

St Catherine's Catholic Primary School



PUPIL BEHAVIOUR POLICY

MISSION STATEMENT

GROWING IN FAITH

*Our vision at St Catherine's Catholic Primary School
and all we do, and aspire to be,
is centred on the love, life and teaching of Jesus,
and rooted in the faith of the Catholic Church.*

AIMING FOR EXCELLENCE

*Our aim is to build a loving, happy, safe and welcoming school where
everyone has the opportunity and support to recognise, celebrate and
develop
their God given gifts and talents, learning in a creative and friendly school
family.*

LEARNING FOR LIFE

*Journeying together with each other,
we work in harmony
to provide outstanding Catholic Education
for all our pupils preparing them to fulfil their mission
to the world in which we live.*

Policy Adopted: May 2022

To be reviewed: May 2024

St. Catherine's Catholic Primary School

Pupil Behaviour Policy

Rationale

The school's Behaviour Policy reflects our distinctive ethos as a Catholic school and is linked with our Mission Statement.

We value and respect each person within our school community and believe that our children can make valuable contributions towards positive behaviour which, in turn, enables the smooth running of our school.

In order for effective teaching and learning to take place, we believe that good behaviour in all areas of school life is necessary, and so we aim to provide a climate where Gospel values are at the centre of all we do, where a sense of justice, acceptance and forgiveness prevail and where our children feel safe, secure and happy.

Aims:

- To ensure the development of the whole child to their full potential - spiritually, emotionally, socially and physically
- To encourage a calm, secure and happy atmosphere within the school
- To create a clear understanding of what acceptable behaviours and attitudes look like, making boundaries clear, in all aspects and areas of school life
- To encourage independence and self-discipline so that each child learns to accept responsibility for his/her own actions
- To ensure that classrooms are places where all pupils can learn free from disruption
- To teach children to understand the consequences of their actions including rewards and sanctions that are fair and transparent
- To achieve excellent standards of behaviour
- To develop respect for people and property

- To foster in the children positive self images so that they come to value themselves as individuals and as members of our school community
- To have in place a clear, fair and consistent approach to behaviour management shared by all members of our school community
- To involve parents/carers and ensure children, staff and parents have a sense of direction and feeling of common purpose
- To model and encourage a climate of forgiveness and the importance of saying 'sorry'
- To teach the recognition, signs and impact of bullying, understanding that it is totally unacceptable

Roles and responsibilities

The children's responsibilities -

- To respect other people
- To follow the STAR/School Rules
- To follow and accept the procedures for rewards and sanctions

The staff responsibilities -

- To create and sustain a positive, supportive, and secure classroom environment
- To respect other people
- To follow the STAR Rules and to implement them in an age-appropriate manner (See Appendix 1)
- To apply the procedures consistently so that pupils come to know and understand its purpose
- To take responsibility for the behaviour of all children (throughout the school) at St Catherine's, not just those in their immediate care
- To raise everybody's self-esteem through words and actions
- To create a climate of trust
- To be a good role model
- To liaise with parents/carers so that they are well-informed
- To respect confidentiality
- To record incidents on class 'clipboard' and following this on the CPOMS system
- To recognise and reward individuals, groups and the whole class, implementing their bespoke systems (Please see Appendix 2)
- To implement unique class sanctions in keeping with their class agreements (Please see Appendix 3)

Our behaviour system has a progressive nature as the children grow and mature so some of the details of the rewards and consequences change.

The SLT responsibilities -

- To be fully involved in setting the standards of behaviour and discipline
- To be fully involved in the management of unacceptable behaviour and the celebration of good behaviour
- To support all staff in the implementation of the policy in order to maintain high standards of behaviour
- To have 'conversations' with pupils that may lead to specific sanctions
- To meet with parents/carers when deemed necessary
- To regularly monitor the effectiveness of procedures and the implementation of the policy
- To provide opportunities to capture staff, pupil and parent/carers views
- To report to the Governing Body on a Termly basis
- To review the policy on a 2 year cycle

The parent/carer responsibilities -

- To respect other people
- To support the school's behaviour expectations
- To work with staff to create a positive dialogue so that children receive a consistent message about behaviour
- To attend meetings in school if their child's/children's behaviour is contrary to our expectations
- To inform the SLT/Class teacher if they have concerns or if their child's circumstances have changed which may impact upon their child's behaviour

The Governors' responsibilities -

- To support the school's behaviour expectations
- To be a good role model
- To establish good working relationships with staff and parents/carers
- To work with the Headteacher to ensure any complaints are dealt with fairly and consistently
- To respect confidentiality

Strategies and Procedures to support our Policy

At St Catherine's all behaviour encounters should be delivered using an appropriate tone and volume. It should be clear that it is the behaviour that is being addressed/sanctioned.

