



# St. Peter's Catholic Academy



## Behaviour Management Policy

### OUR MISSION

**"Together One Family, One Community in Christ."**

***St. Peter's Catholic Academy recognises that gospel values and the teachings of the church are central to the life of the school. The school aims to create an environment where children can develop physically, emotionally, socially and morally fostering co-operation and communication between home, school, parish and the local community. Together we hope to lead our children towards understanding, tolerance, justice and sensitivity to the needs of others.***

In accordance with our Mission statement, at St Peter's we strive to secure a shared vision for all associated with our school community. Fundamentally, we aim:

*'To provide a caring environment which seeks to promote the development of self-respect, self- reflection in order for children to learn, grow and develop.'*

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

- To promote the Gospel values of love, understanding, tolerance, justice and peace, in order to foster positive relationships within our school community.
- To maintain a safe, harmonious environment, which nurtures individuals by responding promptly to their needs, through active listening, keen observations and sincere interest and concern for all children.
- To encourage self-awareness, openness and respect in the way we communicate and respond to others;
- To establish an agreed code of behavior, supported by clear and purposeful rules, rewards and sanctions, which are applied consistently by all.
- To 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 behavior in school.
- To enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.

At St Peter's the expectation of high standards of behavior for all pupils is fundamental to securing these objectives. Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners and respect for everyone.

This framework of positive behavior is based on the following principles:

- *Respect for God*
- *Respect for others*
- *Respect for other people's property and belongings*
- *Respect for oneself.*

### Rules, Expectations and Standards

Within the above framework, a set of clear rules and expectations have been negotiated with governors, staff, pupils and parents in order to establish an agreed code of behavior in school. Children negotiate and agree expectations for behavior in class at the beginning of each academic year. Similarly, an agreed code of behavior in the dining hall

has been established with midday supervisors and **all** pupils. The following list contains some examples of school rules and guidelines for children:

- *Always give your best in school.*
- *Wear correct uniform – be smart and tidy.*
- *Show respect when talking and praying to God.*
- *Speak quietly and politely, using good manners at all times.*
- *Offer to help others, where possible.*
- *Walk at all times, when inside the school building and off-site.*

### **Uniform**

The wearing of correct school uniform is considered to be an important part in establishing a sense of community and standards in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit. Hair should be conventionally cut and well-groomed, at an appropriate length, i.e. not shaven. Shoulder-length hair should be tied back at all times. With the exception of watches, jewelry is not allowed to be worn in school

### **Roles and Responsibilities**

It remains the overall responsibility of the Principal, the Vice Principal, Assistant Principal and the leadership team to ensure that high standards of discipline are maintained[R1] on a daily basis. However, at St. Peter's **we acknowledge the responsibility of every person - adult and child - in promoting and maintaining high standards of behavior at all times.**

A 'Code of Conduct for Adults in School' has been shared with all involved in working within our school community.

Emphasis is placed on the production of good work, effort, honesty, helpfulness, success, courage and other positive personal qualities. Children are strongly encouraged to take pride in the wearing of correct uniform, including PE kit. The role of every adult in our school is to take an active role in maintaining high standards of behavior, highlighting the positive aspects of individual and group behavior, whilst dealing promptly and appropriately with unacceptable attitudes or misconduct.

Pupils are acknowledged to have an important role in contributing to all aspects of school life. Pupils in Year 6 are allocated duties and responsibilities, including assisting staff in the supervision of younger pupils. The roles of our head boy and head girl, supported by deputies and monitors, are considered to be reflective of the positive attitudes and standards to which all pupils should aspire.

### **School Council**

The head pupils and two representatives from each class in Years 2 - 6 meet with the Vice Principal and learning mentor, to discuss any issues relating to school life. Minutes of the meetings are recorded and forwarded to the Principal for future reference at staff meetings, where appropriate. Representatives from the School council are expected to provide prompt feedback to their peer group.

### **Classroom Management**

Teachers and support staff to:

- Make sure that they are always present to supervise children in the classroom.
- Prepare materials and equipment before each lesson
- Make sure pupils have ready access to materials and equipment during lessons
- Display classroom rules clearly in the classroom.
- Actively teach the class rules to the pupils
- Use praise to encourage pupils
- Refer to the class rules in praise and sanctions
- Be consistent in response to infringement of classroom rules
- Speak quietly to model appropriate behavior to pupils

### **Movement around the corridors**

Teachers and support staff to:

- Make sure that children walk on the right side of the corridor
- Ensure that children are supervised as they move through the corridors throughout the day and at the beginning and end of the day and break time /lunchtime

### **Whole School Rules – Rights and Responsibilities.**

We will endeavor to provide and maintain a friendly, encouraging, secure, supportive and positive school environment in which all can learn.

