

St Clare's Catholic Primary School



Positive Behaviour Policy

Written: September 2020

Reviewed: September 2024

Review date: September 2025

Introduction

The aim of our school's behaviour policy is to create the environment which best supports our mission statement, so that we can;

“Inspire, Support, Challenge through Faith”

As a Catholic School, we aim to offer our pupils the experience of living and learning in a community founded on the Gospel values. We believe that a positive approach to behaviour management, based on love and forgiveness, and promoting personal integrity and respect for other people, best reflects our mission statement.

The Policy sets out how the school and governors aim to try to fulfil these responsibilities.

This policy is based on advice from the Department for Education (DfES) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

[DfES guidance](#) explaining that maintained schools should publish their behaviour policy online.

Aims

To equip children with the necessary skills to make good behaviour choices.

To make our school a calm, safe and positive environment, where pupils can grow personally, socially and spiritually, as well as academically.

To create the most effective teaching and learning environment.

To provide an environment free from any forms of bullying, anti-social or racist behaviour and derogatory language.

To deal with any incidents of misbehaviour fairly, swiftly and appropriately.

To build confidence and self-esteem.

To work closely with parents, to ensure that standards of behaviour remain high.

Objectives

To promote good behaviour by developing; positive communication skills, a thirst for learning, an ability to co-operate and an ability to resolve differences sensibly. These attitudes and behaviours should be promoted consistently, across all year groups, by all members of staff.

- For our staff to promote respect for others by modelling good behaviour, in their interactions with both pupils and other adults.
 - To teach, through the school curriculum, values and attitudes as well as knowledge and skills which will promote responsible behaviour, develop self-discipline and encourage in children a respect for themselves, for other people and property.
 - By fostering positive attitudes to create a caring, calm, family atmosphere in which teaching and learning can take place in a safe and happy environment.
 - To encourage and reward good behaviour rather than simply punish inappropriate behaviour and to provide a range of strategies to cope with challenging situations and poor choices.
 - To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
 - To always have high expectations of behaviour and empathy for other's feelings
 - To ensure that pupils understand what is meant by bullying, and ensure that pupils are encouraged to talk about any incidents of bullying to an adult.
 - To promote the awareness of parents/carers and support them by providing information about their child's behaviour, both positive and negative.
 - To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
 - To create an atmosphere of honesty and trust, taking responsibility for our own actions.
 - To create a safe, friendly atmosphere where children and staff can work effectively and have opportunity to learn well.
 - To remember that every day is a fresh start.
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Roles and responsibilities:

Role of staff

- To look for, encourage and reward good behaviour.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To create a safe and pleasant environment.
- To be a good role model.
- To form a good relationship with parents/carers so that the children can see that the key adults in their lives share a common aim.
- To recognise that each child has individual needs.
- To use sanctions clearly and consistently.

Role of parents/carers

- To make children aware of appropriate behaviour in all situations.
- To form a good relationship with school staff so that the children can see that the key adults in their lives share a common aim.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To show an interest in all that the child does in school by valuing personal and social achievements alongside academic achievements.
- To ensure that their child is punctual and in school everyday
- To model good behaviour

Role of the children

- To follow the school rule.
- To adhere to the code of conduct.

Role of the Governors

- To agree the guiding principles of the policy.
- To monitor the policy regularly.

School Code of Conduct:

Each class works together to follow our school rules and they are displayed in all classes. (See below) 'Work hard and Be Nice'. This becomes the basis of the 'Dojo' points reward system and is regularly referred to by staff members to both illustrate and reinforce positive behaviour for learning.

Foundation Stage

Always do your best.

Try to be polite and kind.

Always listen carefully.

Share and care for everything.

Always help to tidy up when you have finished your work.

Key Stage One

Always do your best.

Try to be polite, kind and fair.

Always listen carefully.

Behave safely.

Share and take care of class resources.

Always help to tidy up when you have finished your work.

Key Stage Two

Always do your best to take part in each lesson.

Always listen carefully.

Always let others learn without disturbance or interruption. Treat other people as you would like to be treated yourself. Speak to all members of staff, and to other pupils, respectfully.

Behave safely and fairly.

Look after school property, and the property of others.

Remember this guide yourself, and follow it at all times.

Lunchtime Good Behaviour Guide.

A member of staff will be on hand during KS2 lunchtime in the dining hall to supervise.

Our dining room Good Behaviour Guide will be displayed in our dining hall for all to follow.

