



St Peter's Catholic Primary School

Positive Relationships and Behaviour Policy



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

In line with our mission statement our Positive Relationships and Behaviour Policy is based on the Gospel Values and Christian principles that each person is uniquely important and brings the school community his/her own gifts and weaknesses. It requires all staff to work together to promote an explicitly Christian ethos where the development of the whole child is central.

Vision, Values and Ethos

St Peter's Catholic Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve disabled people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.

Rationale

St Peter's Catholic Primary School believes that the Catholic ethos of our school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. All parents and staff must help the children through the gradual process of growing in self-discipline, in an environment, where authority, fairness and love prevail.

Parents are the first educators of their children, and it is expected that they will play a full role in the positive behaviour and discipline of their children.

The quality of relationships throughout the school is of utmost importance to:

- Enable teachers to teach and pupils to learn
- Raise self-esteem and promote pupil confidence
- Provide a harmonious atmosphere and co-operation between pupils and adults
- Encourage self-discipline and responsibility towards people and property
- Develop understanding of, and a tolerance towards all races, religions, and cultures

Aims of the Positive Relationships and Behaviour Policy

- To value each other and develop mutual respect
- To fulfil all legal requirements

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- To provide an orderly, fair, consistent, and safe environment for all children and staff
- To provide an environment where effective teaching and learning can take place
- To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
- To develop a whole school approach to behaviour
- To apply appropriate discipline when pupil conduct falls below the standard which could reasonably be expected
- To build a community where all feel valued, safe, and secure

The school recognises that pupils need:

- Regular attendance
- Access a safe, stimulating environment
- To feel valued
- To be offered an appropriate, well-balanced curriculum with realistic expectations
- To have exemplary role models
- To develop an understanding of right and wrong and be able to make choices which are for the good of the community

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To obey the instructions of the school staff
- To take care of property and the environment in and out of school

The school recognises that parents need:

- To support the school policy
- To know that their children are safe and are going to be treated fairly
- To be welcomed into school as partners in their children's education
- To be well informed and involved with their child's life in school
- To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school

The parents' responsibilities are:

- To be aware of the school rules and expectations
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy

The school recognises that staff need:

- To be able to teach without disruption
- To be supported by a clear and consistent implementation of the behaviour policy
- To work in partnership with parents
- To be supported by school staff, governors, and other agencies
- To be valued, consulted, and informed

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:



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- Religious education curriculum
- PSHE curriculum
- Citizenship
- Celebrating achievement, recognising social progress
- Links with community
- Pupil voice/School Council
- Playground buddies etc.

It is through our school rules that we will establish and maintain positive relationships.

Our School Rules

1. **Be your best.**

Come prepared - work hard don't give up

2. **Be responsible.**

Where should I be and what should I be doing? Do the right thing even when no one is looking

3. **Be respectful.**

Raise your hand to speak – use a quiet voice in the classroom – only touch what you have permission to touch

4. **Be safe.**

Think before you act – keep your hands and feet to yourself – only go where you have permission to go – use walking feet indoors

5. **Be kind.**

Be polite - use gentle words - Don't make it bigger, make it better

We aim to promote excellent behaviour by;

Encouraging, Recognising and Rewarding Positive Relationships and Behaviour

All staff in school must adhere to the following;

- Notice the unnoticed

Adults in school will provide verbal praise to identify and recognise children who are following our school rules. The adults will aim to 'notice the unnoticed' praising the child demonstrating the behaviour while providing a role-model of the behaviour to others.

- Positive Role Models

As a part of 'noticing the unnoticed' the sharing of good examples of behaviour, attitudes, work etc. with other children and staff is strongly encouraged.

- Postcards home

All class teachers and teaching assistants will be provided with postcards which can be used to identify and recognise positive behaviour. These will be sent home daily.

- Reward charts and incentives in class

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Class teachers may decide to use whole class or individual reward charts which promote positive behaviour.

- Head Teacher sticker

Children are always welcome to visit other adults in school to share positive incidents.

- House Points

Children following school rules and demonstrating positive behaviours will be given house points. At the end of every half term, the house that has the most points will receive an extra break time.

Tea and Biscuits with the Head

- At the end of every half term 2 children from each class who have demonstrated outstanding behaviour and positive character attributes will enjoy tea and biscuits with the Head of School.

Whilst the focus is on positive behaviour there are times when we need to sanction negative behaviour.