We will endeavor to provide a pleasant and safe environment for all members of the school community. We will establish a set of school rules that are consistently applied across the school. At no time will anyone do anything that causes harm, offence, inconvenience or unnecessary work for other members of the school community.

### **Whole School Rules**

Whole school rules will be formulated from children's rights and responsibility and will be positive statements.

#### **Class**

A clear standard set of rules based on the children's rights and responsibilities will be in operation in each class. These will be added to by the individual teacher after negotiation with their class.

The rules will cover the following areas:-

- Working, eg: we will try and finish our work;
- Talking, eg: we will put our hands up to ask for help;
- Manners, eg: we must use please and thank you;
- Movement, eg: we walk inside the school;
- Safety, eg: we must keep our room tidy;
- Disagreement, eg: we can't agree ask a teacher for help.

### **Current Practice and Procedures**

#### **Rewarding Achievements and Behavior**

The following methods will be used by adults to reward positive behavior, good work or demonstration of personal values mentioned previously:

- Positive acknowledgement or comments to individuals or groups.
- Visual prompts within classrooms to highlight individuals for good behavior, eg. badges, stickers.
- The use of stickers or team house points on class record.
- Special person/helper of the day award.
- Teachers award for children working hard and behaving exceptionally well
- A Principal award for exceptional work, improvement or behavior.
- Public acknowledgement of progress in weekly 'Celebrations' assembly.'
- Pupil's are awarded good behavior stickers by the lunchtime leaders for good behavior at lunchtime
- Teachers will send letters to parents of pupils commended for effort, progress or attainment. (termly).
- Birthdays will be recognized at the weekly assembly and a sticker given.
- Attendance awards, for the class with best overall attendance.
- Attendance certificates for attendance, awarded on a termly basis.
- Class awards are distributed at the annual prize-giving ceremony, for outstanding attainment, progress, effort, care and class prize in every year group.

- The presentation of subject prizes for exceptional achievement in all subjects areas, to pupils in Year 6.
- A variety of individual trophies presented to individuals who have demonstrated generosity of spirit and contributed overall to most aspects of school life during their time at St Peter's.
- A celebration assembly is held every week, in celebration of our pupils' successes and achievements, within and beyond the school day.
- A variety of awards are presented for a range of successes and achievements, including those listed above. In Key stage 2 a house point shield is awarded to the team collecting the highest number of house points that week.

### **Sanctions for Inappropriate Behavior**

The right of every child to fully access a broad and balanced curriculum through quality learning and teaching experiences, is fundamental in ensuring the highest standards of behavior are maintained within every classroom. Procedures for minimizing disruptive behavior include the planning and delivery of high quality learning experiences, matched to individual needs and abilities, in order to sustain and motivate pupils to learn and achieve. Staff are entrusted to manage inappropriate behavior promptly and effectively, in accordance with school policy.

Sanctions are used to discourage repetition of inappropriate behavior.

Sanctions should be:

- given immediately (or as soon as possible) after the undesired behavior; focused on the behavior, not the person
- appropriate to the deed
- graded and hierarchical
- perceived as undesirable by the recipient

When applying sanctions teachers should:

- refer to class or school rules where appropriate;
- remain calm and non-emotive;
- involve the child in negotiating own sanctions;
- explain what behavior is required;
- restore relations as soon as possible

Should a child exhibiting low level inappropriate behavior (e.g. not conforming, disrupting other children, stopping others from working etc) the following will occur:

### **Warning to start**

If inappropriate behavior continues, the teacher will make **a note of the child's name** in a specific area of the class (This area will be constant in order to be consistent) eg; inappropriate behaviors which is dealt with in the class by these sanctions Talking / interrupting / fiddling with inappropriate objects

- Shouting out
- Rude behavior– cheeky, answering back, not following instructions first time
- Eating in class
- Getting out of seat at inappropriate times
- Not on task
- Pushing and shoving
- Dishonesty
- Throwing equipment
- Distracting others
- Sitting under table

### Sanction Procedure

If inappropriate behavior continues the following **Colour** phases will be applied:-

**Blue- If behavior continues after first warning then the child will be issued with a Blue card (phase 1). It will be presented if the pupil is seen to be distracting either to themselves or others. It will also be issued if the pupil's attitude is poor (ie: lack of work, homework.**

**'Time Out – to encourage reflection (either sit on the carpet or space in teaching room for a short time)**

**This is to be issued after the second blue card.**

Children behaving inappropriately may require a short period of time to calm down, or consider their actions. **It is crucial that the use of 'time out,' from either lessons or playtimes, is constructive,** that children fully understand the reason for the seclusion and are encouraged to reflect and take responsibility for their actions. 'Time out' should take place in an area of the classroom or library area with an adult.

