

# St Aidan's Catholic Primary School

"Living and growing in Christ"

## Behaviour Policy



<b>Drafted by:</b>	Head of School
<b>Approved by:</b>	Full Governing Body
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## 1. Principles

At St Aidan's the children are at the centre of a partnership between Home, School, and Parish. That partnership is rooted in the belief that we have the responsibility of supporting our children in their faith journey. We recognise that we are preparing them for their future role as adults in society. In school, teachers, teaching assistants, admin staff, caretakers and midday supervisors work with the Head of School to form a team dedicated to the task of caring for our pupils. There is no discontinuity between the way the pupils are treated and treat each other, and the way adults are treated and treat each other. We work in a climate of trust and mutual respect. At St Aidan's, we believe that every child is a gift from God, made in his image and likeness and therefore entitled to be valued and respected as a unique individual.

## 2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

- Develop a sense of right and wrong so that everyone can make good choices in their lives
- Develop everyone's interpersonal skills which facilitate cooperation with others, problem-solving and rational conflict-resolution skills
- Supporting everyone as they seek to make Jesus someone special in their lives
- Encourage everyone to understand and follow the Christian value of forgiveness and the importance of the principle of bringing an incident to a close.

### 3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

### 4. School rules

These have been designed by our children to promote a safe and orderly environment. Our school rules are discussed with each class. Rules are clearly displayed across the school and attention is drawn to them. We endeavour to ensure that children are aware of the choices they are making and to use sensitive strategies to promote constructive choices. Should a child lose focus and need redirecting towards positive behaviour, this is done in the form of a positive reminder, focusing on what is expected.

At St Aidan's Catholic Primary, our expectations about pupils' behaviour are set out within our three school rules:

- Be kind
- Be respectful
- Be safe

## Our School Rules

In everything we say and do we follow the teachings of Jesus.

Be kind

Be respectful

Be safe

### What does this mean?

1. We are reliable, trustworthy, considerate, patient and fair. We treat others as equals, are tolerant to all and never use words or actions which are offensive to anyone. We treat others the way we like to be treated.
2. We always try to do our best work. We don't waste our own or others' time. We do not disturb the learning of others through our behaviour.
3. We never run, push or shout as we move around school. When we are in line we do not disrupt the line by talking or **distracting** others
4. We are silent whenever we are asked to be. We always use a quiet voice unless asked to do something differently. We do not call out or chat to others in class or assembly unless asked to.
5. We never try to upset or hurt others with our words or actions . We make sure that we play and work safely together.
6. We are courteous, listen carefully, follow instructions and help others when it is appropriate. We stand aside to let others go by and open doors for adults. We NEVER use bad language or unkind words. When responding to adults we show respect by answering politely and calmly. We do not answer back, argue, raise our voices, shrug our shoulders, tut, roll our eyes etc,
7. We never lie to get out of trouble; to get others into trouble or to get our own way.
8. We do what we are told by an adult as soon as we are told. We follow adults' instructions with respect at all times .
9. We only wear what our school uniform policy says we can wear. We wear our uniform with pride; we don't look untidy. A uniform check will be carried out by all class teachers at the start of each term. Parent(s)/ carer(s) will be informed of any discrepancies with the child's uniform.
10. We keep the school clean and tidy. This means putting litter in the bins, putting things away when we have finished with them, leaving rooms neat. We do not break school property or the property of others. We do not bring things into school unless asked to do so by our teachers.

In order to maintain good order, safeguard all children and protect our school environment:

- Sweets and chewing gum are not allowed in the school
- Canned or glass bottled drinks must not be brought into school
- Jewellery must not be worn except for plain, round, gold or silver studs in ears (no jewelled studs)
- Games and toys must not be brought into school unless requested by the class teacher
- Trading cards and /or stickers must not be brought into school
- Money must not be brought into school unless it is for a trip or school activity and it should be handed straight in to the teacher
- Mobile phones must not be brought into school unless in Y6 and are switched off then handed to teacher for safekeeping
- Children must adhere to the acceptable use policy for use of technology.

## 5. Behaviour systems

We understand the need to recognise good behaviour and achievement, while also accepting that there are times when children may not respond appropriately to school rules. Our school system clearly identifies behavioural expectations for pupils' staff and parents with school tiered responses so that staff know how to deal with situations in a fair and consistent manner. This supports the home-school partnership, facilitating the sharing of 'good news' events about children with their parents, as well as allowing early intervention where incidents of negative behaviour have occurred. Repeated incidents of low-level negative behaviour over time will lead to an escalation within our system, however there are certain one-off negative behaviours that may result in a child's behaviour being escalated immediately within the system. Physical and verbal retaliation is not acceptable, and children are expected to involve adults where they encounter a problem with another child rather than exacerbate the situation through retaliation.

Areas	Behaviours	School response
St Aidan's Super Star	Exceptionally positive behaviour and attitude that is apparent to all.	<ul style="list-style-type: none"> <li>● Children have photos in the newsletter to celebrate their success.</li> <li>● Children are recognised and rewarded for good work.</li> <li>● Opportunity to have Hot Chocolate on Fridays with HoS or AHT.</li> <li>● Positive Postcards sent home to parents.</li> </ul>
Role Model	Consistently following expectations leading to excellent learning and conduct.	<ul style="list-style-type: none"> <li>● Good work displayed in class</li> <li>● Team points, table points, house points, certificates, etc...</li> <li>● Stickers</li> <li>● Praise</li> <li>● Pupils sent to HoS or AHT for reward and acknowledgement.</li> </ul>
Ready to Learn	Behaviour and attitude are in keeping with school ethos.	<ul style="list-style-type: none"> <li>● Praise in class</li> </ul>
Time to Change	<p>Examples:</p> <ul style="list-style-type: none"> <li>● Calling out in class</li> <li>● Not listening to instructions</li> <li>● Talking in line</li> <li>● Distracting others in lessons</li> <li>● Rudeness</li> <li>● Disrespectful</li> <li>● Answering back.</li> <li>● Breaking equipment (minor)</li> <li>● Swearing</li> <li>● Verbally unkind to other children.</li> <li>● Name calling</li> <li>● Being overly physical with other children</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal prompts to refocus.</li> <li>● Reminder of school rules</li> <li>● Pupils given opportunities to reflect on their behaviour and strongly encouraged to apologise.</li> <li>● Disapproval of inappropriate behaviour and a warning given</li> <li>● Move to a different table if appropriate</li> <li>● 'Time out' within classroom (work at table on their own)</li> <li>● Completion of work during play/lunchtime</li> <li>● Missed play</li> <li>● Pupils given opportunities to reflect on their behaviour and strongly encouraged to apologise where appropriate</li> <li>● This may initiate a phone call or letter to parents.</li> </ul>

**Unacceptable Behaviour**

Persistent and sustained negative behaviour that significantly disrupts the learning, safety and/or enjoyment of others in and around the school (occurring repeatedly even though it may be low level):

- Continued negative behaviour and disruption of the class' learning despite previous sanctions being applied at lower levels
- Continued and sustained negative behaviour in the playground, lunch hall, during an after-school club or on a school trip.

Examples:

- Leaving classroom without permission
- Malicious lying to cause problems for others
- Stealing
- Violent behaviour such as fighting

- A meeting with parents should take place to notify them that the child's behaviour is causing significant concern.
- Missed play where children complete a reflection sheet
- Internal exclusion
- Lunchtime Exclusion
- HoS or AHT involvement
- The school will aim to work in partnership with parents to agree and implement a time limited intervention
- Daily Report Card / book or targets for improvement that are monitored
- Pastoral Support Plan with targets and strategies for supporting improvement of behaviour. These interventions are time-limited with dates set for reviewing impact and making decisions about next steps.

