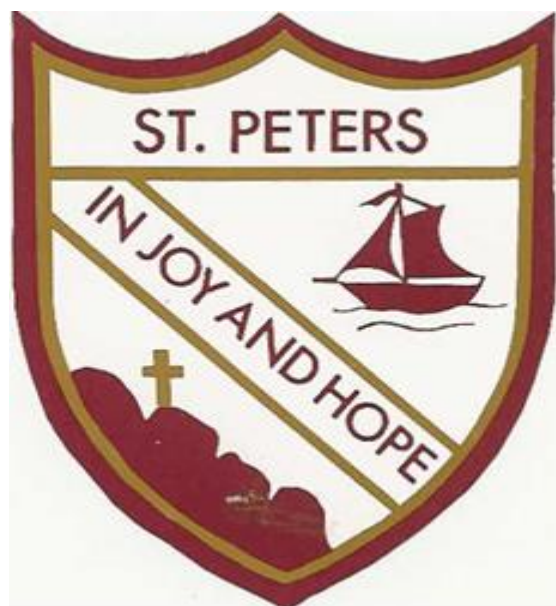


# **St Peter's Catholic Primary School**



## **Policy To Promote Positive Relationships And Behaviour**

Presented to Curriculum Committee

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Agreed by Governors

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Chair of Governors

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# St Peter's Catholic Primary School

## Policy to Promote Positive Relationships and Behaviour

### Introduction

The policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff e.g. in relation to a bullying or racist incidents.

### Aims, expectations and principles

Relationships and behaviour are integral to our happy, healthy and safe learning community. It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

The school has 8 school rules for its pupils (see Pupils' Roles, Rights and Responsibilities). However, the primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice': it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and; it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

*See Appendix 1.*

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour.** If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

### Roles, Rights and Responsibilities

Refer to Equal Opportunities section, below: the statements are integral to all the responsibilities set out here.

### Pupils

It is the responsibility of pupils to **make good choices** at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow 8 simple rules:

**S**-Share your friendship  
**T**-Think, do I have permission?  
**P**-Politeness Counts  
**E**-Enjoy Learning  
**T**-Treat everybody and everything with respect  
**E**-Everyone Matters  
**R**-Remember to do your best  
**S**-Smile, keep calm and carry on

### **Class teacher**

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour.

A key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships – ‘catching’ pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).  
With these principles in mind, specific responsibilities of the class teacher are to:  
Praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made  
Follow our warnings system, making **explicit** why: always state what rule they have broken, and always record the incidents  
Be consistent with all consequences  
Treat each child fairly and with respect and understanding  
Apply these principles, roles and responsibilities with their own class and around school  
Be a positive role model by demonstrating positive relationships with everyone in school  
Keep a record and any relevant notes if a child misbehaves and / or receives a warning having followed regular procedures and consequences, seek help and advice from a colleague (e.g. member of Leadership Team)  
Report to parents about the child’s social and emotional aspects of school life, including behaviour and relationships.

### **Support Staff**

It is the responsibility of teaching assistants, office staff and all other adults in school to support the Head teacher and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships. All staff should be proactive in ‘catching’ pupils behaving well and exclaiming about how well a pupil has behaved.

### **Headteacher**

In addition to the above, it is the responsibility of the Head teacher to:  
Support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998)  
Ensure the health, safety and welfare of all children in the school  
Maintain record of all reported serious incidents of misbehaviour  
Issue fixed-term exclusions to individual children for serious acts of misbehaviour  
For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child; both these actions are only taken after the school governors have been notified.

### **Parents / Carers**

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school.

We inform parents / carers immediately if we have concerns about their child's welfare or behaviour – this includes if a child is sent to a senior member of staff or if there is a pattern of regularly receiving warnings.

We expect parents / carers to:

Be aware that we have school rules (often communicated to parents) and to support them

Co-operate with the school

Support their child's learning

Support the school's decision when applying consequences to deal with any specific incident / issue

If parents / carers have any concern about the way that their child has been treated, they should initially contact the Head teacher (or in her absence, the Deputy Head teacher). If the concern remains, they should contact the governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Governors**

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 Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

## **Consequences**

### **Positive consequences**

Each teacher and their class develops their own systems of reward and praise, based on the overall school principals set out in this policy. This will include at least individual and class rewards and typically, especially with older children, group rewards to promote inter-personal relationships. Some of the positive consequences for the good learning, good choices and good behaviour that children show are:

House points

Regular verbal feedback to reinforce positive behaviour

Reference to good role models

Children are congratulated

Stickers or other small prizes / treats

Certificates: usually based on our 8 school laws

Weekly raffle

Praise and recognition given to children for good choices, good relationships, politeness, co-operation or acts of kindness in school

Sweets are rarely used as rewards; as a healthy school, we prefer to reward in other ways (see Food in Schools Policy). Where it is, it would be by an external party and would meet standards set out here.

