



**St. Cecilia's Catholic Primary School**  
**Behaviour**  
**Statutory Policy and Procedures**

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## St. Cecilia's Catholic Primary School – Behaviour Policy and Procedures

### School Mission Statement

At St Cecilia's

- We live by God's Word and share His love throughout our school and global family.
- We respect and value the contribution that we each make throughout our journey.
- We encourage every individual to be an inspired learner for life.

*"All that happens in the Catholic School, the curriculum, the relationships, the priorities, the aims and objectives, the pastoral care and discipline has the potential to speak of God's life"*  
(Evaluating the Distinctive Nature of a Catholic School)

Our school behaviour policy is embedded in our Mission Statement, and the principle that good behaviour is a necessary condition for effective learning to take place. Our Governing Body, and the school community seek to create an environment, which encourages and reinforces good behaviour, and reflects the Gospel values. It further acknowledges that society expects good behaviour as an important outcome of the educational process.

### Aims

We aim to develop in our children:

- A Christian viewpoint of their whole life;
- Tolerance and understanding, with consideration for the rights, views and property of others;
- A responsible and co-operative attitude towards work and towards their roles in society,
- Ability to achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- Pride and a responsible interest in caring for their environment

To achieve this we aim:

- To create an environment which encourages and reinforces defined standards of behaviour.
- To encourage consistency of response.
- To emphasise a value of self, and of others, encouraging self-discipline and attitudes of care and consideration for others.
- To ensure that the school's expectation of behaviour and strategies are known and understood by the whole school community, and shared with parents and carers.

### Guiding Principles

For the most part, the children in our school community are lively, enthusiastic and caring pupils, who enjoy the freedom to work and play together without being hindered by other children's

actions. From time to time however, people who live in a community will not always agree and difficulties arise. Our aim is to create an atmosphere based on

Respect  
Consideration for others  
Co-operation  
An understanding that everyone matters

- The school has a central role in the child's social and moral development, as in their academic development. We acknowledge that children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At St. Cecilia's we work towards standards of behaviour based on the basic principles of honesty, respect for self and others, consideration and responsibility as reflected in our Mission Statement.
- We acknowledge that the most effective strategy in marginalizing inappropriate behaviour is by promoting good behaviour and encouraging positive attitudes through systems of reward and praise. Children are encouraged to behave well by making good choices.
- Sanctions allow for a range of responses depending upon the nature of the misdemeanour, the age and maturity of the child and the individual circumstances. It is essential that the child understands that it is their inappropriate actions we are trying to change, and that the child himself or herself is always valued.

### **Definition of Terms**

*This section clarifies terms used in this behaviour policy.*

#### *Discipline*

Being capable of acting within clear expectations, rules, routines and responsibilities without direct supervision. This needs a degree of self-management that will enable the maintenance of a supportive and purposeful community atmosphere.

#### *Behaviour Management*

Knowing one's strengths and weaknesses in terms of behaviour, and developing the strategies to build upon these strengths whilst improving the weaknesses.

#### *Rights*

The needs of each person, balanced with a notion of responsibility to assist others in their needs too.

#### *Responsibilities*

The need to care about oneself, others, belongings, equipment and our school

#### *Consequence*

The result of an action, behaviour or conduct

#### *Sanction*

A strategy employed to encourage reflection on unacceptable actions. The aim is to lead to a change in behaviour when a similar situation is encountered in the future.

#### *Respect*

The action that comes with responsibility. It is intrinsically linked to patience, thinking ahead, turn taking and fairness, listening and communicating, self-management and the treatment of property. Essentially, the message is one and the same as the Gospel.

#### *Unacceptable*

Any behaviour that does not comply with the Mission Statement of the school, and thus the message of the Gospel. This can also be applied to the non-conformity of the school or classroom rules.

### **Roles and Responsibilities**

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by fostering and promoting good relationships and a sense of belonging. Everyone within the community is valued as an individual and work together as a team to encourage and support good relationships and behaviour.

