



**SS Peter & Paul's Catholic Primary School**

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## **Behaviour Policy**

**Diocese of Brentwood**

**London Borough of Redbridge**

## **SS Peter & Paul's Catholic Primary School**

### **Behaviour Policy**

#### **Mission Statement**

**We show our love for God in the way we treat each other,  
Together we follow Jesus, by learning and sharing our gifts**

### **1 Aims and Expectations**

- 1.1 The primary aim of SS Peter and Paul's Catholic Primary School is that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We are clear in the expectation that all staff will at all times maintain a duty of care and promote the best interests of children. SS Peter and Paul's Catholic Primary School aims to promote an environment where everyone feels happy, safe and secure. The school has adopted a Rights' Respecting School agenda, therefore this Policy covers the following Rights in respect of UNICEF's Convention on the Rights of the Child (see articles Appendix 1)
- 1.2 At SS Peter and Paul's Catholic Primary School, we uphold our duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; we ensure that staff are aware of their duty to prevent children from the risk of radicalisation.
- 1.3 The school has a number of rules, although this policy is not about rule enforcement. It is a means of promoting good relationships so that all staff and children recognise that we have the right to learn in an orderly community in which effective learning can take place; there is mutual respect amongst all members who work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4 The school expects every member of the school community to behave in a considerate way towards others.
- 1.5 We treat all children fairly and apply this Behaviour Policy in a consistent way.
- 1.6 This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- 1.7 The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than deter anti-social behaviour.

- 1.8 All children have a right to learn and all teachers have a right to teach. We recognise that the quality of teaching, assessment and monitoring are essential ingredients in producing high standards of behaviour.

## **2 Expectations of Staff**

- 2.1 Staff model high standards of behaviour and are positive role models for our students.
- 2.2 All staff are expected to follow the hierarchy of rewards and sanctions.
- 2.3 Display the class and community charters and refer to them.
- 2.4 Make children aware of appropriate behaviour in all situations. Focus on good behaviour and positive reinforcement at all times- catch the positives.
- 2.5 Use adherence to the school aims and class charters as a measure of good behaviour.
- 2.6 Be aware of all children's behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues.
- 2.7 Deal with problems calmly; using the language of a Right's Respecting School. Create a calm working atmosphere in the classroom with well-established routines and work appropriate to match the abilities of the children. Be punctual in collecting classes at the end of playtimes. Escort the children round the school, ensuring all children are monitored-stop the children at regular intervals walking to the middle and back of the line. Never leave children unattended.
- 2.8 Be as consistent and fair as possible in the use of rewards and sanctions.
- 2.9 Work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with.
- 2.10 To have a rigorous record keeping system for recording incidents and tracking behaviour.
- 2.11 Work closely with other staff and outside agencies, implementing advice and strategies for dealing with a child with challenging behaviour.

## **3 Procedures (Appendix A- recording and reporting forms)**

- 3.1 The following procedures detail the actions taken when issuing a behaviour reflection (years 3-6) or time out (years 1-6) at SS. Peter and Paul's Catholic Primary School. They continue to promote the Rights Respecting ethos within the school.

### **3.2 Behaviour Reflection Procedure:**

- The member of staff issuing the behaviour reflection is required to fill in a behaviour reflection slip. Where an incident has occurred away from the classroom or class teacher, the staff member dealing with it should complete the slip and inform the class teacher, or provide the relevant details to the class teacher in order for the slip to be completed.
- The behaviour reflection slip is given to the child to be used in the behaviour reflection session to give them time to consider their actions.

- Details from the behaviour reflection slip are entered onto the school's behaviour excel spreadsheet by the teacher on behaviour reflection duty.
- At the end of the session the child should have the form signed by the Headteacher, or member of the Senior Leadership team if she is not available. This slip is then taken home to be countersigned by the child's parent/guardian.
- The class teacher should also assign and fill out a behaviour reflection record sheet for the child in question, to be stored in their classroom behaviour folder.