Recognising and Rewarding Good Behaviour

We expect our pupils to try hard to behave well, give their best effort to their work, make progress and make a positive contribution to our school community. It is important that examples of positive behaviour are valued, recognised and rewarded. It is our aim to 'catch children being good' and reward them in the following ways:

Area	Reward
Good Behaviour and Attitude	Verbal praise 'Easy' classroom rewards Dojos (award 1,2 or exceptionally 3) House Dojo Competition Star of the week certificates Awesome Award Good News phone calls End of year awards
Academic	Verbal praise Written feedback Dojos (award 1,2 or exceptionally 3) House Dojo Competition Star of the week certificates Awesome Award Showing good/improved work to others (e.g. head, deputy, display, class, assembly) Good News phone calls
Extra-Curricular	Verbal praise Dojos (award 1,2 or exceptionally 3) House Dojo Competition Star of the week certificates Special award certificates (e.g. swimming, athletics etc.)

- Staff will take every opportunity to verbally praise good behaviour, particularly making praise comments that are specific, accurate and relevant. Non-verbal signals are equally validating.
- Class Dojos are used to reward good work, good attitudes to learning and good behaviour.
- All members of staff have responsibility for recognising and rewarding good behaviour.

- In addition, teachers may set up their 'Easy' systems for rewarding good behaviour in
- class, to run alongside and complement the whole school system (e.g. use of stickers, reward boxes etc.)
- The system must be explained to supply teachers when necessary (e.g. rewards for tidiest table, homework completion etc.).

Graduated Responses to Misbehaviour.

Initially, it is the class teacher's responsibility to decide whether a breach of a 'The School Good Behaviour Guide' is a breach or if a pupil is continuously breaching school rules.

Level	Type of Behaviour	Key Strategies/Sanctions	Staff involved.
Level 1	(Low level disruption in class/playground.)	<ol style="list-style-type: none"> 1. Tactical ignoring. 2. Non-verbal signal. 3. Verbal warning. 4. (Reminder of rules, and of consequences.) 5. Strategic 'time out' to a new place in class if necessary. 6. Strategic 'time out' next to member of staff on playground if necessary. 7. Miss part of playtime or lunchtime, if necessary. 	<p>Learning Support Assistants (LSA 's)</p> <p>Class Teachers</p>
Level 2	(e.g. Continually disrupts teaching and learning, affects well-being/ safety of children on playground, disrespectful to a member of staff)	<ol style="list-style-type: none"> 1. Name moved to Red on Behaviour Traffic light missing Golden Time. 2 'Time out' in another class' 3. Speak to parents and if no contact able a letter sent home to parent/carer. 4. Attempt made to finish work missed during playtime/dinnertime. 5. Loss of class privileges. 6 Loss of 'Reward Time' 7. Record in CPOMS. 8. Discussion between Key Stage Leader or Deputy Head teacher and child. 	<p>LSAs</p> <p>Class Teachers</p> <p>Key Stage leader.</p> <p>Deputy Head Teacher/Assistant head Teacher.</p>
	Persistent L2 breaches of school Good Behaviour Guide.	<ol style="list-style-type: none"> 1. Parents/Carers contacted, meeting with parent/carer arranged. 2. Daily/Weekly target sheet imposed. 3. Regular meeting with parent if necessary. 4 'Internal exclusion' 	<p>As above.</p> <p>Maybe outside agency.</p>
Level 3	(e.g. deliberate action which affects safety of others, persistent aggression to another child, refusal to co-operate with member of staff which affects safety of others, persistent, deliberate disruption of	<ol style="list-style-type: none"> 1. Meeting with parent/carer set up. 2. Improvement plan designed 3. Daily Target sheet system imposed for fixed period. 	<p>As above</p> <p>Head teacher</p> <p>Or</p> <p>Deputy Head Teacher.</p>

	teaching and learning, deliberate or continued disrespect to a member of staff, bullying*, prejudice based*, extremist or racist behaviour)		Possible informal meeting with members of the Governing Board if necessary.
	Persistent breaches of school Good Behaviour Guide.	1. Internal Exclusion. 2.Fixed term exclusion 3.Permanent Exclusion	

Key principles for a 'planned response' to misbehaviour'

