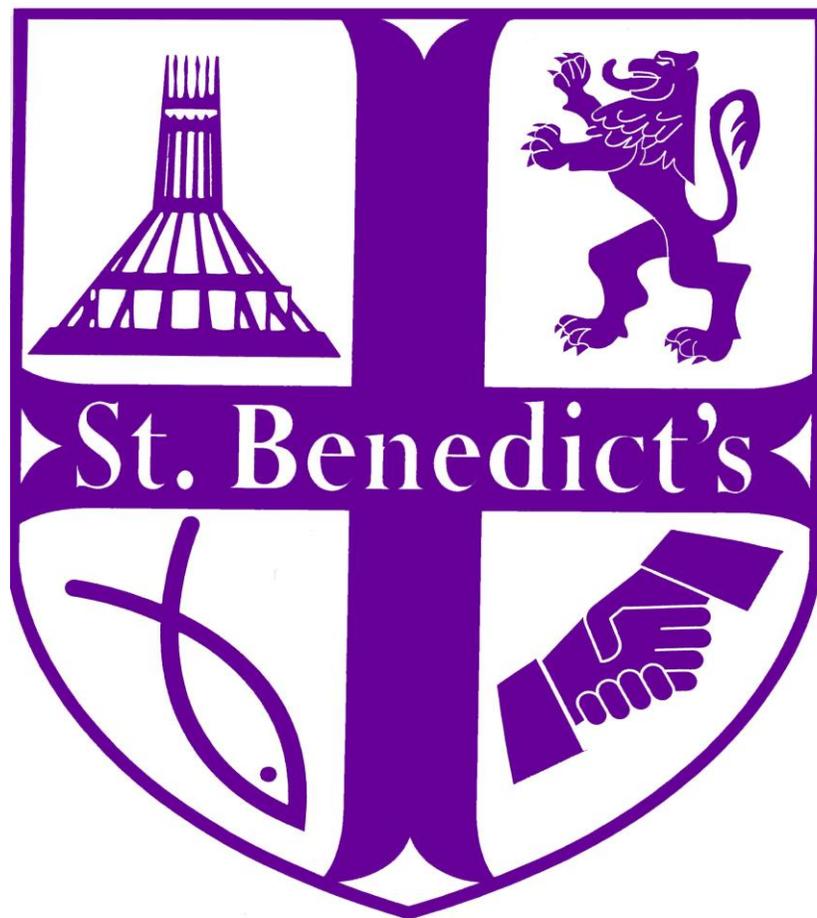


# St Benedict's

CATHOLIC PRIMARY SCHOOL



## Positive Behaviour Policy

# **St. Benedict's Catholic Primary** **Positive Behaviour Policy**



**Last Reviewed: April 2021**

**Next Review: April 2022**

## **Contents**

1. Mission Statement
2. Rationale
3. Aims
4. Expectations
5. Whole school Approach
6. Roles
7. Other School Routines
8. Restorative Justice
9. Equal Opportunities
10. Monitoring and Evaluation
11. Appendix

## **Mission Statement**

In our Mission Statement, we say that we aim:

***“To love one another as Jesus loves us and to provide a centre of educational excellence which meets the needs of every individual.”***

Some of our Mission Statement objectives are:

***“To respect one another, to celebrate individual efforts and achievements, to recognise that we make mistakes but we forgive.”***

These underpin our approach to encouraging positive behaviour in our school.

## **Rationale**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St. Benedict’s Catholic Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school’s general rules, ‘Promises’ booklet, and will be asked to be involved again in reviewing the policy in two years time.

## **Aims**

The aim of St. Benedict’s Catholic Primary School is to live out a Catholic ethos, for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

- St. Benedict’s Catholic Primary School has a number of “Promises”. The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

- St. Benedict's Catholic Primary School **does not** tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour.
- We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).
- We aim to ensure that all children and staff have an entitlement to a sense of physical security and mental wellbeing.
- We also aim that children in St Benedict's will develop valuable life skills.

