

St. Gregory's Catholic Primary School



Behaviour Policy

Member of staff responsible: SLT
Date policy updated: November 2018
Date to be reviewed: November 2019

Mission Statement

Our aim as an inspirational Catholic school is to be a family inspired by Jesus, to be safe, caring and supportive community where everyone is valued and encouraged to reach their full potential. We will do this by;

- Living close to Jesus
- Being a community that loves learning and provides challenging opportunities for all to grow and develop
- Developing a partnership between home, school, parish and the wider community

St Gregory's Code of Conduct

At St Gregory's we will: Live, Love and Learn with Jesus.

Rights	Responsibilities
We have the right to feel safe and happy.	We are responsible for: • Looking after ourselves and others; • Treating others how we would like to be treated; • Smiling, being happy and celebrating.
We have the right to have a good education.	We are responsible for: • Listening; • Concentrating; • Always trying our best.
We have the right to have our voices heard.	We are responsible for: • Making sure we speak at the right time to the right person; • Listening to others; • Helping to make decisions.
We have the right to have access to a variety of exciting resources that everyone can use.	We are responsible for: • Looking after school property; • Sharing with each other.



In addition to our School Code of Conduct, all classes have their own class Code of Conduct. This is drawn up by each class and all adults in the classroom. Each Code of Conduct sets out the responsibilities for everybody in that classroom in order to protect the rights of those people in the class. All the Codes of Conduct are age appropriate so that all the children can access and engage with it. It should be used as a tool that is frequently referred to.

The requirements outlined above are necessary, as we are a community. Any community operates successfully as a result of shared respect, trust and understanding which is

constantly worked towards by all concerned. The nature of the children, staff, and parents/carers within St Gregory's School community means that our expectations can be effectively met.

Behaviour for Learning:

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach. This policy draws on current thinking and practice relating to relationships and behaviour, a key factor in enabling pupils to achieve personal growth and reach their full potential.

At St Gregory's Catholic Primary School, we all have the right to feel safe, happy and respected. This applies to every member of our school community – children, teachers, support staff, school management, parents and visitors to our school. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour.

We aim for our children to be committed/outstanding learners. Our expectations for Behaviour for Learning are set out below:

Behaviour for Learning			
Reluctant	Compliant	Committed	Outstanding
			
Reluctant Avoids work, needs reminders to be brought back on task regularly. Makes poor choices. Can have a negative impact on others. Lacks homework and has work missing in books. Displays a lack of aspiration and motivation. Reluctant to engage with feedback or in positive dialogue. Limited response to support.	Compliant Does what is asked and to a standard appropriate to ability. Follows instructions and does what is told. Does not have a negative influence on others. Homework activities completed adequately but often fall short of full potential. Does what is expected but does not <i>go the extra mile</i> . Shows insufficient desire/confidence to achieve full potential. Accepts support but does not seek it.	Committed Hard-working and fully engaged. Has a positive impact on others. Notable effort put into work relative to ability. Homework tasks completed fully. Demonstrates a desire to do well, taking some responsibility for their own learning. Responds well to teacher/parent/peer support and challenge.	Outstanding Drives own learning, showing independence of thought. Has a sustained positive impact on the learning of others e.g. leadership in lessons and positive role-modelling. Homework tasks display evidence of wider reading and research <i>Goes the extra mile</i> by consistently displaying curiosity and a love of learning. Highly aspirational with an appreciation of the value and bigger picture associated with learning. Proactive in responding to targets/feedback, demonstrating the capacity to take the next step in learning without the teacher.

Positive Behaviour Systems:

Our behaviour policy ensures that we adopt a positive, proactive approach where expectations are made clear and boundaries are established. We constantly look for ways of reinforcing models of positive behaviour. We use rewards for those children who behave in line with our expectations. The policy is structured to emphasise the positive nature of

our approach as this forms a major part of our work with the children, however, we also have a set of clearly established boundaries related to our expectations alongside clearly stated sanctions and their application which are set out further on.

