



Behaviour Policy

St Richard Reynolds Catholic Primary School

Policy: Behaviour Policy

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Introduction

St Richard Reynolds Catholic Primary School expects excellent standards of behaviour so that every pupil feels safe, happy and able to learn. Pupils' behaviour may be affected by many things but our approach is based on our belief that, in keeping with our motto 'Videte Bona Domini', the goodness of the Lord can be seen in each pupil. At St Richard Reynolds Catholic Primary School we will maintain standards of behaviour based on the values of our Catholic faith so that we can create a culture that offers each pupil the opportunity to fulfil his or her educational and spiritual potential. This can only be achieved by parents, pupils and staff working together, as outlined in the Parental and Pupil responsibilities statements. In signing the Home College Agreement, parents and pupils commit themselves to supporting the College in achieving excellent behaviour.

Aims

- To provide an orderly, purposeful and safe environment for pupils and staff and a caring community in which every person matters;
- To instil a love of learning and good study habits amongst our students;
- To reward behaviour which helps to build a caring community;
- To respond consistently, firmly and fairly to unacceptable behaviour through a structured programme of response aimed at reconciliation and reform;
- To establish a positive reputation for the College in the local community.

We will achieve this by:

- Having high expectations for all pupils and staff;
- Modelling the behaviour we want to see in pupils;
- Explicitly teaching the Christian values of love, forgiveness and respect for all;
- Listening to people;
- Emphasising the values of courtesy and respect for others through all aspects of College life;
- Encouraging self-discipline and self-esteem;
- Intervening early in order to prevent more serious problems arising;
- Providing effective supervision around the College site;
- Planning appropriate provision for pupils' learning, social and emotional needs;
- Ensuring that all activities are purposeful and communicating that purpose to pupils;
- Being consistent and fair in our rewards and sanctions ;
- Keeping accurate records of rewards and sanctions;
- Having clear expectations, as set out in the Home College Agreement, which are shared by parents, pupils and staff;
- Maintaining excellent communication with parents.
- Regularly monitoring and reviewing the effectiveness of this policy

The behaviour policy applies to behaviour on the way to and from College, within College and on College trips.

1. Our Golden Rules

At St Richard Reynolds, we follow the Golden Rules which help reinforce the positive behaviour we hope to see. These are shared with the children at the beginning of the academic year and pupils are encouraged to share their understanding of these rules. They are displayed in the classroom so they can be referred to throughout the year.

We are gentle ... We don't hurt others

We listen... We don't interrupt

We are kind and helpful... We don't hurt anybody's feelings

We try to work hard... We don't waste time

We are honest... We don't cover up the truth

We look after property... We don't waste or damage things

2. Outdoor safety rules

These rules are shared with the children and displayed in the EYFS and Key Stage 1 outdoor learning area.

We play nicely with each other... We don't fight or hurt anybody

We take care of our toys... We don't throw or break them

We talk quietly... We don't scream or shout

We choose something to play.... We don't run around

3. Rewarding behaviour for learning

Staff are encouraged to:

- Praise pupils both in public and in private, as appropriate;
- Display work to celebrate pupil achievement;
- Communicate with parents about exemplary behaviour;
- Award house points and/or stickers for hard work, good behaviour and showing a positive, growth mindset;
- Send home written praise in the form of 'Superstar Postcards' if the children reach the 'Superstar' level of the class behaviour ladder (see Appendix 1 for behaviour and consequences linked to class behaviour ladder);
- Display children's name/photo on the 'Superstar Hall of Fame' if the children reach the 'Superstar' level of the class behaviour ladder;
- Celebrate children's success in regular Celebration Assemblies;

House points may be awarded for excellent effort, progress or attainment in class work, high quality thinking and questioning and high standards of courtesy and consideration for others. If a child is positioned on positive levels 1, 2, or 3 of the class behaviour chart, at the end of a school day, they will be awarded house points: 2 house points for level 1; 5 house points for level 2; and 10 house points for level 3. **The maximum number of house points to be given for any one achievement is ten.**

House points will count in competition between houses, as well as individual rewards. The table below sets out rewards for house points which will be accumulated over a school year. The

house point tariff, as well as types of badges, may be adjusted to ensure its smooth running.
(See Appendix 3 for reward badges)

Number of house points	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
100 house points	Bronze Smiley Face Badge Letter home from Class Teacher	Bronze Star Badge Letter home from Class Teacher	Bronze 3D Star Face Badge Letter home from Class Teacher	Bronze Badge Letter home from Class Teacher
300 house points	Silver Smiley Face Badge Letter home from Key Stage Leader	Silver Star Badge Letter home from Key Stage Leader	Silver 3D Star Face Badge Letter home from Key Stage Leader	Silver Badge Letter home from Key Stage Leader
500 house points	Gold Smiley Face Badge Letter home from Vice Principal	Gold Star Badge Letter home from Vice Principal	Gold 3D Star Face Badge Letter home from Vice Principal	Gold Badge Letter home from Vice Principal
600 house points	Principal's award badge Letter home from Principal Tea with Principal	Principal's award badge Letter home from Principal Tea with Principal	Principal's award badge Letter home from Principal Tea with Principal	Platinum Badge Letter home from Principal
700 house points				Principal's award badge Letter home from Principal Tea with Principal

4. Responding to behaviour which is not in keeping with our identity and mission

Staff will deal firmly and fairly with behaviour which is not in keeping with our identity and mission. While staff will be consistent, they will also take mitigating and aggravating factors into account. Class teacher's use the class behaviour ladder as a visual reminder for pupils of their behaviour and to track individuals' behaviour. If pupils act in a way that goes against one of our golden rules then they will be given a warning and may be moved down the behaviour ladder. Opportunities to reflect will be given to children to enable them to move back up through hard work and good behaviour. However, if behaviour does not improve the child will be moved further down and there will be further consequences, such as missed playtime; apology letters written; and communication with parents (see Appendix 1 for behaviours and consequences linked to class behaviour ladder).

Furthermore, the school will not tolerate the following,

- Fighting (i.e. conscious physical negative behaviour, pinching, hitting, kicking, biting, etc.).
- Negative verbal comments to any other pupil or adult in the school community (i.e. swearing, racist remarks, etc.).
- The bullying of one pupil by another or others. "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." (DfE 2011)
- Vandalism of property belonging to the community or to another pupil or adult.
- Stealing.

A clear structure for consequences for both positive and negative behaviours can be found in Appendix 1. Where necessary, consideration will need to be given to ensure rewards and sanctions are age appropriate.

Communication with parents

Communication with parents is important and staff will be in touch regularly, with both positive and negative news, to enable parents to fulfil their responsibilities outlined in the Home College Agreement. Pupil records on SIMS should also be checked to ensure that correct salutations are used for parents and whether two copies of letters need to be sent to different addresses.

Uniform

The College expects pupils to dress in accordance with the uniform code. If uniform is worn incorrectly, the pupils should be asked to correct it on the day, or by the next day. If a pupil regularly breaches the uniform code, the class teacher will communicate with parents. Parents will be asked to provide a note if the correct uniform cannot be worn or provided for a particular reason.

Pupils may not represent the College on trips or at sporting events if their appearance does not comply with the expectations set out in the Uniform policy.

5. Exclusions

Exclusion is when a pupil is sent home or excluded from school because of unacceptable behaviour. Only the head teacher has the power to exclude.

There are two types of exclusion

- Fixed term
- Permanent

To exclude a pupil is the most extreme measure a school can take and the stigma of exclusion will stay with the pupil for the rest of the pupil's school life. It is governed by a strict code of conduct

(see www.education.gov.uk/schools/pupilsupport/behaviour/exclusion for statutory guidance and regulation on exclusion (from September 2012)

It is invoked by the Head Teacher.

6. Pupil Code of Conduct

"Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind"; and, 'Love your neighbour as yourself.'"

Love the Lord your God...

- Live out the Catholic values of our College
- Respect all people
- Respect our environment which is God's creation

Love your neighbour...

- Treat others with courtesy and consideration
- Never use language which puts other people down
- Speak to a teacher if you are worried about someone else
- Use lesson time and resources purposefully

- Move sensibly and courteously around the College
- Use outdoor areas in a way which respects other people
- Queue up sensibly in the canteen and sit down to eat food
- Take responsibility for tidying up classrooms and the canteen at the end of lessons/meals
- Don't bring anything into College which could hurt the environment, other people or yourself

As you love yourself

- Make sure you are in the right place at the right time and ready to learn
- Follow the uniform code
- Bring the correct equipment
- Co-operate with teachers
- Attempt every task to the best of your ability and ask when you are not sure
- Spend the right amount of time and effort on your work

For everyone's safety and wellbeing, please do not bring the following items into College

- Nuts
- Chewing gum
- Expensive items such as jewellery
- Fireworks
- Alcohol
- Drugs
- Cigarettes or smoking materials
- Ipods or headphones
- Clothing which is not included in the uniform policy
- Make up or nail varnish
- Any items which could be used to harm another person

The Pupil Code of Conduct applies in College, on the journeys to and from College and on College trips.

7. Conclusion

We expect pupils to show respect and kindness for each other, their teachers and everyone associated with the school. We encourage this through good example, careful supervision and frequent, positive reminders. The school rules must be kept at all times by all pupils. We are a school where good behaviour is celebrated and praised.

Appendix 1 – Behaviour and consequences

Pupils should always be seen as individuals and sanctions will not be used in a mechanical way. While staff will be consistent, they will also take mitigating and aggravating factors into account. This includes a pupil's previous behaviour record.

The tables below are a guideline rather than a tariff.