### **Expectations**

At St. Benedict's Catholic Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school promises and that each class has its own classroom set of promises age appropriate.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

**This is a cornerstone of our policy.**

### **A Positive Approach**

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance and develops emotional intelligence. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of St. Benedict's Catholic Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.

- Celebrating success helps children to achieve more.
- Being aware of each child’s needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

### Rules/Promises

Class Promises	Whole School Promises
<ul style="list-style-type: none"> <li>• Rules are few in number.</li> <li>• Clearly and positively phrased.</li> <li>• Agreed between teacher and children at the start of school year.</li> <li>• Displayed in class.</li> <li>• Circulated to parents.</li> </ul> <p><b>Possible examples:</b></p> <ul style="list-style-type: none"> <li>• We will follow directions the first time given.</li> <li>• We will listen to others and not interrupt them.</li> <li>• We will be polite, saying please and thank you.</li> <li>• We will not disturb others when working.</li> <li>• We will look after property.</li> </ul>	<p>These encapsulate the essential attitudes and procedures that we wish to see practised around the school:</p> <ul style="list-style-type: none"> <li>• A few simple rules.</li> <li>• Clearly and positively phrased.</li> <li>• We will follow directions the first time given.</li> <li>• We will respect other people and their property.</li> <li>• We will always remember to say, “Excuse me! Please! and Thank you!”</li> <li>• We will walk quietly around school.</li> <li>• We will control our tempers and keep our hands, feet and unkind comments to ourselves.</li> </ul>

As well as the ‘Promises’ every member of the school community should apply the following principles:

- If you don’t stop the inappropriate behaviour, you are condoning it;
- You choose how you behave.
- You own your own behaviour.

### Reward and Sanctions

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see ‘sanctions’ below). All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Children with Special Educational Needs, where the need may affect their behaviour, will be treated on an individual basis.

### **Incentives/Rewards**

<b>Class</b>	<b>Whole School</b>
<p>Each class teacher will have a merit/reward system:</p> <ul style="list-style-type: none"> <li>• Frequent use of approval and praise and smiling at children.</li> <li>• Awards board for individuals and teams.</li> <li>• Certificates and letters will be sent home with GOOD NEWS.</li> <li>• Friday 'Golden Time' when children get the opportunity to choose preferred activities.</li> <li>• Incentive to be chosen as 'Star of the Week'; also to be a member of the winning school team of the week and earn an extra play.</li> </ul>	<p>We wish to publicly celebrate, promote and acknowledge excellence, endeavour and improvement, academically and socially by:</p> <ul style="list-style-type: none"> <li>• Awards and Celebration assembly.</li> <li>• Worker/Star of the Week wall/Certificates.</li> <li>• Certificates and letters will be sent home with GOOD NEWS</li> <li>• Friday Golden Time.</li> <li>• 'Team Points'.</li> <li>• Sent to Head teacher/senior staff with <b>good news</b>.</li> <li>• Head teacher/Senior Management Team send letter home with <b>good news</b>.</li> <li>• Celebrating good behaviour to parents on the school website.</li> </ul>

### **Team Points**

At St. Benedict's we use a reward system of 'Team Points' in order to promote positive behaviour and also to encourage children to work together and support each other. This will in turn equip them with the necessary skills, enabling them to feel part of a working community.

Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and staff in school. The "Team Points" reward system ensures that the children who behave well, which are the majority, are rewarded.

Each class grouping is split into four 'Teams': Ahlberg, Rowling, Dahl and Wilson. Good behaviour is rewarded by issuing children with points, which then contributes to their 'team'. These are displayed in class.

At the end of each week, the team with the most points across the school is rewarded by 'extra play', carried out by the head teacher.

### **Golden Time**

"Golden Time" has been included in each class's weekly curriculum as part of our school positive behaviour policy.

With "Golden Time" children are rewarded individually for behaving well.

All classes organise their own golden time activities. Ideally, those children who have a tendency towards disruptive behaviour will be less inclined to continue if they are risking the loss of a privilege that they had a part in deciding.

In this way, the message given to children is that if they are sensible, co-operative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum.

