

**St Peter's Catholic Voluntary Academy
Behaviour Policy**

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Approved by Zoe Morgan (chair of governors) Date:

At St. Peter's, we use the guidance of the church to drive our moral and social education. Our Catholic ethos feeds into the way we treat children and the way we expect them to treat each other. With reconciliation and forgiveness at the heart of our teaching, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules to a minimum. Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community and the children, have a vital role to play and should aim to build positive relationships with each other. We expect everyone to respect others, their families, culture and beliefs. We take time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships and initially try to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. We are helping children to become empathic, considerate members of society, developing the skills to avoid and resolve problems independently.

Aims

- To develop an ethos of respect where all members of the school community feel safe, valued and considered.
- To foster a nurturing environment where pupils are encouraged to explore, understand, and value the beliefs, opinions and customs of others.
- To encourage intrinsically motivated prosocial behaviours.
- To develop each child's emotional literacy.

Objectives - how will we achieve these aims?

- To provide pupils with the skills and opportunities to take responsibility for their own actions.
- By valuing all achievements and effort given, enabling every pupil to recognise and celebrate their positive achievements.
- To develop a partnership between home, school and Church.
- To develop strong relationships between staff and pupils, with an atmosphere of mutual trust.
- To create an environment which is proactive rather than reactive.
- To encourage good behaviour through a system of expectations rather than rules. We understand that rules foster obedience rather than intrinsic motivation and can not always be applied inclusively.
- To have high expectations for our children whilst recognising that some children have specific needs - we understand that it's not always appropriate to treat all children in the same way as circumstances, needs and emotions differ.
- To promote an understanding of cause and effect and their part in a chain of events.
- To approach incidents and issues in a way which provides children with the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused.
- Positive reinforcement is expected at every opportunity.
- Every day is a new day.
- Children are taught how to resolve conflicts independently using an embedded system [Peace path](#). Selected children who are trained as mediators (peacemakers) help to implement the system and initiate the process.
- **We strive to avoid:**
 - **humiliation – it breeds resentment**
 - **shouting – it diminishes us**
 - **overreacting – the problem will grow**
 - **blanket punishment – this is unjust towards the innocent**
 - **harsh sarcasm**
 - **threatening children with someone else's discipline**
 - **using an area of the curriculum as a punishment**

Behaviour ladder

Expectations	Praise
<ul style="list-style-type: none"> ● Show respect for adults and peers ● Recognise that everyone has gifts and qualities that should be valued ● Do as we are told first time ● Walk sensibly around the school ● Show good manners ● Say sorry when we get things wrong ● Learn to forgive each other as Christ taught us ● Show good sportsmanship ● Treat others as we would like to be treated ourselves ● Keep the school tidy ● Help younger/more vulnerable pupils ● Tell the truth ● Admit any mistakes ● Are good listeners ● Follow instructions ● Always do our best ● Share ● Respect the property of others ● Respect others' views and opinions ● Show an awareness of safety for self and others ● Include others 	<ul style="list-style-type: none"> ● Verbal praise, stickers ● Children are sent to the head's office with good work ● ClassDojos which are shared with parents ● 100 Dojos - certificate awarded in the classroom ● 250 Dojos - Personalised laminated bookmark which is awarded during monthly 'Achievement Assemblies' ● 500 Dojos - Personalised badge which is awarded during monthly 'Achievement Assemblies' ● 750 Dojos - The child chooses a book which is awarded during monthly 'Achievement Assemblies' ● 1000 Dojos - framed certificate which is awarded during monthly 'Achievement Assemblies'
Behaviours	Actions
<ul style="list-style-type: none"> ● Falling out with friends on the playground ● Feeling lonely 	<p style="text-align: center;">€ Child led peacekeeping</p>
<ul style="list-style-type: none"> ● Forgetting homework ● Forgetting P.E. kit ● Wrong uniform ● Not on task or avoiding work ● Chatting during lessons ● Not following instructions ● Not engaging 	<p>Strategies</p> <ul style="list-style-type: none"> ● Tackle this discreetly - it may not be the child's fault. ● Is this out of character? If so, find out the underlying cause. ● Help the child to understand the long term consequences of his/her actions. ● Create clear boundaries/targets including time limits. ● Question yourself - is the learning appropriate for the ability of this child? ● Is there a deeper issue? Do they need support from Paul or Lorna? Do you need to chat to parents? <p>Here are some examples of positive Language we expect to see</p> <ul style="list-style-type: none"> ● <i>The balance of positive and negative comments should be biased towards positive.</i> ● <i>Tell me what you were asked to do.</i> ● <i>What will happen if?</i> ● <i>Is there anything we can do to help?</i> ● <i>Can I explain this a different way?</i> ● <i>Have I explained this clearly enough for you? Let me know if I haven't.</i> ● <i>It looks like there's a problem today with ... perhaps you would like to....</i> ● <i>I would prefer it if...</i> ● <i>If you were in our position, what would you do?</i> ● <i>I'm going to walk away, when I come back I want to see</i> ● <i>Im proud of the work you have done so far, however....</i> ● <i>So did I hear you say that</i> ● <i>Am I right in thinking</i> ● <i>So you</i> ● <i>Can you help me to understand more?</i> ● <i>I am sure we can find a solution together</i> ● <i>Catch them being good and give praise</i> <p>If the above is not effective, use the following consequences</p> <ul style="list-style-type: none"> ● Verbal warning