- Decide whether the response should be *Immediate* or *Deferred*.
 - An Immediate response is required when the pupil needs 'time out' to cool down or to be separated from other pupils. An immediate response is essential when the safety of pupils is affected.
 - A Deferred response may be necessary when time is needed to reflect on the behaviour, or when negotiation is needed to gain understanding of the incident/behaviour.
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- ❖ It is important that any victim of a pupil's poor behaviour is supported appropriately by staff, and that their parents are informed, if a serious incident has taken place.
 - ❖ It is important that pupils feel that they have been treated fairly, and have been listened to.
 - ❖ It is important to discuss the consequences of the behaviour and its effect on others.
 - ❖ It is important to be calm and confident in your response.
 - ❖ It is important to work towards reconciliation and a resolution. Pupils require an opportunity to put things right and then move on.
 - ❖ It is important for pupils to learn from their mistakes, and to consider the effects of their behaviour on other people and on themselves.
 - ❖ It is important to keep in mind our school Mission Statement and the policy aims when responding to misbehaviour.

Serious breaches of the School Good Behaviour Guide.

Examples of breaches of the good behaviour policy include but are not limited to: -

- ❖ deliberate action which affects the safety of others
- ❖ persistent aggression to another child
- ❖ refusal to co-operate with member of staff which affects safety of others
- ❖ persistent, deliberate disruption of teaching and learning,
- ❖ prejudice based* extremist or racist behaviour bullying.

If a child commits a serious breach of the School Good Behaviour Guide, the adult who witnessed the incident or who is first to respond, should ensure the safety of all pupils and then begin to establish what has happened. The Head Teacher or Deputy Head Teacher should be informed.

A record of this incident should be recorded on CPOMS as soon as possible, and before the end of the school day, by the responding adult. SLT can add an action if dealt with further.

The perpetrator will be given an opportunity to cool down, reflect on his/her behaviour and then explain his/her actions.

The Head Teacher/Deputy Head Teacher will decide on an appropriate response.

The Child's parent/carer will be informed as soon as possible.

Bullying

This school defines bullying in this way:

- ❖ Bullying is deliberate and persistent harassment that causes harm and stress.
- ❖ It can be verbal (e.g. name calling), physical (hitting), indirect (e.g. spreading rumours) or technological (e.g. using the internet, mobile phone etc.)
- ❖ Once it has been decided that a child is being bullied, it will be considered a Level 3 breach of the Good Behaviour Guide and the school will respond accordingly (see our Anti Bullying Policy).

Target Sheet

Pupils who persistently breach the school's Good Behaviour Guide will be supported by a target sheet. The Target sheet provides an added framework to help these pupils follow the school rules. The SENCO, Deputy Head Teacher and class teacher should meet to decide whether a target sheet is an appropriate next step or not.

The target sheet will be drawn up by the Deputy Head Teacher and Class Teacher. Once agreed, the target sheet will be shared with the child. The parent/carer of the child will receive a copy of the target sheet from the class teacher.

The target sheet forms a starting point for frequent conversations between the child and members of staff, support agencies or his/her parents, which lead to a positive reinforcement of the next steps needed to improve behaviour.

If the child needs further support, the class teacher may, in conjunction with the Head/Deputy Head teacher, send a nightly behaviour record home for a given length of time, to enable the child's parents/carers to reinforce the targets.

School expects parents/carers to actively support their child by holding discussions at home about their targets, and by attending meetings with school staff, with other agencies or with members of the Governors if necessary.

Behaviour Time Out'

Each class should have a designated 'Time out' place for pupils who need to be moved during a lesson.

If a pupil requires 'Time out' in another classroom, they should be sent to a neighbouring class with another child. A pupil should never be asked to spend time out in a corridor or cloak room during lesson time.

If a pupil is sent out of class because of a breach of the school's Good Behaviour Guide, he/she will be asked to complete some of the work that was missed, during the next break time or lunchtime.

If a pupil is sent out of class because of a breach of the school Good Behaviour Guide, his/her parent/carer should be informed about the incident. It should be recorded on CPOMS.

If a pupil is sent out of class because of a breach of the school Good Behaviour Guide on a regular basis, he or she should be given behaviour targets quickly. They should be shared with the pupil's parent/carer and with the Deputy Head Teacher.

'Cooling off Time Out'

Sometimes pupils may need 'cooling down' periods out of class, especially if they are stressed, anxious or upset. The LSA will support pupils at these times.

If a pupil has a diagnosed condition which may affect their judgement or actions, it may be necessary for him/her to have short 'cooling off' periods. The aim is always for them to get back to learning quickly as soon as they are able.