In more serious instances, it may be necessary for a child to miss break-time periods. During these times, children should be given specific tasks around school, or in cases involving disruption in class, they may be required to complete work from lessons. Children should not be instructed to stand in corridors at any time.

During outdoor breaks or lessons, 'time out' periods should not be excessive. Staff should take account of the circumstances surrounding the incident, and consider the age and needs of the child before deciding on an appropriate 'time out' period; **on no account should this extend beyond ten minutes of each session.**

#### **Self-Reflection of behavior**

**After a child has received 2 blue cards from a member of staff, the child is to complete a self-reflection form. The form is to encourage children to reflect on their current behavior and give children an opportunity to learn develop and grow. Please see below the self-reflection of behavior form.**

***The child on 2 blue cards needs to complete this form independently in order to reflect on how they are behaving:***

<b>Name of Child on 2 blue cards</b>	
<b>Year:</b>	
<b>Teacher/staff I have upset:</b>	
<b>Date:</b>	
<b>What have I done that the member of staff does not like?</b>	<b>1.</b>
	<b>2.</b>
<b>What do I need to do in order to improve my behaviour?</b>	<b>1.</b>
	<b>2.</b>
<b>What different ways can I say sorry to the member of staff</b>	
<b>Signature:</b>	<b>1. Child:</b>
	<b>2. Staff:</b>

**After issuing 3 blue cards the child will be seen by the appropriate phase leader who will speak to the pupil regarding any concerns. The phase leader decides whether the 3 blue instances are warrant of an orange card.**

**Orange-** Child will be issued with an Orange card. Parents will be informed by the member of the Leadership team dealing with child informing them that their child is at Orange phase and the reason why.

The appropriate member of the Leadership team will then work with the class teacher to try and develop strategies and support to ensure the pupil in question is able to modify their behavior and attitudes. The pupil in question will have their name recorded in the orange book.

If, however, the behavior and attitude does not improve (3 orange cards) the pupil in question will have their name recorded in a discipline book and move to Yellow phase.

An orange self-reflection card will be used to enable the child to reflect aswell.

**Yellow-** This is led by the Deputy Head and SENCO. The Deputy Head will contact the parents and invite them in for a review meeting and a very specific IEP will be produced. Outside agencies will be engaged to try and help support our efforts with a pupil. The pupil will be monitored in lessons and will need to achieve a certain percentage of their targets. At this meeting a pastoral support programme will be put in place to ensure the pupil is monitored in all subjects, has specific targets, different forms of support and agreed sanctions and rewards from both school and home. This phase will last 2– 4 weeks after which it will be evaluated. If sufficient progress has been made the pupil leaves the phase system. If sufficient progress has not been made then the child will move to the next step.

Parents are to meet the member of staff by reception at the end of the school day to discuss report card for each day during the yellow card phase.

**Red.** This stage will be led by the Principal. A final review meeting will be held with the parents to explain this phase. The pupil will be removed from lessons and taught in a Learning Support Designated area. Outside agencies would again be engaged in trying to support the pupil. A specific set of targets would be set and then supported by intensive staff involvement. This phase will only last 2-4 weeks. If a pupil makes sufficient progress they would be referred back to Purple / Yellow phase. However if there was not sufficient progress the matter will be passed by the Principal to the Governors Disciplinary Committee.

**Children can be ‘fast tracked’ to Orange for the following-**

- Physical abuse (fighting, aggressive behavior, threatening, hurting others, where there is a danger to others).
- Swearing ( which is clearly heard by an adult)
- Racial incident
- Damaging school property

A record will be kept of children referred for behavior problems. Each appropriate member of staff will analyse these every half term.

Children consistently reaching a phase and having a colour card will be sent a letter home informing parents of their inappropriate behavior and they will be put on daily report with the loss of playtimes for any further inappropriate behavior.

Children will only come off report when the behavior has improved.

**If after all above the child's behavior is still giving cause for concern**, then the following options will be considered:

- Parental supervision during lessons
- Temporary exclusion
- Referral to the Inspire
- Permanent exclusion

At all times **the referral system of the SEN policy** to outside agencies will be taken into consideration.

Fighting will not be tolerated. Children will be warned and a letter sent to parents warning that a repeat in any one term will result in temporary exclusion.

### **Responsibilities of class based staff**

**Make school and classroom rules clear to pupils** from the first lesson and explain why they are necessary.

**Avoid** the punishment of whole groups.

**Apply fair and consistent strategies** which make the distinction between serious and minor offences apparent.

**Plan and organize** both the classroom and lesson to keep pupils interested and thus to minimize the opportunity for disruption.

**Emphasise the positive** including praising good behavior as well as work.

**Be alert to signs of bullying** and take action based on clear rules established to help and protect in time (see Bullying Section 7)

**Involve parents** at an early stage rather than as a last resort.

**Be strategically placed** when children are leaving the premises and when they are moving from the playground to the classroom or other areas in the school.

