

# ST JOHN'S CATHOLIC PRIMARY SCHOOL

*'Let the light of Christ shine in us'*



## BEHAVIOUR POLICY

**Ownership: Full Governing Body**

Document Date: September, 2020

Review Date: September, 2021

*Reviewed September 2020*

### **Policy Review**

*This policy will be reviewed in full by the Governing Body on an annual basis.*

*This policy was adopted by the Governing Body in September, 2020– it is therefore, due for review in the Autumn Term, 2021.*

Signature: .....  
Chair of Governors

Date:.....

Signature:.....  
Headteacher.

Date: .....

*'Never have any grudges against others, or lose your temper, or raise your voice to anybody, or call each other names, or allow any sort of spitefulness. Be friends with one another, and kind, forgiving each other as readily as God forgave you in Christ.'*

***Ephesians 4:31-32.***

**At St Johns we remember that all children are unique members of the Family of God. Each individual is valued and treated with respect. We strive to create and maintain an environment which will enable our pupils to grow towards knowing God better and behave in a way which reflects the teachings and the values of the Holy Gospels.**

**We recognise that that our pupils are 'learning' how to behave appropriately and that the adults have a responsibility to model and teach expected behaviour.**

**Our Behaviour Policy is underpinned by the Hertfordshire Steps approach. Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools.**

**This Policy should be read in conjunction with the full Behaviour and Safety letter to parents.**

**The aims** of this behaviour policy are inspired by the school's Vision and Mission Statements.

### **Objectives**

All members of our school community will show:

- a respect and tolerance for others' ways of life, faith and different opinions,
- self confidence,
- self control,
- a pride in themselves and their school,
- an interest in, and a persistent approach to, activities.

As a result of discussion and negotiation with the children, and shared with parents, the following Code of Conduct has been established:

- Be respectful and considerate to everyone in school
- Always tell the truth
- Always listen carefully and work hard in class
- Take care and be sensible as you move around the school
- Look after the school and take pride in yourself
- Take care of your possessions and other people's
- Keep your hands and your feet to yourself.
- Play only safe games.

These rules have also been discussed by representatives from the other local schools, including John Henry Newman and Knights Templar, and are being implemented by them all.

## **Implementation:**

### **All Staff will:**

- apply consistently the agreed standards and expectations of behaviour and responses to behaviours
- treat everyone equally irrespective of gender, race or religion – taking into account special needs and / or disabilities
- play an active part in building up a sense of community
- have a responsibility to model the type of behaviour felt to be acceptable
- strive to maintain personal standards that reflect the teaching of Christ
- deal sensitively with children in distress, listen to them and deal with any incident appropriately and ensure other staff are aware
- support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties
- recognise and highlight good behaviour
- ensure that all children are praised for behaving well

### **Parents.**

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is important. We will:

- keep parents informed about school activities through our regular newsletters give parents regular constructive and positive comment on their child's work and behaviour
- keep parents informed via platforms such as marvellous me and Google classroom.
- involve parents at an early stage in any disciplinary problems.

### **We expect parents to:**

- keep us informed of behaviour difficulties they may be experiencing at home
- inform us of any traumas, e.g. a death in the family, as these will affect their child's performance or behaviour at school
- inform us about the child's ill-health and any absences in connection with it
- support this policy and staff intervention in response to negative behaviours.

### **Children:**

Children's achievements, academic or otherwise will be recognised. They will be encouraged to share their achievements with members of staff, other children and their parents.

Examples of their work and achievements will be displayed around the school. Assembly will be used as an opportunity to acknowledge achievements and encourage a sense of community.

Rewards will be accessible to all children.

### **Rewards include:**

- praise from staff
- badges and stickers
- special responsibilities
- teacher to show SLT piece of good work (if appropriate)
- recognition during assemblies
- golden time
- tokens and reward system

- a special mention in online assembly.
- ‘marvellous me’ awards
- a candle displayed in the hall on the ‘Let the Light of Christ Shine in Us’ display

**Occasionally children will forget, or disregard and choose not to follow our Code of Conduct and behave inappropriately. This unacceptable behaviour could include examples such as-**

- biting and spitting, hitting and kicking
- foul language and swearing
- making unkind remarks
- damaging property
- answering back, rudeness or aggression to an adult.
- racist comments
- fighting, gangs and bullying
- excluding someone from a social group
- (this list is not definitive)
- Continual repetitions of unacceptable behaviours

**Levelled Behaviours:**

The expectation is that behaviour remains in the Green.