'Be your Best'

All children start the school day on green. If they do not adhere to the Code of Conduct or classroom rules, an adult will, give them a yellow square (this is their first warning). If children continue to not adhere to the Code of Conduct, they will be given an orange square (this is their second warning). If this behaviour continues, after two warnings, they will be given a red square. See attached sheet for the 'Consequences for Unacceptable Behaviour' and steps that will be followed.

ClassDojo Points

ClassDojo is a behaviour management tool for the classroom. Each child has a profile – complete with their own dojo emoji – to which teachers can assign positive and negative points (or 'dojos') throughout the lesson. The programme will be operated by a teacher or teaching assistant from their computer or Ipad. This information is then recorded on each child's profile so that it can be reviewed throughout the year. Parents also have logins so that they can view their child's achievements from home. Any child who has shown good behaviour; for caring for each other; politeness, respectfulness etc. during the week is awarded a dojo point by any member of staff. Lunchtime supervisors will also give out dojo points. They will choose three children each lunchtime that they feel deserve to be awarded a dojo point for any of the above behaviours.

When a child receives 100 Dojo's they will receive a Bronze Certificate.

When a child receives 200 Dojo's they will receive a Silver Certificate.

When a child receives 350 Dojo's they will receive a Gold Certificate.

'Be your Best' Trackers

'Be your Best' trackers will be sent home to parents on a half-termly basis and will report pupils' attendance, behaviour, attitude and organisation. It is based on the motto: 'Be here, Behave, Be ready to learn.' The aspects listed above will be graded green, amber or red according to children's' performance.

'Consequences for Unacceptable Behaviour' are displayed in each room and explain warnings and sanctions to act as a guide for all children and staff.

1, 2, 3

As a school we have a consistent way of getting the children's attention. A member of staff will count from 1 to 3 with their hand in the air, each number having a different instruction.

1 – Stop what you are doing;

2 – Put down what is in your hand;

3 – Eyes on me.

The member of staff does not speak to the children until all the children are doing the right thing. This strategy needs to be clearly communicated to supply teachers. In the dining room, the member of staff will clap their hands and the children will stop what they are doing and join in with the adult clapping.

Rewards

Children are rewarded whenever possible: for good work or good behaviour; for caring for each other; politeness; attendance; punctuality and good attitude. Some rewards are aimed at individual pupils, others at groups of children and some at whole classes. The list is as follows;

- ✚ Verbal praise;
- ✚ Written praise at the end of a piece of work;
- ✚ Taking work around the school for others to celebrate;
- ✚ Displaying work;
- ✚ Acknowledgement from senior staff.



Celebration Assembly

Children celebrate their work in front of the school. Pupils will be awarded with a special trophy, a pencil and a sticker during the celebration assembly for being:

- Star pupil;
- Homework star;
- Breakfast club star.

Conduct around the school

- Always show respect to others;
- Respect all school property;
- When walking around the school, move in an orderly fashion and show good manners by holding doors and showing courtesy to adults and each other;
- In the cloakroom ensure coats are hung up and bags are stored neatly;
- Toilets should be kept in a clean and tidy condition.



Playtime and lunchtime behaviour

- Stand still when the bell goes at the end of playtime and lunch time;
- Walk in in an orderly manner when your class is called;
- Line up quietly and sensibly at the serving hatch;
- Remember your manners, especially your table manners;
- Keep the noise down: talk quietly;
- Tidy away your own plate, cutlery, glass or packed lunch;
- Put your hand up if you need anything;

- Follow the school Code of Conduct at all times.

Expectations of all staff in implementing our positive behaviour systems

Our behaviour management system involves all members of staff and consistency is pivotal to the effective delivery of our behaviour policy. To this end it is essential that:

- All staff lead by example;
- Teachers and support staff discuss and agree with the children a Class Code of Conduct which sets out expectations for behaviour;
- All staff recognise the positive contributions of all pupils;
- All staff use the positive whole school systems consistently and fairly;
- Teachers ensure accurate records are maintained;
- Dojo points are awarded regularly;
- All staff wait for everybody to be quiet and do not talk over pupils.

