



St Catherine Catholic Primary School and Nursery **Behaviour Policy**

Aims:

Through our school Mission Statement we aim to:

- create a welcoming, caring environment where relationships are based on mutual respect
- encourage positive self-esteem in each individual
- help children grow up into confident, considerate young people
- make the boundaries of acceptable behaviour clear
- develop a productive working partnership between home and school

Rights and Responsibilities:

Children:

have a right to:

- feel safe and secure in a school free from verbal or physical abuse
- be listened to by the school and have any problem dealt with fairly

have a responsibility to:

- not threaten other children or staff verbally or physically, or insult them
- co-operate with all members of staff
- listen to, respect and try to understand other people's point of view
- keep St Catherine's a pleasant and welcoming place

Parents:

have a right to:

- expect their child to be listened to and treated with respect
- be kept fully informed of their child's behaviour and consulted if any serious or persistent problems arise

have a responsibility to:

- support the staff by encouraging hard work, good behaviour, punctuality and regular attendance of their children
- make school aware of any circumstances which may affect their child's behaviour
- discuss concerns they have with staff and not approach other parents on the playground

Staff:

have a right to:

- be free to teach and care for children to the best of their ability without disruption
- expect co-operation and respect from the children in their care
- full support from parents and carers in carrying out their job
- temporarily hold onto items that children should not have brought to school e.g toys, football cards

have a responsibility to:

- ensure that they treat all children equally and ensure that they are valued, safe and secure at school
- follow behaviour procedures consistently and fairly

Rewards:

The school also has a number of rewards for good behaviour that are used:

- Praise and rewards are consistently emphasised for good work, attitude and effort.
- Golden points for good effort and behaviour. The expectation is that children are awarded one certificate a term (Bronze, Silver, Gold) with some achieving Platinum by the end of the year.
- Up to 30 minutes Golden Time once a fortnight
- Key Stage Leader Golden Awards for improved or outstanding behaviour
- Weekly class Star of the Week award for good behaviour
- End of Term rewards, decided upon by the school council, for children who have received no more than 2 Step 2's in that term.

Communication with parents regarding rewards:

- Stickers, golden point certificates and star of the week awards are a clear indication to parents that their child is behaving well.
- At the end of term, parents and children will receive information as to whether they are able to take part in the end of term reward

Sanctions:

The guidelines for unacceptable behaviour and appropriate sanctions are clearly outlined in the school's behaviour steps which are applied consistently across the school, by all members of staff, for all children. The exception to this is when a child may be experiencing particular behavioural difficulties, in which case the rewards and sanctions may be adapted to meet the individual need.

Communication with parents regarding sanctions:

- Parents will be informed of all Step 2 detentions received and be asked to sign a yellow form to signify that they have been informed.
- As outlined in the behaviour steps, it is the responsibility of class teachers to keep a note of the Step 2's received by their class, and if a child receives 3 in week to speak to the parents.
- If children receive a Step 3, a meeting with parents is arranged with the class teacher.
- If a child is put on a Behaviour Target Plan following repeated Step 3's or a Step 4, a meeting should be arranged with parents, the class teacher and Key stage leader.
- Once a child is on a Behaviour Target Plan, the classteacher would speak to the parent each Friday about the week.
- If a child reaches Step 5 the headteacher will also meet with the parents.

Communication with parents if their child is on the receiving end of Step 3 behaviour.

- In this instance the class teacher (and in their absence the Key Stage Leader) must verbally inform a parent at the end of the day that their child has been on the receiving end of a Step 3 behaviour e.g extreme physical harm.
- If the parent cannot be spoken to on the playground, they should be called, before the end of the day.
- Parents are to be told that their child has been hurt and that the other child, who should not be named, has been dealt with according to the Step 3 of behaviour steps policy. No more detail is to be given.
- The welfare officer will ensure the class teacher or Key Stage leader is aware of the assessment of any injuries as soon as possible so this can be communicated to the parent.

Behaviour Target Plans

- These plans are put in place when dealing with cases of bullying, or children who receive Step 3 and beyond sanctions.
- The plan is titled Daily Record. Pupils are set 1 or 2 targets linked to specific behaviours and these are monitored in each lesson and each break time.
- At the end of the week the child's plan is discussed with the parent, who can be given a copy if they so wish.
- Behaviour Plans are to be put in place initially for a 6 week period. If at the end of this time, behaviour has not significantly improved or at any time during this 6 week period the behaviour deteriorates, the Behaviour Support Team (BST) will be called in and a Pastoral Support Plan (PSP) put in place.

