

**ST JOHN XXIII CATHOLIC PRIMARY  
SCHOOL**

**POSITIVE BEHAVIOUR  
POLICY**



**Mission Statement**

**We aim for Excellence  
with God at the Centre  
of all that we think do and say**



## **St John XXIII Primary School**

### **Positive Behaviour Policy**

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#### **Statement of Intent**

The intention of this policy is to state clearly expectations about the behaviour of everyone within our school community; pupils, staff, parents, governors and visitors. It also serves to provide guidance to staff and parents on how we effectively manage children's behaviour at St John XXIII Catholic Primary School to ensure a positive school environment and good attitudes to learning. It is of paramount importance that all staff consistently adhere to, and apply this policy. This policy sets out measures which aim to enhance the Catholic ethos of our school by:

1. Promoting good behaviour, self-discipline and respect
2. Preventing bullying
3. Ensuring that pupils feel safe and are not prevented from learning
4. Ensuring that pupils complete assigned work
5. Regulating the conduct of pupils

#### **Policy Formation and Consultation Process**

This policy applies to all pupils, staff (including agency/supply), Governors and volunteers working in school. In addition, the policy should reflect the behaviour of everyone at before/after-school clubs and when the school is represented at outside events.

This policy will be able to be viewed on the school website.

#### **Rationale**

We have high expectations with regards to the behaviour of everyone at our school, and strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour enables maximum learning and success in all areas of the curriculum and school

life. Teachers have the right to teach, free from disruptive behaviour, and each child has the right to learn and to be safe in an atmosphere in which pupil self-esteem can flourish. There should be recognition that we can all be good role models to enable positive behaviour in our community. Through teaching and learning, our intention is that children should ultimately assume responsibility for their own actions and achieve self-discipline. Parents should share with our school a moral duty to promote self-discipline and good citizenship. All parents are requested to sign the Home-School Agreement on an annual basis, making a joint commitment to promoting good behaviour at St John XXIII Catholic Primary School.

### **Objectives**

As a result of putting this policy into practice, we consistently work towards everyone:

- valuing and appreciating each individual, acknowledging that everyone has a role to play within our school and the wider community
- listening with respect to one another
- developing positive attitudes towards religion, gender, culture, race, sexuality and ability
- developing positive self-esteem
- developing self-discipline and the ability to learn and work, both independently and co-operatively
- learning to accept responsibility for our own behaviour
- ensuring a safe, secure community where people feel valued
- fostering a considerate attitude for the whole school environment
- showing respect for school rules
- demonstrating a positive attitude towards learning

In order to meet these objectives, school and home will work together to:

- recognise and celebrate examples of good behaviour
- acknowledge that teachers have a right to teach and children to learn
- recognise the important role that parents play in supporting children's education
- each fulfil our responsibilities whether pupil, staff member or parent with regard to:
  - a) punctuality
  - b) completing tasks to the best of our ability
  - c) taking responsibility for our buildings, grounds and equipment
  - d) and observing rules/expectations as appropriate to them

### **The Learning Environment**

The school environment and classroom organisation are important influences on behaviour. The way a child feels about themselves determines both the way they behave and how they interpret the meaning of specific behaviour towards them. If an individual has a poor self-concept there are fewer constraints on the way they behave. An improved self-concept will give the child the security to try something new without fear of failure and may reduce inappropriate behaviour. All teachers and staff

are expected to support the children to develop and promote resilience and self-esteem as learners, and encourage children to embrace opportunities to learn through their mistakes. Teachers should establish classroom seating plans and ensure there is an agreed, organised way to enter and leave the classroom/hall and move about the school. Children should be expected to walk in corridors (being considerate) and reminded to do so by all staff. The wearing of school uniform also influences behaviour, and therefore children are required to wear the correct uniform and be of tidy appearance. Teachers should be pro-active in ensuring that children in their class wear the correct uniform, including sensible school shoes (not trainers) and have correct PE kit, appropriate for the time of year and weather conditions.

### **Expectations**

At St John XXIII Catholic Primary School we ask the children to do four things, 'Our Golden Rules', these are:

- be kind to others
- speak politely
- walk in the school building
- listen to adults and do as we are asked

This code of behaviour eliminates the need for lengthy lists of "class rules" across the school and is taught to the children upon their entry to the school and revisited regularly through Class Worship time, Assemblies, informal talks, and Circle Time. These expectations are clearly displayed in all classrooms (a child should be able to see and read the expectations from any point in the classroom).