Positive Handling

- ❖ If at any time there is the possibility of injury to the pupil, other pupils, staff, damage to property or good order prejudiced then positive handling could be used, whenever possible by trained staff.
- ❖ Any incident which requires positive handling of a child is done in accordance with DFE guidelines and the Safer handling training that all staff undertook.
- ❖ All incidents are recorded on a serious incident record and referred to senior staff and logged on CPOMS (Child Protection Online Monitoring System).

Returning to school following forced shut down due to Covid -19

We recognise that returning to school after the shutdown will be challenging for many pupils and staff. Pupils will have had mixed experiences during their time away from the classroom and these will inevitably impact on their behaviour and learning. We believe our consistent and positive approach at St. Clare's will continue to contribute to the development of attitudes and skills required to be successful, happy and socially aware.

Transition

We recognise that children moving year groups and across key stages can be unsettling for pupils. To limit the impact of this, during the summer term, the children are given the opportunity to visit their new classroom and class teacher. St. Clare's Catholic Primary School also adopts behaviour principles in a unified approach across the school as outlined above in order to minimise disruption to pupils and the systems in place. Some pupils also benefit from working with the learning mentor ahead of their transition to a new year group or key stage.

Y6 pupils transitioning to secondary school take part in the Liverpool City Council transition day in the summer term. Work is also undertaken in class to prepare the children for this move. For pupils, such as those on the SEND register or children who require additional behaviour support, extra transition sessions are arranged and pupils work closely with the learning mentor.

Working with Parents/Carers

Where a member of staff is concerned about a child's behaviour they will speak to parents/carers either by telephone or at the end of the day. We believe that by working in partnership with parents/carers we can provide children with the best support for children.

Exclusions

All exclusions will be dealt with in accordance with LA guidance on exclusions. There are four types of exclusion:

- 1) **Internal exclusion** - with a member of the SLT.
- 2) **Lunch Time** - Short - term exclusion for the lunch time session.
- 3) **Fixed Period** - Short - term exclusion for one or more periods up to a maximum of forty-five days in any one school year.
- 4) **Permanent Exclusion** - For a serious breach of school, discipline when it is not intended that, the pupil should return to the same school.

The Head teacher is required to notify Children's Services and the School Governors if a pupil is excluded for more than five days in any one term. Please note that in the absence of the Head teacher a member of the SLT who has been nominated to act on her behalf will also have the authority to exclude.

Whilst a child is excluded from school, they must not enter the school premises unless requested to do so by the school or if your child is re-instated by the School Discipline Committee or Independent Appeal Panel.

The Head teacher will seek to contact you personally and a letter will be sent to your home confirming the exclusion and setting out reasons why this action has been taken.

You can appeal the decision and you should contact Children's Services asking for a copy of "**School Exclusions advice to Parents**"

Issues to consider if your child has been excluded from school

You may have only heard your child's side of the story. Be prepared to consider the school and other people's versions. It is in your child's best interest for you to attend any meeting in school to discuss any problems or possible additional support if your child is to return to school.

Incidents

All serious incidents are recorded on CPOMS and referred to the SLT. These incidents are referred to and discussed with the Safeguarding team.

Malicious allegations

Malicious allegations against school staff Malicious allegations against staff will be taken seriously. A reasonable consequence will be applied to any pupil making malicious allegations against a member of staff, appropriate to the child's age and the allegation made. In such cases, parents will be informed of their child's behaviour.

If an allegation is proved to be unfounded or malicious, the LADO may decide to refer the child to Children and Families' Services for assessment as a child in need. Malicious allegations made by pupils may also be dealt with under the school's behaviour policies if this is more appropriate.

Anti-Bullying

The school will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. For further details, see Anti Bullying Policy.

Pupils with SEND

Pupils who have a diagnosed condition or who are on the Neuro-developmental Pathway may sometimes find it difficult to meet the expected standards of behaviour, which are laid down in our Good Behaviour Guide. Agreed allowances will be made, in accordance with their needs, and parents/carers will be invited to discuss them, so that clear boundaries and appropriate bespoke systems of rewards and sanctions are put into place.

Inclusion

St Clare's Catholic Primary School is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school.

Complaints Procedure

If a parent/carer has a complaint about the implementation of this policy, s/he should firstly contact the Head teacher for a copy of our complaints policy.

Glossary

bullying (page 5): Bullying is deliberate and persistent harassment that causes harm and stress. It can be verbal (e.g. name calling), physical (hitting), indirect (e.g. spreading rumours) or technological (e.g. using the internet, mobile phone etc.)

prejudiced behaviour (pages 5,6): includes prejudices relating to race, gender, Special Needs, sexual orientation, disability, religion and beliefs.