Assemblies, especially our Celebration Assemblies, are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

Attendance is also rewarded. We give termly certificates and medals for good attendance and at the end of the year there is a raffle for all children who have attained outstanding attendance.

## **House points**

In order to promote positive team building, all children and staff within St Peter's have been put into House Teams (St David, St Patrick, St Andrew, St George). Children can receive house points for their teams from any adult when good behaviour has been demonstrated. At the end of the week, the house points are collected and counted and the winning team is announced in our Celebration Assembly. At the end of each half term, the overall winning house will have a film afternoon led by Mrs Farrelly, in order to celebrate their collaborative achievement.

## **Weekly raffle**

On discussion with the teaching staff, we have implemented a raffle to promote and congratulate good behaviour. Children who consistently demonstrate good behaviour will be entered into a weekly raffle on a Friday during our Celebration Assembly. There will be one raffle for EYFS/KS1 and another raffle for KS2.

## **The St Peter's Ambassador**

Every week one child from each class is selected by the class teacher to be a St Peter's Ambassador. The child is selected for following all 8 of the school rules during the previous week. The Ambassador will receive a certificate and badge (which they will wear all week), a letter will be sent home from the Headteacher to inform parents/carers of their child's achievement and the Ambassador will become a St Peter's prefect for the coming week.

The Ambassadors will enjoy a special lunch with Mrs Farrelly (Headteacher) during the week.

## **Negative consequences**

Staff at St Peter's Primary employ consistently and clearly a hierarchy of negative consequences (our 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have a series of consequences (a referee system-2 yellow cards and then a red) if someone breaks a rule:

1. An explicit reminder about behaviour and choices (1<sup>st</sup> warning).
2. An explicit reminder about behaviour and choices (2<sup>nd</sup> warning).
3. Sent to senior leader for time out
4. Senior member of staff will inform parents and decide on further action
5. Pupil sees Headteacher and parents are informed and future provisions are discussed

## **Incomplete work**

If a child has misbehaved in class and has not completed a sufficient amount of work, they will stay in during their break time with the class teacher in order to complete their work. If the teacher is unavailable (i.e. on duty or detention), they will complete their work during lunch time with Mr Gregson in The Hub.

## **Disruptive behaviour (e.g. chatting during lessons, not listening, low level misbehaviour)**

If a child has been disruptive during lessons or during playtime, they will receive an explicit reminder about their behaviour and will be on a 'Time Out'. F2/KS1 children will walk around with the adult on duty. KS2 children will spend a designated amount of time in the playground away from peers

**Serious misbehaviour** (e.g. disrespect to staff, property or cultures, swearing, fighting) is very rare at St Peter's.

Such behaviour would mean warnings are automatically by-passed and referral to Head teacher will be made. The child would also be put on detention for that day. A pink detention slip will be issued stating the reasons and this will be logged in a detention book. The child will remain on detention for the entire playtime (possibly extending to both playtimes depending on the seriousness of the issue). If a child is on detention 3 times within a half term then the parents are

contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school. A serious incident form is completed in such cases.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils. We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of misbehaviour. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The class teacher discusses the school rules with each class so every child in the school knows the standard of behaviour that we expect in our school. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Anti-Bullying Policy)

## **Exclusion**

On extremely rare occasions, a pupil's behaviour may necessitate exclusion from school. This could be for a fixed term or, depending upon the severity of the behaviour, upon a permanent basis

A number of behaviours could result in exclusion from school. These include

- Intimidating or violent behaviour against a pupil or staff member
- Should any member of staff or pupil feel their life is threatened or at risk
- Ongoing prejudicing of good order
- Significant damage to school property
- Repeated failure to follow academic instruction
- Failure to complete a behavioural sanction, e.g. an internal exclusion
- Repeated and persistent breaches of the schools behavioural policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own a child can still be excluded if it is part of wider pattern of behaviour.

## **Monitoring**

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

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur at break or lunchtimes.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Racial and homophobic incidents are taken very seriously and would mean warnings are automatically by-passed and referral to Head teacher will be made. Any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school. A serious incident form is completed in such cases. Sanctions, support and education may follow as appropriate.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Equal opportunities**

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 policy without prejudice in a consistent, non-judgemental way.

### **Use of Restraint**

See Policy upon Use of reasonable force for full details

#### **Application of force**

In exceptional circumstances, to keep pupils safe, minimum force may be used by staff at St Peter's.

The following are examples of 'force' that may be used in exceptional circumstances:

- Physical interposing between pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm
- Ushering a pupil away by placing a hand in the centre of the back

Force will never be used as a punishment – this is always unlawful

## Appendix 1: The Language of Choice – 3 Steps to Success

### **Step 1 - Statement of reality (tell them what you see)**

*Eric, you're climbing over the fence.*

**Never** ask a child **why** they are doing what they are doing.

It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

### **Step 2 - Describe the behaviour you want to see, ending the statement with a thank you**

*Keith, you need to collect the ball by using the gate – thank you.*

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

*Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive reactions.*