



St. Peter's Catholic Primary School

BEHAVIOUR POLICY

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow Gloucestershire Safeguarding Children's Board Procedures. For more information go to www.gscb.org.uk

Ratified by The Governing Body 22nd September 2015

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Mission Statement

Dear Lord, Help us to LIVE life to the full by being active in our community, help us to LOVE one another as we wish to be loved and help us to LEARN to make the right choices in life. Amen.

Rationale

At St. Peter's Catholic Primary School we believe everyone has the right to feel safe, secure, happy and healthy within a positive learning environment. Everyone should be respected as an individual and feel able to contribute to life in the school community. The implementation of this policy is the responsibility of the staff, children, parents/carers, governors and the wider community.

Aim

We aim to achieve this by:

- Agreeing, clarifying and setting clear boundaries for expected behaviour.
- Supporting one another in modelling positive behaviours and relationships in a spirit of mutual respect.
- Establishing and maintaining clear communication between staff, pupils, parents/carers and the wider community.
- Listening to one another and ensuring all behaviours are met with a fair, consistent and empathetic response.
- Providing a stimulating learning environment that enables children to feel secure and welcome.
- Supporting children who have difficulty managing their behaviour, by identifying their needs as early as possible and working in partnership with their parents/carers.
- Ensuring lessons are suitably differentiated and provide access and motivation for all to succeed.
- Enabling our children to become independent in managing their behaviour, to understand their role in the community and to become positive active citizens.

School Rules – It's Good To Be Green

At St Peter's Catholic Primary School our Core Values (Appendix 1) are at the heart of our school and community. By living our lives through the Core Values we show that we love one another as Jesus loves us. There are many Core Values but, through the School Council, the children have agreed that these can be summed up in our four school rules:

- Be safe
- Be respectful
- Be ready to learn
- Always try our best

At the start of each academic year, class teachers and school staff will discuss these rules with their class to ensure clear understanding and an agreed interpretation of them. Our school rules are displayed around the school and in the classrooms.

Rewards

When our children follow our rules and routines, they will be awarded House Points (Appendix 2). House Points are totalled every week and the results shared with all pupils in Friday morning Assembly and with the Parents in the weekly newsletter. Children will also receive praise and positive comments from the adults in school for good behaviour, manners, learning and for acts of kindness/caring.

Each week, achievements will be celebrated during assembly. Celebration certificates (Appendix 3) are awarded for good learning, being caring and for achieving a personal target.

Children who stay GREEN all week will be awarded a Good To Be Green Sticker, should they wish, at the end of the school day on Friday. At the end of Assembly every Monday morning a Behaviour Champion Cup is awarded to the Classes with 100% Good To Be Green behaviour. All children who have stayed on GREEN are congratulated and applauded.

Children who stay on **GREEN**, or who receive no more than **2 ORANGE CARDS**, for the duration of each short term will be rewarded. Each year's reward is shared with the children in the September launch assembly and parents via the school newsletter. Therefore a child who receives **1 or 2 ORANGE CARDS** would receive a reward at the end of the short term whereas a child with **3 ORANGE CARDS** would not.

Children who stay on **GREEN** for the duration of a whole school year will receive a further reward at the end of the school year to recognise and celebrate the good choices they have made throughout the year.

Sanctions

At St Peter's Catholic Primary School we expect that all children will be able to follow our school rules once they have understood them. However, there will be occasions when some children will struggle to follow our rules. On these occasions all adults are empowered to deal with incidents fairly and within our agreed Behaviour Management System.