Severe Unacceptable Behaviour:

If there is a case of serious or persistent unacceptable behaviour, the DCSF guidelines on Exclusion will be followed and would involve the Governing Body being made aware of the situation. Children will be referred to the BST and Pastoral Support Programmes (PSP) will be set up with or without parents support. If behaviour does not improve within the sixteen week PSP, a series of one day exclusions will be followed by a three day and a five day exclusion, before permanent exclusion.

Anti – bullying strategy

The following strategies are used to inform our children about bullying and discourage them for this behaviour:

- Anti-bullying week activities
- P4C discussions
- Social skills intervention
- KS2 playground friendship buddies
- Collective worship based on Gospel values
- Training for all staff on identification of bullying

The following actions should be taken if an incident of bullying is reported by a child or parent, or identified by a member of staff.

- Allegations to be investigated to see if bullying is taking place
- Children involved should be spoken to, an initial record made and a warning to stop behaviour given and parents told informally.
- A record book of incidents should be started and behaviour slips looked at.
- If, over a 2-3 week period the 'bullying' behaviour continues the class teacher should meet with the parents and inform the Key Stage Leader.
- If the 'bullying' behaviour still continues, a Step 4 letter is drawn up and the class teacher and Key Stage Leader meet with the parents and draw up a Behaviour Target Plan.
- If this does not result in a change in behaviour the parents are to meet with the Headteacher. At this point the serious unacceptable behaviour procedures (see above) would be followed.

Screening and searching pupils and confiscation

These procedures take into account the DfE document on Searching, Screening and Confiscation Feb 2014

- In the event that a member of staff suspects that a pupil has on their person, in their bag or locker, an item that does not belong to them or is harm to them or others, the school has the right to search that pupil.
- The classteacher must first seek the permission of the Head, and in their absence the Deputy Head, to carry out a search.
- Searches must be carried out in front of two members of staff, one of whom at least must be the same sex as the pupil. Pupils can be asked to empty their pockets and staff have the right to look in a pupil's tray, bag and locker.
- If a pupil has an item that may be a danger to themselves or others, eg knives, fireworks, these items will be confiscated.
- If a search takes place and items are found, parents will be informed as soon as possible, either by phone or in person at the end of the day. Confiscated items may be returned to parents where appropriate.

Use of reasonable force

These procedures take into account the DfE document on Use of reasonable force July 2013

- Before reasonable force is used, staff will use a range of de-escalation techniques.
- School staff will be able to use reasonable force to prevent pupils from hurting themselves or others, or from damaging property. It can be used to restrain or control pupils.
- Reasonable force may be used in the following circumstances, although this list is not exhaustive
 - Remove a disruptive pupil from a classroom if they have refused a request to do so
 - Prevent a pupil from disrupting a school event or trip
 - Prevent a pupil from leaving a classroom when it may endanger theirs or others safety or disrupt others behaviour.
 - Prevent a pupil from attacking another pupil or staff member

- Stop a fight in the playground
- Restrain a pupil at risk of harming themselves through a physical outburst
- All staff will be given reasonable training on using de-escalation and restraint techniques
- If a pupil has been restrained, for any reason, then parents will be informed by a member of the SLT.

Disciplining outside the school gates

- If a member of staff, parent or member of the public, report to the school and incident where a pupil is misbehaving or bringing the school into disrepute whilst wearing school uniform, outside of school hours then the school will take action.
- In such incidents, the pupils will be spoken to and reminded of the school expectations.
- An informal conversation will be held with parents, during which time an agreement between home and school will be made as to what consequences may be put in place for the behaviour.

The Behaviour Policy is supported by the following guidelines

After school activities

Children are expected to behave in after school clubs, as in school, and coaches / club leaders will follow the behaviour steps. If a child receives a Step 2 whilst in an after school activity, they will not be allowed to continue in the club for the rest of that term.

Representing the school

If a child is representing the school in a sporting or other team and does not behave, this is considered an automatic Step 2. In such a case a child will not be allowed to represent the school for the remainder of the half term. If a child receives a Step 3 or beyond sanction in school time, they will also not be allowed to represent the school for the remainder of the term, and will only be able to do so following that if there has been a marked improvement in school behaviour.

Corridors

Children are expecting to walk silently in the corridors at all times

End of playtime

When the bell rings at the end of break and lunchtime, children are expected to stand silently, they will then be called to silently join their lines by the duty teacher before being taken into the building.

Mass

Children are expected to be silent entering and leaving the church. Talking inappropriately, standing on kneelers and playing with hymn books will not be tolerated. These will all result in a loss of a Golden Minute.

School trips

Children are expected to follow school rules on a trip and the behaviour steps will be used accordingly. Children are also to follow the 'Do's and Don'ts' guidelines explained to them before the trip by their teacher (contained in Risk Assessment documentation)