



# **PADRE PIO CATHOLIC PRIMARY SCHOOL YSGOL GYNRADD GATHOLIG PADRE PIO**

## **Behaviour Policy**

Behaviour at Padre Pio Catholic Primary School contributes to our Mission Statement:

***'A Catholic family where we pray and learn in peace with each other. Together we take the message of Jesus to the world'***

Our aim is to provide a high-quality Christian Education based on the teachings of Christ in the Gospels, where each individual is a valued member of our community and is able to develop his or her talent to the full. We aim to promote in all members of our community, faith and religious commitment, in accordance with the rites, practices and teachings of the Catholic Church.

### **Article 28 UNCRC**

Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

### **Introduction**

It is a primary aim of Padre Pio Catholic Primary that every member of the school community, created in the image and likeness of God, feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on the teachings of Christ in the Gospels, including justice, dignity and peace. The school behaviour policy is therefore designed to establish a culture in which everyone can demonstrate respect towards each other and celebrate the uniqueness of each individual within our community, enabling them to reach their full potential. It supports the way in which all members of the school can live and work together and aims to promote an environment where everyone feels happy, safe and secure.

### **Aims of our Behaviour Policy are:**

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To involve pupils in drawing up the expected standards of behaviour
- To encourage the involvement of both home and school in the implementation of this policy

### **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

## **The Curriculum and Learning**

We believe that an appropriately 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 feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

At Padre Pio we believe our faith permeates all we do for and with our children. This means that we work together across all phases of our school to look at the values and virtues that come from the Gospel and teachings of Jesus.

These values and virtues constitute our Pupil Profile and consists of 8 pairs of complementary virtues.

Each half term, following the Archdiocesan programme, the whole school focuses on one pair of virtues; we spend time reflecting on the meaning of the virtues; how we see them in action in our lives and in the lives of others and how we can work to encapsulate these in our lives.

The pairs of virtues are:

Grateful and generous; attentive and discerning; compassionate and loving; faith-filled and hopeful; eloquent and truthful; learned and wise; curious and active and intentional and prophetic

## **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 children, strategies for encouraging good behaviour, arrangements 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, and 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. Criticism should be a private matter between teacher and child to avoid resentment.

## **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they could achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum.
- be positively stated, telling the children what to do rather than what not to do.
- everyone involved should be actively encouraged to take part in their development.
- They should have a clear rationale, made explicit to all.
- They should be consistently applied and enforced.
- They should promote the idea that every member of the school community has responsibilities towards the whole.

## School Rules

The school's follows the 'Golden rules:

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|---------------------------|--|
| • We are gentle           | We don't hurt others                   |
| • We are kind and helpful | We don't hurt anybody's feelings       |
| • We listen               | We don't interrupt                     |
| • We are honest           | We don't cover up the truth            |
| • We work hard            | We don't waste our own or others' time |
| • We look after property  | We don't waste or damage things        |

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code/charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

## Rewards and Sanctions

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We praise and reward children for good behaviour in a variety of ways:

The commonest reward is praise, informal and formal, public and private, to individuals and groups. Good work is praised and shown to class to help model expectations. Rates of praise for behaviour should be as high as for work.

Some examples of positive incentives for the individual, group and class should be demonstrated and include such examples as:

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|--|------------------|
| ▪ Non- verbal smiles, nod, thumbs up etc | ▪ Work displayed |
| ▪ Written positive comments;             | ▪ Golden time    |
| ▪ Use of stickers;                       |                  |
| ▪ Stars                                  |                  |

As well as the above, two children from each class are chosen to be 'pupil of the week'.

Each 'pupil of the week' receives a certificate during the Friday Praise Assembly.

The children are chosen, either for consistent good work or behaviour, or to acknowledge a positive demonstration of the pupil virtues.

Further to the above, acknowledgement of pupils' achievements outside school are recognised during assembly.

## Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. Sanctions will always be based on the Catholic values of justice, dignity and peace.

The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.

- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- Knowledge of the child is used to measure the level of behaviour using a scale of 1-10 in order to ensure that the sanction is not out of proportion to the offence.

Sanctions range from expressions of disapproval, through withdrawal of privileges, eg. moving to sit alone, loss of playtime and loss of responsibility, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following LA guidelines). *See Appendix 1 for hierarchy of sanctions.*

To try to ensure a sanction is proportionate, behaviours have been sorted into three groups:

**A. Low level Behaviour** including:

Chatting; calling out; swinging on chairs; wandering around classroom; talking when others are talking; fussing and fidgeting; making noises; interrupting/distracting others; making faces/gestures; tapping pencils.

**B. Mid level behaviour** including:

repeating any of the above when asked not to; pushing/shoving; answering back/mumbling under breath; spoiling someone's work; name-calling; refusing to follow instructions; throwing rubbers/small objects; put-downs, use of a mobile phone.

**C. High Level Behaviour (these incidents must always be recorded)**

Persisting in any of above (Mid) having been asked to stop; swearing; leaving classroom without Permission; stealing; breaking/damaging property on purpose; hitting/kicking/punching; fighting; throwing objects to hurt someone; racism; bullying (including cyber-bullying).

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parental support.

Where anti-social, disruptive or aggressive behaviour is frequent, additional specialist help and advice from the Educational Psychologist or Inclusion Service is sought.