This Behaviour Management System is consistent across all year groups and is as follows:

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| | <p>It's GOOD to be GREEN</p> <p>All children start the day on GREEN unless they received an orange or red card in the last hour of the previous school day.</p> <p>If they exhibit low level disruptive behaviour (Appendix 4) they will be given a verbal warning. Hopefully, they will show the adult that they wish to stay on GREEN.</p> <p>Children who stay on GREEN for a week will be awarded a Good To Be Green Sticker, should they wish, at the end of the school day on Friday. This is a compulsory system for EYFS and KS1 pupils and an optional system for KS2 pupils.</p> <p>Children who stay on GREEN, or who receive no more than 2 ORANGE CARDS, for the duration of each short term will be rewarded. Each year's reward is shared with the children in the September launch assembly and parents via the school newsletter. Therefore a child who receives 1 or 2 ORANGE CARDS would receive a reward at the end of the short term whereas a child with 3 ORANGE CARDS would not.</p> <p>Children who stay on GREEN for the duration of a whole school year will receive a further reward at the end of the school year to recognise and celebrate the good choices they have made throughout the year.</p> |
| | <p>On the second verbal warning for low level disruptive behaviour, an ORANGE WARNING CARD will be placed quietly in front of the child.</p> <p>At a convenient point the child will place the card in his/her named pocket on the 'It's Good To Be Green' chart. The adult will say, "I am asking you to put an ORANGE WARNING CARD in your pocket because you have chosen to continue to . . . I hope you will choose to show me that you would like to get back to GREEN by . . ."</p> <p>The ORANGE WARNING CARD will stay for a learning session; time enough for the child to prove that he/she can change his/her</p> |

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| | <p>behaviour.</p> <p>A child persistently and consistently receiving Orange Cards, 3 or more cards weekly over a two week period, will be referred to The Pastoral Leader by the Class Teacher and Parents will be informed. Early prevention supports a child and may identify issues that are affecting a child's ability to remain on GREEN.</p> | |
| | <p>A RED CARD is given for on-going disruptive behaviour (following a verbal warning and an orange card).</p> <p>A RED CARD is given immediately for a zero tolerance behaviour – there is no verbal warning or orange card.</p> | |
| | <p>ONGOING DISRUPTIVE BEHAVIOUR</p> <p>If a child persists in exhibiting low level disruptive behaviour he/she will be given a RED CONSEQUENCE CARD. This means that the child will spend lunchtime in the Quiet Room where he/she has time to reflect on the consequences of his/her actions. The class teacher will inform the Pastoral Leader and the Head Teacher of the Red Card.</p> <p>Reception and KS1 pupils will be escorted to the Quiet Room by an adult following their hot dinner/packed lunch and complete work set by the teacher.</p> <p>KS2 pupils will be escorted to the Quiet Room at the start of lunchtime. They will have their hot dinner/packed lunch in the Quiet Room and then complete work set by the teacher.</p> <p>The Behaviour Monitoring Log (Appendix 5) will be completed by the class teacher who will then phone the child's parents/carers to inform them of the red card.</p> | <p>ZERO TOLERANCE BEHAVIOUR</p> <p>A RED CONSEQUENCE CARD will be given immediately for ZERO TOLERANCE behaviours:</p> <ul style="list-style-type: none"> • Verbal abuse: name-calling, swearing and threatening language • Physical abuse: any unacceptable contact with another child e.g. punching, kicking, pinching, hitting, slapping, grabbing, etc. • Mental abuse: bullying – something that goes on day after day after day and includes cyber-bullying, prejudice-based bullying, homophobic bullying and derogatory or aggressive language. • Theft and Destruction of Property • Breaking of School Rules <p>Any adult who issues a RED CONSEQUENCE CARD for these actions must escort the child to the Quiet Room. The Pastoral Leader will send for the Head Teacher, if appropriate. The Behaviour Monitoring Log will be completed by the reporting adult and parents/carers will be informed verbally by the reporting adult / Pastoral Leader / Head Teacher (as appropriate). The parents/carers may be invited in to school to discuss their child's unacceptable behaviour.</p> <p>If a child's actions have caused damage to anyone's property the child will be expected to tidy/clean/replace the damaged property. Parents/carers will always be informed of these incidents and</p> |

On receipt of a **second RED CONSEQUENCE CARD** in any six week term the same procedure (as above) will be applied.

On receipt of a **third RED CONSEQUENCE CARD** in any six week term the same procedure as one and two above will be applied. In addition, parents/carers will be informed verbally by the class teacher who will also explain that they will receive a formal letter from the Head Teacher inviting them to a meeting. The class teacher will provide the Head Teacher with dates and reasons for the 3 red card incidents and the Head Teacher will then send a

expectations.

