

Positive Behaviour Policy

*Let it be known to all who enter here that
Christ is the reason for this school,
the unseen but ever present teacher in its classes,
the model for its children, the inspiration for its staff.*

1 Aims and expectations

- 1.1 Every person in our school community is a unique individual and it is therefore a primary aim of our school that everyone feels valued and respected, and that each person is treated fairly and well. We are a caring, Catholic community, whose values are built on mutual trust and respect for all. The school's positive behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.3 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The policy is available to staff, parents, children and governors to ensure a common understanding.
- 1.4 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. The Curriculum and Learning

- 2.1 We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, active involvement of pupils in their learning plus effective feedback helps to avoid disaffection.
- 2.2 Our teaching encourages enthusiasm for learning and active participation and praise is used to encourage good behaviour as well as good work. Children with sound self-esteem are more likely to work on improving their skills. In order to support this we follow themes in our RSHE curriculum to support children's personal development

3 Classroom Management

- 3.1 We recognise and value the importance of a positive climate within the classroom. Classroom management and teaching methods have important

influences on children's behaviour. Children are provided with positive feedback where appropriate and their efforts are valued. We recognise that good teacher child relationships are paramount in encouraging good behaviour.

- 3.2** We also consider carefully organisational features such as arrangement of furniture and access to resources in order to promote qualities of on task behaviour, independence and initiative. Resources are organised to aid accessibility. We display pupils' work as part of promoting self-esteem. This demonstrates the value we place upon each individual's contribution as well as providing a welcoming environment.

4 Golden Rules

- 4.1** As well as each class being responsible for setting their own list of positive rules for a happy classroom, we also have a set of Golden Rules, which are displayed, around the school.

We are honest
We work hard
We listen
We are kind and gentle
We are polite
We look after property

5 Incentives

- 5.1** We praise and reward children for good behaviour in a variety of ways:

- Congratulating children (both privately and publicly).
- Giving children house points.
- Awarding merit certificates and badges during assemblies.
- Stickers, written comments in books.
- Showing work to others, including the headteacher, other teachers and classes.
- Informing parents of good behaviour, either by speaking to them or using Homework Diary/Reading Record Book.
- Praise of groups/classes by other members of staff.
- Additional responsibilities in school.
- 'Blue' slips awarded to individuals and classes in KS2 for exceptionally good behaviour. The slip is sent home for parents to sign, then returned to the class teacher for display.
- Staff may also use their discretion and reward children in other ways.

- 5.2** The school acknowledges all the efforts and achievements of children, both in and out of school.

6. Sanctions

6.1 Rewards are central to the encouragement of good behaviour but we recognise that there is a need for sanctions to demonstrate disapproval of unacceptable behaviour and to protect the secure stable ethos valued within the school.

6.2 In an environment where respect is central, disapproval is a powerful sanction. The use of sanctions are characterised by certain features.

We make clear:

- The reason for the sanction
- How behaviour needs to change to avoid future sanctions.

We avoid:

- Group sanctions as they can cause more problems

We make a clear distinction between:

- Minor and major offences
- It is the behaviour that is not liked rather than the individual

6.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

- Disapproval expressed verbally, with reasons provided for what was unacceptable
- Removal of privileges, such as missing a few minutes of playtime according to the age of the child
- In KS2, any incidents of swearing, racist comments or physical violence by pupils, may result in a 'grey slip' but also an opportunity is provided for the child to reflect on their actions. All such incidents will be recorded on SIMS

6.4 Children who have recurrent behaviour problems will be supported with an Individual Behaviour Plan (IBP). The Inclusion Manager will support this process. Specific areas for improvement will be targeted in small achievable steps. We provide positive reinforcement in order to modify such behaviour, i.e. stickers, star charts and certificates as well as lots of verbal praise.

6.5 If disruptive behaviour became a frequent occurrence from a group of pupils or an individual we would evaluate school procedures, classroom and school organisation and pupil management. Additional guidance might be sought from our Educational Psychologist or the Behaviour Support Team and a referral

might be sent to CAMHS or the family doctor. Parents would always be fully involved if such action were needed.

- 6.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Guidance 2013. Our main aim is to de-escalate a situation, so that use of force is the last resort. The DfE guidance, Use of Reasonable Force, states – ‘The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. ‘Reasonable in the circumstances’ means using no more force than is needed.’

8 The role of Teachers and Associate Staff

- 8.1 It is the responsibility of all members of staff to ensure that the school’s expectations are enforced in their classrooms and around the school, and that their classes behave in a responsible manner during lesson time.
- 8.2 All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 8.3 Staff treat each child fairly, and enforce the classroom code consistently. Staff treat all children in their classes with respect and understanding. All staff use the reward and sanctions systems fairly and consistently.
- 8.4 The class teacher liaises with the Inclusion Manager as necessary, to support and guide the progress of each child. The class teacher and Inclusion Manager may, for example, discuss the needs of a child with a range of outside support agencies.
- 8.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

9 The role of the headteacher

- 9.1 It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 9.2 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 9.3 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For a serious breach or persistent breach of the school’s behaviour policy, the headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

10 The role of parents and visitors

- 10.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents are asked to sign the Home/School Agreement when their children start school. We explain the school rules, and we expect parents to support them. We inform parents immediately if we have concerns about their child's welfare or behaviour.
- 10.2 Parents and visitors must show respect towards all members of the school in school or on school outings.
- 10.3 If the school has to use reasonable sanctions we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should follow the procedure shown in Appendix 1.

11 The role of governors

- 11.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 11.2 The headteacher has the day-to-day authority to implement the school's policy on positive behaviour, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

12 Fixed-term and permanent exclusions

- 12.1 We do not wish to exclude any child from school, but sometimes this may be necessary. In this case the school would follow current national guidance on exclusions.

Statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units. (Gov.UK. 2017)

The principal legislation to which this guidance relates is:

- The Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2023
- The Education and Inspections Act 2006
- Exclusion from maintained schools, academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion- September 2012

12.2 Only the headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

13 Monitoring and review

13.1 The headteacher monitors the effectiveness of this policy on a regular basis, reporting to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

13.2 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

13.3 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed January 2024

Next review January 2026

Appendix 1

Procedure for Parental Concern

Parent/Carer speaks to class teacher.



If the concern is not resolved the issue is referred to the **Phase Leader or Assistant Head Teacher** for further investigation.
Parent/Carer is involved throughout.



If the concern is not resolved the issue is referred to the **Deputy Head Teacher** for further investigation.
Parent/Carer is involved throughout.



If the concern is not resolved the issue is referred to the **Head Teacher** for further investigation.
Parent/Carer is involved throughout.