

Behaviour Policy – St Paul’s Catholic Primary School

Our School’s Mission Statement and Aims

*Living Our Faith
by
Word and Deed*

**As children of God we value and respect each other;
We love Jesus and through our relationships with others we share this love;
We work in partnership with home, the parish of St. Paul’s and the local community;
We support and encourage everybody to achieve their best in work and play;
We celebrate each other’s achievements;
We say sorry, support and forgive each other as Jesus showed us;
We prepare for and share the sacraments;
We respect other people’s beliefs and cultures;
We support those in need**

School Aims

1. To ensure that everything we do is underpinned by our mission statement 'Living our Faith by Word and Deed.'
2. To provide a worshipping community that holds and celebrates Christ as the centre of its Faith and life.
3. To recognise that every child matters and to put into place the practice in all aspects of our work that ensures that all learners are given equality of opportunity and treated fairly.
4. To promote and achieve high standards for all by providing teaching and learning of the highest quality so that each child reaches their full potential.
5. To treat learners as individuals and to differentiate teaching and learning to take account of their individual needs.
6. To provide opportunities for learners to develop their physical, mental, social, spiritual, moral and cultural needs.
7. To help and encourage children to progress academically and socially through a broad and balanced education in a safe, secure and stimulating environment.
8. We aim to make learning fun using links between subjects whenever possible.
9. To enliven and enrich the curriculum by visits, visitors, and extensive use of the environment.
10. We aim to promote the highest standards of behaviour where children are encouraged to be responsible for their own actions.
11. To equip children with attitudes, skills and knowledge to learn independently.
12. We aim to continually strengthen relations between children, staff, parents, Governors, the parish and the whole school community to foster the aims of the School.
13. To provide a welcoming, friendly and happy place where learners feel safe and secure.
14. To make St Paul's a place of enjoyment where success is celebrated.

School expectations

The school has established clear expectations to which children are encouraged to aspire. All adults are expected to model the behaviour we expect from the children. Our expectations are expressed in the form of 'Golden Rules'.

Our Golden Rules

Jesus said 'Love one another as I have loved you'.
This means we respect St. Paul's and everyone at our school

We are gentle

We are kind and helpful

We work hard

We look after property

We listen to people

We are honest

We respect others

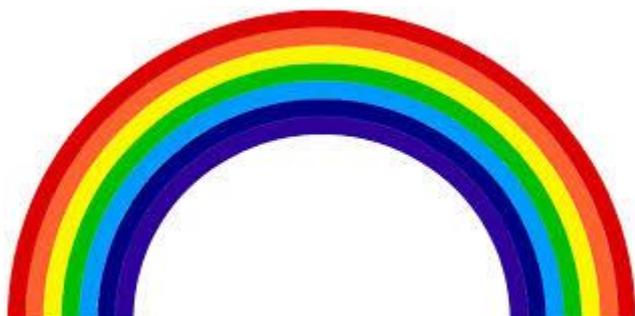
Copies of these rules are displayed in classrooms and around the school. They should regularly be brought to children's attention. The school has a system of rewards and sanctions which ensure continuity throughout the school. These are outlined below.

Rights and Responsibilities

We believe that all children have the right to develop their potential, be safe and happy. Rules or codes of behaviour are essential for maintaining those rights and are split into three main areas: whole school, the classroom and the playground. It is the responsibility of everyone, both child and adult to assist in the promotion of socially acceptable ways. For their rights to be maintained the children must take the responsibility of following the golden rules. If children break the golden rules they need to understand that they have chosen to do this and therefore must accept the consequences of their actions.

The Whole School Approach- The Rainbow

All children have their name on the green band at the beginning of each new day. If they exhibit positive behaviour they move up one colour on the rainbow and are rewarded appropriately. If they exhibit inappropriate behaviour they move down one colour on the rainbow and receive a sanction (See below and appendix 1). If children have moved down the rainbow they cannot be moved back up.