Stage	Behaviour	Consequences
3	<ul style="list-style-type: none"> ✓ Behaviours of stage 2 in all lessons ✓ Role model to other children ✓ Goes the extra mile in lessons or at playtime for their learning or others 	<ul style="list-style-type: none"> ➤ Name moved to stage 3 ➤ 10 house points awarded at the end of the day ➤ Superstar postcard sent home ➤ Name added to superstar hall of fame ➤ Logged on SIMS
2	<ul style="list-style-type: none"> ✓ Contributes in all class discussions ✓ Follows all instructions ✓ Produces an excellent amount/standard of work ✓ Tries hard and perseveres with all activities ✓ Consistently considerate and helpful to other children 	<ul style="list-style-type: none"> ➤ Name moved to stage 2 ➤ 5 house points awarded at the end of the day
1	<ul style="list-style-type: none"> ✓ Contributes well in class discussions ✓ Produces a good amount/standard of work ✓ Tries hard with activities ✓ Considerate and helpful to other children 	<ul style="list-style-type: none"> ➤ Name moved to stage 1 ➤ 2 house points awarded at the end of the day
0	<ul style="list-style-type: none"> ○ Acceptable classroom behaviour ○ Completes an appropriate amount/standard of work 	<ul style="list-style-type: none"> ➤ Name stays on level 0
Warning	<ul style="list-style-type: none"> ▪ Fiddling ▪ Not on task ▪ Talking ▪ Calling out ▪ Distracting 	<ul style="list-style-type: none"> ➤ Given a look, gesture or verbal warning
-1	<ul style="list-style-type: none"> ▪ Continuing with: ▪ Fiddling ▪ Not on task ▪ Talking ▪ Calling out ▪ Distracting 	<ul style="list-style-type: none"> ➤ Name moved to stage -1 ➤ Asked to think about behaviour and how it can be improved
-2	<ul style="list-style-type: none"> ▪ Negative behaviour continues from stage -1 ▪ Persistent disruption ▪ Ignoring adults ▪ Answering back ▪ Rude ▪ Squabbling ▪ Significant playground/peer-interaction issue ▪ Accidentally damaging school property by silly behaviour ▪ Breaking Golden Rules 	<ul style="list-style-type: none"> ➤ Name moved to stage -2 ➤ Short amount of playtime lost ➤ Teacher may contact parents

	<ul style="list-style-type: none"> ▪ Taking someone else's belongings without permission 	
-3	<ul style="list-style-type: none"> ▪ Negative behaviour continues from stage -2 ▪ Swearing ▪ Spitting ▪ Biting ▪ Fighting physically ▪ Name calling ▪ Excluding behaviour/friendships ▪ Knowingly damaging or defacing school property 	<ul style="list-style-type: none"> ➤ Name moved to stage -3 ➤ Playtime lost ➤ Fill in a behaviour reflection sheet ➤ If appropriate an apology letter is written ➤ Teacher will contact parents ➤ Logged on SIMS ➤ Considered for school report if age appropriate
- 4 (not on class chart)	<ul style="list-style-type: none"> ▪ Inappropriate gestures ▪ Repeated malicious name calling ▪ Threatening behaviour ▪ Serious physical fight 	<ul style="list-style-type: none"> ➤ Sent out/removed from class ➤ Fill in a behaviour reflection sheet ➤ Asked to finish disrupted work at playtime or home ➤ Playtime lost ➤ If appropriate an apology letter is written ➤ Teacher or member of PLT will contact parents ➤ Logged on SIMS ➤ Considered for school report if age appropriate
- 5 (not on class chart)	<ul style="list-style-type: none"> ▪ Deliberate vandalism ▪ Racism ▪ Stealing ▪ Premeditated violence ▪ Bullying 	<ul style="list-style-type: none"> ➤ Sent to a member of PLT ➤ Fill in a behaviour reflection sheet ➤ Asked to finish disrupted work at playtime or home ➤ Playtime lost ➤ If appropriate an apology letter is written ➤ A member of PLT will contact parents to discuss behaviour ➤ Logged on SIMS ➤ Considered for school report if age appropriate ➤ May be excluded from school for a period of time

Appendix 2: Ladder of Adult Involvement

1. TA/Other member of staff	Adult involved with incident deals with it and passes on information to class teacher
2. Class Teacher	Class teacher deals with incident and takes appropriate action according to behaviour ladder
3. Another class teacher	Child/children are sent to another class teacher who takes appropriate action. This may be time out in their classroom to complete work or write an apology letter
4. Key Stage Leader	Child/children are sent to their Key Stage Leader who takes appropriate action. This will usually result in loss of playtime. Apology letter will be written and parents are likely to be contacted (usually by class teacher)
5. Director of Primary Learning	Child/children are sent to the Director of Primary Learning who takes appropriate action. Playtime will be lost and apology letter will be written. Parents are contacted.

* Lost playtime will be spent on chairs outside office or inside office. Work may be completed in this time or a behaviour reflection sheet.

Appendix 3: House point reward badges

Badges will be awarded when a certain amount of house points have been gained, as stated in the chart in 'Rewarding behaviour for learning'. When a higher level badge is gained, the previous badge will be exchanged for this badge. Children at the end of the year will keep the highest badge which they obtained. If a Principal's award is achieved, children will keep this, as well as either the gold or platinum badge awarded before this.

Reception:



Bronze



Silver



Gold

Year 1 and 2:



Bronze



Silver



Gold

Year 3 and 4:



Bronze



Silver



Gold

Year 5 and 6:

