



SS PETER AND PAUL R.C. PRIMARY SCHOOL BEHAVIOUR POLICY

Our school is a community within a wide Catholic body and the way of the school is designed to enable our pupils to grow in every way to Christian maturity.

Our Mission Statement:

“As we follow in Christ’s footsteps may we grow in love, knowledge and understanding. So that our light may shine for all to see”

The expectations, responsibilities and rules about behaviour in our school grow from the statement of our Mission.

Tattum and Herbert suggest that:

“It is a basic human entitlement of all children.....that they receive their education free from humiliation, oppression and abuse.....it is the responsibility of all adults to ensure that it takes in an atmosphere which is caring and protective.”

AIMS OF THE POLICY

- To foster Christian values and attitudes of behaviour
- To encourage a calm, happy, safe, purposeful and inclusive atmosphere within the school
- To foster positive caring attitudes toward everyone so our children feel confident, successful and valued
- To employ consistent, assertive and decisive discipline techniques.
- To maintain a consistent and fair approach to behaviour throughout the school with parental support and involvement
- To set clear boundaries of acceptable and unacceptable behaviour with consistency throughout the whole school
- By encouraging each child to accept responsibility for his/her own actions and behaviour.
- Promote positive behaviour, attitudes and achievement both within the classroom and as a whole school
- To help pupils, staff and parents have a sense of direction and feeling of common purpose

- To have clear, firm guidelines for dealing with inappropriate behaviour

CHILDRENS RESPONSIBILITIES ARE

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow the Golden Rules
- To take care of property and the environment in and around the school
- To cooperate with other children and adults without prejudice
- To tell the truth

STAFF RESPONSIBILITIES ARE

- To treat all children fairly and with respect
- To provide a challenging, interesting and relevant curriculum
- To create a safe, inclusive, enjoyable environment, physically, emotionally and spiritually
- To adhere to the behaviour policy with consistency throughout the school
- To be a good role model
- To recognise that each child is an individual and be aware of SEN
- To offer a framework of social education

STANDARDS OF BEHAVIOUR

SCHOOL MASS, ASSEMBLY & COLLECTIVE WORSHIP

Children are expected to behave in an appropriate and respectful manner at the celebration of mass. Children's contribution when appropriate is encouraged, at this time class rules regarding Q&A apply.

IN THE CLASSROOM

Standards of Classroom behaviour will be agreed by the children and teacher at the beginning of each year and displayed within the room. The following will apply:

- Respect your class rules, teacher and fellow pupils
- Put your hand up if you want to speak in class
- Be safe, always ask permission perform you leave the classroom
- If you use something, put it back where you found it – respect others
- Look and listen attentively when being spoken to (eyes on the speaker)
- Walk quietly and sensibly, do not run, jump or climb on furniture
- When sitting on the carpet, good sitting
- Tippex may not be used in school
- Toys, games, cards are not to be brought to school unless permission is given by the teacher
- Be safe:
- Keep your hands to yourself
- Keep your feet to yourself
- Treat others as you would like to be treated
- Show respect to others
- Look after one another, let others share and join in games and conversation
- Bullying of any type will not be tolerated

THROUGHOUT THE SCHOOL

Every child has a responsibility outside of their classroom. If the following rules are broken, any member of staff can respond accordingly.

- Walk calmly and sensibly
- Hold doors open for adults
- Stand back for people at doorways
- Graffiti, vandalism, bullying or violence will not be tolerated

- Always be polite, helpful and considerate to others
- Respect other people's learning, no shouting or disturbing other pupils, teachers and members of staff

IN THE DINNING HALL

The lunch staff are to be treated with the same respect as teachers. Lunchtime staff have the same responsibility to act accordingly if the following rules are broken.

- Enter and leave the hall in quiet and respectful manner
- Always walk to you place, running, pushing will not be tolerated
- Eat quietly and do not touch or interfere with anyone's food or drink
- Respect the lunch time staff and rules

IN THE PLAYGROUND

The adult on playground duty is responsible for the safety of the children within their care. Whichever member of staff is on duty, if the following rules are broken, they must act accordingly.

- Children ask permission before leaving the playground
- Bulldogs or similar games are not allowed
- No rough, physical or pretend fighting type games
- No fighting
- No biting
- No verbal or physical bullying
- No running on the sleepers, banks or garden area
- No games that involve kicking, pushing, pulling or hitting others
- No throwing stones
- When the bell rings children must stand still and not talk
- Line up in single file with no talking
- Always walk in a sensible manner when leaving the playground with no talking
- **ON SCHOOL TRIPS/SCHOOL RELATED ACTIVITIES**
- Children on school trips must follow the instructions of the adult in charge at all times. The teacher in charge will have a risk assessment and our behaviour policy applies on and off the school premises.
- Any time a child is representing the school at an event or sporting event they must follow the guidance of the adult in charge at all times.

- If a child does not follow instructions and guidance when they are representing the school, the parents will be contacted and they risk future exclusions.

FRAMEWORKS FOR BEHAVIOUR: THE PEG SYSTEM

This policy is based upon rewarding good behaviour and celebrating success and fostering the Catholic Ethos our school embodies. During Friday Star Assembly, each class teacher will select child/children to receive a “Star of the Week” award and the sports co-ordinator will select “Sports Stars” of the week. The assembly also promotes extracurricular achievement and children are encouraged to bring in certificates, trophies or medals which the Head teacher will hand out.

