St Paul's Catholic Primary School



Behaviour Policy

Mission Statement

'Together in Faith, Working as One'.

Motto

'We Shine'

Intent

We develop responsible, resilient, respectful pupils who value themselves, others and their learning.

We aim for our children to be happy, inquisitive, reflective and ambitious individuals who can become lifelong learners ready for the next stage of their 'journey'.

Our curriculum is **CLEAR**:-

- **C**hallenging – lessons are stimulating and provide opportunities for children to 'grapple' with concepts, utilising opportunities for regular lesson enhancements.
- **L**anguage rich– staff promote, develop and encourage high quality talk for learning so that all pupils can express themselves and communicate clearly and effectively in a wide range of situations.
- **E**ncouraging – staff promote resilience through the development of a growth mindset and 'the power of yet'.
- **A**spirational – staff have high expectations and the children dare to take risks and dream.
- **R**eflective – children are encouraged to consider their role in making our world a better place. **'LIVE WISELY, THINK DEEPLY AND LOVE GENEROUSLY '–** (Pope Francis, *Laudato Si*)

Vision

All children at St Paul's, regardless of their starting points, will reach their full potential and become the best version of themselves. They will grow into hardworking individuals with a lifelong love of learning and develop their unique talents by knowing and loving God. Pupils will leave St Paul's as resilient, respectful, tolerant and well-rounded citizens who are kind, honest and forgiving.

1. Policy Aims

This policy promotes our core belief in children's right to learn and be safe in school. At St Paul's Catholic Primary School, we believe that all members of our school community have a responsibility to promote the highest standards of positive behaviour at all times. Our school must be a safe and positive place that promotes learning alongside personal, social and emotional development.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore 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 an environment where everyone feels happy, safe and secure.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Outline **how children are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Our Values

At St Paul's Catholic Primary School, we believe that the ethos of the school should be built on a foundation of gospel values and we promote these values in everything we do. Our school motto is: ***Together in Faith***, ***Working as One.*** As such, we want to promote in our children a shared sense of responsibility towards others. We want them to understand how their actions affect themselves and those around them. Our behaviour policy will demonstrate how all members of our school community - staff, governors, parents and children – can, through their actions and behaviours, show respect, happiness, patience, peace, caring, freedom, honesty, trust, determination, resilience, friendship, co-operation, responsibility, understanding and empathy, love, tolerance, justice, forgiveness, appreciation, positivity, humility and courage. These values will give all a shared responsibility in making our school a safe and happy place for all.

'Values are principles that guide our thinking and behaviour'.



Core Values

Love = Kindness + Honesty + Forgiveness

Life = Resilience + Respect + Tolerance

4. What You Should Expect From Our Staff Team

To be successful in promoting positive behaviour, we believe that there are three essential factors that you should expect from our staff team. They are that we;

i. Value and Promote Positive Behaviour

All staff will promote positive behaviour as a professional quality. This will be demonstrated through everyday actions; how the environment and curriculum is organised. Teaching must give clear messages to the children about the extent to which they and their efforts are valued. For example,

the arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

ii. Quality of Our Relationships

Children need to have positive and respectful relationships modelled. At St Paul's Catholic Primary School we recognise that it is the everyday interactions that make the difference. It is the importance of every greeting, every smile and every welcome that are crucial to the success of our policy. Listening, fairness and integrity underpin purposeful relationships. These are professional qualities.

iii. Consistency

- It is important we demonstrate this through our professional discipline. Where we have reward systems, we must ensure that they are rigorously applied and valued. Equally, when we have to manage inappropriate behaviour, we must be thorough and ensure that agreed processes are followed.

5. Delivering the Curriculum

We fully accept that children and parents should always expect children to receive high quality teaching. It is our professional responsibility to ensure that;

- Our curriculum engages children.
- Lessons are structured and organised.
- Lessons plan for the individual needs of children.
- Planning and feedback celebrates children's achievements and ensures progress.

6. School & Class Rules

Rules are central to our whole school ethos and are adapted within classes to suit the pupils' age and stage of development. Each classroom clearly displays our school values and golden rules.

School Rules

Our whole school 'Golden Rules' are based on the agreed expectation that pupils will:

- Follow instructions safely and consistently.
- Accept responsibility for their actions and engage in managing behaviour, making appropriate choices.
- Look after our equipment and belongings.
- Show respect to members of staff and each other.



Class Rules

Rules for each classroom are established with children at the beginning of the new school year. The

number of class rules and precise wording are agreed between staff and pupils following discussion with them.

