



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

Date Ratified by Governors: April 2023

Signed

Name

Due for Review

# **Behaviour policy (2023)**

## **Rules**

At St Catherine's we are: READY, RESPECTFUL and SAFE

## **Expectations**

We will expect the following from everyone and this will be achieved through modelling from staff and consistent reminders of expectations from all staff:

- Good manners - please and thank you's
- Walking and silence in the corridors
- Consideration of others - eg holding doors, moving out of the way etc

If a child is not meeting the expectations it should be dealt with as a reminder not a reprimand *eg Remember to walk in the corridor, thank you NOT Stop running!*

## **Staff Behaviours**

### **Staff will**

- Treat everyone with KINDNESS
- Greet all children at the beginning of each day with a smile and a 'good morning'. Children will not begin their day challenged over punctuality or uniform - these should be taken up with the parents later
- Work towards creating meaningful, consistent and trusting relationships with the children
- Regulate their own emotions when dealing with the children
- Praise children as often as possible
- Deal with behaviour issues themselves, not pass it to someone else, although other staff can be asked for support.
- Provide certainty and consistency for the children

## **Praise**

- Verbal praise should be regular and frequent and come from all staff to show recognition of children meeting the expectations and the three rules - Respectful, Ready, Safe
- Classes will have Recognition boards, where children's names can be placed during the week (*Paul Dix pg24 and 27*)
- Children will continue to receive individual golden points for going over and above with effort in their work (*these must be given fairly see Paul Dix pg 44 on proportionate praise*)
- Staff will speak to 1-3 parents in person, by phone or via google classroom every week to tell them about something over and above their child has done.
- Class points system - classes can earn class points (1 at a time) from someone other than their class teacher or LSA eg head, french and music teachers, outside visitor,

PSD coaches, lunch staff for collectively meeting the expectations to a high standard - once 10 points have been reached children will get a 10 minute extra afternoon break time

- Send pupils to the Head for additional praise and a sticker if the children produce exceptional work - at least one child a week
- Celebration assembly certificates still to be given - *WOW (EYFS) and golden Points*.
- Children will be praised by class teachers and other staff at Celebration Assembly for going above and beyond in behaviour and work
- Children to be praised for homework pieces on the stream of google classrooms

## **Sanctions**

- Reminders to keep to the 3 rules will be given at class time and in the playground - failure to heed the warnings will result in a minute lost of playtime - if lost in class the minutes will be spent with teacher at beginning of that break of lunchtime , if lost at lunchtime the minutes will be spent as time stood next to the adult who took the minute
- If minutes are lost at the end of the day then they will be carried forward to the next day
- More serious incidents (step 2'S) will be dealt with immediately (or at the earliest opportunity) at break or lunch with a restorative conversation (*Paul Dix pg 126-131, Kindness Principle pg 101-104*). Staff must complete a 'restorative conversation' slip and this must be sent to the office. These will be stored in the 'behaviour file' for reference.
- Parents will be informed about the incident that took place via the office who will send an email.
- Number of step 2's received will be monitored by Admin staff/ class teachers. SLT will discuss behaviour fortnightly in SLT meetings. Persistent step 2 incidents will lead to Step 3 (see behaviour steps).
- Other sanctions will follow the behaviour steps.
- In EYFS children will follow their own behaviour system using the thinking spot for Step 2 behaviour. Parents are notified of any behaviour of concern e.g vandalism, hitting or abusive language. If appropriate (i.e repeated Step 2 behaviour) further action is taken e.g behaviour plan or IEP.

## **Anti – bullying strategy**

The following strategies are used to inform our children about bullying and discourage them from this behaviour and identify at an early stage:

- Anti-bullying week assembly (November)
- P4C discussions
- Social skills intervention
- Collective worship based on Gospel values
- Training for all staff on identification of bullying
- Use of CPOMS to track patterns of behaviour that may lead to 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 e.g reference to CPOMS records, speak to staff.
- If 'bullying' is suspected then the child involved will be placed on Pastoral Support Plan (Step 3). Class teacher and Phase Leader should meet with the parents.
- If the 'bullying' behaviour still continues during the 6 week Pastoral Support Plan then child will move to Step 4 on the behaviour steps leading to temporary exclusion. .
- If this does not result in a change in behaviour the parents are to meet with the Headteacher who will decide upon further temporary exclusion or permanent exclusion.

### **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 potentially harmful to them or others, the school has the right to search that pupil. This must take place in an appropriate space e.g main office or welfare room and away from other children.
- The class teacher must first seek the permission of the Head, and in their absence the Deputy Head, to carry out a search. Parents do not need to be informed if a search is to take place but must be informed after the event regardless of the outcome.
- 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

#### What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

- 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
  - Removing a disruptive pupil from a classroom if they have refused a request to do so
  - Preventing a pupil from disrupting a school event or trip
  - Preventing a pupil from leaving a classroom when it may endanger their or others safety.
  - Preventing a pupil from attacking another pupil or staff member
  - Stopping a fight in the playground
  - Restraining a pupil at risk of harming themselves through a physical outburst
  - All staff will be given reasonable training on using de-escalation techniques and the use of 'reasonable force'. If staff have had to use 'reasonable force', 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. They will be dealt with in line with the school's behaviour policy.
- A meeting 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 a period of time to be decided according to the seriousness of the event. If a child receives a Step 3 or beyond sanction in school time, they will also not be allowed to represent the school for a period of time to be decided by the Headteacher. They will only be able to represent the school again if there has been a marked improvement in school behaviour.

### 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)