Response to low-level behaviours

When dealing with low-level negative behaviours adults will 'pick up their own tab' by following the below strategies. Children will not be sent to another member of staff for behaviours to be sanctioned. Once a negative low-level behaviour has been stopped and the below steps taken, the adult should demonstrate forgiveness and the ability to move forward from the situation. While certain low-level behaviour may need to be recorded on CPOMs at the discretion of the involved adult, they do not need to be directly reported to the class teacher / member of the senior leadership team etc. The adults in our school will endeavour to be:

- Forgiving
- Unshockable
- Persistent
- Relentless
- Calm

Five clear steps will be taken.

1. Visible consistency – visible kindness

Adult will ensure all the above methods for encouraging positive behaviours and relationships are being used with and around the child demonstrating the low-level behaviours. Adults will take opportunities to recognise the required positive behaviour when demonstrated by the child or others.

2. The drip effect – being relentlessly bothered

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Children who do not respond to 'Visible consistency – Visible kindness may need more individual focused attention from the adult. This comes in the form of a drip effect with the adult finding ways to build a positive relationship with the child through:

- Verbal praise
- Certificates
- Stickers
- Work on display
- Work shared with others
- Given a specific job
- Time to chat
- Extra responsibility

This list is not exhaustive, the adult should be proactive in building a relationship with the individual child – what do they respond to.

3. Thirty second intervention

Low level negative behaviour should not be allowed to further disrupt learning / activities. The 30 second intervention recognises the behaviour and gives the child the opportunity to correct it.

30 second intervention (script)

1. "I notice you are ..."
2. "It was the rule about ... that you have broken"
3. "Do you remember last week when you ... (insert example of positive behaviour)"
5. "That is who I need to see today. Thank you for listening."

Adult will the move on and will not allow for engagement

4. Advanced Assertiveness

Advanced assertiveness is not only about what the adult says, but how they say it. At no point should an adult be 'shouting' at a child. Adults should be aware that the tone in which they speak will have an impact on the reactions of the child.

5. Two Minute Time out and Repair

A two-minute time out and repair will be carried out in response to a situation in which the '30 second intervention' and 'Advanced Assertiveness' did not result in the child correcting their behaviours. The time out and repair should happen in private and when a child is calm. It will be a discussion between the adult and child reflecting on the low-level disruptive behaviours:

What happened?

What were you thinking of at the time?

What have you thought since?

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Who has been affected?

How did this make others feel?

How did this make you feel?

Response to persistent low-level behaviours

For staff to be able to teach without disruption, if low level behaviours persist, parents will be spoken to by the class teacher in the first instance. If the low-level behaviour continues, then a member of the Senior Leadership team will speak to parents. It is important that parents always work in partnership with the school. Children may be removed from the classroom environment if low level behaviours continue to ensure that the learning environment for others is not jeopardised. If low level behaviours persist a reasonable sanction will be applied. These children will miss 5 minutes of their playtime.

Response to high level behaviours

High-level negative behaviours may include but are not restricted to:

- Use of racist or homophobic language
- Physical assaults
- Swearing
- Bullying
- Refusal to follow school rules
- Behaviour that puts themselves or others at risk of harm

This is not an exhaustive list and may also be dependent on the age of the child/ren involved.

Incidents of high-level disruptive behaviour should always be recorded on CPOMs and reported to a member of the Senior Leadership Team.

School responses to high-level negative behaviours will always involve the parents or carers. The Headteacher or member of staff authorised by them will decide on an appropriate sanction which may include taking privileges away from the child, excluding a child who is due to represent the school at a sporting event or any other suitable sanction.

Support for children who have significantly inappropriate behaviour

Children who are unable to learn effectively because of their behaviour or who persistently prevent others from learning may benefit from support from other agencies. We will consult fully with parents if we believe this would be beneficial.

Other agencies include:

- Educational Psychological Service
- Behaviour Support Service
- Emotional Well-being Team
- Child Emotional and Mental Health Service



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Fixed term and permanent exclusions

Exclusions will not be used if there are alternative effective solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move)

Exclusion will only be used for serious breaches of school policy, e.g.

- Verbal abuse
 - Violent or threatening behaviour
 - Persistent, defiant, disruptive, unsafe behaviour
 - Racist or homophobic abuse
 - Bullying
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- Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
 - If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
 - The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
 - The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
 - The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
 - When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
 - If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Policy written by Paula McArthur
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