7. Positive Behaviour Rewards

1. Praise

Positive behaviour is rewarded on a day-to-day basis by the use of verbal praise, stickers, dojos and certificates. Children at St. Paul's respond particularly well to this. Children who display consistently good behaviour may be given special responsibilities in the classroom. The roll round display board in the foyer will be used to show examples of children's work and good behaviour on a weekly basis.

2. Dojo Points and Headteacher Golden Certificate

Each teacher will set up a target number of dojos for the whole class to reach. Dojos can be awarded by any member of staff and children will collect individual points as well as those points counting towards their class total. Class teachers will give weekly awards to children who make a special effort to achieve dojo points. When the class reach their target a class reward will be given e.g. an extra playtime or a film afternoon.

Staff can nominate to the Headteacher names of children who have gone above and beyond in terms of work and/or behaviour. The Headteacher may then award a golden certificate. This is a prestigious award and will only be given in exceptional circumstances.

3. Awards Assembly

Each Monday, our Celebration Assembly is held in school. Children will be reminded of our school core values and our 'Golden Rules'. Teachers will select two children from their class to receive a certificate for living out our school values and showing excellent behaviour. Teachers record the names of children who are to receive certificates in a special book, 'St Paul's Shining Stars', this ensures fair distribution during the term. These pupils will then be invited to take part in 'Milkshake Monday' with the Headteacher as a reward for their efforts. The children's names will be included in the school weekly newsletter and photos of the week's St Paul's Shining stars will be added to school social media.

8. Reporting to Parents

Regular reports, including comments about behaviour will be sent to parents. At the beginning of each year parents are provided with a Home School Agreement, which explains their role in supporting their child at school. Parents are made aware of the school's behaviour policy and are able to view it on request at the school and on the school website.

Teachers should contact parents to report on good/positive behaviour. This may be through a face-to-face discussion at the end of the day, a phone call or a letter home. For children who follow the behaviour code without fail, postcards will be sent home to their parents. Teachers should aim to send home at least one postcard every fortnight.

9. Managing Negative Behaviour, Behaviour Logs and Sanctions

Although the focus of our Behaviour Policy is developing positive behaviours and relationships, the use of sanctions is an essential part of our approach. It is essential that we communicate that unacceptable behaviour will not be tolerated. Class behaviour logs (Teaching staff) and whole school behaviour logs (SLT) will be used to record behaviour incidents along with any sanctions.

9.1 Definitions of unwanted/unacceptable behaviour

(See behaviour lists)

<u>Low Level</u> Disruptive Behaviour is defined as:

- Shouting out in class

- Not following instructions
- Deliberate lack of effort with work and poor attitude
- Non completion of classwork

<u>Significant</u> Disruptive Behaviour is defined as:

- Significant disruption in a lesson
- Arguing with adults, being rude, cheeky and disrespectful
- Refusal/non-compliance when given an instruction

<u>Serious</u> Disruptive Behaviour is defined as:

- Repeated breaches of the school rules/disruptive behaviour
- Any form of bullying (also see the school's Antibullying Policy)
- Fighting
- Use of racist, sexist, homophobic or discriminatory language/behaviour
- Throwing/kicking objects to cause damage/harm (including self-harm)

<u>Consequences for Inappropriate Behaviour Choices - Early Years</u>

<u>Pre School Twos</u>

When a child behaves in an inappropriate way a member of staff will explain to the child what they have done wrong and possibly remove them from the situation.
If a child is at risk of hurting themselves or those around them, they will be reminded three times that it is inappropriate and then the rest of the class will be removed or the child will be removed from the situation.
Children are encouraged to say they are sorry and staff will quickly show them that all is forgiven and forgotten as they move children back in to class activities.
The 'Class Behaviour Log' will then be completed by teaching staff.

<u>Foundation Stage</u>

As above except that children are only given one reminder and are then sent to sit on the red spot with a three-minute timer. A member of staff will explain to the child why their behaviour was inappropriate and discuss with them what they could do in the future. Again staff will demonstrate that the inappropriate action is forgiven and forgotten as children move back to their play.
Staff keep a record of children who have been sent to the red spot.
The 'Class Behaviour Log' will then be completed by teaching staff.

<u>Consequences for Inappropriate Behaviour Choices Yr 1 – Yr 6</u>

An Assertive Discipline approach underpins this policy and all children are fully aware of the consequences that will follow as a result of choosing not to follow our school golden rules.
The school adopts an assertive approach and children who do not behave appropriately in school are given verbal reminders, if the negative behaviour continues this will be followed by a series of warnings and a sanction will be given.
The 'Class Behaviour Log' will be completed by teaching staff.

<u>Behaviour management process:</u>

<u>(i)</u> <u>Low level - unwanted behaviour</u> (see behaviour lists)

1. The first-time a child does not follow the school rules they are verbally reminded of behaviour expectations.
2. If the child continues to break the rules a "take care" reminder is given by their teacher.
3. If a child chooses to continue to behave inappropriately, they are given their **first warning,** and this is recorded in the class log. The consequence of this will be a **'time out'** and the pupil will miss **5** minutes of their next playtime.

4. If behaviour does not improve then they will be given a, **second warning**, and this again is recorded in the class log. The consequence of this will be a **'time out'** and the pupil will miss **10** minutes of their next playtime.
5. If further inappropriate behaviour is displayed, then they will be given a, **third warning**, and this again is recorded in the class log. The consequence of this will be a **'time out'** and the pupil will miss **15** minutes of their next playtime.
6. At the start of playtime and lunchtime any children who have been given a 'time out' sanction the child will be escorted by the T/TA to the 'Time out' room or instructed to stand at the perimeter of the yard for the number of minutes set by the class teacher.

During the afternoon, the same process will be followed however any 'time out' sanctions received will result in missed break time during the next school day.

Children are given a fresh start at the beginning of each new teaching session, so they have the opportunity to correct their behaviour. Children will be reminded that behaviour directly impacts others and can result in lost learning time for themselves and their peers. Earning dojo points for the whole class target should support children in working as a team towards a shared goal. Children will reflect on their behaviour and discuss it with their teacher so that they can make better choices in future.

It is the class teacher's responsibility to deal with incidents of misbehaviour from the unwanted behaviour list and the use of the class behaviour log. Therefore, behaviour should be managed within the classroom situation. Children should not be sent out of class for minor incidents of misbehaviour and pupils should only be referred to SLT in the most serious cases of misbehaviour.

(ii) Significant/Serious - unacceptable behaviour (see behaviour lists)

If unacceptable behaviour occurs of a more serious nature or continues to be persistent despite other sanctions being given, a child will be taken to the Headteacher / Deputy Headteacher at play time or lunch time. If a child is sent to the Headteacher/Deputy Headteacher, the incident will be logged in the SLT behaviour log and consequences will be decided as appropriate (miss of further playtime for a period of time, restrictions from after school clubs and out of school events) and a decision will be made as to whether the child's parents/carers need to be contacted. This is very serious and should only happen on rare occasions.

If a child is entered into the SLT behaviour log three times during a half-term parents will be notified and further action will be decided on between parents and school.

If a serious incident occurs, the child will immediately be sent to the Headteacher, or Deputy Headteacher in her absence. Parents will also be notified. The incident will be logged and consequences will be decided as appropriate.

10. Behaviour Concerns and Escalation Procedures

Teachers with ongoing concerns about children's behaviour may ask parents to make an appointment to discuss their child's behaviour and look at strategies to support the child at home and school.

Incidents of misbehaviour recorded in the class log will be used to monitor individual pupil's behaviour over time. This information will be shared with SLT each half term, (or more often if required.)

Any serious incidents of misbehaviour will be recorded on CPOMS with details of the behaviour and the consequences.

Stages of Escalation

1) If a child has had a 5 minute 'time out' on 5 or more occasions in one week the class teacher will discuss the behaviour with the child and enter a report on CPOMS.

2) If a child has had a 10 minute 'time out' on 3 or more occasions in one week a letter will be sent home to their parent or they will be contacted by telephone.

3.) If the parents have been contacted and a child re-enters stage 2 again during the same half term the class teacher will invite the child's parents to come in for a meeting to discuss their behaviour after school.

4.) Following a meeting with parents, if a child re-enters stage 1 within a 4-week period, their parents will be contacted and the child will be placed on a behaviour monitoring report for an agreed length of time.

11. Behaviour Monitoring Reports

Individual Behaviour Monitoring Reports will be used for children who have entered stage 4 of the escalation procedures. Behaviour targets will be agreed with the pupil at the start of each week and reviewed at the end of each teaching session.

Children on monitoring reports will report to a senior teacher on a daily basis and share the report with parents at the end of each day. Children should remain on monitoring records for no more than a two-week period. After this period the child's parents will be invited to attend a meeting to discuss their progress.

If insufficient progress has been made, the child will be placed on a PCP and the class teacher will meet with the SENCO to discuss future action to support the child.

