

St. Aidan's Catholic Primary School



Behaviour Policy 2022/23

"In the love and truth of Jesus we grow."

At St. Aidan's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: A. Howe
(Ms Ann Howe – Chair of Governors)

Date: 01/11/22

Agreed on: October 2022

Review date: October 2023

ST AIDAN'S CATHOLIC PRIMARY SCHOOL

Aims

This policy aims to:

Provide a **consistent approach** to behaviour management

Define what we consider to be unacceptable behaviour

Outline **how pupils are expected to behave**

Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

Outline our system of **rewards and sanctions**

Legislation and statutory requirements

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

- a. [Behaviour and discipline in schools](#)
- b. [Searching, screening and confiscation at school](#)
- c. [The Equality Act 2010](#)
- d. [Use of reasonable force in schools](#)
- e. [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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

BEHAVIOUR AND DISCIPLINE POLICY 2022/23

Our behaviour and discipline policy is based on the Christian principle of love and respect for each other.

"Love one another as I have loved you."

John 15 v 12

The mission statement and the aims of St Aidan's state firmly the belief of the school community:

"In the love and truth of Jesus we grow."

We recognise that a behaviour and discipline system can only be successful if it is based around the promotion of positive behaviours. As a Catholic School, it is paramount that we focus on the Gospel Virtues – particularly those of truthfulness and compassion. The strategies that we implement therefore focus on forgiveness, understanding and empathy.

All staff will encourage high standards of behaviour in children - not only in school - but also in their lives generally. As a staff, we are aware that well-planned work, good classroom organisation and a stimulating curriculum play a major part in promoting positive classroom behaviour. We expect all of the children to make positive learning choices to enable all of the children at St. Aidan's access to a broad and balanced curriculum that is planned and executed to meet their needs.

Parents play a crucial role in the school's system of discipline and we ensure they are informed of any concerns as they arise. We offer all parents the opportunity **to support us in our aims**. We assure parents that all behaviour incidents are dealt with fairly and investigated thoroughly by our staff. We have an open-door policy and will always welcome parents who wish to discuss any concerns, however we do expect staff and parents to support each other in a relationship built on trust to ensure that children are enabled to reach their full potential.

To achieve this, all Staff and pupils will;

- Encourage and foster mutual respect towards each other, by being polite and understanding.
- Develop self-esteem and self-worth, by acknowledging and rewarding people's efforts in contributing to all aspects of the school life.
- Foster within the children a respect for discipline and school rules.
- Encourage care of school and personal property.
- Strive to give every child 'opportunities to experience success'.
- Continuously reinforce the pupil profile virtues and our school core values.

BACKGROUND TO OUR BEHAVIOUR POLICY

Our attitude to discipline must be based on the Christian principles of:

- forgiveness
- consideration
- fairness
- kindness and understanding

Discipline is planned; parameters for behaviour are set, known and applied consistently. Rewards and sanctions should be clearly specified. Both are judged fair, when children know in advance what to expect.

REWARDS

ATTENDANCE CERTIFICATES

Certificates will be presented at the end of each term to those children who have achieved individualised 100% attendance during the course of each term. Certificates and awards will be presented to children at the end of the academic year for 100% attendance. Where there are extenuating circumstances, an appropriate target for attendance will be agreed by the Headteacher.

BEST ATTENDING CLASS Acknowledgement

The class with the best attendance each week are awarded with recognition in Celebration Assembly.

HOUSE TOKENS

Pupils can receive house tokens towards for many different reasons, these can be: personal targets or for following school rules, doing amazing work or demonstrating our school values.

RAINBOW AWARDS and UNSUNG HERO AWARDS

Each week children who have been seen to act out Christian values may receive a rainbow award from the Headteacher. This is a pin badge for the pupils to proudly wear on their collar and a certificate.

Once every half term a child from each class is awarded the 'Unsung Hero' award. This is a star pin and certificate given to a pupil from each class for following the school rules and follow the ethos of the school day in and day out.

