



## St Peter's Catholic Academy Behaviour Policy

*Our Mission: "Together, One Family, One Community, in Christ."*



St Peter's Catholic Academy recognises that gospel values and the teachings of the Catholic Church are central to the life of the school. The school seeks to create an environment which encourages and reinforces good behaviour where children feel safe and secure, and can develop spiritually, academically, emotionally and socially. Together we hope to lead our children towards understanding tolerance, justice and sensitivity to the needs of others. Our intention is to form and mould the people in our care, as we are all created in the image and likeness of God.

In order to achieve this successfully, we are firmly committed to the following objectives:

- Ensure that the Gospel values of love, understanding, tolerance, justice and peace are in every aspect of learning, teaching and the totality of school life, in order to foster positive relationships within our school community.
- Ensuring that the Fundamental British Values of Democracy, Rule of Law, Respect & Tolerance and Individual Liberty are interwoven throughout the curriculum and school life.
- Prepare the children for life within a multicultural society and teach them to have respect for other faiths.
- Encourage self-awareness, openness and respect in the way we communicate and respond to others.
- Establish an agreed code of behaviour, supported by clear and purposeful rules, rewards and sanctions, which are applied consistently by all.
- Value and celebrate the effort and attainment of every individual whilst acknowledging diversity in relation to both academic and non-academic achievements.
- To promote a learning culture in which children are encouraged to take some responsibility for learning.
- To develop effective communication between parents/ carers, pupils and staff in dealing with disruptive behaviour in school.
- To enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.

### Behaviour Expectations

The school bases its framework for positive behaviour on the following principles which we have adopted as our school rules:

School Rule	Why we have this?
Respect for God	We are a Catholic school and all of our teachings are rooted in the teachings of Jesus and scripture. We truly believe that all individuals are made in the image and likeness of God. We live in the way that God wants us to and we all have the opportunity to grow closer to Him through prayer and liturgy, this helps us to nurture and develop the previous gifts and talents that God has blessed us with.

Respect for oneself	We believe that we are all made in the image and likeness of God. We are all special and unique. We want everyone to be able to celebrate who they are and have high aspirations in themselves. We want to encourage everyone to have high self-esteem and understand their own worth and celebrate their own achievements.
Respect for others	We live out our mission statement: 'Together, One Family, One Community, in Christ. We follow in the words of Pope Francis – we are all brothers and sisters in Christ and we treat everyone with dignity and respect. We treat others how we wish to be treated.
Respect for other people's property and belongings	We believe we need to care for all of God's creation and everything that belongs within it. We need to appreciate what we have been given and take care of our belongings. We need to treat all property (belonging to us or not) with care and respect.

Expectations of teachers and support staff

*'Example makes a greater impression on the minds & hearts than words.'* St. John Baptist de La Salle

Teachers actively teach pupils how to behave at St Peter's. This enables our pupils to not only follow the school rules but they learn to behave in a way that is Christ like and make a positive contribution to their classroom, the school and the wider community. Teachers and their behaviour are expected to be role models for the children at St Peter's. To do this, we have highlighted five key values that teachers will demonstrate at all times to encourage positive behaviour in our pupils.

The values and reasons for this are recorded below

<b>We expect adults to be...</b>	<b>We expect this because...</b>
Approachable and Supportive	<b>'And do not forget to do good and to share with others, for with such sacrifices God is pleased.'</b> <b>Hebrews 13:16</b> We want all of our children to feel safe and secure. We need all members of staff to be approachable and supportive so that all staff and children feel able to talk to anyone about anything.
Honest	<b>A truthful witness saves lives, but a false witness is a traitor.'</b> <b>Proverbs 14:25</b> Honest and integrity underpin everything we do. It is important that staff role model the importance of honesty at all times so the children know how to distinguish between right and wrong. They also see how important is it to tell the truth in all situations.
Good listeners	<b>'Good listening goes hand in hand with the mind-set of Christ.'</b> <b>Phillippians 2:5</b>

	We want all children to develop the skills of listening. We need staff to role model the importance of been able to listen and take in what is been said to them. Children need teaching the etiquette around good listening and eye contact so we expect staff to model and support children with this skill at all times.
Respectful	<b>‘Love One Another, As I Have Loved You.’ John 13:34</b> We follow the words of Jesus, We are all made in the image and likeness of God and we need to show love and respect to each other at all times. Respect is very import to us as it enables the whole school community to feel safe and loved.
Kind and caring	<b>‘Blessed are the pure in heart, for they will see God.’ Matthew 5:8</b> Children are at the heart of all we do and we want to be kind and caring towards them at all times. They need to feel safe, valued and loved. Jesus teaches us to love one another as he has

#### Rewarding Good Behaviours

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by demonstrating good behaviour and a good attitude to work. We believe that rewards have a motivational role, helping children to see that good behaviour and working hard is valued. The system is consistent throughout the school from Nursery to Year 6 and is used by all adults at all times including and not exhaustive to, lunch times, after school clubs, trips and on residential visits.

