

St. Anthony's Catholic Primary School
'We Grow and Learn with Jesus'

Behaviour Policy – updated June 2021

You should be a light for other people. Live so that they will see the good things you do.
Matthew 5:16

Values and Aims

At St. Anthony's we aim to:

- Create a loving school family in which everyone is shown equal respect and value.
- Promote appropriate standards of behaviour and discipline so that the children can 'Grow and Learn with Jesus.
- Produce a safe, secure and happy environment where everyone enjoys the learning process.
- Raise awareness with the children of the importance of mutual respect in the way that they conduct themselves.
- Raise awareness with the children of the importance of mutual respect by instilling in them a sense of responsibility for their actions.

Objectives

Jesus sets the standards that we want our children to follow by teaching us the importance of:

- self control
- self worth
- respect for others regardless of gender, race, religious belief or ability, and
- pride in their behaviour, their work and their school.

We encourage the children to develop:

- responsibility for their behaviour;
- an understanding of each other;
- the ability to think independently;
- a sense of fairness;
- an understanding of the need for rules, and
- an ability to respond appropriately in situations.

Hertfordshire Steps

The policy on managing behaviour at St. Anthony's embraces the principles of 'Hertfordshire Steps' which is an inclusive approach recognising what St. Paul says in his letter to the Corinthians:

"Now you are the body of Christ and individually members of it." (1 Corinthians 12:27)

The Gospel teaches us that we are all unique; we bring our unique needs and experiences to St. Anthony's. The needs of the individual are central if our Catholic school community is to flourish.

Herts Steps encourages the development of internal control as a way of supporting children to make the right choices. It also promotes a positive focus on improving young people's engagement, motivation and well-being.

As staff, our task is to ANALYSE behaviour and not MORALISE about it.

Code of Conduct

We Grow and Learn with Jesus

- We treat everyone in school with the kindness and respect we would expect ourselves.
- We listen to other people and show respect for their views.
- We show kindness and consideration when talking to others without using bad language.
- We try our best in our work and in our play.
- We respect other people's property.
- We look after our school by keeping it tidy and caring for the environment around it.
- We will respond to advice and requests from adults working in our school family.
- We always behave well out of school to show St. Anthony's has the best standards.

Implementation by Staff

All staff will:

- Treat all children equally regardless of gender, race, religious belief or ability.
- Act as good role models for the children.
- Be alert to inappropriate behaviour and take suitable action.
- Work as a supportive team, showing sensitivity and consideration to all members of the school community.

Placing Emphasis on Appropriate Behaviour

It is important for us to celebrate appropriate behaviour within our Catholic school community.

We show that we value appropriate behaviour in the following ways:

- Verbal recognition of good behaviour from staff and from pupils
- Assistant Headteacher recognition - stickers
- Headteacher recognition –stickers and postcards
- Team Points in Key Stage 2
- Lining up points in Key Stage 2
- Certificates

- 'Well Done Names' in Key Stage assembly
- 'Pupil of the Week'
- Well done certificates in Keys Stage 1
- Table Points
- Writing to, or speaking with parents
- Special mention for children in the 'Polite Book' to encourage courtesy around the school.
- Point system for effort in EYFS with a prize box
- Well done certificates for EYFS children

Management of Inappropriate Behaviour

Teachers from Nursery to Year 6 will employ a range of strategies to manage challenging behaviour through their daily activities. The style of management will focus on the needs of the individual child but will may involve the following:

- talking to the child either during or after the activity
- 'time out' in the classroom
- discussing matters with a group of children if more than one child is involved
- individual behaviour goals to highlight and to encourage different behaviours
- providing the child with a 'Target Book' to promote and support positive behaviour
- invite a member of staff to act as a mentor for the child during times of challenge
- sending a child to an appointed 'Link Class' to allow for a period of 'time out' (see Appendix 1), and
- informing parents either verbally or by letter of positive signs of change in their child's behaviour.

Every strategy is employed in the light of our Mission Statement, "We Grow and Learn with Jesus". We recognise the importance of managing children in a fair and just manner so they may grow both spiritually and morally as Christians. We work with them to *learn* from incidents or situations to identify the impact of different behaviours on other people as well as themselves.

Planned support is given to children who have been identified as having specific emotional and behavioural difficulties (EBD) or other special educational needs (SEN) which may be linked to poor behaviour. Pastoral support programmes are in place for those children who are at risk of permanent exclusion to help manage behaviour.

The school works with other agencies, such as the Educational Psychologists, Social Services, the Health Service, Police, SEN advisory teachers and Educational Welfare Officers when appropriate.

Serious or Dangerous Behaviour

Serious or dangerous behaviour is defined as behaviour that:

- causes another person distress or upset in such a way that undermines their learning and enjoyment of school;
- causes danger to others;

- causes deliberate damage to school or personal property; and
- causes insult and offence.

Serious or Dangerous Behaviour can be displayed in the following ways:

- not keeping the Code of Conduct
- use of inappropriate language that causes hurt, distress or insult
- display of rudeness, defiance or aggression (including biting, hitting, kicking, spitting) to other members of the school community
- stealing
- actions that endanger the safety of individuals or larger groups
- use of language or actions of an inappropriate sexual nature
- consistent disruptive behaviour
- use of offensive racist actions
a 'racist action' is defined as '*any incident which is perceived to be racist by the victim or any other person*'. Taken from The Stephen Lawrence Enquiry – The McPherson Report 1999. (See separate policy)
- bullying
'bullying' is defined as being 'premeditated, deliberate hurtful behaviour repeated over a period of time where it is difficult for those being bullied to defend themselves' DfE. (See Separate Policy)
- discrimination and social exclusion because of disability
- drugs related incidents (please refer to our drugs policy), and
- emotional abuse through the use of social media.

