



ST.PETER'S R.C. PRIMARY SCHOOL



Respect and Behaviour Policy

Mission Statement



St. Peter's Catholic School Mission is that pupils, parents staff, governors and parish build together a learning community which develops love, concern for each other and forgiveness, by living out the Gospel.

This means our school will be a place which:

- ☺ *To foster knowledge and understanding of the Gospel values and growing in God's love.*
- ☺ *To ensure we care for and respect others, develop an understanding of the world and contribute to society as responsible citizens.*
- ☺ *To promote independence and excellence.*
- ☺ *To encourage us to use our gifts and talents for self-fulfilment and the good of all.*
- ☺ *To appreciate that we are all uniquely created and loved by God.*
- ☺ *To put our trust in God through prayer.*

Covid-19 Rules and Procedures

As a school, the safety and well-being of our community takes priority in these unprecedented times. Staff, pupils and parents/carers share a responsibility to help enforce and follow the guidance set out below.

They will be expected to:

- Follow altered routines for arrival and departure to and from the school premises

School Opening Times

8:30-3:00 Year 6

9:00-3:30 Year 1 and children of key workers

9:30-4:00 Reception class

- Follow school instructions on hygiene; washing hands regularly and sanitising
- Follow instructions on who pupils can socialise with in school

Pupils will be split into groups no larger than 10, and must remain only with this small group whilst on the premises

- Move around the school according to specific instructions (for example out of bounds areas, queuing, 2 metres apart)
- Follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Use cleaned equipment that has been allocated to each individual, such as pencils, rubbers, rulers etc and refrain from sharing any equipment with others
- Bring a bottle of water for personal use throughout the day
- Follow amended expectations about staggered breaks or play times, including where children may or may not play
- Follow amended expectations for staggered lunch times
- Leave equipment used at school on the school premises (e.g. pencils, reading books etc)
- Follow instructions for use of toilets

- Social distancing and signs will be in place around the school grounds and in the classrooms.
- Staff will support pupils with a strong focus on health and mental well-being in line with our Catholic Ethos.
- Children can come to school in their own clothes. This is an extra measure to ensure and enable clothes to be washed on a daily basis.

Reception and Year 1 pupils to be accompanied by an adult to use the toilet. Only one child in the toilet block at a time. Year 6 pupils to wait outside the toilet block if occupied by another child.

- **Ensure the school are made aware immediately if you are experiencing symptoms of coronavirus**

Pupils to inform a member of staff

Staff to inform a member of the leadership team

Parents/Carers to call the school office

Pupils will be made aware of these expectations during daily class PSHE sessions and reminded regularly throughout the school day by staff members. They will be rewarded with praise, merits, house points and dojo points for following expectations. Having used encouragement and rewards, it may become necessary to use sanctions in some instances where rules are not being followed. Logs will be kept of any unacceptable behaviour and any intentional repetitive breach of rules will be referred to senior members of staff. The pupil will be removed from the group environment and parents will be informed. In severe cases, parents will be expected to collect their child immediately.

Under no circumstance should an individual intentionally cough or spit at or towards any other person on the premises. In the event of such an occurrence, the individual will be asked to leave the school premises. If the incident involves a child, parents will be asked to collect the child immediately until further action is taken.

Remote Learning

Pupils partaking in remote learning must complete the work set by their class teacher to the best of their ability. Teachers will keep a log of any pupil not completing work. Regular phone calls will be made by the school to the parents to check on family well-being and notify them of any work not being completed by the pupil.

1 . Our School Behaviour Policy – Introduction

The purpose of this policy is to provide clarity in terms of our school approach and practice for managing behaviour in school.

We encourage high standards of behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

2. Why A Policy?

As a Catholic school we aim to develop the children's relationship with God, teach them about their Faith and all aspects of a broad curriculum while developing their sense of respect, justice, forgiveness and reconciliation. Effective learning and teaching can only take place within an environment of positive attitudes and acceptable forms of behaviour. Parents and school need to work effectively together towards these ends.

3. Our Part

The school expects adults to:

- keep calm to reduce tensions
- listen to all sides – fairness earns respect
- be positive and build relationships
- pause for thought before issuing ultimatums
- see through any ultimatums we make
- be consistent
- separate the problem from the person
- accept all apologies
- organise classrooms and plan work
- have high expectations/challenge children
- treat pupils and colleagues with respect, courtesy and fairness by example and attitudes
- be fair in our assessments and record keeping
- value children's work with positive suggestions for improvement
- motivate children, reward success and emphasise potential
- settle children quickly at the start of a lesson.
- ensure children have the right equipment to succeed.
- provide an environment that fosters independence.
- support children to be able to calculate risks in different environments.
- ensure children arrive at school on time.