#### Recognition boards

At St Peter’s we use ‘Recognition Boards’ in classrooms to recognise and celebrate good behaviours. The boards are a deliberate attempt to advertise the behaviour we like to see. The aim is for children to get their name on the board and be ‘recognised’ for demonstrating the desired behaviour. The specific behaviour is chosen by the teacher and can be changed as and when necessary (each lesson, each day, each week etc). Behaviours that are chosen are related to effort and not linked to academic achievement. Once a child’s name is placed on the board, it is not removed until the desired behaviour is changed. We believe children need to learn that separate incidents have distinct outcomes. E.g. a child that behaves poorly or inappropriately is still capable of demonstrating positive behaviour and being recognised for it. Positive and negative incidents regarding behaviour are dealt with separately and are not linked.

#### Golden Book

At St Peter’s we have a ‘Golden Book.’ This is where exceptional behaviour and effort are recognised. Any member of school staff can add to this Golden Book during the week and the names will be read out and the achievements celebrated in success assembly on a Friday. If children receive a mention in the Golden Book, a special certificate will also be sent home.

#### House points

House points are reward children for demonstrating good behaviour in accordance with our school rules. Each child’s achievement points are added to the weekly total of the Saint team that they belong to; St John, St Mark, St Matthew and St Luke. Each Saint’s team total is revealed and celebrated in our celebration assembly on a Friday. Like the recognition board, the children cannot ‘lose’ an achievement point once it has been awarded.

Other academic and achievement rewards awarded in the weekly celebration assembly:

- Star of the Week – 1x pupil per class
- The Goldfinch award - 1x pupil per class
- Learning behaviour award – 1x
- Times Tables Rockstar award- 1x pupil per class
- Winning Saint’s House announced with the highest number of collective house points that week.
- Attendance shared and celebrated - whole school and class with the highest attendance
- Class with the highest collective home reading percentage celebrated.

### End of Year Awards

At the end of the academic year the children’s hard work is celebrated with the parents in the form of an assembly. There are awards given out to pupils in each of the classes, these include:

- Star of the year
- Star of the term
- Progress award
- English award
- Maths award
- Science award
- RE award

### Sanctions

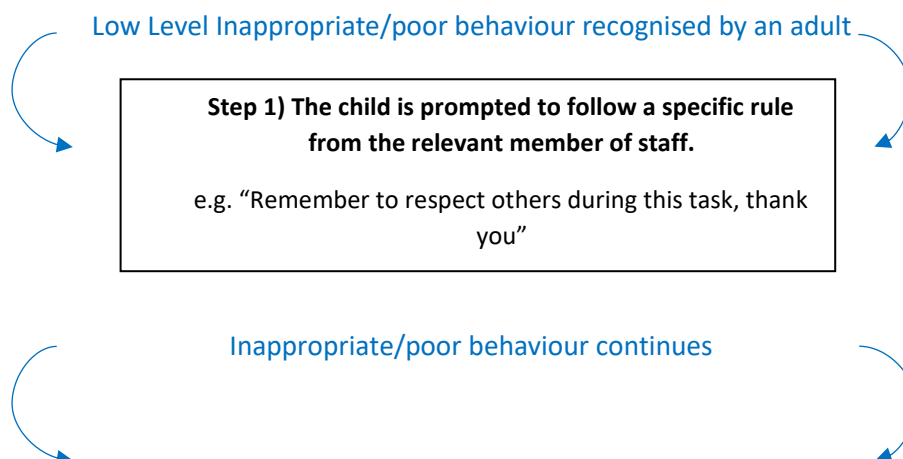
Although rewards and positive praise are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of, and to discourage unacceptable behaviour to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval is very powerful.

The use of sanctions are characterised by certain features:-

- It is made clear why the sanction is being applied.
- It is made clear what changes in behaviour are required to avoid future sanctions.
- There is a clear distinction between minor and major offences.
- It is the behaviour rather than the person that is sanctioned.

### Low level inappropriate/poor behaviour

Staff are entrusted to manage inappropriate/poor behaviour promptly and effectively, in accordance with school policy. Should a child exhibit low-level, inappropriate behaviour (e.g., not conforming, disrupting other children etc.) the following will occur:



**Step 2) A further warning is issued, with a clear and firm explanation of the consequences (usually loss of some of their free time).**

e.g. "This is the second time I am having to remind you. Remember to respect others during this task. If it happens again, we will need to talk about it in your own time, thank you"

Inappropriate/poor behaviour continues

**Step 3) A member of staff initiates a private 30 second conversation to address behaviour and inform the child they will need to stay behind during break / lunch time and have a restorative conversation.**

e.g. "I have noticed that you have not followed the school rule. As a consequence we will discuss your behaviour in your own time today. I want to see the best version of you for the rest of the lesson/day/lunchtime, I know you can do it. Thank you."

### Restorative conversation

This will then be followed up with a restorative conversation with the class teacher/teaching assistant guided by the questions below:

- What happened?
- What were you thinking at the time and what have you thought since?
- Who else has been affected and how did your actions make others feel?
- What can you do to make things right?
- What might you do differently in future?