	<ul style="list-style-type: none"> ● Homework detention in the head's office ● The child is told to complete work at break or lunchtime.
<ul style="list-style-type: none"> ● Consistently displaying some of the behaviours above despite strategies used. ● Disrupting others e.g. shouting out, tapping on the table, leaving their seat without permission, throwing, flicking, shouting/singing inappropriately ● Pushing or shoving in lines ● Treating people unfairly ● Leaving people out of games ● Bringing an object from home which is a distraction to others (See confiscation policy) 	<p>Strategies</p> <ul style="list-style-type: none"> ● Who has been harmed/affected and how? ● Make it clear to the child that their behaviour is affecting the learning of others. ● Adjust Seating - this child may have to sit alone. ● Ask a group of peers to give a factual account to the child on how their behaviour is affecting them. Drawing out each person's story one at a time. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to. What each person was thinking and feeling at the time, before and since. Who has been affected and how? ● First time offence? If so, why? ● If it is out of character they may need support from Paul or Lorna ● What those affected need to do to feel better, move on, repair harm and rebuild relationships. ● Does this child need a safe space for 'time out' ? ● Does this child need ELSA? <p>Here are some examples of positive Language we expect to see in addition to the ones above - avoid using negative language</p> <ul style="list-style-type: none"> ● <i>You might want to do that, but I would like you to</i> ● <i>If you are having difficulties, we could move you to a different place</i> ● <i>If you continue to do this, what do you think could happen as a result?</i> ● <i>You have made this choice, has (name) made the same choice? Is that fair?</i> ● <i>What do you need to do to put this right?</i> ● <i>I'm giving you the opportunity to make the right decision</i> ● <i>I'm going to give you two minutes to make the right choice and then I am going to(move your name down, yellow card)</i> <p>If the above is not effective, use the following consequence</p> <ul style="list-style-type: none"> ● Yellow card - person giving the yellow card completes the behaviour log on Arbor. ● Refer to confiscation policy if the last point has been contravened
<ul style="list-style-type: none"> ● Consistently displaying some of the behaviours above despite strategies used. ● Purposely harming others through words ● Rough play which results in harming others ● Lack of respect for property belonging to others ● Consistently telling lies ● Answering back ● Swearing ● Lack of respect for staff ● Intimidation ● Verbal aggression ● Inappropriate use of social media with intent to harm or upset ● Running or hiding to an area without supervision 	<p>Strategies</p> <ul style="list-style-type: none"> ● Employ the strategies above in order to unpick the reasons for this behaviour ● Involve SLT if unresolved who may gather information using CCTV <p>Language</p> <ul style="list-style-type: none"> ● <i>Use the suggestions above</i> <p>If the above is not effective, use the following consequences</p> <ul style="list-style-type: none"> ● Straight to red card - person giving the red card completes the behaviour log on Arbor, CPOMS and contacts parents. ● The nearest lunchtime after the offence, they attend 'time out' in the head's office.
<p>BECAUSE OF THE SERIOUS NATURE OF THE OFFENCES BELOW, WE DON'T EXPECT TO SEE THEM IN SCHOOL. HOWEVER, THE FOLLOWING STRATEGIES AND SANCTIONS WILL BE EMPLOYED IF THEY DO HAPPEN.</p>	
<ul style="list-style-type: none"> ● Physically hurting someone on purpose ● Causing immediate danger to themselves or others ● Significant damage to property ● Homophobia ● Stealing ● Bullying 	<p>Strategies</p> <ul style="list-style-type: none"> ● Find out what their intention was. e.g. was a racist or homophobic remark intended to offend? ● Refer to anti-bullying policy <p>Language</p> <ul style="list-style-type: none"> ● <i>Use the suggestions above</i> <p>If the above is not effective, use the following consequences</p> <ul style="list-style-type: none"> ● Straight to red card - person giving the red card completes the behaviour log on the

- Racism
- Bringing an object from home which is a danger to others (See confiscation policy)

shared drive, CPOMS and contacts parents.

- **The nearest lunchtime after the offence, they attend 'time out' in the head's office**
- **SLT face to face or telephone conference with parents**
- **Decision regarding exclusion (see exclusion policy)**