Procedure for dealing with serious or dangerous behaviour

In the majority of cases a staff member (if necessary, with support from SMT) will be able to manage behaviour using own professional judgement and experience.

When an incident of a more serious nature takes place and is deemed to include serious or dangerous behaviour, **some or all** of the following steps will be followed.

1. Number of verbal reminders from the adult in charge.
2. Child is sent to a 'Link Class' for a short period of time.
3. Child must report to either Katy, Ann, John or Martin to discuss the behaviour. In some cases the child may be asked to give her or his side of a specific incident in writing.
4. If it is deemed necessary, Katy or Ann will see an Infant child's parent(s) for an informal discussion at the earliest appropriate time, e.g. at the end of the school day. Katy, Ann, John or Martin may issue a Behaviour Report form, which the child must fill in and have signed by her or his parent(s). The Behaviour Form will be kept in a Behaviour File.
5. The child will be sent to an Assistant Head teacher and/or Headteacher who will, if appropriate, contact the child's parents.

The Headteacher reserves the right to exclude a pupil in response to a serious breach of the school's Behaviour Policy and if allowing the pupil to remain in school would seriously harm the education of the pupil or others in the school.

In every case the reprimand will focus upon an analysis of the child's behaviour and NOT personal criticism of the child.

Policy for Managing Unacceptable Behaviour at Break and Lunch Times

We understand that at Break and Lunch times children require careful management and close supervision so it is during such times that we place great emphasis upon appropriate behaviour.

Our Midday Supervisory Assistants (MSAs) play an important role in ensuring Break and Lunch times are a safe and enjoyable period of the school day for *all* the children.

If MSAs identify challenging behaviour they will use the following procedure:

1. Speak to the child or children involved.
2. Speak to the child's teacher and/or speak to the Key Stage Coordinator depending upon the level of seriousness of the behaviour. Katy, Ann or Martin will then follow from step 3 in the above section entitled, "**Procedure for dealing with serious or dangerous behaviour**".
3. In more serious cases the MSA shall report the child directly to an Assistant Head teacher or Headteacher who will follow Steps 5 and/or 6 in the above section entitled, "**Procedure for dealing with serious or dangerous behaviour**".

Sanctions for Inappropriate, Serious or Dangerous Behaviour

If our school community is to function as a safe, orderly and happy learning environment it is important that there are sanctions for inappropriate, serious or dangerous behaviour. However all penalties must be seen in the light of our Mission Statement, "We Grow and Learn with Jesus", so that in being sanctioned children are able to **learn** the effect their behaviour had on members of the community with a view to supporting them in understanding the importance of behaving appropriately. If children are able to learn, the community as a whole has a greater potential for **growth** and to thrive. Penalties for serious or dangerous behaviour may be:

- temporary removal from their immediate group
- carrying out extra work or work that should have been finished
- carrying out a useful task around the school, and
- letters or phone calls made by teachers to parents to discuss the matter.

Behaviour Report Forms

Behaviour Report Forms are kept by the Key Stage Coordinators.

Class teachers will keep behaviour records on individual children where appropriate.

Training and Support for Staff

We believe that it is very important that new and existing staff are kept up to date with current developments in behaviour management and are fully trained to deal with any

behavioural issue that might arise. For this reason all staff members will have opportunities to attend training days and courses.

Home/School Partnership

Parents play an intrinsic part in the promotion of good behaviour at school and it is for this reason that a Home/School Agreement is very important. At St. Anthony's a Home/School Agreement is in operation and behaviour management forms a part of this Agreement.

So that we can all work as part of a team in the management of our children's behaviour, it is essential that parents keep the school informed of:

- any behaviour difficulties they are experiencing at home
- a specific event or trauma that would affect the child's behaviour or performance in school e.g. family bereavement or illness
- a significant behavioural incident that happened in school that affects the child's performance and enjoyment of her or his learning.

It is essential that in addressing behavioural issues within school, parents liaise directly with the child's teacher in the first instance.

Parents who have concerns and questions regarding a behavioural incident or matter relating to their child can make an appointment to see their child's teacher who will be happy to discuss such issues. If an issue cannot be resolved in this way, either the parent or class teacher can obtain further assistance from the relevant Key stage Coordinator. If the problem remains unresolved it should then be referred to the Headteacher.

The school can offer support to parents who wish to learn about behavioural issues.

Monitoring, Evaluation and Review

The staff and governing body will review this Policy regularly. All members of the school community will be asked to comment on the effectiveness of the Policy and their comments will be considered.

The effect of this policy is monitored across all ethnic groups.

The Headteacher will publicise the policy annually through the school newsletter, notice board and website.

Appendix 1

LINK CLASSES

	In the morning	
Reception	_____	Nursery or Reception
Year 1	_____	Year 2
Year 2	_____	Year 1
Year 3	_____	Year 4
Year 4	_____	Year 3
Year 5	_____	Year 6
Year 6	_____	Year 5

Appendix 2

Management of behaviour that falls outside normal parameters

At St. Anthony's we set the highest standards for our children's behaviour but we recognise there will be children whose behaviour will fall outside normal parameters and will have to be supported accordingly.

If a child displays a consistent pattern of disruptive behaviour we will take some or all of the following steps as appropriate:

- meet with the child's parents to agree a way forward
- arrange regular meetings with parents to review progress
- involve suitable outside agencies
- recruit the support of other staff members
- work with other children in the class to form a network of support
- devise a structured action plan to include achievable targets, sanctions and rewards
- ensure a consistent approach on transition to the next year group.

All these measures are taken in line with our Mission Statement to improve the child's behaviour and enhance the learning of others.