Whilst on the school premises, and travelling to and from school, we expect all children to choose to follow the school's Golden Rules, and all adults to work together to reinforce our expectations and remind the children of what is expected.

### **Playground**

On the playground, children are expected to:

- Respect each other and celebrate differences
- Play fairly and cooperatively
- Resolve disputes in a reasonable manner without violence or aggression
- Respond to a member of staff's request the first time
- Politely ask permission before leaving the playground (e.g. to go inside to the toilet)
- Stop and stand still quietly when the bell is rung, responding to the member of staff who is on duty at the time.

### **Encouraging and Teaching Good Behaviour**

We believe it is important to place a high profile on positive aspects of praise and reward. The following are strategies we use to do this:

- Smiles, praise and encouragement
- Display and celebrate pupils' work

- Stickers and stampers
- Celebrating pupils' work in Assembly and in class
- Good Disciple, Mathematician of the Week, Writer of the Week and Handwriting Certificates also children receive a Pen Licence Certificate for following the school handwriting policy
- House points where the winning house receive additional rewards
- Class Star Chart
- Sharing work with the class, another class, teacher or Head teacher
- Sharing work and progress with parents.

Such rewards are related to positive behaviour and should not be taken away or misused. Positive behaviour is more likely if encouraged within a calm, non-judgmental environment, where the opportunity for reconciliation and reparation is available.

The process of reconciliation may include:

- Understanding what was wrong
- Remorse
- Discussion
- Resolution
- Learning for the future

Teachers and other adults will use praise to encourage pupils to continue appropriate behaviour and establish positive relationships with pupils. The praise should inform, for example:

'Well done for.....' and will be used to communicate the message: 'I knew you could do it.'

All staff should be involved in the teaching of good behaviour – there are many opportunities throughout the day to model and reinforce positive behaviour, e.g. Promoting good manners by saying 'please' and 'thank you'.

Some pupils may require more specific intervention to help them manage and improve their behaviour.

### **Pastoral Support**

There are several avenues of support for pupils experiencing difficulties managing their behaviour. These include:

- Small group and 1:1 intervention
- Home School Support
- Local Parish Priest
- Senior Leadership Team
- Involvement of Outside Agencies

## **Unacceptable Behaviour**

Teachers have a right to teach and children have a right to learn. Unacceptable behaviour is that which disrupts or prevents teaching and learning or threatens the well-being of children and members of staff. When expectations are contravened there must be a system of appropriate sanctions. Where possible, sanctions should match the offence. The most powerful sanction is the disapproval of those whose views the wrongdoer respects.

Minor infringements can usually be dealt with in one of the following ways:

1. Eye contact/Frown-body language
2. Reminder of behaviour expectations.
3. Positive encouragement of the correct behaviour.

The majority of behaviour-related issues will be dealt with by the supervising adult, using agreed sanctions which have been discussed and shared with the children in each class.

## **Current Sanction Strategies:**

Pupils will be fully supervised at all times

- Eye contact or verbal censure
- Pupil 'time out' within the class
- Reducing the length of breaks or lunchtimes to undertake:
  - I. Written explanation of misbehaviour, or letter of apology
  - II. Repetition or completion of work with a member of staff
  - III. Carrying out of tasks in school ('Community Service')
- Five & ten minute timers may be used for a short specified time for the pupil to be sent to a member of the Senior Leadership Team (SLT).
- Pupil spend time out in neighbouring class
- Behaviour Time Out Sheets to reflect on their behaviours

The Leadership Team will supervise pupils during lunchtime, if they have been involved in anti-social behaviour. The Class Teacher will inform the SLT of the reasons for a pupil needing support on these occasions. The pupil will be involved in an appropriate activity. The SLT will keep an overview of behaviour in the school.

All behaviour will be dealt with in a calm manner by adults in the school, criticising the behaviour not the child i.e. 'I am not happy with your behaviour' as opposed to 'I am not happy with you' etc. Children will be given opportunities for reflection to help them consider their behaviour, and hopefully improve it e.g. discuss their behaviour with an adult who actively listens rather than makes a judgement.

In cases of extreme or persistent, disruptive behaviour which impacts negatively on the learning of others, a child may be sent out of/removed from the classroom. Parents will be informed if it has been necessary to remove a child from a lesson

Our school will not allow a child to repeatedly cause significant disruption to the learning of others – this is unfair and affects the life-chances of other learners.

