

# St John Evangelist Catholic Primary School

## BEHAVIOUR POLICY

*Mission Statement: To love, to learn with God in our hearts*

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This policy sets out the expectations of behaviour at St John Evangelist Catholic Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes towards learning.

We have consistently high expectations of behaviour throughout the school. Our Behaviour Policy is closely linked to the ethos of our Mission Statement, 'To love, to learn with God in our hearts' and, as a Catholic School, our view of good behaviour comes from Gospel values as well as from our purpose as a place of learning.

We are a caring, inclusive school and aim for every member of our school community to feel valued and respected. We believe that all relationships should be based on fairness, honesty, courtesy and consideration. The Behaviour Policy is therefore designed to encourage the way in which all members – pupils, staff, parents/carers and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount.

### AIMS OF THIS POLICY

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school

In order for children to achieve their maximum potential, socially, emotionally and academically in school they must feel safe from physical and verbal aggression and disturbance and feel happy and secure.

It is the responsibility of every adult in school to ensure that children understand what is expected of them in terms of behaviour. We have a whole school approach to behaviour and discipline and we ensure that behaviour standards are consistent throughout the school.

### CONSISTENCY IN OUR APPROACH TO BEHAVIOUR

Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

Consistent follow up: Never passing problems up the line, teachers and teaching assistants taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

Consistent, simple rules/agreements/expectations referencing and promoting appropriate behaviour.

Consistent respect from the adults: Even in the face of disrespectful learners!

Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.

Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.

Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.

Children need to have clear boundaries and know what is expected from them. We have high expectations of behaviour for every child. So that the children are aware of our expectations regarding behaviour, they are shared with the children, explained to them and displayed in their classrooms.

The expectations at St John Evangelist Catholic School is that all pupils are:

**Ready  
Respectful  
Safe**

## **RECOGNITION AND REWARDS**

We seek to give as much praise and encouragement as we can. We have many positive reinforcements which help steer children towards good behaviour. Positive reinforcement promotes self-confidence which in turn promotes learning.

These include:

- ❖ House point system
- ❖ Class rewards
- ❖ Reporting good behaviour/good deeds to parents through Positive Note Home and/or Positive Telephone Call
- ❖ Public acknowledgement for improved behaviour, exceptional effort etc., through the achievement assemblies - Achievements assembly
- ❖ Use of stickers
- ❖ Playground friends – modelling good behaviour in the playground
- ❖ Having responsibilities either in the class or in the school in general
- ❖ Having work displayed in the classroom and around the school in a stimulating, attractive and tidy environment
- ❖ Presenting work to the class or showing to other teachers/classes (when appropriate)
- ❖ Letters sent home to parents/carers when behavioural targets have been met.

## **SANCTIONS**

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

### **1. Helping Hand**

When a learner initially displays inappropriate behaviour, they should be quickly supported to re-engage with their learning task by an adult. This is a 'helping hand' to get 'back on track'.

### **2. Reminder**

A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

### **3. Warning**

A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

What a scripted 30 second intervention might look/ sound like at this stage:

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

*We resist endless discussions around behaviour and spend our energy returning learners to their learning.*

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

### **4. Adult Action**

The child will be asked to take some time to think about their behaviour and the adult will explain the consequence of their behaviour. The child may need to move seats or a 'Time Out' may take place either in the classroom or in a different room. In general, three minutes should be enough time for the child to consider their actions and how they need to change their behaviour. If a child needs time out from learning, the class teacher may decide that the child then needs to complete the missed learning time at morning or lunchtime break. It will be explained to the child that they are missing time from their break as they missed time from their learning due to their behaviour choices.

### **5. Repair**

All consequences must be followed by a restorative conversation between the child and the teacher/ teaching assistant who dealt with the behaviour. This is crucial to ensure that the

relationship between the learner and the adult is re-established positively. Once the behaviour has been discussed the child should re-engage with the whole class learning.

Learners' may have their behaviour monitored by teachers to show progress towards agreed targets. At St John Evangelist Catholic School we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

### **Partnership stage**

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a personal support person (from the Senior Leadership Team).