**Use an agreed school system** of record keeping and pupil profiles to identify potential learning and behavioral problems at an early stage.

**Be accessible** where possible to parents outside formal parents evenings.

### **Responsibilities of Leadership Team**

To **ensure** that the school's behavior policies are communicated clearly and fully to parents, that regular reminders should be given as well as informing them of any major changes

To **establish** an effective induction system for parents of new pupils.

**Use all means** to build up a sense of community in the school which encourages the active participation of governors, staff, parents and pupils.

**Take the lead** in defining the aims of the school with particular reference to standards of behavior.

**Ensure** that there are effective channels of communication within the school and between the school and the parents, the community and outside agencies.

**Encourage** the staff by recognizing their efforts and achievements.

**Inform** the governing body at regular intervals on the standards of behavior in the school.

**Ensure by consistent and democratic policy making** and support that all staff accept responsibility for maintaining good behavior throughout the school.

**Ensure that mid-day supervisors** are given adequate training in the management of pupils' behavior and that they are recognized as an important part of the school's community.

**Develop** with the staff an active partnership with parents as an aid to promoting good behavior.

**Inform parents** of their child's positive behavior and work.

**Involve parents** by:

- (a) Establishing good channels of communication incorporating a weekly newsletter and access to teachers for parents wishing to discuss their children
- (b) Providing a welcoming environment for parents.
- (c) Using parents as helpers in the classroom for individual and small group work.

### **Responsibilities of Parents**

It is expected that parents will share the School's desire to create a calm, orderly and caring environment in which children can develop and learn and that they will share and support the School's policy of courtesy and respect for others. The home-school agreement sets out parents responsibilities towards developing good behavior and positive attitudes in their children.

### **Children's Dress Code**

Children are expected to be clean and tidy in appearance and to be dressed appropriately for a school environment and age range. We as a school encourage the wearing of school uniform as enhancing the sense of community. No training shoes to be worn except for the appropriate PE lessons. The wearing of any jewellery at school is not encouraged. Earrings must be removed for PE lessons for reasons of safety. **Suitable attire, again for safety reasons, must be provided for PE lessons.** This includes:

- games: trainers, top, shorts, track suit bottoms (in winter)
- p.e.: t-shirt, shorts and pumps
- swimming: (girls) cap, costume (boys) swimming trunks (not Bermudas)

It is advisable that girls with long hair ensure that it is tied back before physical activities are participated in.

### **Final Points**

Under no circumstances should:

- **Any adult shout or use raised voices when dealing with behavioral issues.**
- **A pupil be made to stand outside a classroom unsupervised.**
- **Be sent to another classroom for a period of time**
- **A teacher leave a class unsupervised**

### **Bullying Statement**

There are some serious forms of bad behavior which only or mainly affect pupils. This applies to **BULLYING**. Bullying is "A wilful conscious desire to hurt, threaten or frighten someone". It can be physical and/or verbal in nature. It can be carried out by an individual or a group, regardless of size, age or gender.

The management will:

**Devise whole school strategies** to combat bullying.

**Ensure that there is a procedure** to follow should bullying occur and that this procedure is clearly communicated to staff and pupils. The procedure will follow the same lines as the behavior policy— any child found bullying will immediately receive 3 Blue Cards and will be referred to the appropriate member of the Leadership team. They will then follow the appropriate phases.

Bullying/Racism forms are freely available in all classes for the children to report any incidents of bullying/racism

**In addition to this the appropriate staff member will-**

- **follow up each case** of bullying to support the victim and to prevent further incidence.
- **involve all non-teaching staff** in the discussions and implementation of the anti-bullying campaign to ensure that bullying is dealt with consistently.
- **provide levels of supervision** at playtime/dinnertime/home time, particularly in making sure there are no inaccessible hidden corners where bullying can operate unseen.
- **designate a member of staff** as a person the children can talk to in confidence, in addition to any other member of staff the children wish to approach.
- **encourage the victim** to record the events in writing.  
The bully or bullies may be required to record the event in writing. (Bullying Sheets). All parties may meet with a teacher and a member of the Leadership team. Parents of victims and bullies may be sent copies of all reports and asked to respond in writing. An interview with all parties may be held
- **ensure the school handbook** carries an anti bullying statement
- **survey playgrounds** to ensure that they cater for the play needs of the children, Teachers will:
  - **watch out for early signs of distress** in pupils and observe social relationships between pupils in the class
  - **listen carefully** and record all incidents
  - **reassure the victim** and offer concrete help and advice
  - **express disapproval** to the bullies
  - **liaise with the Leadership Team** in meeting victim/bully/parent

Next Review Date – September 2022