4. Children with SEND Needs

It is important that we understand the meaning behind our pupils' behaviour if we are going to be able to support their difficulties. Pupils who have SEMH or SEN may also have difficulties with communication and social interaction which may lead to misunderstandings and anxious feelings. This may also lead to these

children displaying behaviours which can be frustrating and distressing when we are exposed to them daily, but it is important that we see them in the context of our pupils' special educational needs and that we make appropriate and reasonable adjustments when needed, ie can learn to manage their anxious, challenging behaviours and to function in a more acceptable and effective way.

5. Children's part.

At school we work towards standards of behaviour based on our school values: tolerance, happiness, responsibility, simplicity, love, honesty, peace, humility, unity, freedom, co-operation and respect.

The school expects pupils to:

- Attend school regularly and not miss days without a valid reason.
- Show respect for themselves and others.
- Arrive on time
- Respect all school property (the building and equipment).
- Wear the correct school uniform.
- Settle differences in a calm and appropriate way or seek additional help (from a peer or an adult) to do so.
- Refrain from swearing, fighting or name calling.
- Participate in school activities
- Move quietly around the school and avoid causing disturbance
- Keep the school tidy and litter free.

These expectations have been discussed with pupils during Assemblies, School Council, PSHE lessons and circle times.

Pupils have been fully involved in drawing up expectations for behaviour within their classrooms. Each class has their own set of classroom rules, which has been devised and discussed at the beginning of September. This is on display in each classroom.

6. Celebration of Good Work/Presentation/Good Conduct

Children who work and behave well because they are motivated to do so are:

- a) likely to continue
- b) learning/internalising these attitudes as norms and bring these attitudes into their adult life.

We can:

- Affirm children in our discussions, write positive responses on their work, display their work and commend good work and behaviour to the class/school/Headteacher/Deputy Headteacher/Senior Teachers.
- Use the school's House Point, merit, nice to be nice book and Gold Star system to reward and record positive behaviour.

7. Sanctions

Having used encouragement and rewards (this is effective with most children), it may become necessary to use sanctions in some instances.

We should remember:

- There should be a clear distinction between minor and more serious misconduct
- Sanctions should be suited to the wrong-doing
- Our Christian values demand that there is flexibility in the application of sanctions to suit individual circumstances (ie those surrounding the event/the child's own circumstances)
- Sanctions must not infringe: 1) school aims 2) the law
- Sanctions must not damage pupil/teacher relationships or pupil self-esteem

Sanctions will at one level register our disapproval of unacceptable actions and at another level reinforce our authority and stabilise the school community.

There are degrees of unacceptable behaviour. It is essential to go step by step and not to use all possible sanctions at once/too soon. All situations will be different, and knowledge of the child is important.

8. The Curriculum and Learning

We believe that an appropriate structured curriculum and effective learning contribute to good behaviour.

Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback, help all children to stay focused, on task and perform to the best of their abilities.

It follows that lessons should have clear objectives, understood by the pupils and differentiated to meet the needs of all pupils. Marking and record keeping can be used as a supportive activity, providing feed-back to the pupils on their progress and achievements. This also shows that pupils' efforts are valued and that progress matters.

9. Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and pupils, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

10. E-safety

The Internet and use of other electronic forms of communication is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience and equip them with the knowledge and skills to stay safe. The school policy for E-safety outlines this in further detail.

11. Anti-Bullying Week

All classes are expected to participate in Anti-Bullying week to raise their awareness of different types of bullying. This is in addition to what is already being provided within the school curriculum; through PSHE lessons (Miss Dorothy journals) and day to day handling of issues that arise.

12. Procedures

To Be Dealt With By The Teacher/Link Teacher:

Work not completed
Distracting others in class
Offensive name calling
Silly name calling
Acting in a silly, potentially dangerous way
Not being perfectly polite
Play fighting
Not keeping hands and feet to self
Not lining up properly
Running, except in playground
Screeching, shouting or chanting
Disrespectful manners
NB: If any of the above become a regular problem with a child, then refer to the Senior Teacher/ Deputy Headteacher/Headteacher

To Be Referred To The Senior Teacher/Deputy Headteacher and then the Headteacher

Seriously disruptive behaviour
Making a seriously offensive remark
Seriously endangering self/others
Unacceptable actions, eg throwing something in temper
Intimidating others, especially younger/more vulnerable children
Racist, homophobic, sexual orientation, religious and gender remarks and prejudice comments based on disability.
Damage to clothes and any property
Encouraging others to fight
Fighting

Keep a class record of unacceptable behaviour, highlighting 1) the unacceptable behaviour 2) your actions 3) follow up. This includes involvement of TA/parent/other adults where relevant.

This data is to be collected and recorded by the school behaviour monitor. Trends are then identified and shared with senior staff members. Incentives are put in place and improvements to behaviour are rewarded.