HOUSE REWARDS

1. A member of the Staff Team will be responsible for a House.
 - i. Planned events/ activities for the House members throughout the year.
 - ii. Each member of staff will be allocated a House to belong to.
3. Pupils will be grouped in their Houses for Sports Day and other school events.
4. Pupils will be awarded house points throughout the week for good behaviour and work. House points are linked to the Rainbow Reward System & Trackit Light system and are collated weekly for each house.
5. At the weekly Celebration Assembly, the winning house will be congratulated.
6. Each term, the house with most points, will receive a treat afternoon.
7. At the end of the year, the house with the most points, will receive a treat day.

SUCCESSSES OUTSIDE SCHOOL

We believe in children sharing the things that they achieve when not in school as this enables us to celebrate the whole child. Children will be given the opportunity to do this during weekly Celebration assembly.

STRATEGIES FOR ENCOURAGING POSITIVE BEHAVIOUR

As staff, we set our pupils an example of mutual caring and co-operation. As a Catholic school, we promote our Christian values and attitudes through our religious programmes and through the example we give as a staff.

Staff Will:

- Set expectations by prompting good behaviour and marginalising poor behaviour.
- Staff are responsible for promoting good behaviour from all pupils in school regardless of whether a child is/is not in their class.
- Deal with specific individuals - as opposed to groups.
- Criticise the behaviour - not the individual.
- Be fair and consistent.

- Communicate – (and acknowledge as members of Staff) positive behaviour in each other's class.
- Ask children to praise one another. Use this as a response to trivial tale telling.
- Use of humour - to turn correction into something positive.
- Spend a little time reflecting on each day – just before final prayers - thinking how we have made the day happy - for all those who came in contact with us.

SCHOOL REWARD SYSTEMS

1. House points awarded for good work and behaviour.
2. Class of the week.
3. Certificate of achievement awarded to one child from each class at the weekly Celebration assembly (Star of the Week).
4. Individual awards/class awards by individual teachers/ staff.
5. Attendance award each term: Treat for class with best attendance.
6. Lunchtime Support Staff awarding good behaviour.
7. House award: the house with the most points at the end each term/year will be given a treat afternoon/day.

PUPIL RESPONSIBILITIES

We encourage children to take on additional responsibilities in school. Class teachers are to assign roles to the children in class. Additionally, children from each class are elected as School Councillors. Children in certain year groups will also have the opportunity to train as Faith Ambassadors (Mini Vinnies) and Play leaders.

Role of the Headteacher:

It is the responsibility of the head teacher to implement the behaviour policy consistently throughout the school and to report to governors on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting standards of behaviour and by supporting staff in the implementation of the policy.

Role of Parent/carers:

Parents have an important role to play in securing the appropriate behaviour of their child at school. It is essential that there is a partnership between school and parents so that consistent messages

concerning behaviour are given at school and at home. Children need to know that teachers and parents support each other and that we all care about them.

We aim to build a supportive and positive dialogue between home and school and we are proactive at informing parents if we have concerns about their child's behaviour or welfare.

Role of Governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The head teacher has the day to day authority to implement the school behaviour and discipline policy but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour. The governors should follow the normal grievance procedure in cases of complaint.

Role of all Staff:

All staff have an important responsibility to model high standards of behaviour when dealing with children and with each other, as their example has an important influence on the children. All staff should:

- Follow the guidance and procedures detailed in this policy and lead by example;
- be consistent in dealing with pupils, regardless of age, gender, race, ability and disability;
- promote the aims and values of the school;
- have high expectations of pupils;
- value and respect each person as an individual, treat people fairly and apply this policy in a consistent way;
- communicate effectively with other staff regarding behaviour issues;
- avoid shouting, sarcasm and humiliation.

Role of the Class Teacher:

In addition to the above the class teacher should:

- provide a rich, appropriate curriculum which engages pupils and meets their needs
- provide a well organised and stimulating learning environment;
- promote good behaviour and social skills through effective teaching of SEAL and PSHE and the use of Restorative Practice;
- be proactive in rewarding and praising good behaviour and attitudes
- ensure that the school rules are adhered to at all times by all children throughout the school as well as in their class.

UNACCEPTABLE ANTI-SOCIAL BEHAVIOUR

Not abiding by school rules (The Safeguarding Policy September 2020).

For continual unacceptable behaviour or in cases of serious verbal or physical violence the child may be excluded from class (in house exclusion) or school. As a very last resort, this could take the form of a permanent exclusion.