Children who break one or more of the rules in class or elsewhere in school or playground risk losing golden time minutes. Teachers should take off golden time minutes depending on the severity of each incident.

**Sanctions**

Despite positive responses as a means to encouraging good behaviour in St. Benedict’s Catholic Primary School, it may be necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.

**Logical consequences** – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

Consequences/Sanctions	Further Action
<p>These are common to all classes.</p> <ul style="list-style-type: none"> <li>• Teacher uses <u>verbal</u> warning (name on board).</li> <li>• Loss of increments of ‘Golden Time’.</li> <li>• ‘Thinking Time’ – to be sent out of class or to be sent to the ‘quiet area’ with a ‘sand timer – the child can take part when the sand has run out.</li> <li>• Personal Improvement Chart including an informative letter to the parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Short period of detention at break times or lunchtimes.</li> <li>• Unfinished work taken home.</li> <li>• Incident report sheets are recorded in a Report Book.</li> <li>• If a child is involved in persistent poor behaviour or receives two incident report sheets, they move into the 5 STEPS TO IMPROVEMENT graded response programme.</li> <li>• Reluctantly and if appropriate, the Head teacher may stop a pupil from participating in a school trip/visit, or representing a school team. Particular consideration will be given to Health and Safety.</li> </ul>

## **5 Steps to Improvement Programme**

### **STEP 1**

Where a pupil has not responded to low-level incentives, censures or sanctions and persists with unacceptable behaviour, a class teacher will discuss this with the Pastoral Mentor and will inform parents that a child's behaviour is giving cause for concern and will be monitored for a specified time. A Step 1 letter will go home to parents.

IF THERE IS NO IMPROVEMENT

### **STEP 2**

The Head teacher and Pastoral Mentor will be informed and parents will be asked to come in to see the class teacher to discuss the problem. Regular contact will be kept with the parents/guardians and an initial support programme will be put in place for an agreed fixed period. A Step 2 letter will go home to parents.

IF THERE IS NO IMPROVEMENT

### **STEP 3**

A formal meeting will be arranged between parents, the Head teacher and **a governor of the Pupil Disciplinary Panel**. The pupil will be given a formal warning and a **final** programme of support will be put in place involving the school's Pastoral team and the class teacher.

IF THERE IS NO IMPROVEMENT

### **STEP 4**

Failure to respond will lead to the pupil being brought to the attention of the full Governors' Pupil Disciplinary Panel being informed.

IF THERE IS NO IMPROVEMENT

### **STEP 5**

Parents will be asked to a meeting with the Head teacher and the Governors' Pupil Disciplinary Panel to discuss a likely exclusion, (fixed-term or permanent.)

**NB**

If a case of sufficient seriousness occurs, the Head teacher can exclude without recourse to the 5 STEPS process.

**Major Incidents** will be brought immediately to the attention of the Head teacher/Pastoral Mentor/Senior Management Team. These are incidents which bring teaching or learning to a total halt, or those in which the child puts his/her own safety, or that of others, at risk. Parents will be notified immediately. Sanctions are related to behaviour.

## **Educational Visits/Out of Hours Clubs/Out of School Activities**

Curricular activities, (i.e. sports matches, festivals, swimming, choir, clubs), which take place off site or out of normal hours will be viewed in line with the Positive Behaviour policy and a relevant list of expectations should be understood by the children. Health and safety is paramount.

Educational visits have their own specific needs depending on the nature of the venue. The teacher's expectations should be made clear to all children and adult helpers. Consequences should be explained in advance and consistently administered.

School will take an interest in behaviour when children are off the premises within our community. The most likely course of action would be an appropriate discussion with the child, perhaps involving the parents, depending on the nature of the incident.

## **Restorative Justice**

Areas of conflict are dealt with effectively and fairly. We use the Restorative Justice process. Everyone involved is brought together and given the opportunity to resolve and repair any harm that has been done in a calm and methodical way. The children are involved and encouraged to be engaged in the decision process.