13. Sanctions include:

reprimand, change of place, repeat of unacceptable work, withdrawal of privileges, sanctions related to the misdeed (picking up dropped letter etc...), missed breaks, writing up what happened, placed in link classroom and/or contact made with parents (records to be kept).

14. Senior Teacher/Deputy Headteacher/Headteacher Sanctions include:

withdrawing a child from class to enable others to work, keeping a diary/weekly record of work and behaviour. Parents are informed and involved in these circumstances.

The Headteacher/Deputy Headteacher/Senior Teacher may within certain legal requirements, exclude a pupil from the school for a period of time for a serious/group of serious misdeeds. The parents have the right of appeal against the exclusion.

Our Christian values demand that any period of exclusion is used for home and school to achieve:

- 1) the child's recognition of the wrong done and why it was unacceptable
- 2) agreement on how to put things right
- 3) reconciliation – apologies offered/accepted

15. General Procedure following referral of an incident to Headteacher/Deputy Headteacher/Senior Teacher

The circumstances of the incident will be discussed/noted. Then:

- 1) immediately in the case of a very serious misdeed
- 2) once there are a number of less serious misdeeds recorded the child's parents will be advised. They will then be involved in the discussions and invited to speak with their child about the school's concerns. It is vital that parents are quickly aware of any difficulties we are experiencing so they have every opportunity to play their essential role in working with us to improve the situation.

The overall principles of this school policy on 'Respect and Behaviour' together with a clear guide of what is/is not acceptable behaviour will be made available to each parent.

16. Support/Counselling/Reconciliations

We believe that every child has a right to:

- 1) fair treatment
- 2) evidence of our belief/confidence in him/her as a person
- 3) counselling – understand why action wrong/determine how to put things

right/reconciliation (by class teacher, teaching assistants with counselling training).

Counselling: as much time as is possible should be given to talking through the rights and wrongs of the actions of all those involved in an incident so that the child feels justice has been done and learns for the future from his/her experience. The child should feel that he/she can return to class with a new start.

For most children: such counselling is clearly quickly effective. For some it is less so. However, our consistent approach, maybe over a long period of time, is effective in that it:

1) changes behaviour after a while

OR

2) establishes norms in the child's mind which he/she will probably use as a reference point/adhere to at a later stage in his/her development.

17. Counselling of Parents

Parental support for the school and its 'Respect and Behaviour' policy is vital. When a serious incident has occurred parents can feel powerless and even guilty. The school's position has to be explained but parents have to be supported and offered hope. If they are experiencing behavioural difficulties at home with their child notice of a serious incident in school can induce a feeling of hopelessness. An agreed plan of action between child, parent and school (in which all three have a say and play a part) offers the best hope of improving behaviour. We are here to support all our community.

18. The Dinner Break

This period of time when children are out of their classrooms is an important time. If they enjoy a calm, constructive break they are refreshed and approach the afternoon's work positively. If they have negative experiences during that period they bring them back into the classroom and the class works less effectively. The policy for Senior Midday and Midday Supervisors is intended to ensure the smooth running of this part of the day.



Statement on Effective Learning, Moral Education and Behaviour

As a Catholic school we aim to support the development of each child's relationship with God, teach them about their Faith and all aspects of a broad curriculum while developing a sense of respect, justice, forgiveness and reconciliation. Effective learning can only take place in a positive atmosphere with acceptable forms of behaviour. Parents and school need to work together towards this. There are very strong influences on children from outside home and school, some of which can make the tasks of parents and teachers very challenging.

At home you will have ways of encouraging and congratulating your child at appropriate times and, where necessary, ways of showing your disapproval. Your child learns from these experiences.

The school, classrooms are very busy places for children and teachers. Time is very precious. However, we make time to congratulate effort and success, to listen to points of view, to make positive comments and to celebrate children's achievements.

We have guidelines to ensure:

- 1) that learning can effectively take place
- 2) that children become responsible members of the school community demonstrating co-operation, tolerance, self control and respect for others.

Where necessary, sanctions are used to point out why an action was unacceptable – a talk with the child(ren) usually follows to encourage children to put the situation right for the future. Making an apology is very important – an important Christian principle. Supporting the injured party afterwards is equally important.

We are confident you share these values with us in your own homes. Our school's success in instilling such values is important for home and school and the influence your child will have on society as s/he matures and as an adult.

Depending on the seriousness of the misconduct, sanctions in school range from an adult speaking to the child to ensure s/he understands why the action was wrong and its consequences, to withdrawal of privileges (eg breaktime), a letter to parents and/or a meeting with parents. In very serious cases or incidents of repeated misconduct, internal exclusion/exclusion, for example, may be used.

Seeing the Situation Clearly

All parents will know from their own parental experience that children will not always have the same perspectives on situations and experiences as adults do. It is very important in terms of fairness and justice in a community of children that parents and teachers know all the facts of a situation before making any judgements. The school will assess the situation first.