3.3 If a child receives further behaviour reflections in the course of one term, alongside the procedures noted in 3.2, the following forms are required:

- After a second behaviour reflection, letter 1 (BRU1) is completed by the class teacher and sent to the parents. This keeps parents informed and reminds them of the close link between their support at home and the support provided by the school.
- After two further incidents (making four in total), letter 2 (BRU2) is completed by the class teacher and sent to parents. This requests a meeting with between the parents and class teacher.
- After any further incident, letter 3 (BRU3) is completed by the class teacher and sent to parents. This requests a meeting between the parents, class teacher and a member of the senior leadership team.

#### 3.4 **Time Out Procedure:**

- Where a child's low level disruption in class causes them to be sent for a short period to another class in the school, they shall be provided with appropriate work.
- The class teacher should fill in a time out record sheet for the child, noting when the disruption took place and the reason. This is to be kept in the behaviour folder in class.
- In the event that three time outs take place over the course of a term, time out letter 1 (TOU1) should be completed by the class teacher and sent to parents.
- For three further time outs in a term (making a total of 6), time out letter 2 (TOU2) should be completed by the class teacher and sent to parents. This requests a meeting with between the parents and class teacher.
- After any further time out, letter 3 (TOU3) is completed by the class teacher and sent to parents. This requests a meeting between the parents, class teacher and a member of the senior leadership team.

3.5 Each child is given the opportunity to start each new term afresh. Behaviour reflection details and time out details are therefore archived termly.

3.6 A separate behaviour recording sheet has been provided to Reception and KS1 and is to be kept in their red Behaviour Folder. This is a single sheet on which to record any incidents where poor behaviour choices have been made. It does not constitute a behaviour reflection nor trigger any of the behaviour reflection letters seen in KS2.

3.7 Where children are required to record their involvement in an incident, an incident report sheet is available. Where appropriate, these should be filled in the class behaviour folder.

## **4 Equal Opportunities**

- 4.1 SS Peter and Paul's Catholic Primary School is committed to equal opportunities to provide equality for all staff and pupils regardless of colour, race, ethnic origin, gender, ability and special need. We aim to encourage everyone to appreciate that discrimination hurts and that action will be taken to avoid its reoccurrence.

## **5 Fixed-term and Permanent Exclusions**

- 5.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the statutory guidance: Exclusions from maintained schools, academies and pupil referral units in England (DFE September 2012).
- 5.2 Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 5.3 If the Head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 5.4 The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 5.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.
- 5.6 The governing body has a pupil discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 5.7 When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 5.8 If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.
- 5.9 Where a pupil is at risk of permanent exclusion or repeat exclusions, the pupil may be referred for therapeutic support, to a behaviour centre such as The CUBE, located at the Cranbrook Primary School in Ilford. In extreme cases, where this support is not successful, the child will be referred to New Rush Hall, a specialist school for pupils with SEMH difficulties. ( Appendix B- The Cube Referral form)

## **6.0 Positive Handling Plans**

- 6.1 Reasonable force may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury.
- 6.2 The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances.

Relevant staff should have regular Team Teach training and should be familiar with de-escalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves.

### **6.3 The school can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a child behaving in a way that disrupts a school event or a trip or a visit.
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.

## **7.0 Searching children suspected of having Prohibited items**

- 7.1 If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc, if they are not willing to hand over the items. Should they refuse the Head reserves the right to search their bag without consent, an additional adult should always be present.
- 7.2 If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should be called.

## **8.0 Punishing poor behaviour- what the law says (January 2016)**

- 8.1 The law states that teachers can discipline children whose conduct falls below the standard which could be reasonably being expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- 8.2 To be lawful, the decision to punish a child must be made by a paid member of school staff or a member of staff authorised by the Headteacher.

- 8.3 The decision to punish a child and how, must be made on the school premises.
- 8.4 It must not breach any other legislation such as disability, SEN, race and equalities.
- 8.5 A punishment must be proportionate and take account of the child's age, any disability or religious requirement.
- 8.6 Corporal punishment is illegal in all circumstances.
- 8.7 Continuing disruptive behaviour might be as a result of unmet educational or other needs, if this is the case consult the safeguarding policy and consult with outside agencies.