A fresh start will be given to each child every day (with the exception of when it is not practical to deal with an issue that may have arisen at the end of the day). However, when deciding consequences for persistent poor behaviour, the child's previous behaviour will be taken into account.

### **Consequences – Tackling Misbehaviour**

Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school code of behaviour or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). This power also applies to all other paid staff. Staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Schools have legal powers to apply a wide range of penalties to pupils who break school 'rules/expectations', fail to follow instructions or who behave in a way that is unacceptable. Penalties are not there to simply punish pupils, but to help them to behave better. Penalties may include:

- Withdrawing a pupil from a lesson
- Withdrawing participation in a school trip or sports event
- Taking away break or lunchtime privileges
- ABC Charts and Tally Sheets used to record the quantity and content of behaviour incidents.
- Pupil Report Card/Behaviour Chart
- Confiscation of property
- Exclusion from school

If a child 'chooses' not to co-operate or to deliberately disobey the school code of behaviour, a consequence will be given. Take-up/thinking time is given to the child to enable them to make the right choice. Whole-class punishments should not be given e.g. keeping in whole class for part of their break/lunchtime, unless the member of staff is satisfied that every child has misbehaved.

There should be a time for reflection and discussion with the adult about the inappropriate behaviour (children to fill out the appropriate step of the Behaviour Time Out sheet to reflect on their behaviour). This discussion should establish that a child understands that their behaviour was unacceptable and the reasons why. It is important that during the discussion staff try to:

- Check that the child understands why they are in trouble
- Establish that they know why the behaviour was unacceptable
- Explore the effect that the behaviour has on others
- Examine strategies for avoiding the same situation in the future
- Ensure the child accepts the sanction and moves on.

Children should be directly supervised by a member of staff if missing part of their break / lunch break – this means that children should not be asked to sit unsupervised in/outside of the classroom.

Class teachers are to make direct contact with a member of the SLT/Deputy Head Teacher or Head Teacher if support is needed/appropriate.

These sanctions/procedures are generic and will not necessarily apply to a child with a specific and extreme behaviour issue / special educational need.

Just as we differentiate for a child with reading difficulties, we recognise that children have differing needs with regards to managing their behaviour, and take this into account when deciding on the best course of action.

### **Lunchtime Supervision**

Lunchtime supervisors should operate the same system of consequences.

It is the responsibility of the lunchtime supervisor to report any names during/at the end of lunch period on the day that the unacceptable behaviour was demonstrated.

Pupils that persistently demonstrate unacceptable behaviour at lunchtime will have an internal exclusion during this period.

With lunchtime sanctions children must be given reasonable time to eat, drink and use the toilet.

### **Serious Infringements of the Behaviour Policy**

On rare occasions, a more serious incident might occur, such as open defiance, verbal abuse to an adult, vandalism, fighting, violence, theft, racism or persistently breaking school or class rules. If the supervising adult feels that the regular classroom sanctions are inappropriate for the extremity of the behaviour, the child will be referred to the Headteacher /Deputy Headteacher or a member of the Senior Leadership Team who will investigate the incident in partnership with the class teacher. The child may be removed from the class.

Parents will be contacted.

It may sometimes be necessary to involve outside agencies, such as a Behaviour Support Specialist or an Educational Psychologist. Please refer all concerns directly to the Head Teacher/Deputy Head Teacher/Inclusion Manager regarding behaviour management strategies.

There is no place in our school community for violence, bullying, radicalisation, harassment, vandalism, discrimination linked to prejudice, rudeness or bad language. This should be dealt with severely at the time.

If these incidents occur at break times in the playground, the Class Teacher should be informed. If occurring at lunchtimes, the incident should be reported immediately to the Head Teacher/Deputy Head Teacher or a member of the SLT.

If children persistently behave inappropriately at lunchtime, parents will be informed, and the child may be asked not to remain in school during the lunchtime period (lunchtime exclusion).

Pupils who are found to have made malicious accusations against school staff will be dealt with in accordance with School Policy.

Where damage to school property is caused, if proven to be wanton, the Governing Body will seek redress from those responsible; we reserve the right to charge for damage.

There is a graduated approach to dealing with serious behaviour issues.