Zero Tolerance behaviours (displayed within any term) bring about the following sanctions:

Zero Tolerance Incident 1: Breaktime and lunchtime detention x2 consecutive days (R & KS1 lunchtime play only; KS2 all of lunchtime) in The Quiet Room. Parents/carers informed by phone/in person (as above) and may be asked to come in to discuss incident at end of day.

Zero Tolerance Incident 2: Internal exclusion for half a day (1/2 hour EYFS, 1 hour for Y1 & Y2 and half a day for KS2 and in addition breaktime play for all and lunchtime play for EYFS & KS1 pupils and all of lunchtime for KS2 pupils). Parents/carers informed by phone and invited in to discuss the incident at the end of the day. Parents/carers will then be given the Internal Exclusion Letter (Appendix 7) inviting parents/carers in to school for a formal meeting to discuss the child's behaviours, review the programme of support and ask for parental views. This may include involving outside agencies. Parents/carers will always be informed of who we are involving and why by the Pastoral Leader.

Zero Tolerance Incident 3: The Head Teacher will decide which of the following actions or combination of actions to pursue:

- **Internal Exclusion and Behaviour Plan**
- **Internal exclusion and Local Authority intervention by means of a Pupil Support Plan (PSP)**
- **Intervention by the Pupil Referral Service** whereby a place at the Pupil Referral Unit is sought immediately or one of their practitioners is appointed to provide in-school support
- **A managed move** The Pastoral Leader will manage this process under the Head Teacher's direction

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| <p>letter (Appendix 6) to the parent(s) informing them of their child's unacceptable behaviour and inviting them to a meeting which must take place within seven days of receipt of the letter.</p> <p>Following receipt of 3 RED CONSEQUENCE CARDS the child will follow a Behaviour Plan (see below).</p> | <ul style="list-style-type: none"> • Exclusion (Temporary (1 – 45 days) or permanent exclusion) <p>The Head Teacher will invite Parents/Carers to attend a meeting in school along with The Pastoral Leader, Class Teacher and child.</p> <p>The Head Teacher will notify the Chair of Governors and the child and his/her parents/carers may be invited to attend a Behaviour Meeting led by the Chair of Governors.</p> <p>Following receipt of an internal/external exclusion the child will follow a Behaviour Plan (see below).</p> <p><u>N.B.</u> An immediate exclusion may be given by the Head Teacher for verbal, physical or mental abuse, theft and destruction of property and the breaking of school rules which the Head Teacher believes is excessive.</p> <p>At this point the Head Teacher will follow the government's current Exclusion Guidance, a copy of which can be obtained from the internet by googling 'Exclusion Guidance 2012'. Parents/carers may also discuss any exclusion concerns with the school's Education Entitlement and Inclusion Team Leader, Jackie Ellis, who is employed by the Local Authority and can be contacted on 01452 425141. The Exclusion from School/Information for Parents and Carers leaflet will be given to parents.</p> |
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BEHAVIOUR PLAN

A Behaviour Plan will be drawn up in consultation with the child, parent(s) and other professionals as deemed necessary by the Head Teacher following the formal parent meeting.

The Behaviour Plan is an individualised document to support each pupil's behavioural needs. It is an informal document led by the Pastoral Leader in collaboration with the child. The plan and document is shared with Parents.

In the informal Plan, the child will report to the Pastoral Leader on a daily basis at first, but over a six week period the reporting sessions will be reduced. This 'step down' approach supports the child in choosing effective strategies to support his/her positive behaviour independently.

Whilst on a Behaviour Plan the expectations of the child's behaviour remains the same as the expectations we have of all children; however the day may be broken down into smaller sessions to support the child in meeting these expectations.

Anti-Bullying Strategy

Anti-bullying week is held every year in November. During this week the children learn about the meaning of 'bullying'. In the first instance if a child experiences words or behaviours that they do not like and/or know that are unacceptable the child must say, 'Stop it! I don't like it!' If the words/behaviours do not stop the child must report this to an adult. Children are encouraged to name 'Trusted Adults' that they can go to and speak with. All adults in school will follow the behaviour policy as above for incidents of bullying/mental abuse which are Zero Tolerance behaviours.

