



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.

This policy has been amended to reflect Government guidelines relating to the coronavirus crisis. The full behaviour policy can be found on the College website.

1. Aims

- To provide a consistent approach to behaviour management
- To instil a love of learning and develop the pupils' learning behaviours and attitudes
- To reward behaviour which helps to build a caring community
- To respond consistently and fairly to unacceptable behaviour through a structured programme of response aimed at reconciliation and reform
- To maintain a positive relationship between the college and 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
- Building warm and supportive friendships
- Emphasising the values of courtesy and respect for others through all aspects of College life
- Encouraging the children to work well both as individuals and as members of a team
- 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
- 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.

2. Values and Beliefs

At St Richard Reynolds' College we call to 'See the good things of the Lord' in each other, in our academic studies, in our appreciation of the world around us and in our own God-given gifts and talents. With God's help, we strive to be a community where the gifts of the Holy Spirit are evident in our daily lives: love, peace, faithfulness, joy, goodness, gentleness, patience, self-control and kindness.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude and lack of respect towards staff, pupils and property
- Incorrect uniform
- Deliberate breach of social distancing restrictions.

Serious misbehaviour is defined as:

- Vandalism
- Theft
- Fighting
- Any form of bullying
- Verbal abuse against a pupil or an adult
- Physical assault against a pupil or an adult
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Racist, sexist, homophobic or discriminatory behaviour
- Carrying knives or other offensive weapons

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, and any use of violence.
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. 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
- Move around the college in a one-way system adhering to social distancing restrictions of remaining 2 metres from others
- Wash hands regularly: at beginning of the day, before and after lunch and at the end of the day
- Use hand sanitiser regularly throughout the day

- Use outdoor areas in a way which respects other people
- Remaining in your class of 30 and playing within your designated area of the playground
- 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
- Eat lunch calmly and sensibly in the classroom
- Do not bring anything into College which could hurt the environment, other people or yourself
- Arrive to college on your allocated time slot

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
- Only use your own 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
- Obey social distancing restrictions when reminded to do so
- Use toilets during lesson time to prevent using during busy periods of the day like lunchtime and playtimes
- Wash hands upon entry to the college and at the beginning and end of playtimes

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
- I pods or headphones
- Electronic devices
- 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.

6. Covid-19 amendments

Pupils invited to attend school after 1 June will be expected to adhere to the existing Pupil Code of Conduct. However, some children will return to school having been exposed to a range of adversity including bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour.

Reasonable adjustments must be considered when applying the behaviour policy. Sanctions and rewards must reflect the potential emotional and educational impact school closures, and remote learning may have had on pupils.

Social distancing restrictions are there for everyone's safety. College expectations on social distancing will be clearly communicated to pupils and parents. These restrictions apply in College and on the journeys to and from College.

Due to the restrictions, established behaviour escalation strategies may need to be assessed on an individual incident basis.

Some children will need additional support and access to services such as Educational Psychologists, social workers, and counsellors. For pupils with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly. Special consideration must be given to pupils with SEND when applying our behaviour policy.

7. Habits of Mind Learning Behaviours

Habits of Mind, created by Arthur L. Costa and Bena Kallick, are an identified set of sixteen problem solving, life related skills that are important for effective learning. At St Richard Reynolds we will be implementing a selection of these learning behaviours over time. Each Habit is introduced and embedded over a half term or term using a similar structure:

- Introducing the Habit and what it means
- Understanding why it is important and outlining strategies to support the Habit
- Taking part in a Challenge morning, with organised activities, to apply the learning behaviour
- Each Habit has an associated animal logo and motto that the pupils recognise

8. Rewards and Sanctions

8.1 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 on Class Charts and/or stickers for hard work, good behaviour and showing a positive, growth mindset
- Weekly awards for Pupils of the Week 2 from each class are given out. These children will have the opportunity to wear a golden tie or a gold belt
- Children are encouraged to share their achievements outside of school
- Children are sent to another member of staff or the headteacher to share work and receive praise
- Where social distancing restricts pupils being sent to a member of the Leadership Team to share good work this can be done remotely or the member of the Leadership Team can make their way to the child.