When addressing a behaviour problem always **allow regulation time** and in all instances -

- Avoid confrontation
- Listen
- Establish the facts

Reasons for rewards

- To reinforce good behaviour
- To encourage progress and achievement
- To praise making the right choice
- To value an individual/a group/the whole class - their actions and words

Reasons for sanctions

- To let pupils, know that something is unacceptable
- To help pupils recognise that actions have consequences
- To discourage pupils from repeating unacceptable behaviours

Recording and Communicating

All classroom and office staff have access to CPOMS, the electronic recording system and should record all incidents that go against the STAR/School Rules, more specifically-

- If a pupil hurts another pupil or adult - physically, emotionally or mentally
- If it affects their own or the learning of others
- If there has been any damage to property or the environment
- If a pattern of negative behaviour is beginning to emerge

All of the above instances must also be reported to SLT and parent/carers on the day. In cases where there has been a victim, the parents/carers of that pupil must also be contacted.

Zones of Regulation

To support and enhance our Behaviour Policy we use of The Zones of Regulation within our school community. This has helped us develop a common language across the school through which to discuss emotions and behaviours.

Teachers share the content of the curriculum flexibly with their classes in line with their age and stage of development and in response to the needs of the cohort. All classrooms have The Zones on display. Some individuals and small groups work more intensively with the materials to support their particular needs.

Classes have developed their own agreed systems and strategies to help pupils move between zones. Some individuals may also have personalised 'toolboxes' of strategies specific to them and their needs.

As well as these rules we follow the guiding principles -

- Inappropriate behaviour is unacceptable
- You are responsible for your own behaviour
- We are a no shouting school

- All incidents of swearing must be reported to SLT

Beyond the Classroom

Playground Supervision:

The same school rules apply in the playground. Any problems that arise in the playground, should, where possible be resolved by the support staff on duty. If this is not possible it must be reported to the teacher or SLT. In more serious cases and all cases of bullying, all cases must be reported to the Headteacher or Deputy Headteacher. In such cases pupils must be removed from the playground/field immediately and brought into school.

Staff on duty must ensure the children are in a safe environment and play in an appropriate manner. It is very important for the children to -

- Play only in safe areas of the outdoor environment
- Never leave the school premises or admit anyone from outside of the school premises
- Play safe and sensible games

Lunchtime Rewards - Raffle Tickets should be given to pupils, both in the hall and in the playground, who consistently follow the school rules.

Supervisory staff must patrol the playground and check potentially dangerous areas. They must be aware of anyone who has left the area e.g., going to the toilet, for First Aid or seeing a member of staff.

General expectations for pupils in Common Areas:

Pupils are expected to conduct themselves with consideration for others at all times, showing respect for adults and other children, for their own and others people's property. Pupils are expected to walk quietly within the school building. Pupils moving from their classroom, either as a whole class or in a group, to another area should move with sensitivity so as not to disturb other classes.

Outside of School:

Pupils displaying inappropriate or anti-social behaviour, which may bring the school into disrepute, whilst on their way to or from school maybe disciplined in conjunction with the parents/carers. This is at the discretion of the Headteacher.

Equal Opportunities and Inclusion

Differentiation/Scaffolding for Behaviour

When the agreed process of the policy and procedures do not work for a child then different strategies may be needed.

Each classteacher needs to evaluate and identify problem behaviour as early intervention is likely to reduce the severity and impact of behavioural difficulties. Teachers who have concerns about a child's emotional state or behaviour need to assess whether this is a temporary state or of a more serious nature. If these concerns persist, they must be documented and advice should be sought from SLT and the SENCo.

Special Educational Needs (SEN)

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to meet the needs of the pupil.

The school's SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary the advice, support and intervention of outside agencies will be sought. This may lead to plan specific support programmes and risk assessments. We will work with the parents/carers to create a plan and review it regularly.

Bullying:

We take a zero tolerance approach to bullying in our school community. Our Anti Bullying Policy clearly lays out our processes for dealing with bullies and supporting victims. We do, however, recognise that anyone who is proven to be bullying may need special support themselves and that will also be provided.

This Pupil Behaviour Policy should be read in conjunction with the School's Anti-Bullying Policy.

Reasonable Force at St Catherine's

At St Catherine's Catholic Primary School, the use of 'Reasonable Force' is always seen as a last resort.

All staff have the right to use 'Reasonable Force' when absolutely necessary and it is down to the professional judgement of each staff member to make that decision.

School staff do not require parental consent to use force on a pupil.

All staff are aware of the Department of Education 'Use of Reasonable Force Advice for headteachers, staff and governors' (July 2013) and this is the basis for our school approach.