## **9.0 Rewarding good behaviour.**

- 9.1 How do we encourage good behaviour at SSPP?
- 9.2 By praising and encouraging achievement and behaviour in all areas of school life.
- 9.3 By sharing and celebrating achievement with other members of the school community and parents.
- 9.4 By being polite and encouraging the children to do likewise.
- 9.5 By being aware of the example we set in our interaction within the school community.
- 9.6 By valuing the individual gifts and talents that every member of the school community has to offer.
- 9.7 By having high expectations with regard to behaviour, by making these clear to all members of the school community.
- 9.8 By having simple rules and expecting children to keep them.

## **10.0 Staff Development**

- 10.1 Good practice will be recognised and mutual support encouraged. Staff will be expected to undertake CPD in behaviour management, either individually or as part of whole school training. Lesson observations will be used to identify areas for development or highlight areas of expertise that can be shared amongst colleagues. New Rush Hall training will be provided for staff dealing with children with complex behaviours.

## **11.0 Managing transitions**

- 11.1 Break time and Lunchtime will be managed accordingly:

- Consistent supervision of all areas by adults on duty.
- Providing a safe, secure, stimulating play environment.
- Approachable and understanding adults to deal with problems.
- Adults diffuse difficult situations by displaying fairness, patience and consistency to everyone.

- Deal with inappropriate behaviour, discuss and enforce sanctions.
- It is generally expected that adults on duty will deal with problems in the playground and not leave it to class teachers.
- Talk with children and help them understand consequences of their actions.

**The following sanctions may be used if it is felt a talk is not sufficient:**

- Child to walk round the playground with the teacher beside them.
- Child to be diverted to a designated place to provide an opportunity to calm down.
- For serious incidents e.g. a deliberate physical act such as a fight or an individual assault on another child/adult the child to be sent to the HT's office and the incident dealt with immediately by a member of SLT.
- A time bound community task ( for a more personalised consequence) eg. Tidying area of school, collecting litter, helping clear the dinner hall.
- For serious incidents, follow the hierarchy listed; it is the responsibility of the member of staff who initially dealt with the incident, to inform the class teacher and refer it to the phase leader and if more serious a member of the Senior Leadership Team.

**During Assembly**

- Class teachers walk their classes to assembly and make sure they are seated.
- Class teachers remain at the front of their classes and make sure they are quiet before assembly starts.
- Appropriate music is played when the children come into assembly and they are expected to listen to it quietly.
- Children who behave inappropriately are asked to stand up or move place.
- There is a teacher presence during every assembly to monitor behaviour.
- Teachers see children out from the assembly class by class in a quiet and orderly manner. Classes sitting quietly go out first, or in year group order.
- Teachers may wish to award house points for sensible behaviour during assembly.

**Behaviours for Learning**

**We aim to provide an environment that:**

- Enables learning for all within our school community.
- Ensures respect and empathy for others and acceptance of differences.
- Encourages cooperation and collaborative working to give children a feeling of belonging.
- Ensures children have self- discipline and take responsibility for their actions.
- Ensures all pupils and all adults feel safe, valued and cared for.

**To achieve this we will:**

- Create a positive, calm and purposeful environment.
- Provide a curriculum that is relevant, challenging and inspiring.
- Ensure all staff have an understanding and acceptance of the needs of all children.
- Have a shared understanding of procedures in this policy and apply them consistently.
- Ensure that teaching and modelling of personal, social and emotional development is a core element of all lessons and activities, and the whole curriculum.
- Effectively communicate with children and parents our high expectations for learning and behaviours.
- Work in partnership with multi-agencies.

## Positive Learning Behaviours

We expect children to:	We will Promote Positive Learning Behaviour by:
<ul style="list-style-type: none"> <li>• Actively engage in their learning by listening, questioning, responding &amp; thinking.</li> <li>• Respect and respond positively to both written and verbal feedback.</li> <li>• Respond to suggestions about how to improve and develop.</li> <li>• Work with other pupils cooperatively and respect different opinions.</li> <li>• Always communicate with other pupils and adults in a respectful way.</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling and teaching throughout the whole curriculum the required learning behaviours in whole class teaching and group sessions.</li> <li>• Recognising and reward positive learning behaviours.</li> <li>• Modelling and teaching pupils positive ways to deal with differences of opinion or conflict.</li> <li>• Encouraging pupils to be polite and assertive in responding to other pupils.</li> <li>• Establish a Growth Mindset approach rather than a Fixed Mindset approach consistently across the school.</li> <li>• Praise the effort rather than attainment.</li> <li>• Use positive praise and Growth Mindset language e.g. 'I am learning to...' and 'I don't know how to.....yet.'</li> </ul>