### **The Role of the Adult**

- Adults within the school community have an important responsibility to provide a model of excellence to the children, as their interaction will be an important influence on the formation of attitudes.
- Adults should promote positive values of honesty, courtesy, kindness and respect for others, ensuring fair treatment regardless of gender, race, ability or age.
- Effective planning for the needs of individual pupils, and the active involvement of pupils in their own learning contributes to good behaviour, and avoids alienation and disaffection, which can lie at the root of poor behaviour.
- Lessons with clear objectives, differentiated to meet individual needs, and supportive feedback to children on their progress and achievements signal that children's efforts are valued.
- Effective classroom management, organisation and accessibility of resources, and known school rules, discussed and agreed by everyone, provide a positive environment and encourage independence and personal initiative.
- The class teacher or mid-day supervision team must keep accurate records or log events or incidents deemed unacceptable.
- Circle Time may be used to explore behavioural issues and treating each other with respect

### **Rules and Procedures**

- Rules are kept to a necessary minimum and have a clear and known rationale.
- Rules are consistently applied and enforced.
- Rules promote the idea that every member of the school community has responsibilities towards the whole.
- Rules are agreed and followed by the whole school community.
- See appendix 1

### **Rewards**

- Our emphasis is on rewards to reinforce good behaviour, to motivate and help children to see that good behaviour is valued.
- The most common reward is praise: informal and formal, public and private.
- Children in the Foundation Stage receive verbal praise, which is also communicated to the parents.

- KS 1 children may be rewarded with stickers and tabletop points. The winning table in each class receive a special sticker at the weekly 'Good Work' assembly.
- All classes celebrate a 'Star of the Week' by awarding a certificate in reward to a child. This child will be chosen on Friday for good work or displaying good behaviour during the earlier part of the week. Each child in the class should have this accolade once in the year.
- Good work may be shared in an assembly, with other classes, or with the Head Teacher.
- It would be good practice to have a small board in each class where positive rewards are celebrated. This could display house points/ tabletop points and certificates.
- House points are awarded to juniors. Junior classes will receive a certificate for the winning house in their class. The cup is awarded to the winning house overall and is displayed in the trophies cabinet. The winning house is allowed a multi-day as a reward.
- In Y1 & Y2 the table group in each class with the most points become the VIPs for the following week.
- At the end of each term, certificates will be presented to children who have not lost any Golden Time that term.
- At the end of each term, certificates will be present to children who have not had a day's absence during that term.

## **Sanctions**

Realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and protect the stability of the school community. There are agreed sanctions for various behaviours: see appendix 2. Sanctions at St. Cecilia's are encompassed in the following principles:

- It must be clear why the sanction is being applied.
- It is the behaviour, not the person that is being punished.
- It must be made clear what changes in behaviour are required.
- There should be a clear distinction between minor and major offences.
- Red behaviour files must be completed for each incident resulting in one of the sanctions. It is essential that this be done so the pattern of behaviour can be monitored. This enables the teacher to identify strategies to help to prevent the behaviour recurring. Meetings with parents are recorded on a separate sheet (Appendix 8). The SLT monitor the behaviour files on a termly basis.
- For behaviours A-F, children will lose golden time. The differentiation for this is:
  - 5 mins today for Foundation Stage,
  - 5 mins on Friday for KS1 (maximum x5),
  - 10 mins on Friday for KS2 (maximum x5)
- If a child is regularly losing their golden time, the class teacher will inform the child's parents. If after half a term, the behaviour has not improved then a meeting will be held with the parents, class teacher and SLT.
- If the child's behaviour improves over the half term, then recognition for the child and parents is important. If however, after a further half term, the behaviour has still not improved then this will be referred to a member of the Senior Leadership Team.
- Infant children will be allowed to earn back time in five-minute chunks if the child is seen to have made a real concerted effort to behave properly. Junior children do not have this option but good behaviour will be rewarded using other methods so the child sees there are benefits for behaving well.
- When children are in the class the teacher may give one verbal warning per day before taking off golden time. E.g. "Please stop talking to ..... You are stopping him/her from

learning. If you talk again, you will have to lose some Golden time.” There will not be any warning system for poor behaviour outside of the classroom.