Tracking of Pupils' Behaviour

All incidents will be recorded on the Behaviour Monitoring Log which is kept in the Quiet Room. The folder allows the school to build up a picture of behaviour – patterns, types and occurrence. It also allows the school to build up a picture of individual pupils so that support can be targeted to meet individual pupil needs.

Monitoring and Evaluation

A termly report will be prepared by the PSHCE Leader and Pastoral Leader to inform SLT of the nature of behaviour incidents including any internal or external exclusions. Pupil views are gathered every two years for the on-line pupil survey. The effectiveness of the Behaviour Policy will be monitored throughout the year through Learning Walks undertaken by the governors and through Questionnaires for parent and pupil views. The School Council will also report to Governors once a year.

Identifying SEN (See also Behaviour Plan above)

Some pupils may have behavioural needs which require a 'My Plan' with Behaviour Targets. This will be drawn up by the SENDCo and/or Educational Psychologist and/or Behaviour Support Team in consultation with the class teacher and other key individuals (e.g. Teaching Assistant, Midday Supervisor etc). Pupils with a 'My Plan' for Behaviour will be expected to adhere to the school rules and policies. However for some of these pupils the length of sessions may vary to meet their needs. All children on a 'My Plan' with Behaviour Targets will have individual targets to meet their needs and their rewards/sanctions will be tailored to meet their individual needs. The expectation for all children is that they manage their behaviour positively and stay on green.

School Council

The School Council have been involved in implementing, monitoring, evaluating and reviewing the Behaviour Policy from the very start (Dec 2009). They have met pupils from other schools to find out about their Behaviour Policy, how it works and what they feel are the advantages and disadvantages of it. From these meetings the School Council Reps have spoken to their peers about what they think is important and what system they would like in place. The result of their involvement is the new School Rules and 'It's Good To Be Green' behaviour system which were introduced at the beginning of Term 4 (Feb 2010). The School Council will continue to monitor the Behaviour system, celebrating strengths and addressing areas for development. They will address Governors once a year in the Summer Term.

APPENDIX 1: CORE VALUES

At St. Peter's Catholic Primary School we strongly believe that children need the necessary 'bricks'(core values) to develop into happy, fulfilled and wise individuals with a balanced personality and a solid, enlightened conscience.

As part of our values-based education we aim to:

- Ensure that the children understand each value through an introductory assembly on each new core value and by acting as role models to the children;
- Help the children to know how they can demonstrate this knowledge and show their understanding by living their life accordingly.
- Foster a home-school partnership. We want the children to recognise that these values should be demonstrated not just at school, but within all aspects of their daily life, be it at home or within their wider community. We encourage parents/carers to return the core values certificates when their child has exemplified the focus core value at home.

APPENDIX 2: HOUSE POINTS

At St. Peter's Catholic Primary School we have a house system. All children are in a house and all work together in pursuit of a common goal – to win the house weekly cup and ultimately the cup at the end of each seasonal term!

The School Council were involved in canvassing their peers for themes; they decided on the elements of fire, water, earth and wind. They all looked for and voted on symbols to represent each house.

Each House has a House Captain and Vice House Captain. The children need to make a campaign speech to their peers in the hope of being elected!

House points are awarded for:

Being polite to an adult or another child

Being caring towards a member of our school community

Working hard to present their work more neatly than they usually do

Completing a particularly challenging piece of work

APPENDIX 3: CERTIFICATES

Please see separate Publisher Attachments

Learning Champion

Caring Champion

Target Champion

Writing Champion

APPENDIX 4: LOW LEVEL DISRUPTIVE BEHAVIOURS COULD INCLUDE:

- Refusing to follow the school rules
- Refusing to follow adult instructions
- Unhelpful talk
- Unhelpful vocal noises
- Unhelpful noises using equipment
- Unnecessary movement that is disruptive to others' learning
- Refusing to complete work
- Constantly off task
- Preventing others from learning