- Each classroom will have a three stage behaviour management system displayed in the classroom in KS1 it will be based on the Sun, Cloud and Rain. In KS2 it is based on a three card system; green, orange and red.

Key Stage 1

- Each stage represents the amount of golden time the child receives on a Friday afternoon:

Sun = full golden time, Sun & Rain = half golden time and Storm = no golden time.

- These will consist of a sun, sun with rain cloud and a storm cloud.
- Each child has a peg with their name on which is displayed on the Sun (to start)
- Every Monday morning, every child in the school starts on the sun regardless of the previous week’s ending. This gives the child ownership and responsibility.
- Breaking the school rules results in moving the peg down (continued stage 1 or any stage 2) one place
- Continued (stage 2) or worsening (stage 3) behaviour results in the peg being moved down to the bottom (storm) cloud.
- More serious (stage 4 & 5) behaviour is recorded within the class book and immediate sending to the head or deputy head teacher.
- Positive behaviour or improved attitude results in the peg being moved back up a level.
- If a child misses three consecutive weeks of golden time, parents are contacted and asked to meet with the head teacher

Key Stage 2

- Each child has a pocket containing three cards; green, orange and red
- Every child starts the day with the green card showing
- If a child misbehaves the teacher will react according to the sanction list and if appropriate the child will move the green card to the back of the pile so that the orange card is displayed
- Further misdemeanours or more serious problems will result in the red card being displayed if any further problems occur then the pupil will be sent to the headteacher

Every member of staff within the school can move a peg up or down or change cards, regardless of where within the school the disappointing behaviour occurs.

This policy is built upon consistency across the entire school.

FRAMEWORK FOR SANCTIONS

	BEHAVIOUR	SANCTIONS	COMMENTS
STAGE 1 (Minor)	(1) Ignoring minor instructions (2) Talking with other pupils (3) Calling out or Silly noises (4) Interrupting other pupils (5) Wandering around the class (6) Day dreaming	Warn the child and explain to them what they have done wrong. Repeated offences results in the child moving their peg down one stage.	No need to record. Speak to SENCO if continual distractions or day dreaming. Record if the child misses golden time.
STAGE 2 (Less Serious)	(1) Pushing in line (2) Disrupting the class or others learning (3) Annoying other pupils (4) Failure to complete a task within ability (5) Minor challenge to authority (6) Deliberately causing a disturbance (7) Running within corridor (8) Failure to stand still after the bell has sounded at play or lunch time (9) Rough or dangerous games in play ground (10) Talking during assembly, Mass or Collective Worship	The child (or children) who reach stage 2 immediately moves their peg down a level. Repeating the same offence will result in the child moving their peg down another level.	Only record the pupils name and incidents if that child misses ALL of their golden time. Record within class booklet if the child misses ALL of their golden time due to repeated offences
STAGE 3 (More Serious)	(1) Harming another pupil (2) Breaking school property (3) Throwing objects (4) Challenge to authority	The child moves their peg straight to the bottom (Storm) cloud.	Record in the classroom booklet if the child misses ALL of their golden time

	<ul style="list-style-type: none"> (5) Swearing to another pupil (6) Harmful name calling (7) Leaving the school without permission (8) Biting (9) Hair pulling (10) Repeated refusal to complete tasks (11) Bullying 	If the child is already on the storm cloud, they are sent to the head or deputy head teacher.	as a result of the incident(s). If the child misses three consecutive golden times, a letter is sent home and a meeting with the head teacher is to be arranged.
STAGE 4 (Serious)	<ul style="list-style-type: none"> (1) Repeatedly leaving class without permission (2) Fighting or intentional physical harm to other children (3) Vandalism (4) Stealing (5) Persistent bullying (6) Swearing at an adult 	Requires immediate involvement of the head teacher. Telephone parents immediately. Letter to parents.	Possible involvement of outside agencies. Possible exclusion of school related trips and sporting events.
STAGE 5 (Very Serious)	<ul style="list-style-type: none"> (1) Extreme danger or violence (2) Very serious challenge to authority (3) Verbal or physical abuse toward an adult (4) Running out of school 	Immediate exclusion. Child to remain within the Head teacher's presence (another member of staff present).	This stage requires strict adherence to LEA exclusion procedures and DFES guidelines.

Helpful tips for promoting positive relationships

- **Treat all children fairly and equally**

Children are very perceptive and will pick up on inconsistent actions. Treat every child and incident fairly and consistently. If we all act in the same way then the children will more likely respect the rules. It is very easy to act on hearsay, only act on what you are sure you saw. Give a child the chance to explain (level 1 or 2) behaviour as there may be an underlying reason for the behaviour. Make sure you use your restorative questions:

- What happened?
- Why did you do (x,y,z) ?
- Who was affected by what you did?
- In what way were they affected?
- What do you think needs to happen next?

- **Stay calm**

Try to stay calm at all times. This will help you remain in authority and be effective.

- **Give praises**

Praise is more effective than criticism so try and reward positive behaviour as a way of rectifying negative behaviour.

- **Give gentle reminders**

Young children often forget some rules, e.g. running to the playground. A gentle reminder is often all that is needed to correct this.

- **Make yourself approachable**

Children need to see you as someone who is approachable and ready to listen to them. A cold or distant manner will stop them from approaching you.

- **Smile**

Try and remember to smile at the children, they will see you as someone warm and friendly.

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