- Midday Supervisors will complete a form to hand to the class teacher explaining which rule the child broke. The teacher must make a note of lunchtime behaviours in the red file as well. Appendix 3 and 4
- When children have to miss Golden Time, infant children may read/look at the appropriate golden-rule storybook or draw a picture showing the better behaviour. Junior children must be sent to their Fun Friday activity telling the teacher i/c how much time should be missed from the activity. Junior children must fill in a Behaviour Reflection sheet to help them think about the consequences of their actions. On the first Friday of each half term, children will miss paired reading instead of Golden Time or Fun Friday
- Rules are displayed in every classroom, the music room, the hall, and outside walls in each playground.
- For behaviour D, E and F children (or an adult scribing) will complete the behaviour letter. In the case of bad language (also behaviour D), children will complete the bad language letter instead. Appendix 5 and 6
- NB: In cases of children with special needs, it may be unsuitable to follow these sanctions verbatim. The class teacher is responsible for facilitating sanctions as appropriate and seeking advice from the SENCO or senior management team and an appropriate risk assessment is drawn up and agreed by parents and shared with all appropriate stakeholders.

### **Strategies for Monitoring Behaviour**

#### **Behaviour Record File**

- Slim, red file to be kept accessible to teacher throughout day
- Record on class sheet, using code (appendix 3), when child is spoken to about: incorrect uniform, distracting other children, poor concentration, excessive calling out, physical or verbal bullying or other example
- Record details on separate named sheet – one per child (appendix 4)
- When parent is informed, code is circled in red. A parent meeting form is completed (appendix 8)
- Behaviour File is to be handed to next teacher at end of year (when Assessment folder is passed up.)
- SLT to review termly
- Serious concerns regarding behaviour, or behaviours relating to children who are on the pastoral Care Team caseload are logged on the Pastoral Care Database.

### **Communication and Parental Partnership**

The key professional in the initial stages is the class teacher who will know the child best, and will have been monitoring behaviour. Early warnings of concern will be communicated to the SENCO, Assistant Head, or Head Teacher as appropriate.

A positive partnership with parents is crucial to building trust and developing a common approach to behavioural expectations and strategies for dealing with problems. It is important that the class teacher shares concerns at an early stage and involves parents.

- An article in the school newsletter each September reminds families of the agreed school rules and sanctions.
- Letter home A letter is kept in the Behaviour Folder which can be sent home to parents to inform them when a child has used inappropriate words or actions. (Appendix 5 and 6). A photocopy of the completed letter is kept in the Behaviour Folder.
- The child may be referred to the Pastoral Care Team / Emotional Literacy Support Assistant (ELSA) to support the child's needs.

### **Protocol for Parents and Carers**

We want all our children to feel safe and secure at all times throughout their school day. We would therefore ask all parents to support our school ethos, procedures and rules, which are there to benefit and protect all children.

Sometimes a child may come home upset particularly when an established friendship has broken down or when others are being unkind. This can be as upsetting to a parent as it is to the child. Please however, keep an open mind remembering you are only hearing one side, or version, of the story. Respond by making sure your child knows the importance of telling an adult at the school when such an incident occurs e.g. teacher, teaching assistant or midday supervisor. Reassure your child that telling is the proper thing to do. Retaliating or hitting out is only going to get them into trouble and won't resolve their problems. Remember it is much easier for the school to sort out problems as they occur rather than days later.

If this strategy does not work or parents continue to have concerns then it is important they approach the class teacher to discuss the matter.

**Parents should never approach another child to discuss an incident that may have occurred in school.** The matter should always be investigated through the proper school channels and procedures.