APPENDIX 6: HEAD TEACHER LETTER TO PARENTS/CARERS to be completed on current School Letterhead

Date

Dear Parents/carers/Carers,

It is with regret that I write to inform you that your son/daughter, XXXXXX, received his/her third red consequence card today. Cards have been received by XXXXXX for the following reasons:

Card 1:

Card 2:

Card 3:

I'm sure you will agree that these behaviours are unacceptable. They stop other children feeling safe and being happy and successful at school. This is a serious matter and therefore I would like to invite you to a meeting at your earliest convenience either at the start or end of the school day to discuss his/her behaviour and the Behaviour Contract that he/she will now undertake. Mrs Stack (Pastoral Leader), Class Teacher and myself will be in attendance.

We very much want to work in partnership with you and XXXXXX to ensure that he/she understands that every child at St Peter's Catholic Primary School, including himself/herself, is entitled to be safe, happy and successful at school but that while XXXXXX's behaviour is unacceptable he/she is actually denying other children of their right to be happy, safe and successful at school.

I look forward to meeting you so that we can move forward together in supporting XXXXXX make the right choices about his/her behaviour.

Yours sincerely,

Carol Baron
Head Teacher

APPENDIX 7: INTERNAL EXCLUSION LETTER TO PARENTS/CARERS to be completed on current School Letterhead

Dear (name)

Today I have made the decision to Internally Exclude your child (child's name) because they have received a 2nd Red Consequence Card for Zero Tolerance behaviour in the last six weeks.

A **RED CONSEQUENCE CARD** is given immediately for **ZERO TOLERANCE** behaviours when a child does the following:

- **Verbal abuse:** name-calling and swearing
- **Physical abuse:** any unacceptable contact with another child e.g. punching, kicking, pinching, hitting, slapping, grabbing etc.
- **Mental abuse:** bullying – something that goes on day after day after day
- **Verbal abuse:** name-calling, swearing and threatening language
- **Theft and Destruction of Property**
- **Breaking of School Rules**

The 1st Red Card was given on (date) because (child's name, specific behaviour, time of day and given by whom needs to fully explained).

The 2nd Red Card was given on (date) because (child's name, specific behaviour, time of day and given by whom needs to fully explained)

As a consequence (child's name) will be Internally Excluded from Class for (refer to Policy for time period) and will complete work set by their Class Teacher in The Quiet Room.

I'm sure you will agree that these behaviours are unacceptable. They stop other children feeling safe and being happy and successful at school. This is a serious matter and therefore I would like to invite you to a meeting at your earliest convenience either at the start or end of the school day to discuss his/her behaviour and how we can support your child in making the right choices. Mrs Stack (Pastoral Leader), Class Teacher and myself will be in attendance.

We very much want to work in partnership with you and (child's name) to ensure that he/she understands that every child at St Peter's Catholic Primary School, including himself/herself, is entitled to be safe, happy and successful at school but that while (child's name) behaviour is unacceptable he/she is actually denying other children of their right to be happy, safe and successful at school.

I look forward to meeting you so that we can move forward together in supporting (child's name) make the right choices about his/her behaviour.

Yours sincerely

Carol Baron
Head Teacher

APPENDIX 8: DFE: FORMAL LETTER RE EXCLUSION to be completed on current School Letterhead

DATE

Dear PARENTS/CARERS

Child's Name & DOB

I have today made the decision to exclude your son/daughter, _____, for _____ days.

You should accompany _____ when he/she should return to school on _____ DAY at _____ TIME when a reintegration meeting will be held to assist his/her reintegration into school and promote an improvement in behaviour.

This decision has not been taken lightly; however **state what child has done**
During this exclusion work will be set and marked by the school.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **DATES OF EXCLUSION** unless there is a reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

You have the right to give your views to the school's Governing Body and to do this you should contact Miss G Powell, Clerk to the Governing Body at school.

If you wish to seek advice about this exclusion you can contact:

Jackie Ellis
Education Entitlement and Inclusion Team
Tel No: 01452 425141

Yours sincerely

Carol Baron
Head Teacher
Copy to: Chair of Governors