



# Saint Peter's Catholic Primary School

'Christ in the centre, excellence at the heart'

## Mission Statement

To provide a	Catholic Education, embracing world faiths,
Nurturing	Happy and motivated children
Who want to	Reach to achieve high expectations
	In partnership with parents
	Supported by a committed staff and Governing Body
Who help children	To feel self-worth and know success

## BEHAVIOUR AND DISCIPLINE POLICY

Approving Committee:	LGB
Approved / Adopted Date:	Autumn 2021
Name:	Jim Connolly (Chair of Governors)
Next Review Date:	Autumn 2022

The following statement of principles for the teaching and learning of behaviour and discipline at St. Peter's was arrived at by a consultative process, agreed by all staff and is based on the school's aims and values.

## PRINCIPLES

An effective approach to behaviour management at St. Peter's should:

- reflect the Gospel values of love, care and mutual respect
- encourage all adults to model these values to each other, pupils, parents and visitors
- set high expectations of pupils' behaviour and good manners
- make explicit what is expected of each pupil
- be understood and supported by each pupil's family
- be fairly and consistently applied by all staff
- encourage calm, orderly behaviour within school so that effective teaching and learning can take place
- help to develop each child's sense of self discipline and an acceptance of responsibility for his/her own actions
- invite the pupils to say **sorry** and seek **forgiveness**
- encourage the pupils to **forgive** others
- encourage pupils to take a pride in, and look after, THEIR school

## RESPECT CHARTER

At Saint Peter's we have agreed a respect charter that reads:

We are all part of our school community and know it is important that we **treat one another with respect**.

**Matthew 7: 12** – So in everything, do for others what you want them to do for you: this is the meaning of the Law of Moses and of the teaching of the prophets.

We at Saint Peter's commit to making sure that unacceptable behaviours are not seen as 'normal' or a 'joke' within our pupil and school community.

## CURRICULUM

We will endeavour to deliver a broad, relevant, stimulating, participative and appropriate curriculum. We will do this using a variety of teaching and learning styles and adapting the curriculum for children with Emotional, Behavioural, Social Difficulties in consultation with the Special Educational Needs and Disabilities Co-ordinator (SENDCo), parents and outside agencies, as appropriate. Lessons will be well planned, organised and delivered. Teachers will instigate good relationships with their pupils. Children will be given opportunities to learn and show self-organisation skills. Children will be guided to become increasingly independent learners, showing use of investigative and research skills. Children will be encouraged to become increasingly involved in reviewing their own progress, self-assessment and target-setting.

Classrooms will be maintained in good decorative order (subject to budgetary constraints), be tidy and have displays that stimulate, inform, are interactive, or are a celebration of children's work.

Teachers will acknowledge children's progress in both academic terms and other areas, such as behaviour, through things like stickers, stamps, certificates, Star of the Week etc. for individuals and groups, and house points (that can also collated on Class Dojo).

## **BULLYING STATEMENT**

The pupils and staff at St. Peter's school believe in following Christ's commandment of

"Love one another as I have loved you."

Bullying is Several Times On Purpose (STOP). Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts an individual or group, either physically or emotionally.

Children are encouraged to tell their parents and teachers if they are being bullied. These disclosures are regarded seriously and are always followed up by the class teacher/Headteacher (depending on who the child discloses to). It is the responsibility of all adults to report any incidents of actual, or suspected bullying. All adults include teachers, SLT (Senior Leadership Team), office staff, support staff, premises staff, lunchtime supervisors and parents. All incidents / allegations of bullying should be recorded on CPOMS

## **RULES**

Assertive Discipline is the method the school uses. The rules were drawn up by pupils and staff and will be explained and revised regularly. All incidents of serious rule breaking will be investigated, recorded and subsequent behaviour monitored. Each class records behaviour and it is monitored by the headteacher on CPOMS.

### **Whole School Rules**

1. We are polite and kind to others.
2. We keep our hands, feet, objects and unkind words to ourselves.
3. We listen and do as adults in school tell us, the first time.
4. We do not swear or call people names.
5. We look after the school and our property.
6. We move around the school in silence in class groups, and at other times quietly, and carefully, keeping to the left-hand side of stairs.

### **Playground Rules**

1. We stop, look and listen when the whistle blows.
2. We walk quickly and quietly to lines and line up in register order.
3. We enter the building calmly and quietly.

### **Dining Hall**

1. We are polite and quiet in the hall.
2. We tidy our place.
3. We respond to the red/orange card system to adjust how loud we are - if we do not get a red card all week, we will be able to have music in the hall on Friday's lunchtime.

## **REWARDS**

We will emphasise positive encouragement rather than negative criticism. Praise will be given in many ways ranging from a nod, smile or approving gesture to stickers and names on the happy side of the board/traffic light system. Children are nominated to be Star of the Week; this is read out in Friday's Act of Worship. We use House Points as the basis for our reward system. House Points are given for a wide range of different things from lining up well to producing good work. The winning house each week receives the House Cup. Whole class rewards can be in the form of marbles in jars, which will be translated into for example extra play or extra golden time (F/S only). For good work a child may receive a sticker, and may be sent to the head teacher

to receive a special sticker. F/S pupils start each week with half an hour of golden time, they may lose time from this, however it can be earned back.