Each restorative conversation will be led by the adult in charge and the questions asked will depend on the child's age and also their ability to communicate their own feelings and actions. The emphasis of the conversation is to make sure the child sees the impact of their behaviour and the impact it has on others around them.

### Serious behaviour incidents

Incidents of a more serious nature (e.g. verbal aggression, the use of foul language, arguing with an adult etc) will incur a different response. The adult will skip straight to stage three and the child/children will have to complete a behaviour reflection sheet (see appendix two) during their own

break and/or lunch time. The child will be asked to think about what they have done, the school rule that they have broken and what they can do to put it right.

In exceptional circumstances, children may be sent to a member of SLT or the Principal to discuss their behaviour and how it can be improved. This will be followed up with a phone call home to inform parents.

#### Exclusions

**Any incidents involving violence, racism or bullying will not be tolerated in school and will be dealt with seriously and may result in children being excluded from school for a fixed period.**

It may be necessary to exclude a child from lessons for persistent disruption or misbehaviour. On such occasions the child will be given appropriate work and sent to an SLT member, in another classroom.

Fixed-term and permanent exclusions are carried out for serious misconduct in school. It remains school policy to make every effort to work closely with pupils and parents to address any difficulties and provide appropriate guidance and support. Permanent exclusion is considered as a last resort. On rare occasions where it is deemed necessary to exclude a child, parents will be informed immediately, both verbally and in writing. The school will provide set work to be completed by the pupil during the period of exclusion. The school may even arrange for the child to attend another school in the collegiate for a set time to ensure their education is not affected. It is expected that parents will support the school's decision should this occur. Every effort will be made to support and communicate regularly with parents. The Principal will promptly complete the formal documentation and forward this to the local authority and the CSEL is informed of all exclusions.

#### Racism

It remains the responsibility of the Principal to provide an annual report to directors of all racist incidents in school. St. Peter's takes the clear view that racism is not tolerated in any form. Incidents of racism will be dealt with in a stern manner and investigations will take place as to why the child is behaving in this manner. In all cases of racism a member of the SLT informs parents from both perpetrator and victim.

#### Sexual Harassment

The school has a separate Sexual Harassment Policy.

#### Special Educational Needs and Individual Behaviour Plans

Some children may experience difficulties with behaviour for a variety of reasons, including social and emotional, which may affect their ability to access the curriculum and impede their learning. It may be necessary to plan appropriate strategies to support learning and development through the production of a pupil passport. In these cases, children will be identified and placed on the school's special educational needs register.

#### Expectations of parents

We encourage parents to read and understand the behaviour policy used in school and implement the same expectations and routines outside of school as this will consolidate their child's understanding and ensure consistency when moving from home to school. We believe the involvement and cooperation of parents in supporting our school behaviour policy is essential for its success.

Along with their children, parents are expected to behave in an appropriate manner at all times when on the school premises. This includes when communicating with other parents, children and/or school staff. Whilst the school operates an 'open door' policy whereby parents are encouraged to raise any concerns with the relevant member of staff, SLT member or the Principal, it may not always be appropriate to address concerns immediately, e.g. in front of pupils or parents, or in class. On such occasions, parents will be requested to make an appointment via the school office to discuss any issues. Parents can be assured that all concerns will be addressed promptly.

**The school operates zero tolerance regarding any form of negative behaviour towards school staff, other adults or children either in public or in the use of Social Media.** Serious matters involving confrontation, slander, threatening behaviour or intimidation towards others on the school premises may result in the involvement of the school committee or Directors, who reserve the right to ban those responsible from the school premises.

This policy was agreed by staff September 2023

This policy was approved by Academy Committee Autumn 2023

To be reviewed September 2024

Signed \_\_\_\_\_ Chair of School Committee



Appendix one

**Scripts used by all staff**

Low Level Inappropriate/poor behaviour recognised by an adult

**Step 1) The child is prompted to follow a specific rule from the relevant member of staff.**

e.g. "Remember to respect others during this task, thank you"

Inappropriate/poor behaviour continues

**Step 2) A further warning is issued, with a clear and firm explanation of the consequences (usually loss of some of their free time).**

e.g. "This is the second time I am having to remind you. Remember to respect others during this task. If it happens again, we will need to talk about it in your own time, thank you"

Inappropriate/poor behaviour continues



**Step 3) A member of staff initiates a private 30 second conversation to address behaviour and inform the child they will need to stay behind during break / lunch time and have a restorative conversation.**

e.g. "I have noticed that you have not followed the school rule. As a consequence we will discuss your behaviour in your own time today. I want to see the best version of you for the rest of the lesson/day/lunchtime, I know you can do it. Thank you."



Appendix Two

**KS2 Behaviour Reflection Sheet**

What happened?

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What were you thinking at the time and what have you thought since?

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Who else has been affected and how did your actions make others feel?

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What can you do to make things right?

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What might you do differently in future?

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Appendix Two

**KS1 Behaviour Reflection Sheet**

What happened?

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Who has been affected and how have you made others feel?

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What do you need to do now?

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What will you differently next time?

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Adult completing the form with child: \_\_\_\_\_