Midday Break Good Behaviour Policy

The school's 'Respect and Behaviour Policy' gives guidelines for children's work expectations and their behaviour in school.

This Policy for Midday Break gives guidelines:

1) for expected behaviour from children during the break period (a copy of the Policy has been given to each parent/child)

and

2) for staff responsibilities and action.

Walking to the dining hall, lining up and eating lunch are not part of playtime. Midday Meals Supervisors should be constantly watching and reminding children about this.

Positive Attitudes

Most children respond well to encouragement and congratulations. We should use this approach as much as possible and in appropriate situations.

Midday Meals Supervisors can assist greatly by leading by example. Tips on getting a good relationship with the children include:-

- Engage with the children;
- Talk to them calmly and respectfully;
- Get to know their names, likes, dislikes;
- Find out what they have been doing, hobbies, pets, etc.;
- Adults should walk in dining hall, corridors etc... and act as role models;
- Adults should be constantly moving around, watching behaviour and attitudes;
- Adults should be on the alert for tensions, or potential hazards and dangers;
- Adults should remind the children constantly about good, positive behaviour and attitudes, linking to school house points/value systems.

Sanctions

Some situations require sanctions. The school is a living community. Children have emotions, friendships, joys, difficulties, things on their minds. Our skill is to manage this period of the day so that:

1) the children enjoy the break and are safe

- 2) they eat, use the toilet and relax
- 3) they return to class calm/ready to work
- 4) the distribution and eating of school meals runs efficiently

Good Behaviour

Children should:

- walk silently to the dining hall
- line up to wait for lunch quietly
- eat quietly, using good manners
- behave well in the dining hall
- keep hands and feet to themselves
- show respect for all adults and children
- take care of self and others
- obey all reasonable adult requests
- act calmly
- respect all property

Midday Meals Supervisors Roles and Responsibilities

The main role is to keep children safe while having a relaxing lunch break. A guide to lunchtime procedures is available. The procedures aim to assist consistency for the running of the lunchtime period (dry and wet play) and for the managing of disputes and accidents.

Attached We Give Details Of Our Expectations Of The Children

St.Peter's Governing Body will review this policy every three years.

Date: May 2020

Review Date: November 2022

Chair of Governors: Mr Gerry Franklin

Unacceptable Behaviour

The following behaviour is unacceptable and guidance is given on what action to take.

Dealt with by Meals Supervisors	Action by Meals Supervisors	Referred to Senior Midday Supervisor by Meals Supervisor	Action by Senior Midday Supervisor
Irritating others/teasing	Speak to child usually once – (twice at most) remind of the rule broken. Ask them not to do it anymore.	Any incidence of a child having to be told of misbehaviour more than twice by Meals Supervisor	Senior Midday Supervisor speaks to child. If action repeated, refer to Class Teacher, then Headteacher/Deputy Headteacher/
Acting silly		Offensive name calling	Senior Midday Supervisor speaks to child. If action repeated, refer to Class Teacher, then Headteacher/Deputy Headteacher
Immature name calling		Making an offensive remark to anyone	Senior Midday Supervisor speaks to child. If action repeated, refer to Class Teacher, then Headteacher/Deputy Headteacher
Not being perfectly polite		Swearing	Senior Midday Supervisor speaks to child. If action repeated, refer to Class Teacher, then Headteacher/Deputy Headteacher
Play fighting		Acting dangerously	Senior Midday Supervisor speaks to child. If action repeated, refer to Class Teacher, then Headteacher/Deputy Headteacher
Not keeping hands and feet to self		Rudeness, insolence, answering any adult in an unacceptable way	Senior Midday Supervisor speaks to child. If action repeated, refer to Class Teacher, then Headteacher/Deputy Headteacher
Running except in playground itself		Unacceptable actions (eg throwing something in temper)	Senior Midday Supervisor speaks to child. If action repeated, refer to Class Teacher, then Headteacher/Deputy Headteacher
Screaming, shouting, chanting		Racist remarks	Senior Midday Supervisor speaks to child. If action repeated, refer to Class Teacher, then Headteacher/Deputy Headteacher
Minor silliness in dining hall		Kicking	Senior Midday Supervisor speaks to child. If action repeated, refer to Class Teacher, then Headteacher/Deputy Headteacher
			Spitting
		Intimidating others, especially younger or more vulnerable children. Ganging up.	Senior Midday Supervisor speaks to child. If action repeated, refer to Headteacher/Deputy Headteacher/Senior Teacher at 1.15/1.30 or immediately if serious
		Disruptive behaviour in the dining hall	Senior Midday Supervisor speaks to child and remove from hall. Report
		Fighting	Remove from playground immediately and report
		Encouraging other to fight	
		Refusal to obey a reasonable request	