Managing Behaviour

It is our view at St Gregory's that the majority of children behave in line with our expectations. However, at times individual children may give cause for concern. We feel it is vital for these children, when behaviour fails to meet our expectations specific sanctions are carried out.

Behaviour Monitoring Folder

Behaviour folders must be stored accessibly in the classroom for all members of staff and kept up to date. These folders monitor incidents and any sanctions given. It is also a record of communication with parents. Folders are monitored by the SLT and Learning mentor to target any necessary intervention, and patterns in behaviour are reported back to the governing body.

St Gregory's Catholic Primary School: Incident Monitoring Slip		
Child's Name: _____ Given by: _____ 		
Date:	Incident:	Action:
	☐ Rude/disrespectful to an adult ☐ Rude/unkind/threatening to another child ☐ Disrupting others/not getting on with learning ☐ Damaging property ☐ Covering up the truth ☐ Ignoring instructions/breaking safety rules ☐ Ongoing minor disruptive behaviour ☐ Hurting another child, physically/fighting ☐ Racist incident ☐ Other	☐ Time out in class ☐ Time out to another class ☐ Detention ☐ Referred to Learning Mentor ☐ Sent to HT / DHT / AHT ☐ Parents notified through ClassDojo ☐ Parents spoken to after school ☐ Phone call home
Additional Details:		

When behaviour has been dealt with by adults outside the classroom, those adults are required to complete an incident slip and add them to the child's class behaviour folder. Lunchtime supervisors will record any incidents in detail in the **lunchtime book**, slips will also be attached to the class behaviour file for consistent recording.

Detention

Detentions are given out in KS2 in line with our school Code of Conduct. Detentions are supervised in classrooms on a rotational basis. All children must bring a completed Detention Slip. Children will receive a detention if they end the morning or afternoon with an amber square, this means that they will have received two warnings about their behaviour.

St Gregory's Catholic Primary School: Detention Slip	
Child's Name: _____ Date: _____ 	
Given by: _____	
Incident:	Action:
☐ Rude/disrespectful to an adult ☐ Rude/unkind/threatening to another child ☐ Disrupting others/not getting on with learning ☐ Damaging property ☐ Covering up the truth ☐ Ignoring instructions/breaking safety rules ☐ Ongoing minor disruptive behaviour ☐ Hurting another child, physically/fighting ☐ Racist incident ☐ Other _____	Detention: ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday
Additional Details:	

The teacher on duty records each of the detentions on a class list and the red detention cards are stored in a folder. If a child receives a detention three times in one week, parents will be invited into school for a meeting with the Headteacher and class teacher to discuss ways to address the child's behaviour. Each half term starts afresh.

Letters

When children receive three Detentions in one week a letter will be sent home to parents requesting a meeting.

Persistent Poor Behaviour.

St Gregory's has a strong Home-School relationship. Open communication with parents is vital, and parents should be kept regularly informed about their child's behaviour. If behaviour still continues to be a cause for concern, staff are expected to manage this type of behaviour in the following manner:

a) Behaviour Pupil Profiles:

- Set targets which should be small and manageable;
- All adults working with the child should be aware of the targets and hold the same expectations;
- Share targets with parents.

b) Use Praise:

- As it encourages positive self-esteem;
- It shows children appropriate behaviour;
- It emphasises appropriate rather than inappropriate behaviour, and helps build and establish a relationship with children based upon acceptance rather than rejection.

c) Give Critical Feedback:

- Be positive;
- Be firm;
- Be honest;
- Be fair.

When poor behaviour is persistent, children will be put on a Behaviour Report Sheet and a discussion will take place with the parents on a regular basis. The Report Sheet will be monitored by staff and parents on a daily basis.