- Red-** Celebration postcard home
- Orange-** Visit another teacher at a suitable time
- Yellow-** Class teacher sticker/praise
- Green-** Starting point - no sanction/reward
- Blue-** Timeout in class away from peers
- Indigo-** Timeout in another class (with work)
- Violet-** Work with the Headteacher/Deputy

Positive behaviour

The opportunity to reward success operates at three broad levels

- To reward positive behaviour within school routines
- To reward effort and individual achievement
- To reward positive playground behaviour

Children will be rewarded with house points, which will be counted weekly to identify a winning house. A termly reward will be given to members of the house with the most points.

- Rewarding Positive Behaviour:-
 - where behaviour consistently meets school expectations
 - where personal behaviour targets are met
- Rewarding individual achievement:-
 - consistency of achievement
 - effort
 - where personal/group targets set by teacher or pupils themselves have been met.
 - for a single piece of work of outstanding quality
- Rewarding positive playground behaviour:-
 - where co-operation and team spirit are evident
 - where pupils have attempted to resolve difficulties fairly

Each week, one child from each class will be selected and given a 'gold award' certificate in assembly. The award will be given to a child who has demonstrated exemplary behaviour and followed the golden rules that week.

Unacceptable behaviour

In the event of unacceptable behaviour a sanction will be enforced. These behaviours include:

- Talking when silence is expected.
- Chatting when work is expected.
- Running or wandering about.
- Shouting out.
- Throwing small items.
- Interfering with another pupil's belongings.
- Misusing school equipment, (pupils who wilfully damage school equipment will have parents contacted and the child will be expected to pay for damages).
- Minor health and safety dangers caused by thoughtless actions
- Answering an adult inappropriately.
- Walking away and not listening to an adult.
- Repeatedly ignoring or disregarding an instruction
- Fighting - exchange of punches, kicks or blows – more than play fighting or pushing
- Bullying – repeated name calling, threats or violence over a period of time.

Sanctions

The following sanctions will be used, depending upon the age of the child and the severity of the incident:

- Discussion with appropriate adult
- Warning
- Time-out within class
- Time-out in another class
- Work with Headteacher/Deputy
- Letter to parents
- Meeting between school and parents
- Exclusion (length of which will be determined by the severity of the incident)

Exceptional circumstances and extremely challenging behaviour.

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective. Such cases will be treated on an individual basis. The class teacher, support staff, Leadership team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

- Meeting of all involved, including parents/carers, to draw up a behaviour contract which will be reviewed regularly.
- Designation of a member of the Leadership Team to be the first point of contact in exceptional circumstances.
- Limited access for the child to whole class teaching on a planned basis.
- Additional one to one support.
- SEND staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for a statement of special educational needs in the longer term, if appropriate.
- At least weekly liaison with parents/carers.

Keeping Records

It is essential that a written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher and designated member of the Leadership Team together with contributions from any other staff involved.

Exclusion

The school follows the DFE and Tameside guidance. Only the Headteacher can exclude a pupil from school. Exclusion should not be made in the heat of the moment although rapid response can be made if there is immediate risk to the safety of others or the pupil concerned. A decision to exclude a child will be taken if:

- The pupil seriously breaches the school behaviour policy in a violent way.
- A range of alternative strategies have been tried and failed.
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils or staff.

Exclusion can be in response to a single, very exceptional incident or as a result of a number of incidents growing in seriousness over a period of time.

Guidance for staff dealing with children in the playground

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than another until the facts have been determined.
2. Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild offering children a way back.
3. School rules should be applied consistently and children reminded of them regularly.
4. Steps- Chance 1- warned about behaviour.
Chance 2- sent to Lunchtime supervisor.
Chance 3- sent to member of SLT and incident recorded in "Lunchtime Book".

All staff should maintain high expectations of behaviour from the pupils, apply the school policy consistently and set an example of calm, polite and friendly relationships.

Guidance on confiscating items from children

Staff may at times confiscate from children any inappropriate items which are brought into school premises. The items will then be returned to the child's parent/carer at the end of the day.

Appendix 1- The Rainbow