House points may be awarded for excellent effort and attitudes as well as our selected Habits of Minds learning behaviours. They will be awarded on Class Charts. (see appendix 1) **The maximum number of house points to be given for any one achievement is five.**

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 2 for reward badges)

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

8.2 Sanctions

Staff will deal firmly and fairly with behaviour which is not in keeping with our identity and mission and is seen as unacceptable.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Loss of playtime
- Moving the pupil away from distraction
- Sending the pupil to work in another class
- Expecting work to be completed at home, or at break or at lunchtime
- Receiving a warning for behaviour
- Receiving a behaviour point on class charts after 3 warnings
- Referring the pupil to the Assistant Head of Primary after receiving 5 behaviour points in one week
- Meeting with the headteacher and parents contacted to discuss an individual Behaviour Action Plan (this will happen after 3 consecutive weeks of a pupil receiving 5 behaviour points in a week)

See appendix 3, Ladder of adult involvement.

Current social distancing measures negate the ability of staff to remove students from distractions or the classroom.

Please refer to sanctions below during Covid -19 restrictions:

- A verbal reprimand
- Loss of playtime
- Expecting work to be completed at playtime or at home
- Receiving a warning
- Receiving a behaviour point after 3 warnings
- Referring the pupil to a member of the Leadership Team and a conversation with parents to discuss an individual Behaviour Action Plan.

8.3 Unacceptable behaviour

Although we adopt a positive approach to promoting good behaviour, we believe children should be taught what is unacceptable behaviour and be aware of the consequences and sanctions. We believe unacceptable behaviour is:

Stage 1:

- Talking when an adult is talking
- Calling out
- Disrupting others
- Making inappropriate noises
- Being off task
- Moving around school/classroom without permission
- Causing upset through name calling or similar
- Incorrect uniform
- Deliberate breaking of social distancing restrictions in the classroom and or on the playground.

Once pupils are invited to return to College after 1st June, pupils will be expected to dress in accordance with the uniform code. However, due to Government guidelines on shops and uniform providers, families may face difficulties in replacing items of clothing. Special consideration must be given to families who face difficulties when attempting to replace items of their child's uniform. Due to the current social distancing measures, the College will be unable to provide students with spare items of clothing.

Stage 2:

- Hitting/hurting with intent e.g. biting
- Refusal to carry out instructions
- Throwing objects
- Swearing/inappropriate use of language
- Fighting
- Damaging school property
- Continuous deliberate breaking of social distancing restrictions.

Stage 3

- Serious damage to school property
- Theft
- Physical assault against a pupil
- Physical assault against an adult
- Bullying
- Racist Abuse
- Sexual Misconduct
- Carrying knives or other offensive weapons

If a pupil has behaved in an unacceptable way from Stage 2 or Stage 3 parents will be contacted and informed of the incident immediately.

School recognises that pupils experiencing tensions at home may communicate their anxiety or unsettlement through their behaviour. The school fosters positive relationships with parents on an informal day to day basis and through more formal arrangements such as meetings to discuss pastoral care.

Where it is deemed necessary a referral will be made to SPA or CAMHS

Serious incidents will be recorded on the College Serious Incident forms (see appendix 4)

8.4 Restorative approach

When dealing with behaviour incidents between children, staff should always give children opportunity to reflect on and explain their behaviour away from other children. We have a **restorative approach** towards conflict resolution where we ask:

1. What happened?
2. What happened before this?
3. What happened after this?
4. How did the behaviour make those individuals feel?
5. How can we make this better?

Our aim is to involve children in the conflict resolution, to encourage them to learn from mistakes and repair relationships. If appropriate, with adult guidance, children are encouraged to talk to one another and agree a way to avoid a repeat of the behaviour.

8.5 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved when representing the school, such as on a school visit or sports event or on the way to and from school.

Social distancing must be kept while travelling to and from school.

8.6 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher or board of Governors will take appropriate action in accordance with this policy.

Please refer to our Safeguarding and Child Protection Policy for dealing with Allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. **Behaviour Management**

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display class rules which all children will have agreed at the beginning of each new school year
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Setting high expectations of behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Staff will understand that behaviour strategies may need to be differentiated for pupils with specific need or vulnerable pupils. Staff will treat children with dignity and respect when dealing with behaviour incidents.

Staff will model social distancing and ensure pupils adhere to the social distancing rules within the classroom:

- Wash hands upon arrival in the morning and after being outside
- Remain 2 metres apart whenever possible
- Ensure pupils do not share school equipment
- Remain at pupil's own allocated desk

9.2 Positive handling

It is recognised that the majority of pupils in school respond positively to the Whole School Behaviour Policy followed by staff. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for positive handling.

Positive handling should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

Please see separate policy on Positive Handling.

10. Roles and Responsibilities

10.1 The governing board

The Standards and Curriculum Committee review this Behaviour Policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

10.2 The Headteacher

It is the headteacher's responsibility to ensure the health and safety and welfare of all children in school. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

10.3 Staff

Staff are responsible for

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Class Charts

The senior leadership team will support staff in responding to behaviour incidents.