<p><b>Extremely Unacceptable Behaviour</b></p>	<p>Continued negative behaviour and disruption of the class' learning despite previous sanctions being applied at lower levels. Unsafe behaviour that could potentially put the child, others or property at risk. Pupil's behaviour is a safeguarding risk or pupil is displaying persistent defiance that is preventing teaching and learning from taking place. Refusal to carry out a reasonable instruction from an adult in school that keeps the child and others safe.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Violent behaviour such as fighting (repeated)</li> <li>● Harassment or bullying</li> <li>● Abusive language to children or staff</li> <li>● Use of racist, homophobic and sexist language</li> <li>● Discrimination on the grounds of an SEN</li> <li>● Blatant defiance, including walking away when being spoken to by any member of staff</li> <li>● Damage to property (major)</li> </ul>	<ul style="list-style-type: none"> <li>● A meeting with parents must take place to notify them that the child's behaviour is causing very significant concern and that</li> <li>● Lunchtime exclusion</li> <li>● A multi-agency assessment may be considered for pupils who display continuous disruptive behaviour</li> <li>● Fixed term exclusion</li> <li>● Permanent exclusion.</li> </ul>
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## 6. Support

We recognise that sanctions alone may not lead to an improvement in a child's behaviour. At all stages of our system, we will direct support to children, parents and staff as appropriate to help improve the child's behaviour. This may be through pastoral support plans, school counsellor support, a home/school action plan, buddying system, monitoring system in the playground or by other means which will support the child's return to an acceptable level of behaviour.

## 7. Recording

**Class Behaviour Log: Teachers will record all incidents (in class behaviour Log) which result in children being placed in unacceptable behaviour or extremely unacceptable behaviour.**

Children will remain in time to change and unacceptable behaviour zones until the class teacher judges that behaviour has improved or the agreed time frame for the sanction/support applied has elapsed, at which point they will be moved to the Ready to learn Zone.

## 8. Playground

We aim to ensure that intervention should take place before confrontation occurs. This requires vigilance on the part of staff to ensure that possible conflict is identified before it escalates. Staff monitor behaviour in the playground and should be aware of early signs of conflict. Y6 Reading Partners and our School Councillors also play a role in providing support and guidance to younger pupils.

Immediate action is intended to divert children from conflict. We do this by:

- Listening to both sides
- Reminding children about the playground rules
- Engaging participants in discussion about how the problem may be resolved, ensuring that children listen to each other
- Remaining objective and polite to all children
- Encouraging participants to compromise
- Suggesting alternative activities, groupings or partnerships.

All members of staff encourage children who appear to be isolated to participate in peer group activities and to feel welcome. Children are encouraged to welcome newcomers into games and activities.

## 9. Dining hall

In everything we say and do we follow the teachings of Jesus.

1. We line up quietly and calmly.
2. We come in for lunch when called.
3. We walk carefully and sensibly through the hall.

4. We speak quietly to those around us.
5. We stay in our seats when eating.
6. We keep our tables and the floor clean.
7. We are polite to everyone.
8. We use good table manners.

## 10. Bullying

We believe that by adopting a positive attitude to personal relationships in school , we will reduce the opportunities for and the incidents of bullying. We are aware that there will always be incidents, which may cause upset or concern for children or their parents and our policy is designed both to deal with these incidents and to reassure those affected by them. It is important to differentiate between an incidence of bullying as opposed to where children fall out because of what would be considered typical disagreements within a school setting.

Bullying is repeated behaviour displaying a wilful, conscious desire to hurt, threaten or frighten someone, often over a period of time. It is a complex problem and can take many forms:

- Physical attacks - punching, pushing, pinching and hitting
- Verbal abuse - name calling, taunting, teasing, racial abuse
- Taking or hiding other children's possessions
- Deliberately damaging another child's schoolwork or equipment/possessions
- Online bullying.

All school staff will watch for signs of distress in pupils - deterioration of work, illness, the desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be a sign of bullying.

We shall encourage children to care for each other and to tell the teacher if they know children are frightened or are being picked on by other children- "It's okay to tell".

All reports of bullying from midday supervisors, teachers, teaching assistants or parents will be immediately followed up by the class teacher and reported to senior leadership and the Head of School informed.

Children who are being bullied will be assured that they will be helped and that the bullying will be stopped. They must be encouraged to report any further incidents.