What is reasonable force?

- 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.
- 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 to themselves or others or to prevent them causing significant damage to property or equipment
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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.
- 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.
- 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.
- The use of Reasonable Force should acknowledge the individual circumstance and pupil. Adjustments will be made, in line with our statutory duties, for children who are disabled or have Special Educational Needs.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006).
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- prevent a pupil causing significant damage to property or equipment.

Schools cannot use force as a punishment - it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

- The school's behaviour policy will be regularly reviewed by all stakeholders and shared with staff, parents and pupils and include the power to use reasonable force.

Staff training

- The school will provide staff training. The Headteacher will ensure that a reasonable number of staff have updated training in the use of Reasonable Force (Team Teach). Those staff can be called upon to advise colleagues and support them in situations where needed. Staff will review the Reasonable Force agreements annually alongside the Safeguarding and Child Protection training.

Telling parents/carers when force has been used on their child

- Staff will speak to parents about serious incidents involving the use of force and will record all incidents. The incidents will be reported to parents/carers.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 1. pupil's behaviour and level of risk presented at the time of the incident;

2. degree of force used;
3. effect on the pupil or member of staff; and
4. child's age.
5. learning needs of pupils, the level of SEN and disability.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Signed by:

St Catherine's - STAR RULES



- ★Be a good disciple - say at least one kind word each day, treating other people the way you would like to be treated
- ★Respect and listen to all adults and each other
- ★Be caring and kind, keeping each other safe
- ★Work hard and diligently, supporting others to do the same
- ★Care for the school environment, looking after your own, others and school property

Appendix 2

St Catherine's - REWARDS

	ST FRANCIS	ST CLARE	ST JOSEPH	ST WILFRID	ST THERESE	ST CECELIA ST PHILIP	ST CATHERINE
<i>PRAISE and RECOGNITION - Verbal, whole class, group and individual</i>							
Individual	SHINE Stickers Name on Pot of Gold Mission Stickers	Stickers Different clap e.g. marshmallow Mission Stickers	Pot of Gold Stickers Pegs Good work examples to SLT Stopping and sharing good work and good behaviour Mission Stickers	Hero Cards Stickers Extra Playtime per half Term for TT Rockstars Mission Stickers	Mission Stickers Good work examples to SLT Sharing of work with class	Raffle Tickets - Fortnightly prize Mission Stickers	Mission Stickers Stars of the Week (Mr Langlois' Star of the day)
Group/Table	N/A	Table Teddy	Table Points	Quiet Critters	Tally Points	Raffle Tickets also used here for individuals all on the table	Table Points
Whole Class	Cookies in the Jar	Mr Potato Head/Jigsaw	Marbles in the Jar	Marbles in the Jar	Marbles in the Jar	Pasta Jar	Pasta Jar
Whole School	House Points	House Points	House Points	House Points	House Points	House Points	House Points
ADDITIONAL	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home	HT/DHT visit, sharing and Sticker Good Disciple Angel Postcard Home

Appendix 3

St Catherine's - SANCTIONS

	ST FRANCIS	ST CLARE	ST JOSEPH	ST WILFRID	ST THERESE	ST CECELIA ST PHILIP	ST CATHERINE
	Reset after break and lunch		Reset after lunch		Reset at the end of the day		
<i>FIRST and FOREMOST - Gentle verbal reminders</i>							
Sanction to be selected at the discretion of the adult	<ul style="list-style-type: none"> • Discussion and apology • Adult chooses their task • Time out with timer (inside/outside) 	<ul style="list-style-type: none"> • Discussion, pupil explains what they have done and why it is not acceptable and apologises • Sitting alone for 5-15 mins within the classroom • 5-10 mins on the Bench at Break or Lunchtime • Writing/drawing a sorry note/card • No Trim-Trail or Football that week 	<ul style="list-style-type: none"> • Discussion, pupil explains what they have done and why it is not acceptable and apologises • Sitting alone for 15-30 mins within the classroom • 5-15 mins on the Bench at Break or Lunchtime • Writing a detailed 'sorry' letter • No Trim-Trail or Football that week • Extra work - in a dedicated time (x1 week - 15 mins Friday Lunchtime with DC or FM) - Completing the proforma (Appendix 4) 				

Pupils should only be escalated to SLT for incidents of appropriate seriousness, i.e those for which the above sanctions are not deemed appropriate.



Appendix 4

Time for Reflection

Name:	Year:	Date:
What I did:		
The School Rule/s I have broken:		
The consequences of my action/s:		
In the future I will:		



Signed:

Whole Class Reward

Class Reward

**Together we are
working towards**

**An
extra
playtime**



Class Reward

**Together we are
working towards**

**An
extra
playtime**