## **Appendix 1: The School Rules**

*We work hard*

*We are gentle*

*We listen*

*We are honest*

*We are kind and helpful*

*We look after property*

*We move around the school safely*

*We do not waste time*

*We do not hurt others*

*We do not interrupt*

*We do not cover up the truth*

*We do not hurt other people's feelings*

*We do not damage things*

*We do not go in areas where there is not an adult*

## **Appendix 2: Sanctions**

### **KS1 and KS2**

<b>Behaviour</b>	<b>Sanction</b>
A. Distracting behaviour in class (non-verbal) e.g. fidgeting, swinging on chair, tapping, Velcro.	<ul style="list-style-type: none"> <li>● Loss of golden time/Fun Friday</li> <li>● If all golden time/Fun Friday taken, parents will be informed.</li> </ul>
B. Disruptive behaviour in class (verbal) e.g. calling out, talking to neighbour,	<ul style="list-style-type: none"> <li>● Loss of golden time/Fun Friday</li> <li>● If all golden time/ Fun Friday taken, parents will be informed.</li> </ul>
C. Out of class e.g. being inside when should be outside, inappropriate behaviour in the toilets, not lining up properly at playtimes, pushing & shoving.	<ul style="list-style-type: none"> <li>● Loss of golden time/ Fun Friday</li> <li>● If all golden time/ Fun Friday taken, parents will be informed.</li> </ul>
D. Rudeness to adults or children e.g. teasing, body language, swearing, disobedience, arguing, lying, defiance.	<ul style="list-style-type: none"> <li>● Loss of golden time and letter to parents written by child.</li> </ul>
E. Bullying of other children	<ul style="list-style-type: none"> <li>● Loss of golden time, letter to parents written by child and refer to <u>bullying policy</u>.</li> </ul>
F. Theft or vandalism e.g. breaking, drawing or writing inappropriately, taking something that belongs to someone else.	<ul style="list-style-type: none"> <li>● Loss of golden time, letter to parents written by child and parents brought in. If appropriate, asked to make contribution towards cost of damaged goods.</li> </ul>
G. Violent behaviour to self e.g. temper tantrums, when a child loses control, risking their own safety by their behaviour.	<ul style="list-style-type: none"> <li>● Child placed in a safe place and parents to be rung and asked to come in and deal with their child.</li> <li>● If becomes regular occurrence then meeting with Senior Leadership Team (SLT).</li> </ul>
H. Violent and or threatening behaviour to others including adults and children e.g. kicking, spitting, punching. This includes retaliation.	<ul style="list-style-type: none"> <li>● Parents contacted and exclusion for rest of day or the following day. (By exclusion the school means internal exclusion where the child is placed in their year group/area and spends playtimes away from their class)</li> <li>● If the child has a series of exclusions, then pastoral support/ SLT/ outside agency meeting</li> </ul>
I. If there is no improvement in the behaviours and other children are being put at risk and their education is being seriously disrupted on a <u>daily</u> basis.	<ul style="list-style-type: none"> <li>● External exclusion</li> <li>● In the most extreme case after a series of external exclusions this could lead to permanent exclusion.</li> </ul>

## Foundation Stage

Behaviour	Sanction
A. Deliberate distracting behaviour in class (non-verbal) e.g. fidgeting, tapping, Velcro	<ul style="list-style-type: none"> <li>● Move child to more appropriate place.</li> <li>● At discretion of the practitioner a target sheet will be drawn and discussed with the parents.</li> </ul>
B. Disruptive behaviour in class (verbal) e.g. calling out, talking to neighbour	<ul style="list-style-type: none"> <li>● Move child to more appropriate place</li> <li>● At discretion of the practitioner a target sheet will be discussed with the parents and then implemented.</li> </ul>
C. Out of class e.g. being inside when should be outside, inappropriate behaviour in the toilets, not lining up properly at playtimes, pushing & shoving	<ul style="list-style-type: none"> <li>● Time out to reflect on behaviour.</li> <li>● A picture to be drawn to show the incorrect behaviour and then correct behaviour.</li> <li>● If appropriate behaviour plan to be drawn up and discussed with parents.</li> </ul>
D. Rudeness to adults or children e.g. teasing, swearing, disobedience, arguing, lying, defiance	<ul style="list-style-type: none"> <li>● Time out to think about it.</li> <li>● Parents informed.</li> </ul>
E. Theft or vandalism e.g. breaking, taking something that belongs to someone else	<ul style="list-style-type: none"> <li>● Child to return the property to the school.</li> <li>● Picture to be drawn reflecting the incorrect and then correct behaviour.</li> <li>● Parents to be informed after the session.</li> </ul>
F. Bullying of other children	<ul style="list-style-type: none"> <li>● Time out to think about it.</li> <li>● Picture to be drawn reflecting the incorrect and then correct behaviour.</li> <li>● Letter to parents.</li> </ul>
G. Violent behaviour to self and others e.g. temper tantrums, when a child loses control, risking their own safety by their behaviour	<ul style="list-style-type: none"> <li>● Child placed in a safe place and parents to be rung and asked to come in and deal with their child.</li> <li>● If becomes regular occurrence then meeting with Senior Leadership Team (SLT)</li> </ul>
H. Violent behaviour to others including adults and children e.g. kicking, spitting, punching. This includes retaliation.	<ul style="list-style-type: none"> <li>● Immediate time out. Parents to be contacted. If continuous then exclusion for the rest of the day or the following day. (By exclusion the school means internal exclusion where the child is placed in another area and spends freeflow away from their class)</li> <li>● If the child has a series of exclusions, then pastoral support / SLT / outside agency meeting.</li> </ul>
I. If there is no improvement in the behaviours and other children are being put at risk and their education is being seriously disrupted on a <u>daily</u> basis.	<ul style="list-style-type: none"> <li>● External exclusion</li> <li>● In the most extreme case after a series of external exclusions this could lead to permanent exclusion.</li> </ul>