It will be made perfectly clear to children who bully others that their behaviour is totally unacceptable and will not be tolerated under any circumstances. Action will be taken appropriate to the specific situation and knowledge of the child's needs and circumstances. Parents of persistent offenders will be notified, and consequences set out for their child's continuing negative behaviour.

## 11. Special educational needs and disabilities

The school must take account of any special educational needs when considering issues related to behaviour. The Head of School and SENDCO will ensure that reasonable steps have been taken by the school to respond to a pupil's disability, so the pupil is not treated less favourably for reasons related to the disability. If persistent inappropriate behaviour continues, the SENCO will monitor the child and if necessary contact the parents to review the situation.

## 12. Roles and responsibilities

### 12.1 Teachers and teaching assistants

It is the responsibility of class teachers to ensure that our school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers 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. The class teacher treats each child fairly, and enforces the classroom rule consistently, treating all children in their classes with respect and understanding.

The class teacher will record behavioural incidents and escalate actions as set out in the behaviour table. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of the child with a member of the Senior Leadership Team (SLT) or the local authority's behaviour support service. The class teacher reports to parents and carers about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in line with the school's behaviour policy.

### 12.2 Midday supervisors

It is the responsibility of Midday Supervisors to ensure that our school rules are enforced in the lunch hall and playground and that all children behave in a responsible manner during lesson time. The Midday supervisor treats each child fairly, and enforces the school rules consistently, treating all children with respect and understanding.

### 12.3 Head of School

The Head of School and other members of the SLT support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Head of School has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may, in consultation with the Executive Heateacher, permanently exclude a child. The governing body and local authority will be informed where a child is permanently excluded or given a fixed term exclusion.

#### **12.4 Parents/carers**

Our school collaborates with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and, where we have concerns about their child's welfare or behaviour, to cooperate with our school through a constructive dialogue, as set out in the home-school agreement and our school behaviour policy.

#### **12.5 Governing body**

The governing body will ensure that policy and practices designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. The Head of School has the day-to-day authority to implement the school's policy on behaviour and discipline. The governing body will receive termly data and information that enables it to understand the effectiveness of the school's policy and practices.

## Appendix 1: Written statement of behaviour principles

Good behaviour in schools is central to a good education.

Even successful schools need to be continually working to maintain high standards of behaviour.

Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning.

In St Aidan's we have three key school rules:

- Be kind
- Be respectful
- Be safe

In St Aidan's we aim to:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of pupils
- Promote, among pupils, self-discipline and proper regard for authority
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education
- Otherwise regulate the conduct of pupils.

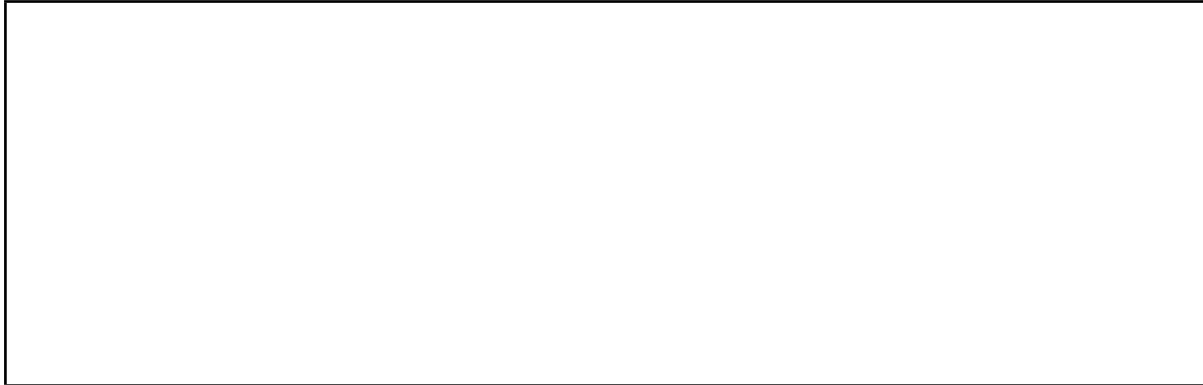
In St Aidan's we understand that:

- Pupils should be taught explicitly what good behaviour looks like
- Some pupils will need additional support to reach the expected standard of behaviour
- When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring
- Parents are the first educators of their children and will be involved in the measures needed to ensure all children behave well in school.