## **Roles**

### **The Role of School Council**

The School Council meets approximately once a month. The School Council consists of children from Year 2 – Year 6. School Councillors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

### **Pastoral Mentor (PM)/Records**

Mrs Rugen, the Pastoral Mentor, has a number of roles. Chiefly, she works closely with individuals and groups of children to promote positive behaviour and raise self-esteem. This takes the form of in-class support or the withdrawal of pupils to work on specific programmes.

A REGISTER is kept of behavioural incidents. This will inform particular strategies, programmes or steps to improvement that could be used. She also records and keeps reports on our related behaviour policies including anti-bullying, racial incidents, time out and 5 Steps. Periodic observations of pupils at break times are also carried out.

Each child's progress will be regularly reviewed by our pastoral mentor.

In conjunction with the Head teacher and relevant staff, Mrs. Rugen supports the parents/carers through informal and formal meetings. She offers an 'open door' policy for those parents voicing concern about individual children.

## **The Role of Parents/Carers**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's "Promises" in the school prospectus, and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the head teacher who will take appropriate action.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher / Pastoral Mentor. The head teacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

## **The Role of Non-teaching Staff**

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them through the Pastoral Mentor, who will then report to the class teacher.

As we strongly believe in children having a 'fresh start', when possible we separate behaviour that has occurred on the yard to behaviour in the class room. This way children's learning is less affected.

## **The Role of the Class Teacher**

St. Benedicts Catholic Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Staff at St. Benedict's Catholic Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding raised voices.

Staff deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the school 'Promises' are enforced in their class, and that their class behaves in a responsible manner during lesson time.

### **Play Buddies**

Year 6 pupils are trained and formed into groups of play leaders to support younger children and look to give support to their peers to help them head off difficult situations developing.

### **Lunchtime Monitors**

Year 6 also perform duties in the dinner hall on a voluntary basis.

### **Other School Routines**

Both children and staff need to be aware of these details of routine.

### **Entering the Building**

At the beginning of the school day the bell will signal and children should go into their class immediately. The duty staff will blow the whistle after playtimes and lunchtimes and children should stop as soon as possible. When the whistle is blown a second time, all children should quickly form class lines in their allocated position on the playground.

### **Moving Around Classes**

When large class groups are moving around school they will do so quietly and in an orderly line on the left hand side of the corridor. Children need to know that this is in the interests of safety, respect for other pupils working and to reinforce and encourage an atmosphere of calm. Staff should take up a position that enables them to monitor the movement of the whole class. If alone, this is probably best achieved by being close to the middle of the line and asking the child in front to stop at strategic junctures on the route.

### **Toilets**

Children should be encouraged to use toilets at the beginning or end of playtimes and similarly at lunch break. In the event of children needing to use the toilet during lesson time teachers should ensure that only one child is out of the room at any one time.

### **Assemblies**

Staff should consider the placing of their children and especially ensure that potential disruptors are apart as far as possible. Staff should sit where they can most easily feel part of their class and monitor the behaviour of their own children.

### **Equal Opportunities/Discrimination**

The behaviour policy practices will be monitored to ensure that they meet the set aims in regard to pupils of different race, gender and disability.

### **Success Criteria**

Reduction in number of pupils:

- Needing Thinking Time
- Sent to Head teacher/Recorded in incident file
- Receiving behaviour support programmes
- On 5 Steps programme

### **Confiscation of inappropriate items**

It is within the power of a member of staff to confiscate, retain or dispose of an item so long as it is deemed reasonable. A member of staff also has the power to confiscate property that may be deemed as inappropriate or a danger to other members of the school community.

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff will be appropriately trained to ensure the health and safety of all involved in the unlikely event of the use of reasonable force.

### **Support for Staff Facing Difficulties**

All staff benefit from support at different times with challenging pupils. We include in our policy, practical guidelines to help promote good standards of behaviour but in addition to the Pastoral Mentor, staff can call upon the experience of the Senior Management Team.

### **Pastoral Mentor**

Mrs F. Rugen

### **Monitoring and Evaluation**

This policy was revised on 14<sup>th</sup> April 2021 and will be monitored continuously and revised annually.