CHILD ON CHILD ABUSE

We will not tolerate instances of child on child abuse and will not pass it off as “banter”, “just having a laugh” or “part of growing up”. We will recognise that “child on child abuse” can occur between and across different age ranges.

We will follow both national and local guidance and policies to support any **children** subject to child on child abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

Promoting Positive Behaviour

KS1 and EYFS

- Good behaviour to be acknowledged at class level through R.E lessons, Circle Time, and through the PSHE/Citizenship programmes.
- Emphasis on sharing and co-operation in class, playtimes and during continuous provision
- Good work display board.
- School rules displayed in classrooms and around school.
- Time out areas and assigned staff for any pupils who require support.
- Use of interventions to support the social and emotional well-being of children.

KS2

- School rules discussed and explained in class at regular intervals in Circle Time and through PSHE, these will be displayed in each classroom.
- Ask children to praise one another and encourage them to acknowledge the efforts of their peers.
- Reflect on actions throughout the day, and consider if their contributions have made others happy.
- Time out areas and assigned staff for any pupils who require support.
- Lunch time supervisors to support pupil’s social interaction at lunchtime.
- Use of interventions to support the social and emotional well-being of children.

SANCTIONS

Where pupils display inappropriate “low level” behaviour it is initially the teacher’s responsibility to challenge this.

Low level behaviours:

- Talking
- Swinging on chair
- Shouting out
- Out of seat
- Distracting other children
- Work avoidance
- Fidgeting and fiddling
- Being careless with belongings
- Not listening
- Silly noises
- Being rude/disrespectful
- Answering back
- Poor attitude to work/refusal to complete the task
- Disruption of the lesson/learning for others
- Not following instructions
- Inappropriate language

Teachers will use a variety of strategies to modify this behaviour:

They may include:

- discussions of inappropriate behaviour with individuals / whole class;
- circle time discussions;
- verbal warnings;
- changing the classroom seating positions;
- isolation of pupil within the classroom;
- movement on class behaviour system/negative on class charts system (following two warnings)
- loss of Golden time minutes (If applicable)

When pupils display the following high level behaviours further action is required;

High Level Behaviours:

- Continuation of low level behaviours
- Total refusal to complete work
- Refusal to do as asked by a member of staff
- Exiting the classroom
- Attempting to leave the school premises
- Teasing other children
- Throwing equipment
- Destroying the environment
- Defiant behaviour

The class teacher will contact parent/carers to inform them of the high level behaviour and complete a CPOMS behaviour log. The SMT are alerted of all behaviour logs and KS Leaders will monitor and consider if further sanctions are required due to regularity or escalation of the high level behaviours.

Serious Behaviours

In the event of the following serious behaviours the Headteacher (Deputy Headteacher, SMT in his absence) will immediately be informed who will speak initially to the child and then speak to the parent/carers and complete a CPOM record. Any behaviours which are of a racist nature must also be reported to the Local Authority on the relevant form.

- Swearing
- Stealing
- Drug/alcohol related situations
- Intentionally hurting another child or adult
- Abusive comments including those of a racist nature

The sanctions for the above behaviours will be given at the discretion of the Headteacher and parents will be notified.

Where sanctions are used these should be seen as the starting point for a process of restoration and not an end in themselves.

In the event of regularity or sudden escalation of behaviours then the following must be instigated:

1. Full consultation with parents/carers; putting into place additional sanctions – such as non-attendance at extra-curricular activities, educational visits etc.
2. Full consultation with all relevant staff about the child's problems
3. Involvement of the child where appropriate including reasons for action taken
4. Discussion with the Educational Psychologist and/or outside agencies
5. Pastoral support plan written.
6. Outlining that any repeat of this behaviour following the instigation of the above points will result in exclusion.
7. Fixed exclusion – Initially a day. On re-integration (the day of return) a Behaviour Contract is signed by the Head teacher, the parent/carer and child. The Behaviour contract clearly states which behaviour must not be repeated if this behaviour is repeated then this process will continue i.e. 2 days, 3 days, 4 days, up to 9 days.
8. Permanent exclusion will be considered if the fixed exclusion process has not addressed the behavioural issue. However, every avenue of support and possible alternative educational provision will be explored before this decision is made.