**Systems to implement sanctions:**

- The hierarchy of sanctions is on display in every classroom.
- Each class has a place on a board to keep track of warnings given.
- Each class has a Time out class to send children to (this may vary depending on the pupil eg sibling in class), where a space is kept available for them to work.
- Receiving teacher settles child but limits interaction with them after that.
- If child is disruptive in time out class they are sent to member of the Senior Leadership Team (SLT).
- Class teacher keeps a record of children who are sent out.
- Class teacher contacts parents if a child reaches stage 3, three or more times in a week and every time stage 4 or above.
- There is a standard letter informing parents of their child's poor behaviour.

**Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial

responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents in a Home/School Agreement which parents and pupils are expected to sign.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (refer to Anti-Bullying Policy).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Welsh Office Circular 37/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **The role of the class teacher and teaching assistants**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher / teaching assistant treat each child fairly and enforces the classroom code consistently. The teacher / teaching assistant treats all children in the class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents, recorded on **My Concern**. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education welfare worker or LA outreach support service.

The class teacher reports to parents about the progress of each child in their class, in-line with the school policy. The class teacher will also contact a parent whenever there are concerns about the behaviour or welfare of a child.

### **The role of the headteacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors,

when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour on My Concern.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The role of parents/carers**

The school works collaboratively with parents/ carers, so children receive consistent messages about how to behave at home and at school.

We expect parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents/carers should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal process can be implemented following the school's complaints procedures.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions**

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

### **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records behaviour concerns on My Concern. The headteacher monitors these concerns and takes appropriate action.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

<b>Monitoring and Review</b>	
Policy	Behaviour Policy
Created on	September 2008
Last updated on	September 2023
Approved by	Catholic Life Committee 18 October 2023
Adopted by Full Governing Body on	8 November 2023
Scheduled review date	September 2025
Head teacher's signature and date	
Chair of Governor's signature and date	

### Hierarchy of Sanctions

Step		Action	Possible behaviours	Category
1	Reminder	A look or a quiet word. This may happen several times.	Chatting; calling out; swinging on chairs; wandering around classroom; talking when others are talking; fussing and fidgeting; making noises; interrupting/distracting others; making faces/gestures; tapping pencils.	Low
2	Verbal warning	If you continue to... you will be expected to 'pay back' * minutes or move place	Repetition or escalation of behaviour	Low
3	'Pay back' time or Move Place	Tell child they will 'pay back' * mins of learning time.	Continued repetition or escalation of behaviour	Low
4	Time out	Child sent to another classroom with work to do, to calm down.  Parent informed at end of day by teacher.	Use of a mobile phone in school	Medium
5	Visit Deputy	If child is sent to another class twice in one week they are sent to Deputy for final warning.	As above	Medium
6	Meeting with parent and class teacher	If a child is sent to another class more than three times in one week a meeting is set up with parents and class teacher. Headteacher informed.	As above	Medium
7	Visit Headteacher	If a child persistently has 'pay back' or takes part in dangerous or abusive behaviour they visit the Headteacher. Parents informed at the end of the day by teacher.	Persisting in any of above (Mid) having been asked to stop; swearing; leaving classroom without permission; stealing; breaking/damaging property on purpose; hitting/kicking/punching; fighting; throwing objects to hurt someone; racism; bullying.	High
8	Headteacher meeting with parents		If the Headteacher feels it is necessary a meeting will be arranged between parents and Headteacher	High
9	Exclusion	Child excluded for fixed term. Child excluded permanently.	See local authority guidelines	High



### Lunchtime Supervision Hierarchy of Sanctions

Step		Action	Possible behaviours
1	Verbal Warning	Tell child what it is about their behaviour that you have seen that you are not pleased with and why. Discuss positive choices they could make instead. Child apologises if appropriate. If a complaint has been made by another child, listen carefully to the recounts of the incident given by all children involved first, before giving any warnings. If you continue to...you will sit on the bench for time out / be moved to another table.	Not sharing equipment, using equipment or cutlery / food inappropriately, being over dominating towards others, making a single unkind comment, becoming over boisterous.
2	2nd verbal warning, and 'time out' in playground	If a minor incident reoccurs in a single lunchtime, listen again to all involved parties. Instruct child to sit on the bench for five minutes. Ensure that the other MDS's supervising this area are informed, so that they can particularly watch out for this child. Inform child that if there is a further incident they will be sent to see the Deputy/Headteacher	Repetition or escalation of behaviour.
3	Visit Deputy or Headteacher	If minor behaviour issues from above continue, child to be sent in to receive final warning from Deputy or Headteacher. If neither are available, child to be sent to Member of SLT. The child may then spend some 'time out' from the playground and may have to write an apology. MDS's ensure that class teacher is informed at the end of lunchtime. Any accident /incident forms should be given to the class teacher, so that they can be sent home to parents at the end of the day. Parents will be informed of the incident at the end of the day by class teacher	Repetition or escalation of behaviour.
4	Withdrawal from playground	In the event of continual serious behaviour incidents or bullying where other children are deemed to be at risk, the child may be withdrawn from the playground for a period decided by the Headteacher. Parents will be informed of this and may be asked to meet the Headteacher to discuss their child's behaviour during Lunchtime.	Serious physical / verbal abuse. Bullying.