They will be expected to:

- ❖ Support and if necessary facilitate restorative (repair) conversations between the member of staff and learner.
- ❖ Develop an appropriate action plan with the learner
- ❖ Monitor and review and mentor using the action plan
- ❖ Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves

All of these matters will be confirmed in writing and recorded.

### **WHAT STAFF WILL DO**

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct, Ready, Respectful, Safe must be displayed in each learning space and referred to in conversations around conduct. The Sanctions Chart must be displayed in each learning space and children must be made aware of the stage they are at.

### **Consistencies**

#### **All staff**

- 1 Meet and greet at the door.
- 2 Model positive behaviours and build relationships.
- 3 Plan lessons that engage, challenge and meet the needs of all learners.
- 4 A mechanism for positive recognition is used in each classroom throughout each lesson.
- 5 Refer to 'Ready, Respectful, Safe' in all conversations about behaviour.
- 6 Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8 Never ignore or walk past learners who are behaving poorly.

#### **Middle leaders**

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- ❖ Meet and greet learners at the beginning of the day

- ❖ Be a visible presence in their phase team to encourage appropriate conduct
- ❖ Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- ❖ Regularly celebrate staff and learners whose efforts go above and beyond expectations
- ❖ Encourage use of Positive Notes and/or Positive Phone Calls
- ❖ Ensure staff training needs are identified and targeted
- ❖ Use behaviour data to target and assess interventions
- ❖ Make sure that the 'buck stops here'

### **Senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- ❖ Meet and greet learners and parents at the beginning of the day
- ❖ Be a visible presence around the site
- ❖ Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- ❖ Regularly share good practice
- ❖ Support middle leaders, class teachers and teaching assistants in managing learners with more complex or entrenched negative behaviours
- ❖ Use behaviour data to target and assess school wide behaviour policy and practice

### **SERIOUS BEHAVIOUR MATTERS**

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. Serious behaviour matters must be referred to a member of the Senior Leadership Team to ensure appropriate action is taken.

Such incidents could include:

- ❖ A physical fight
- ❖ All forms of bullying
- ❖ Racist, sexist or homophobic comments
- ❖ Physically striking adults.

### **EXCLUSIONS POLICY STATEMENT**

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption.

There is a clearly defined progression of strategies which we employ when the behaviour of a child falls short of our expectations (see Behaviour Expectations).

Exclusion is used as a last resort when we have exhausted all these strategies and a child has been unable to demonstrate an acceptable level of behaviour as set out in our behaviour policy (see below for principle exceptions).

By the time it becomes likely that a child may be excluded an individual programme of support will have been set up with the full involvement of the child concerned, their parents/carers, class teacher and any appropriate support staff (see exceptions below).

Children will normally be excluded in the first instance for a fixed period of time. If the child continues with persistent and serious misbehaviour then the periods of exclusion will become longer (See below for exceptions).

On their return to school an appointment is always made for the child's parents/carers to meet with the Headteacher (or Deputy Headteacher in her absence) to discuss the arrangements for the child's re-entry into school (see other sections for details).

Examples of incidents which will result in either fixed term or permanent exclusions are listed below although this is not an exhaustive list;

- ❖ Serious cases of persistent bullying or intimidation. When all the facts have been gathered, those responsible may be excluded for a fixed period of time in the first instance. Where such behaviour is repeated, the school will seriously consider a permanent exclusion.
- ❖ If any child brings an item of any description into school which can be used in an offensive way to intimidate or threaten other children and/or adults they will be excluded from school for a fixed period of time in the first instance. Investigations into the incident may result in further days of exclusion or permanent exclusion.
- ❖ If any member of school staff is physically assaulted the pupil concerned will be excluded from school for a fixed period of time in the first instance.

In all cases where a fixed term exclusion is issued parents/carers will be informed and an individual support programme drawn up and targets set to help prevent a reoccurrence of similar behaviour in the future.

Work will usually be set for a fixed term exclusion and an appointment given for parents to come to school to discuss the support that will be offered and targets set in order to avoid an occurrence of similar behaviour in the future.

Following a permanent exclusion the education of the pupil becomes the responsibility of the Local Authority.

Parents/carers have the right of appeal to governors.

Parents/carers may subsequently appeal to the Local Authority.

Parents/carers have a further right of appeal to a panel independent of the Local Authority.