### **Examples of behaviour that stops learning:**

A pupil:

- Not focusing on task. (task may not be age appropriate or challenging)
- Taking too long to begin a task.
- Inappropriately calling out.
- Interfering with or disrupting other children.
- Bringing playground discussion/issues into the classroom.
- Disrupting the teaching flow with inappropriate questions or information.

### **We recognise that:**

- There are always reasons behind why a child is unable to learn effectively and display behaviour that is stopping learning.
- Behaviours that stop learning for an individual also stop the learning for other pupils.
- All pupils need to make the best learning progress and these behaviours are not acceptable.
- The needs of pupils are all different.

### **We will respond to behaviours that are stopping learning by using these strategies:**

- Using non-verbal and verbal cues to refocus a pupil.
- Recognise and reward and positive learning behaviours.
- Provide a change of activity or sensory break if required.
- Recognise and validate a pupil's actions and feelings and ensure the pupil recognises the behaviour that is stopping learning and takes responsibility for their actions.

**If behaviours that stop learning are frequent we will:**

- Inform parents/guardians if behaviour continues to stop learning.
- Create an individual behaviour plan with pupil and parents which will be shared with all staff and reviewed on a regular basis. This plan will focus on a pupil learning to take responsibility for their actions.
- Provide consequences that are personalised to individual pupils and focus on supporting the Pupil's needs
- Use support from individual agencies.

<b>We expect pupils to share responsibility for our school by:</b>	<b>If these expectations are not met we will:</b>
<ul style="list-style-type: none"> <li>• Walk quietly around the school</li> <li>• Adhere to our uniform policy.</li> <li>• Be responsible for belongings and ensure they are prepared for learning.</li> <li>• Respect the school community by keeping it tidy.</li> <li>• Show respect to other pupils and adults by responding politely.</li> <li>• Contribute to the supportive ethos of our school.</li> <li>• Not physically or verbally hurt others.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a reminder, positively phrased, about what is expected</li> <li>• Give a personalised consequence relevant and proportional to the pupil's action</li> <li>• Log behaviour</li> <li>• Inform Headteacher</li> <li>• Inform Parents/Carers</li> <li>• Provide structured playtimes to support pupils who do not meet these expectations at playtimes</li> <li>• Implement an Individual Behaviour Plan.</li> </ul>

**Promoting Positive Learning Behaviour in our Early Years**

<b>We expect children to:</b>	<b>We will promote and support children with these expectations by:</b>
<ul style="list-style-type: none"> <li>• Play cooperatively, take turns and share</li> <li>• Build positive relationships with adults and other children</li> <li>• Listen to and follow instructions given by adults</li> <li>• Learn to recognise and take responsibility for their own feelings and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising, praising and rewarding Teaching and modelling routines and expectations eg tidying up, story time, sharing toys,</li> <li>• Use stories and songs to support teaching and modelling of expectations</li> <li>• Providing prompts and reminders – visual and verbal -and gradually reduce these prompts</li> <li>• Regularly review provision resources and activities to ensure children are supported to achieve expectations</li> <li>• Using a visual behaviour system which rewards good behaviour and ensures consequence for 'thinking' time.</li> </ul>

## **Rights' Respecting Charter- articles**

### Appendix 1

+ Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

+ Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

+ Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes

+ Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally.

+ Article 28: (Right to education): All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.

+ Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

+ Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

+ Article 37 (Detention and punishment): No one is allowed to punish children in a cruel or harmful way.

**This policy has been agreed by:**

.....Date: **November 2016**  
**Mrs Susan Johnson Headteacher**

.....Date: **November 2016**  
**Ms Sarah Ramsay, Chair of Governors**

**Policy to be reviewed: Autumn 2017**