Exclusions will be carried out in accordance with LA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

If the Head teacher (DHT, SMT in absence of HT) decide to exclude then he/she will inform parent/carers and a witness statement proforma will be completed by the relevant member of staff.

Parent/carers will receive a confirmation letter, which also outlines their right of appeal and work will be set for the period of exclusion. The school admin officer will complete the relevant documentation and inform the LA.

School Expectations

St Aidan's school encourages all children to follow the **School Rules**: We will:

- Be honest and tell the truth.
- Treat others as we would like to be treated ourselves.
- Listen to all staff and follow instructions immediately.
- Show good manners to all members of our school (staff, peers, visitors or school/church community).
- Walk around school quietly and calmly.
- Take care of our school as if it were our home.
- Show respect for other people's belongings.
- Uniform policy adhered to
- Be prompt to school and ready to learn.
- Have a positive attitude towards their learning.
- Engage in all tasks.
- Work hard to achieve.

CLAS SYSTEMS

Nursery:

Due to the changing day in nursery, their flexible system encourages good behaviour throughout. Positive behaviour is immediately recognised and celebrated and immediate appropriate sanctions given for inappropriate behaviours e.g. thinking time

EYFS and KS1:

In Class Children will be given a verbal warning if their behaviour is not in line with expectations set. Following this, children will progress through the rainbow reward system. This allows pupils to be rewarded instantly for positive behaviour, moving up the rainbow system. When negative behaviour occurs, pupil is asked to move their name down the reward system. If a child continues to move down to the cloud, the teacher will give an appropriate sanction at their discretion e.g. missing part of break time. However once a change in behaviour there is flexibility in the system to enable the pupil to move their name back up the reward system.

All children start on the sunshine each day. Children have the opportunity to move up the rainbow reward system each day for doing: good work, contributing in class, homework, acts of kindness, achieving one of our school aspirations etc... Reward stickers and house tokens are shared at the end of each school day.

KS2:

In Class Children will be given a verbal warning if their behaviour is not in line with expectations set. Following this, children will progress through the Traffic Light system – Gold, Green, Amber and red.

All children start on green each day. Children have the opportunity to move to gold each day for doing: good work, contributing in class, homework, acts of kindness, achieving one of our school aspirations etc...

Children will receive one warning before being moved down.

A second warning, results in pupil being moved to amber.

A third warning, will result in pupil being moved to red and missing part/all of their break.

Pupils are given opportunity to move back up through the colours to gold.

If they reach the highest level on the reward system, the pupil will receive 5 house tokens at the end of the day.

If a child accumulates three or more reds' in a week, parents will be called to discuss behaviours and Key Stage Lead will be informed.

- The member of staff who has witnessed the poor behaviour is responsible for making sure the CPOMS is completed and class teacher is informed of the sanction required.
- CPOM forms should must be completed on the same day as the incident.
- Some children may require an Individual Behaviour Plan or report card with specific sanctions and rewards extra to those for the rest of the class.
- Meetings regarding IBPs (Individual Behaviour Plans) will involve Parents, Class Teacher, SENDCO & in some circumstances, a member of the Senior Leadership Team.

'Reds'

'Reds' are given to children who do not follow the school rules or exhibit poor behaviour during the school day. Once a Red is issued, the child will receive a sanction. This is at the discretion of the class teacher and will be recorded on a CPOMs form. Parents will also be informed at the end of the day and asked to discuss the behaviour at home.

Immediate Reds:

- Intentional violence towards staff /pupils/animals
- Damage of school property
- Use of discriminatory language towards others
- Walking out of class without permission
- Bullying behaviour (sanction may only be issued following thorough investigation)

Parents will be informed if their child has received a red. The class teacher and key stage lead will meet with parent/s if a child receives 3 reds and discuss how we monitor and aid positive behaviour going forward.

Break times

Pupils who are not following the school rules during break times are dealt with by the teacher/staff member on duty. The children will be sanctioned as above. Reception pupils need to have an instant sanction when disciplined.

Lunchtimes

Lunchtime Supervisors are on duty at lunchtimes. Lunchtime staff will follow the behaviour policy in the same way as the rest of the school staff. More serious incidents must be referred to a Senior Leader immediately.

Each new term, the cycle begins again. Every Child will go back to having no Reds (previous incidents will remain logged on the school system).