10.4 Parents

The college will share with parents information about the Behaviour Policy which we expect parents to read and support. The college will issue the Home College Agreement which parents can discuss at home with their child/ren then sign and return. We expect parents/carers to co-operate with the contents of this agreement.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school with social distancing restrictions
- Inform the school of any changes that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Consultation of this behaviour policy took place with Primary Parliament and parents during policy creation.

For safety reasons, whilst on the College site pupils will be escorted and/or supervised by members of staff at all times. In order to adhere to social distancing rules, parents must ensure pupils arrive on their allotted time and be collected at their allocated pick up time.

11. Exclusions

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

There are two types of exclusion

- Fixed term
- Permanent

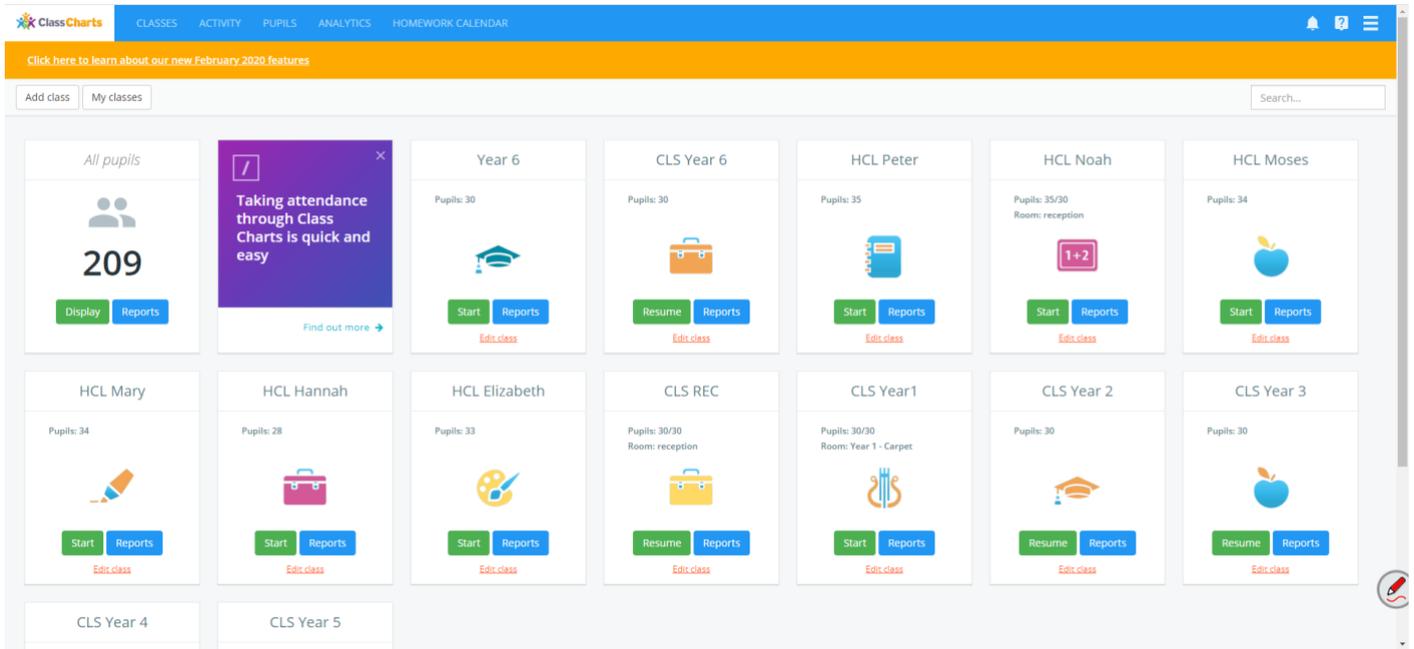
To exclude a pupil is the most extreme measure a school can take and the stigma of exclusion will stay with the pupil for the rest of the pupil's school life. It is governed by a strict code of conduct

<https://www.gov.uk/government/publications/school-exclusion>

It is invoked by the Principal.

Appendix 1: Class Charts

Class Charts is a system the college uses to record and analysis both house points and behaviour points and incidents. Staff have received training on this from the senior leadership team.



Appendix 2: 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 Head of Primary 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:



Appendix 3: 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 (If social distancing is possible)
4. Assistant Head of Primary	Child/children are sent Assistant Head of Primary 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. Head of Primary	Child/children are sent to the Head of Primary who takes appropriate action. Playtime will be lost and apology letter will be written. Parents are contacted.