However, for a serious one-off incident or an accumulation of serious behaviour issues, the school reserves the right to 'Exclude' the child:

### **Exclusion**

The Headteacher has the responsibility for giving fixed period exclusions for serious acts of misbehaviour. For repeated or very serious incidents the Headteacher may permanently exclude a child. There may also be an occasion when an internal exclusion is favoured; in these circumstances, children will spend all or part of their day in another class (supervised by a senior member of staff). Where resources allow, internal exclusion may be over an extended period of time e.g. more than a week, with a planned transition back into the child's usual class. Where a child is at serious risk of exclusion, parents are made aware. The school reserves the right to issue a fixed-term or permanent exclusion for serious behaviour issues, without moving through the graduated flowchart of consequences.

Where a child is at risk of permanent exclusion, a managed move to another school may be considered.

### **Fixed-term and Permanent Exclusions**

- We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (updated 2017) and the school will refer to this guidance in any decision to exclude a child from school.
- In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any persistent breaches of the school behaviour policy, threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.
- Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, 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 child or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee, which considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Further guidance on exclusions can be found on the Hammersmith and Fulham website using the following link - <https://www.lbhf.gov.uk/children-and-young-people/education-support-services/exclusions>

### **Partnerships with Parents**

At St John XXIII Catholic Primary School we expect a safe, calm and happy learning environment, in which all children will develop. We recognise that parents are the first and most important educators of their children and value parental involvement, co-operation and support. We recognise that close co-operation with parents is central to this policy and every possible effort should be made, on the part of both home and school, to work in partnership in the interests of the child.

Parents should always be informed by the class teacher, at the earliest opportunity, of any significant concerns about a child's behaviour. This initial contact should, where possible, be made by face-to-face contact if not, then by telephone. A log of the call is to be recorded on the SIM's or from January 2018 the CPOM's system.

### **Curriculum Implications**

Behaviour is learned; therefore, our first response to change unwanted behaviour is to teach positive behaviour. The teaching of such is enhanced by all who share the life of the school.

### **Children with Specific Behavioural Issues**

Whilst our procedures for managing behaviour are successful in most cases, occasionally a child with specific behavioural issues may need an alternative approach if they do not respond to the regular course of action. Staff and parents will be made aware of sanctions used in these cases.

### **Physical Intervention and Restraint**

School staff can use reasonable force to control or restrain a pupil in specific circumstances. If a child is identified for whom it is felt that restrictive physical intervention is likely, then a Positive Handling Plan (PHP) will be completed. This plan will help the child and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. A PHP for an individual pupil should be seen as an integral part of the whole process of education and care, and as a means by which to promote inclusion.

### **Bullying**

Bullying is not tolerated at St John XXIII Catholic Primary School. We strongly recognise the importance of the effects of this complex aspect of social behaviour. We therefore have a separate policy document concerning this (see Anti-Bullying Policy). All reported or alleged incidents of bullying must be recorded and the Headteacher should be informed about any alleged bullying incidents.

### **Staff Training and Development**

All staff receive some basic training in behaviour management as part of their induction. Staff receive training on 'Safer Handling' to show them how to deal with incidents of behaviour in a safe and managed way. The Inclusion Manager keeps abreast of new developments in behaviour management strategies. Specific CPD is given to staff when required e.g. a child in their class presents with new and challenging behaviours. Advice is sought from Behaviour Specialists, the Educational Psychologist and other agencies in relation to supporting children with challenging behaviours.

### **Links to Other Documents and Policies**

Behaviour and Discipline in Schools – A Guide for Head Teachers and Schools Staff

Out of School... Out of Mind? Local Government Ombudsman

Exclusion from maintained schools, Academies and pupil referral units in England. DfE 2017

Anti-Bullying Policy

Safeguarding Policy

### **Monitoring, Evaluation and Review**

The Governing Body will review this policy periodically and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Date adopted: December 2017

Review: September 2019

## **Appendix A**

### **Flowchart of Consequences for Serious Behaviour Issues**

The school may start at any point on the flowchart, dependent on the severity of the behaviour.

1. Preliminary Stage - Conference with Class Teacher, Pupil and Parents
2. An Individual Behaviour Support Plan (IBSP) may be initiated at this time
3. Stage 1 Disciplinary Conference (with Head/Deputy)
4. Internal Exclusion
5. Fixed Period Exclusion
6. Stage 2 Disciplinary Conference (with Head/Deputy and School Governor), Parents and pupil
7. Further Fixed Period Exclusion/s
8. Permanent Exclusion

Throughout this process, support and specific intervention would be provided to enable the pupil to address their behaviour issues. When there has been a one-off serious behaviour issue or an accumulation of serious issues, it may be decided to respond immediately by moving to any of the eight steps and imposing that sanction.