### Appendix 3: Behaviour Code Descriptions

Letter	Description
A	Distracting behaviour in class (non-verbal) e.g. fidgeting, swinging on chair.
B	Disruptive behaviour in class (verbal) e.g. calling out, talking to neighbour.
C	Inappropriate behaviour out of class e.g. running in corridor, not lining up properly.
D	Rudeness to adults or children e.g. teasing, swearing, disobedience, lying, defiance, body language.
E	Bullying of other children.
F	Theft or vandalism e.g. breaking something, drawing or writing inappropriately.
G	Violent behaviour to self-e.g. temper tantrums, when a child loses control, risking own or others' safety.
H	Violent behaviour to others including adults and children e.g. kicking, punching, spitting, retaliation.
I	Deliberate racist remarks or comments of a personal nature relating to a person or their culture.
J	Making negative comments about another person's appearance or disability.
K	Deliberate homophobic comments e.g. you're gay.
L	Cyberbullying e.g. sending abusive texts, pictures or emails, being abusive on social media sites.





**Appendix 4: Individual behaviour record**

**Behaviour Record**

Name of Child:

Class:

Date (must be recorded on class sheet)	Incident	Outcome of meeting with parent – if held.



**Appendix 5: Behaviour letter**



**St Cecilia's**  
Catholic Primary School

Dear \_\_\_\_\_

Today at school I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I know that this was wrong to do. To make things better I am going to

\_\_\_\_\_

Please sign this form and return it to my class teacher tomorrow. If it is not returned the school will phone to ask why.

I am very sorry.

.....  
.....

Name of child:

I have read the letter informing me of my child's inappropriate behaviour. I have discussed the consequences of this behaviour with my child.

Parent's signature



St Cecilia's  
Catholic Primary School

**Appendix 6: Bad language letter**

Dear \_\_\_\_\_

Today at school I used the following word/words \_\_\_\_\_

Please explain to me what it means and why I should not use them.

Please sign this form and return it to my class teacher tomorrow. If it is not returned the school will phone to ask why.

I am very sorry.

.....  
.....

Name of child:

I have read the letter informing me of my child's use of inappropriate language. I have discussed the consequences of this behaviour with my child.

Parent's signature

**Appendix 7: Playtime report**

Playtime Report

Name: \_\_\_\_\_

Class: \_\_\_\_\_

I am disappointed because you  
broke the Golden Rule no: \_\_\_\_\_

This is what you did:

Signed \_\_\_\_\_

Midday Supervisor

**Appendix 8: Parent Meeting Record**

**PARENT MEETING NOTES**

Child's Name:  Parent's Name (if different):	Reason:  Action Taken / Sanction:	Date:
Child's Name:  Parent's Name (if different):	Reason:  Action Taken / Sanction:	Date:
Child's Name:  Parent's Name (if different):	Reason:  Action Taken / Sanction:	Date:
Child's Name:  Parent's Name (if different):	Reason:  Action Taken / Sanction:	Date: