



# St Paul's Catholic Primary School

## BEHAVIOUR POLICY

<p><b>Mission:</b>  <i>Our pupils and all members of our school community encompass, celebrate and live our values by:  <b>Journeying together, The St Paul's Way.</b></i></p>
<p><b>Our Vision</b>  <i>An exceptional community where acceptance, compassion and diversity is valued. We will encourage and inspire our children to serve God for the good of all, to excel in their learning and be resilient and caring. Our community will recognise, celebrate and protect God's gift of the world through the provision of a creative, relevant and ambitious curriculum which enables our children to be confident and prepared for modern life.</i></p>
<p><b>Our Values:</b>  <i>Respect, Friendship, Perseverance, Honesty, Caring, Thankfulness and Confidence which are rooted in the Gospels of Jesus Christ and we support and encourage those values which form our modern British Society – Democracy, Rule of Law, Individual liberty, mutual respect and tolerance (value) of those of different faiths and beliefs.</i></p>

Signed (chair):  <i>C Lawler.</i>	Name:  Carol Lawler	Date:  7/02/2023
Signed (Head):	Name:  Maxine Sewell	Date:  7/02/2023
Ratified by: Governing Body on: 7 <sup>th</sup> February 2023		Next Review: Summer 2025

# Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>		<b>Date</b>	Feb 2023
<b>EIA CARRIED OUT BY:</b>	Claire Rogers	<b>EIA APPROVED BY:</b>	Maxine Sewell

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		YES
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		YES
Gender Reassignment (transsexual)		YES
Marriage and civil partnership		YES
Pregnancy and maternity		YES
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		YES
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		YES
Gender (male, female)		YES
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		YES

Any adverse impacts are explored in a Full Impact Assessment.

At St. Paul's Catholic Primary School we believe that all pupils should feel that they are valued members of the school and that all members of the school community have the right to be treated with kindness and respect. We are a caring community, whose values are built on mutual trust and respect for all. This policy has been designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a positive environment where everyone feels happy, safe and valued so that good relationships are developed in order that people can work together with the common purpose of helping everyone to learn. Our 'St Paul's Way' leaflet and Mission Statement outlines the values that everyone involved at St Paul's is expected to share.

We treat all members of the school community fairly and apply this policy in a consistent way.

We aim to help all children to grow in a safe and secure environment, to become positive, responsible and increasingly independent members of the school community.

All of our 'school rules' fall into the three simple categories of: READY, RESPECT and SAFE.

#### Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all. All

staff are expected to:

- Treat everyone with kindness, respect fairness and consistency at all times
- Seek to build positive relationships and help others in any way they can
- Put the children first

Pupils are expected to:

- Be ready to learn
- Be respectful to everyone
- Keep themselves and each other safe

## **Procedures**

### **Good behaviour**

All staff will be ready to meet and greet the pupils with a smile and greeting of the pupils' choice.

Each class is expected to have a focus board for the lesson/day/week with the intention that each child's name or photograph gets onto the board by the end of the time allocated, for example; to listen carefully.

Pupils achieving this consistently will be rewarded with a text message home or a phone call home.

Pupils achieving this inconsistently will be allowed to "roll over" the achievements and still be rewarded in the same way.

Above and beyond conduct will be rewarded.

### **Managing poor behaviour**

Poor behaviour must always be addressed, it must not be ignored by any adult in the school.

Where a pupil is not displaying good behaviour the adult will speak quietly to the pupil and remind them of the expected behaviour in a calm and gentle manner. They will be reminded of their previous good behaviour and that this is about the choice that they are making.

If poor behaviour continues the pupil is reminded that they will need to speak with the adult at the next break (or come out of class to speak to the adult if a TA or member of SLT is available to cover the class for a few minutes so the behaviour can be addressed immediately and discretely with minimum disruption to the learning of the rest of the class). In the first instance the behaviour should always be addressed by the adult in charge at the time- not automatically escalated to the senior leadership.

A restorative approach to the poor behaviour will be taken.

### **Restorative conversation Questions to use:**

What happened?

What was the thinking behind the words/actions? Who has been harmed? Why?

What have you thought since?

What would better behaviour have looked like? What behaviour will you show next time?

End on a positive note showing that you have faith in the pupil and will help them to achieve their goal of improved behaviour.

It is anticipated that few children will get to the restorative conversation stage but if there is an occasion where this is still not successful, the pupil can have time out to reflect on their behaviour and/or an action plan will be put in place.

Every adult in the school community is expected to display the behaviour outlined above. They are also expected to support the pupils in achieving excellent behaviour through supporting them directly or supporting their colleagues when dealing with poor behaviour.

### **Fixed term or permanent exclusions**

An exclusion is not something the school wishes to enforce but may be necessary if it would support the pupil concerned. Only the Headteacher (or anyone deputising for the Headteacher) may exclude a pupil from school. The exclusion may be for a short period of time or longer depending on history and circumstances. The reason for exclusion will be clearly communicated to the parent at the point of exclusion.

A re-integration meeting will take place with the pupil, parent and headteacher before the child returns to school.

The Headteacher will inform parents of the exclusion as soon as possible by phone and then in writing. The Headteacher will also inform the Local Authority and the Governing Body.

Reasons for exclusion is not limited to but might include:

Racism and discrimination of any kind; violence and aggression towards another child or an adult; disrespectful and rude behaviour; swearing; behavior that compromise the safety of the child or others.

Please refer to the Exclusion Policy.

### **Monitoring**

Consistent poor behaviour; aggressive behaviour and all exclusions will be recorded in the Headteacher's behaviour log. This will be monitored termly by the Senior Leadership team and any patterns will result in parents being involved in looking at ways to support the pupils towards improved behaviour.

This policy will be reviewed biannually, or when statutory guidance changes.

It will be delegated to the Ethos, Environment and Enrichment Committee (EEE) for review but approved by the Full Governing Body.

FGB Approval Date: 7<sup>th</sup> February 2023

Review date: Spring 2025

SIGNED:

HEAD TEACHER

CHAIR OF GOVERNORS

DATE: