of our school community to be polite and respectful. We are very explicit regarding our views on the use of racist and sexist and homophobic language, and all other discriminatory language and behaviour. Every incident is challenged, recorded, and resolved.

We understand that some behaviours and language may come from how young people are socialised, their early experiences, current circumstances or how they view the world and their relationships with others. As such, we take a proactive approach in modelling appropriate language, validating their feelings and emotions, and using empathic listening.

All aspects of our policies apply to every member of our school community at any time they are on school premises, including (but not limited to) children, staff, parents, carers, visitors, professionals, contractors.

Our anti-bullying and online safety policies detail our preventative, reactive and restorative approach to bullying. Any incidents of child-on-child abuse, verbal, physical or sexual abuse is taken very seriously and fully investigated. This is comprehensively detailed in our safeguarding policy.

All parents and carers have access to our Behaviour and Relationships Policy through our website. A paper copy can be provided upon request. The policy is reviewed regularly, and they are informed of updates by letter. Policy updates are published clearly on our website.

It is the primary aim of our school that every member of our community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school positive behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to provide an environment where everyone feels safe, happy and secure.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

## **Expectation of Adults**

We expect every adult to:

To understand that all adults' natural behaviours drive the children's behaviour and attitudes to succeed.

- Refer to 'Be Safe, Be Ready and Show Respect in their daily conversations with children.
- Praise role models who set the standards of good and excellent behaviour to encourage others.
- Always address pupils who are failing to meet expectations when moving around school.
  - Follow up all behaviour including restorative conversations and communication with parents.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Discuss poor behaviour separately from other children.
  - To follow the whole school approach to promoting positive discipline as set out in this policy.
  - To be a good role model at all times displaying high levels of emotional intelligence.
  - To create a safe and pleasant environment, physically and emotionally.
  - To recognise that each child is an individual and to be aware of their individual needs.

## Rewards and Sanctions

Praise has a reinforcing and motivational role. It helps children know they are valued. Praise can be delivered in formal and informal ways; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements, going beyond what is expected.

Many children are motivated by the positive and specific attention paid to their efforts and achievements by the adults who care for them and know them best.

We do use positive dojos to remind children of successful behaviours and effort. This is recognised as typically being more effective focusing on reminders to children of current successes and positives, prompting them to repeat/recreate them. Staff may also send notes home or award star certificates in our celebration assembly on a Friday.

Our young people are encouraged and developed to be resilient and work through difficulties and challenges while the adults remain aware of and empathetic towards their past experiences, current situations, and developmental barriers.

The activities created for them are pitched at the right level of challenge, designed to support success, and communicated effectively to ensure understanding.

All actions and behaviours will result in a consequence. In school, both children and adults understand that the consequence issued for inappropriate behaviour:

- helps them understand what it was that was unacceptable
- allows the young person to reflect on the behaviour
- helps them understand what they need to do next
- prepares them emotionally for being ready to repair and move on
- allows the young person to repair the issue
- allows the young person to resolve the situation with a teacher or other young person, as appropriate
- keeps others safe if the behaviour has been dangerous or disruptive.

Adults, whilst expecting consistent adherence to agreed rules, are aware that some young people have differentiated needs for support to enable them to follow and meet adult expectations. We consider their individual needs while remaining aware of and empathetic towards their past experiences, relationships, and current emotional state.

### **Whole School Reward System: - Class Dojo**

Positive Dojos can be awarded for the following things. These actions include but are not limited to:-

- Particularly good work/effort
- Displaying good manners
- Displaying a caring attitude to others
- Good approach and attitude to work e.g. staying on task; listening well
- Working co-operatively with others

- Taking care of the school equipment, building and environment
- Showing respect to others and visitors to the school
- Consistently good behaviour – in all areas of the school – classroom, hall and playground

When dojos are awarded, the reason for the dojo is visible online in school and at home for parents, who connect to the app, to see. Staff will also reinforce the reasons verbally to children.

A 'Ready to Learn' dojo is awarded to children who, at the start of the day, are in school on time, with correct uniform/equipment and settle down quickly to the morning tasks are set.

Children can then achieve additional positive dojos for different reasons during the rest of the school day.

At the end of the day, a child who has received no negative dojos will achieve a final positive dojo for having 'a great day'.

At the end of each half term, children who have achieved a set number of positive dojos will receive a reward afternoon. These will be organised in phases and will take place in the last week of each half term.

Children who have achieved above the set target number of dojos can earn 'dojo dollars' which can be spent at the end of the half term

Dojos can be awarded by any member of staff to any child at any time.

## **Sanctions**

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Sanctions are intended to:

- Provide clarity and consistency
- Minimise disruption during teaching and learning time
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
- Allow early involvement of parents, key stage managers, SENDco and support agencies
- Do everything reasonably possible to avoid exclusion from school

## **Low level Disruption**

As well as children receiving 'positive' dojos, 'needs work' dojos will be given out for low level disruption or negative behaviours which may occur during the day.

We expect children to listen, participate in class, complete work and follow the school rules all day.

If a child is not following the school rules of:

- **Be ready to learn**
- **Be safe**
- **Show respect**

They will initially be given a non-verbal warning/reminder or quiet verbal warning on the first occasion.

Further behaviour which contradicts the school rules and/or disrupts learning for other children – children will receive a ‘needs work’ dojo and may be removed from the classroom for a short time to reflect on their actions.

As with ‘positive’ dojos, ‘needs work’ dojos can be given to children by any member of staff at any time of the day.

All our children are entitled to teaching and the opportunity to learn without this being disrupted by others.

### **Behaviour Log**

Serious incidents of unacceptable behaviour are recorded immediately in the school’s online behaviour log. Behaviour entries into this log include, and are not limited to:

**Violence – fighting, purposeful physical hurting**

**Aggressive Incidents – pushing/kicking in temper, verbally aggressive towards peers/adults- shouting in face**

**Other negative behaviours such as disrespectful behaviour towards staff or children or swearing and intentional name calling.**

Children will be given the opportunity to discuss their behaviour with a member of staff, reflect and improve this behaviour.

If this behaviour continues through the term, parents will be invited into school to discuss their child’s behaviour and the child may miss certain privileges in school.

Further continuing behaviour will result in a meeting with SLT and an Individual Behaviour Plan, with support sought from external agencies to support the child and family with improving behaviour.

### **Use of Control**

There may be circumstances in school when staff are required to use reasonable force, for example to ensure the safety of children and staff, and to maintain order. School follows Department of Education guidance: ‘Use of Reasonable Force: - Advice for Headteachers, staff and governing bodies.’ June 2013

## **2. Behaviour Support**

If behaviour persists over time:

- Achievable targets are identified for child's behaviour. Targets are discussed and agreed with parents. (Individual Behaviour Plan – IBP). Consider School Action of the Code of Practice
- Support provided by Pastoral staff
- Progress towards targets monitored and shared with child and parents
- Progress discussed with school SENDco
- If no improvement consider need for further support: - inform and involve other agencies eg Behaviour Support Team, Educational Psychologist
- Monitor and support progress towards targets. Discuss progress with SENDco and relevant agencies, parents and child.
- If no improvement consider EHC plan

### **3. The role of the Teacher**

It is the responsibility of the teacher to establish consistent levels of acceptable behaviour with the support of parents, leadership and governors.

The teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

Positive expectations, praise and reward are the key to successful classroom management. Children need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour.

The teacher treats each child fairly and applies the behaviour code consistently. The teacher treats all the children in their class with respect and understanding.

The teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The teacher may, for example, discuss the needs of the child with the SENDco in the first instance, which may prompt referral for extra support to the Behavioural Support team, for example.

### **4. The Role of the Headteacher**

It is the responsibility of the headteacher, under the School Standards Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all the children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

## **5. The Role of the Parents**

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and school.

We expect parents to support their child's learning, and to co-operate with the school as set out in this policy. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have any concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions with the children, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains they should discuss these with the headteacher. If parents still have concerns they should next discuss these with the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **6. The Role of the Governors**

The Governing Body has responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

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

## **7. Suspensions and Permanent Exclusions**

Only the headteacher (or acting headteacher) has the power to suspend or permanently exclude a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a child permanently. It is also possible for the headteacher to convert a fixed term suspension to a permanent exclusion, if the circumstances should warrant this. School has a responsibility to provide education during the suspension.

Extreme behaviour or serious incidents may result in suspensions at any time. Serious incidents need to be treated on an individual basis and the circumstances investigated. The decision to suspend is made by the headteacher. In exceptional circumstances suspension may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

If the headteacher suspends a child, she informs the parents immediately, giving reasons for the suspension. At the same time, the headteacher makes it clear to the parents that they

can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The headteacher informs the local education authority and the Governing Body about any permanent exclusion, and about any fixed term suspensions beyond 5 days in any one term.

The Governing Body itself cannot either exclude a child or extend the suspension period made by the headteacher.

The Governing Body has a discipline committee which is made of up to at least 3 members. The committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an suspension, they consider the circumstances in which the child was suspended, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the governor appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

A suspension is never done lightly and we will always follow government guidelines on this. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

## **8. Monitoring and Review**

The headteacher monitors the effectiveness of this policy on a regular basis. She reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of misbehaviour as outlines in this policy. These record systems also take account of any incidents that occur at playtimes and lunchtimes.

The headteacher keeps a record of any fixed term suspensions or permanent exclusions.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy may be improved.

Signature  
Headteacher \_\_\_\_\_ Date \_\_\_\_\_

Signature  
Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_