12. Person Centred Plans (PCPs)

In discussion with the Head teacher, a teacher may feel that there are children in his/her class who need further support with their behaviour.

Individual needs will be discussed and Person-Centred Plans drawn up. Close monitoring and evaluation of these plans will be undertaken with the assistance of the SENCO.

13. Lunchtime

At lunchtime, midday supervisors are responsible for their own behaviour management, although warnings given during this time are not recorded in class as this can lead to negative behaviour continuing into the afternoon. Children who are not exhibiting the desired behaviour should be sent to stand at the fence or to walk round with the adult for a specified amount of time. Very serious incidents at lunchtime should be reported to the class teacher.
Lunchtime supervisors will line children up at 12.55. The class teacher will collect their class from the yard and bring them to class ready to start the afternoon's activities.

14. Exclusions

Head teachers have the authority to exclude pupils from a mainstream primary school; these powers are legislated for in The School Discipline Regulations, 2012.

Alternatives to exclusions are always considered and may include:

- Transfer to alternative locations within the school sites (internal exclusion)
- Managed moves

The decision to exclude a pupil for a fixed period or permanently from school is a decision that is not taken lightly and is carefully considered, considering all evidence and factors that may have contributed to the pupil's behaviour. The head teacher is the only person who can make the decision to exclude, unless she is absent. In this case, the deputy head teacher may make the decision with the authority of the HT.

A fixed term or permanent exclusion may be deemed necessary for a variety of reasons, including:

- Repeatedly violating the Behaviour Policy
- Serious breaches of the Behaviour Policy
- Serious assault on another child or children
- Assault of a staff member
- Repeatedly preventing other children in their class from learning
- Bringing the school into disrepute whilst not in school (i.e. after school or the weekend)
- Making an allegation against a staff member which when investigated proves unfounded
- Other incidents considered serious by the head teacher
- Exclusions from lunchtime will also be considered if children repeatedly violate the Behaviour Policy during this time.

The length of the exclusion and reasons are clearly recorded in a formal letter to parents/carers. The letter also explains to parents where they can seek advice and support as well as additional information about the exclusion.
Parents will be called to collect their child from school as no child will be allowed to leave unaccompanied.

If an exclusion is made, then parents will be notified in writing within a reasonable timeframe. They will be informed of the period of exclusion and reasons, including their right to appeal to the Governing Body Discipline Committee and their right to appeal later in the process to an Independent Review Panel. Parents have legally defined rights within the review process and should contact the school for more information if necessary. For example, all parents have the right, when appealing to an independent panel, to request the involvement and advice from a Special Educational Needs expert. More details can be found at www. Parentpartnership.org.uk

The sanction of exclusion can range from a definite short term to a permanent exclusion. However, exclusion is used only a last resort when all other measures have been unsuccessful.

15. Reasonable Force

i.) Principles:

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

ii) Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

iii) When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
Teachers who identify children who present regular challenging behaviour that may cause themselves personal risk or risk damaging property should refer to the senior staff or the SENCO for advice.

Safe handling plan

A safe handling plan should be drafted with teachers, teaching assistants and parents to plan for safe strategies to identify how to de-escalate situations that may arise during the school day. These plans may refer to specific safe handling approaches such as guiding and holds. Schools do not require parental consent to use force on a student.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

School acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND) about the use of physical force. It is accepted that some pupils require a more sensitive and differentiated approach.

What happens if a pupil complains when force is used on them? All complaints about the use of force should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

16. Leaving a lesson

If a child should run out of class or school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The head teacher or a member of the SLT should be informed immediately and lessons returned to normal as quickly as possible. Leaving class is regarded as a serious, unacceptable behaviour and a consequence will follow.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the children refuses or leaves the site, police and parents should be informed immediately. If parents and emergency contacts are unavailable, the police should be informed directly. Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the danger.

17. Roles and responsibilities

17.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

17.2 The Headteacher

The headteacher is responsible for implementing the school behaviour policy consistently throughout the school and to report to the governors on the effectiveness of the policy. The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children and staff in the school. The head teacher keeps records of all reported serious incidents of misbehaviour and 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 head teacher (in consultation with the LA) may permanently exclude a child.