Please see the table below for examples of levelled behaviours and corresponding responses.

<p><b>Acceptable Behaviour:</b> Good behaviour – in class and at playtimes. Sharing / kind words / fun games / considerate play / good fun.</p> <p>Tokens can be earned, play leaders support play.</p>	
<p><b>Level One:</b> <b>In class or at playtimes:</b></p> <ul style="list-style-type: none"> <li>• Disruptive behaviour</li> <li>• Not listening or following instruction.</li> <li>• Rough play, using unkind words, stirring up an argument (this list is not definitive).</li> </ul>	<p><b>This behaviour will result in:</b> Usually dealt with in school- for example:-</p> <ul style="list-style-type: none"> <li>• A warning</li> <li>• If at playtime: the game being stopped a given amount of time.</li> </ul> <p>Repetition of Level One behaviour will lead to Level Two responses.</p>

<p><b>Level Two: (this is not a definitive list)</b>  <b>In class or at playtimes:</b></p> <ul style="list-style-type: none"> <li>• Continuation of Level One offenses as outlined above despite interventions</li> <li>• Physically or emotionally hurting another child deliberately</li> <li>• Kicking, punching, biting, spitting, fighting</li> <li>• Swearing or persistent rudeness</li> <li>• Throwing objects around room</li> <li>• Damage to school or personal property</li> <li>• Showing or touching 'private areas' (as age appropriate).</li> </ul> <p>These apply whether the child is the instigator or acting in retaliation.</p>	<p><b>This behaviour will result in - examples:</b></p> <ul style="list-style-type: none"> <li>• Loss of break time / playtime with an appropriate and relevant task</li> <li>• Internal exclusion – time out within school, away from other pupils and under the supervision of a Senior member of staff.</li> <li>• A 'meeting' with parents to decide on a course of action. (in first circumstance, this should be via telephone).</li> </ul> <p>Repetition of Level Two behaviour may lead to Level Three responses.</p>
<p><b>Level Three- (this is not a definitive list)</b></p> <ul style="list-style-type: none"> <li>• Serious physical / emotional assault to a child</li> <li>• Serious physical / emotional assault to a member of staff</li> <li>• Serious damage to school or personal property</li> <li>• Continuous breach of rules (Level Two) despite interventions.</li> </ul>	<p><b>This behaviour will result in: examples:</b></p> <ul style="list-style-type: none"> <li>• A formal letter to parents</li> <li>• A possible 'fixed term' exclusion from school</li> <li>• Possible contact with the Police</li> <li>• A possible 'managed move' to another educational setting</li> <li>• A possible 'permanent' exclusion from school.</li> </ul>

**Level Two and Level Three behaviours** will result in a record being made and held on a central system – shared between SLT. Parents will be informed.

Staff will exercise professional judgement at all times to ensure responses are appropriately and proportionate to the behaviour.

Certain children may require individual risk reduction plans. (These would take precedent over the behaviour policy).

In cases of Level and three behaviour – de-escalation scripts should be used. An example of this can be seen below:

Child's name:

I can see that something has happened

I am here to help

Talk and I will listen

Come with me to ....

(This should be attached to the back of all staff lanyards. )

**In the event of extreme behaviour any one of the above stages may be omitted.**

**Exclusions:**

In rare cases it may be necessary to exclude a pupil. In accordance with our Catholic ethos, this will be a last resort and only considered after all other possible avenues have been explored and exhausted. It will be carried out in full accordance with Government guidelines. Careful arrangements will be made to ensure that children returning to school after exclusion are helped to behave appropriately.

**Teachers, Support Staff and Midday supervisors:-**

We recognise that some instances of unacceptable behaviour occur during playtimes and/or the lunchtime break. All our midday supervisors attend regular meetings to discuss school policy and have a copy of our Midday Supervisors Handbook. Each supervisor will report fully to the class teacher at the end of the break.

Staff are responsible for making MSAs aware of issues with or between individuals.

Staff will practice 'Step On' strategies to de-escalate aggressive behaviours:

**The use of Physical Intervention should be avoided – however the school follows the Department of Education document 'Use of Reasonable Force' – July'13 which defines acceptable practice.**

**Other Agencies:**

Full use is made of the help of agencies such as the Education Support Centre, Education Welfare, Social Services, Health Services and the Educational Psychologist can offer and contact is made when appropriate and / or possible.

**Monitoring and Review:-**

Evaluation of the effectiveness of this policy will be continuous and made through observations by staff of general behaviour, and by regular review of records.