## **SANCTIONS**

If pupils choose to break the rules the following sanctions will be applied consistently:

1. Reminder of the rule.
2. Visual reminder i.e. sad face/cloud etc.
3. Child remains behind at the end of the lesson and teacher discusses the child's behaviour and reminds him/her of the rule.
4. Child misses his/her next playtime and considers his/her actions and the consequences and plans how to improve. Teacher and child will discuss. F/S teacher may decide to take golden time at points 1-3 dependent on the bad behaviour. Teacher will discuss with parents if necessary.
5. Headteacher regularly reviews CPOMS and may decide to enforce a missed lunchtime and/or contact parents.
6. If a child swears or is physical this is logged centrally. Parents are informed either verbally or through Dojo.

## **HAPPY LUNCHTIMES**

Lunchtime staff reward at lunchtimes with a small 'pom pom' for showing kindness and consideration during play, having good table manners / general good manners and showing respect for each other, staff and equipment.

These pom poms are then placed into the house tubes on entering the hall and convert to house points. The fullest tube will have 40 points, 2<sup>nd</sup> will have 30, 3<sup>rd</sup> will have 20 and 4<sup>th</sup> will have 10 house points.

There will be consequences for wrong choices at lunchtime - starting with a quiet word, and having what they have done wrong explained to them and what is expected of them. If this is not followed then they will be asked to sit out for two minutes of reflection. They will then be expected to apologise. More severe behaviour such as swearing or violence will result in being sent to a member of the Senior Leadership Team (sanctions will be applied as in numbers 1-6 above).

There will be an activity daily in the 'zone' ran by a rota of lunchtime supervisors.

There will be a lunchtime achievement sticker for a child chosen by the lunchtime staff each week - celebrated in our Whole School Act of Worship on a Friday.

## **PLAYTIME AND LUNCHTIME PROCEDURES**

The staff on break duties and midday supervisors will praise positive playground (as stated) and dining hall behaviour. Incidents of rule breaking will be reported to the class teacher at the end of break.

Dinner supervisors will record positive and negative aspects at lunchtimes. These will be shared with the class teacher and depending on the incident, may be shared with the headteacher.

## **SERIOUS INCIDENTS**

Insolence, blatant defiance, wilful damage, fighting and bullying are serious incidents and are dealt with immediately by the head teacher.

For all serious incidents the pupil(s) will be sent to the head teacher. For the first offence a child will be given an in-house exclusion at lunchtime. If a child has further offences, a meeting with the child's parents may be set up to discuss the misbehaviour and agree steps to prevent its recurrence. A Behaviour Contract may be set up, if thought necessary or further in house exclusions.

Repairs for wilful damage will be charged to the child's parent(s), as set down in the Charging and Remissions Policy.

## **EXCLUSION**

The head teacher has the right to exclude pupils if this is felt to be appropriate. This may be a temporary exclusion (up to 45 days in any academic school year) or permanent exclusion (the child is expelled from school).

## **MONITORING AND RECORDING**

Class teachers will keep records on CPOMS to monitor their consistency and children's behaviour.

The headteacher will regularly review CPOMS. The headteacher will have a record of children with in-house exclusions, lunchtime exclusions and fixed term exclusions.

## **RESPONDING TO PREJUDICIAL INCIDENTS (as per the Respect Charter)**

Any incident, including verbal exchanges will be treated as a prejudicial incident if it is so perceived by any of those involved, including third parties. The following are considered to be forms of prejudice:

- Verbal or physical abuse (including damage to property)
- Display of racist, derogatory, defamatory or offensive pictures, material, insignia or graffiti
- Rejection or isolation of someone because of her/his differences
- Unwelcome comments, jokes, innuendoes, taunts, insulting gestures based on ethnicity, colour and place of birth or ancestry, gender, faith etc.

As a school we will take the following actions when a prejudicial incident is reported to any adult in school:

1. We will not ignore the incident
  - An immediate response will be made, making a direct reference to the prejudicial issue and criticise the behaviour, not the person
  - Intervene physically, if absolutely necessary
  - Explain how the behaviour makes the victim feel
  - State that the adult dealing with the incident feels hurt and disappointed by this behaviour
2. Support the victim
3. Bring the parties together to state the school's stance on this behaviour
4. Make it clear to any others near by that this behaviour is unacceptable
5. Record the incident on CPOMS
6. Report it to the head teacher via CPOMS
7. Head teacher will action it. Parents will be informed either by class teacher or headteacher.
8. The head teacher will work with staff and children to prevent further incidents
9. The head teacher will report annually to the governing body any prejudicial incidents in school

## **BEHAVIOUR and SEND**

We have high expectations of all pupils' behaviours at St Peter's including those identified with SEND. We always strive to build on positive feedback with a view to promote positive behaviours. Behaviour itself is not a Special Educational Need/Disability but at St Peters we recognise children's behaviours as a form of communication. We understand that regular disruptive, challenging or unwanted behaviours may be an indicator of undiagnosed Special Educational Needs/Disability such as a Social, Emotional, Mental Health (SEMH) difficulty.

As a school the Headteacher, SENDCo and all stakeholders are expected to make Reasonable adjustments which take all aspects of the child's needs and support into consideration. The school strives to ensure that behaviours are not repeated and will use their best endeavours to find solutions to any difficulties a pupil may be having. This is done through parental partnership and seeking advice from the expertise within the school

(SENDCo - Phil Saxton), St Thomas Aquinas CMAT (Educational Psychologist - Joe Dawson) or external agencies (health and medical professionals).

This policy is a working document and as such will be reviewed, amended and revised in the light of Government legislation, teacher experience and evaluation.