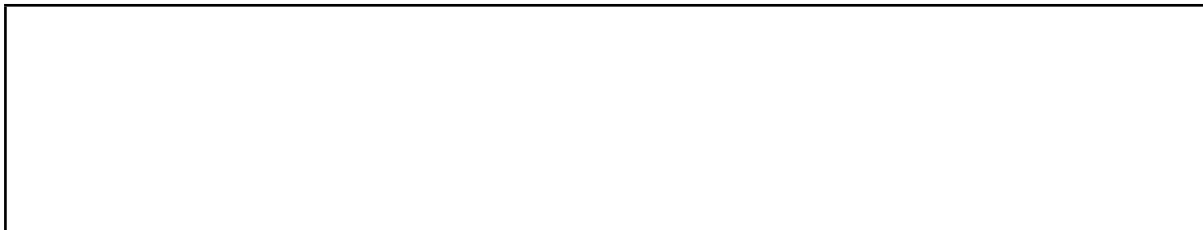
## Appendix 2: Pupil Reflection Sheet - Infant

<b>Name:</b>	
<b>Year Group:</b>	
<b>Date:</b>	

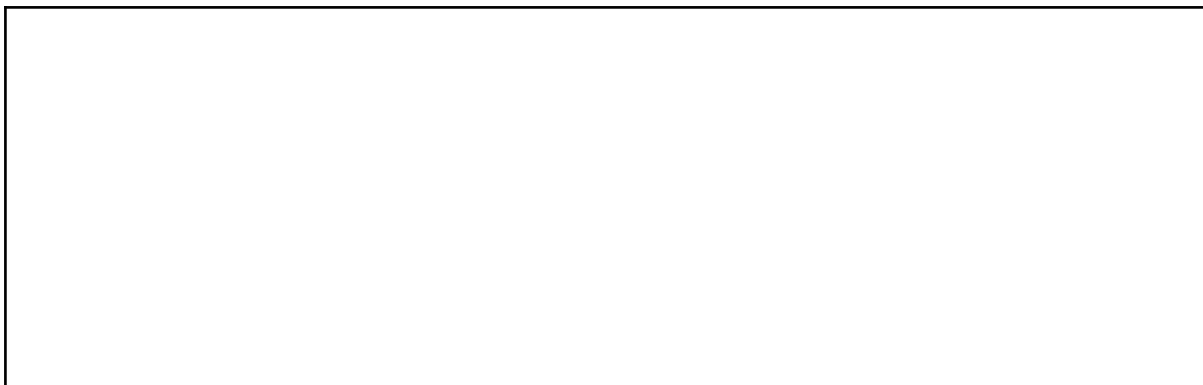
Draw a picture of what you did wrong



What rule have you broken?



Draw a picture of what you should have done instead?



How has my behaviour affected others?



### Appendix 3: Pupil Reflection Sheet - Junior

<b>Name:</b>	
<b>Year Group:</b>	
<b>Date:</b>	

What did you do that was wrong?


























What rule have you broken?

What could you have done instead?

How has my behaviour affected others?

## Appendix 4: Report Card

<b>Name:</b>	
<b>Date:</b>	

Day	First session	Break	Second session	Lunch	Afternoon session	Comment Parent Signature
Mon						
Tues						
Wed						
Thu						
Fri						
<b>Weekly Comment</b>						



## Appendix 5: Behaviour support plan

<b>Pupil:</b>	
<b>Teacher(s):</b>	
<b>Year:</b>	
<b>Start date:</b>	
<b>End date:</b>	
<b>Area of concern:</b>	
<b>Support:</b>	
We the undersigned understand the identified area of concern for our child. We are willing to co-operate and make every effort to help our child ensure the successful completion of this behaviour support plan.	
<b>Teacher:</b>	
<b>Parent/Carer:</b>	
<b>Head of School:</b>	