In Nursery and Reception the children have the responsibility to **look, listen, think, share** and **always try their best**. They follow the 'Handy Hints' and this helps them to work and play together.



Children with Behavioural Difficulties

After discussion with their parents, children with behavioural, social and/or emotional difficulties, will be placed on the school SEND register and a Pupil Profile will be created. It will have behavioural targets and they will access a range of support both in class, in the playground and with the Learning Mentor. If concerns over behaviour continue or do not improve with the strategies in place the SEND Coordinator will meet with the parents and class teacher to discuss possible referral to an outside agency such as the Educational Psychology Service or CAMHS to seek more specific support.

Restrictive Physical Interventions

Where Restrictive Physical Intervention may have to be used, it must always be in light of full adherence to national and local legal requirements and guidance, and in full accordance with the spirit as well as the letter of the law.

Additional Points.

Bullying

St Gregory's Catholic Primary School is committed to tackling bullying in school and a policy is available which is shared with children and parents. Parents and carers can send their child to St Gregory's with the full confidence that if any bullying were to take place, it would be dealt with promptly (See Anti-Bullying Policy).

Pupil Voice

St Gregory's Catholic Primary School has a School Council, which is a forum for the children to have an influence over many aspects of school life. Elections are conducted by a secret ballot and the only people eligible to vote are the children. Voting takes place within classes with the members of each class able to elect a representative; their term of office is 1 Year.

Children eligible for school council are children in years 3-6. Meetings take place once a month and are alternated between mornings and afternoons. School Council representatives are expected to display model behaviour around the school at all times.

Living, Loving and Learning with Jesus



Consequences for Unacceptable Behaviour



Well done for following our School Code of Conduct!	• All children start the lesson on green • Keep it up and you could get Dojo points or be Star of the Week!
First Warning ❖ <i>Distracting others</i> ❖ <i>Being rude or mean</i> ❖ <i>Being disrespectful</i> ❖ <i>Not following instructions</i> Off task (fidgeting, fiddling, talking,) talking out of turn, calling out disturbing / disrupting the learning of other children / refusing to do as an adult has asked ❖ Behaving in an unfriendly way to another child	• Yellow square given • Praise positive behaviour of others • Non-verbal reminders • Other preventative measures to avoid the situation from escalating i.e. moving the child away, positive reinforcement of those choosing to do the right thing. Warning and reminder of consequences
Second Warning ❖ <i>Continuing with the above behaviours after receiving the first warning.</i>	• Yellow square swapped for an orange square • Time out outside the classroom • Talk about how their behaviour is not part of our school code of conduct • Provide alternative behaviour suggestions • Remind the child they have two choices and discuss the outcomes of each choice; the right choice and the wrong choice • Detention
Sanctions ❖ <i>Continuing with the above behaviours after having second warning.</i> ❖ <i>Hurting someone or damaging school resources</i> ❖ <i>Swearing</i> ❖ <i>3x reds in a week</i>	• Orange square swapped for a red square • Explain that warnings have been given and discuss with the child that the wrong choice was made, encouraging them to identify the negatives in their behaviour • Explain which part of our school code of conduct has been broken • Thinking time/ time out for same number of minutes as their age in years • Staff record behaviour in a log • Time out in another classroom to complete work • Behaviour card given • Parents informed by class teacher • DHT & HT informed of consistent unacceptable behaviour • Behaviour intervention agreed with parents to support the child (IBP) If a child continues to get red squares after the all of the above support has been put into place • Outside agency support and intervention may be sought with parental consent • LA exclusion procedures will be followed • Fixed term exclusion from school • Permanent exclusion from school
Serious Behaviour ‘One-off’ incident ❖ <i>Racism</i> ❖ <i>Extreme physical violence</i> ❖ <i>Extreme damage to property</i>	• DHT & HT informed • Meeting with parents and class teacher • IBP reviewed • Behaviour card given • Permanent Exclusion