17.3 Staff

Staff have a responsibility to:

- Implement the behaviour policy consistently
- Demonstrate and model positive behaviour
- Promote the vision statement and values of St Paul's Catholic Primary School
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Follow the school Rewards and Sanctions system.
- Work in partnership with parents in dealing with any behavioural issues.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements and trying to 'catch the children being good'.
- Display the school Golden Rules clearly and mention them frequently.
- Ensure children are never left unattended.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure that each child has work appropriate to his/her level of ability.
- Deal with problems calmly.
- Be as consistent and fair as possible in the use of rules and sanctions, considering each individual child's needs.
- Work closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.

17.4 Parents

Parents are expected to:

- Support their child in adhering to the school rules and expectations and work in partnership with the school to promote high standards of behaviour at all times.
- Support the school's policy for rewards and sanctions.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

18. Behaviour and Inclusion

St Paul's Catholic Primary School is proud to be an inclusive school. Where children need support, we aim to provide it to the best of our abilities. This is applicable to children with social and emotional difficulties as it is for children with academic or other learning difficulties.

At St Paul's Catholic Primary our SENCO will support teaching staff in meeting the needs of children with social and emotional needs. The SENCO can support class teachers in planning specific programs to help children be successful at school and individual behaviour support plans.

We also have several partnerships with Caritas, Gilbrook Outreach Service, CAHMS teams, MHST, social care staff, paediatricians and behaviour support bases that we use to offer support beyond the school when required. Early intervention is key to management of behaviour concerns.

19. Equality and Disability

At St Paul's Catholic Primary, we recognise that children are different and will ensure that no child is discriminated against when managing behaviour. Our school has clear guidelines relating to disability, race and gender. This will be monitored by the head teacher (see Equality Policy).

20. Safeguarding

Children's behaviour may raise safeguarding concerns. Staff should record and report these to the school's designated child protection officer. All staff receive training on the link between behaviours and possible issues relating to safeguarding (see Safeguarding Policy).

21. Behaviour outside school

Contact with parents and appropriate sanctions will be imposed should a pupil misbehave outside school premises where he/she is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- is identifiable as a pupil of the school.

22. Support for staff

Our School Behaviour Policy and approach is shared annually with all staff and is part of the new staff induction.

23. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every year. At each review, the policy will be approved by the headteacher and governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body every year.

24. Links with other policies

This behaviour policy is linked to the following policies:

- Antibullying Policy
- Safeguarding policy

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

At St Paul's Catholic Primary School, we believe that by reinforcing the highest expectations of good behaviour and by working together, staff, pupils, parents will make a positive contribution to the school community.

Behaviour Lists

Unwanted Behaviour	Unacceptable Behaviour
Low Level Disruptive Behaviour	Significant/Serious Disruptive Behaviour
Class Log	SLT Log
Talking over others Laughing at others Name calling Poor use of time Going to the toilet when not needed Negative attitude towards work Non completion of classwork Negative attitude towards staff/children Not following instructions Moving around class when not instructed Shouting out Running around/through school Too loud when lining up Not listening to adults Not listening to peers Not joining in Answering back	Arguing with adults Swearing Fighting Spitting Lying Refusal Being rude, cheeky and disrespectful Hurting others physically Hurting others verbally Intentionally breaking/throwing equipment/property Throwing/kicking objects to cause damage/harm (including self-harm) Leaving the classroom without permission Repeated breaches of the school rules/significant disruptive behaviour Bullying (see Antibullying Policy) Use of racist, sexist, homophobic or discriminatory language/behaviour



St. Paul's RC Primary School

Together in Faith Working as One - We Shine!

Unwanted Behaviour

Low Level Disruptive Behaviour

Class Log

- Talking over others
- Laughing at others
- Name calling
- Poor use of time
- Going to the toilet when not needed
- Negative attitude towards work
- Non completion of classwork
- Negative attitude towards staff/children
- Not following instructions
- Moving around class when not instructed
- Shouting out
- Running around/through school
- Too loud when lining up
- Not listening to adults
- Not listening to peers
- Not joining in
- Answering back

Unacceptable Behaviour

Significant/Serious Disruptive Behaviour

SLT Log

- Arguing with adults
- Swearing
- Fighting
- Spitting
- Lying
- Refusal
- Being rude, cheeky and disrespectful
- Hurting others physically
- Hurting others verbally
- Intentionally breaking/throwing equipment/property
- Throwing/kicking objects to cause damage/harm (including self-harm)
- Leaving the classroom without permission
- Repeated breaches of the school rules/significant disruptive behaviour
- Bullying (see Antibullying Policy)
- Use of racist, sexist, homophobic or discriminatory language/behaviour

KINDNESS HONESTY FORGIVENESS RESILIENCE RESPECT TOLERANCE