

# Behaviour Policy



St. Vincent's Catholic  
Primary School

*Together through Christ we grow and learn*

**Date of Policy:** September 2021  
**Person Responsible:** Danielle Duffy  
**Presented to Staff and Governors:** September 2021

**Date of Review:** September 2024

## 1. Aims

- To develop a caring, cooperative and rights-respecting environment.
- To foster Christian values.
- To ensure a consistent, positive approach to managing behaviour
- For the children to have a high esteem of themselves.
- For children to understand the consequences of their actions.
- For children to respect each other as well as adults.

**MISSION STATEMENT**      *Together, through Christ, we grow and learn*

## VISION STATEMENT

- *At St. Vincent's we will endeavour to educate children through the teachings of Christ, to develop their academic potential to the full and nurture their individual needs within an outstanding school.*
- *The Catholic St. Vincent's family will work together to develop academic, moral, social and spiritual growth for all within the local, national and global community (giving and receiving).*
- *We will do this by promoting an ethos of care, support, responsibility and awareness of self and others within a safe, healthy and friendly environment in which we can all inspire and be inspired.*

The Mission Statement and the Vision Statement encompass our main beliefs. They should be known and understood by all children and members of the St. Vincent's community. The Mission Statement and the Vision Statement are displayed within every classroom and are a regular focus for class assemblies and prayer times.

## 2. School Values and Rules

### Roles & Responsibilities

All staff and pupils are encouraged to promote positive attitudes to learning and behaviour. Pupils are expected to:

- Take responsibility for their own behaviour and learning.
  - Take part in the caring, sharing ethos of our school and respect and display the values and learning behaviours we promote in school.
- Know and understand the rules, rewards and consequences of their choices and actions.

### Adults in school are expected to:

The class teacher is responsible for the management of the behaviour of their class, using the systems detailed in this policy. Teachers and Teaching Assistants will achieve this by:

- Being calm, good humoured, having high expectations for the good behaviour of all children in school and believing they are all capable of making the right choice.
- Treating all children equally and showing concern and respect for them.
- Making time to respond to children according to their needs.
- Making rules clear and implementing them fairly but sensitively.
- Using praise rather than criticism to guide.
- Take part in the sharing, sharing ethos of our school and respect and display the values we promote in school.

### Parents can support school by:

- Ensuring their child/ren understand the school rules and expectations.
- Supporting the school in the implementation of the policy.
- Modelling acceptable behaviour in front of their own and other's children.

### **3. Rewards**

Praise – positive verbal feedback

Rainbow

Celebration Assembly

Star of the Week

Lunch Tokens

### **4. Implementation**

#### **Ways to promote positive behaviour – See Appendix 3 for examples**

- By constant use of praise for appropriate behaviour, use of rewards and encouragement, e.g. smiles, verbal praise, student of the week and merit stickers, as well as rewards within the class.
- A 'no shouting' policy is in operation, it must not be used as a behaviour management technique and should only be used in the event of an emergency and/or to prevent danger.
- By establishing clear boundaries within the class/ school.
- By remaining calm and always consistent.
- By establishing strong home/ school links working in partnership with parents.
- By modelling appropriate behaviour.
- By addressing the behaviour not the individual.
- By recognising that we each have rights and responsibilities and that these should be respected.
- By supporting and challenging pupils according to individual needs.
- By careful classroom organisation which is attractive and accessible to all.
- By giving special responsibilities.
- By having a positive sharing time of children's work in the class and in work assemblies.  
By helping children to understand that it is acceptable to make mistakes.
- By displaying and referring to Class Charters- agreed at the beginning of the school year.

#### **Class Charters**

In line with the United Nations Convention on the Rights of the Child (UNCRC), each class in St. Vincent's Catholic Primary School will develop their own Class Charter in which particular rights which have been discussed are chosen by each class. These are displayed prominently in each classroom together with the associated responsibilities to be carried out by both children and adults. Class Charters are revisited and refreshed at the beginning of each term. A School Charter has been developed in collaboration with the School Council. We believe that this promotes a greater awareness of both the rights and responsibilities of the individual, which in turn impacts positively on behaviour.

#### **Concerns**

Our main concerns for behaviour around school will be channelled into promoting a positive and caring environment for all, where violence, racism, bullying, disrespect, vandalism and theft will not be regarded as acceptable forms of behaviour.

#### **Routines and Expectations**

The school routines will be explained to children in assemblies and reinforced consistently by all staff.

- Always focus on positive behaviour. Recognise the positive e.g. 'I like the way...'

- Encourage good manners-saying please and thank you, responding appropriately to greetings, and being considerate of others
- Ensure children move around the school quietly and calmly, one step at a time, and keep right on the stairs, adhering to the one way system.
- Only progress up/down two flights at a time. Wait for every child in the class before proceeding.
- Children are not to be left unsupervised in any part of the building. If a child is being sent on an errand or using the facilities, they should go in pairs.

### **3. Staff Responsibilities**

#### **Behaviour Management Strategies**

- When dealing with difficult behaviour, keep calm and talk quietly. Allow a cooling down period. This prevents a confrontation with an audience watching and gives you time to think.
- When addressing behaviour incidents, staff must ensure that they are not alone with children. (If this is not possible try to be in an open space, in full view and ensure doors are kept open)
- Use eye contact and gesture. Remember to address the behaviour not the person. E.g. “Your behaviour was inappropriate.”
- Provide children with an opportunity to explain their actions, reflect on their behaviour and accept responsibility for the choices they have made.
- Each class from Reception to Year 6 implements St Vincent’s rainbow behaviour strategy. Clear behaviour steps are displayed on an electronic rainbow within the classroom. The steps range from rewards for good behaviour to sanctions for inappropriate behaviour. A child’s name is moved up or down the coloured steps depending on their behaviour. In Reception this is a hard copy so children can physically engage with the rainbow. A child’s name is stuck to the appropriate colour and can be moved up or down the coloured steps depending on behaviour. (See Appendix 1 for strategy.)
- After a series of steps, according to the rainbow behaviour system, children will be sent to an agreed classroom for time out, to calm down and complete their work. Arrangements for partnership classes will be made at the beginning of each school year and reviewed according to the individual child (try to avoid classes with siblings) and circumstances Always telephone first to prepare the teacher and to ensure they are present and able to accept the child.
- Before each step is taken, it is made clear to children what the consequence is and what the next step will be.
- Each day must be seen as a fresh start-rewards or sanctions should not be carried onto the next day unless in exceptional circumstances such as an incident whilst out on a trip.
- A separate system will be followed at lunchtimes. Please refer to the Lunchtime Supervision Policy.

### **4. Monitoring and Reporting**

- The staff member should first deal with the situation.
- A significant incident, which occurs in the class/ playground, will be recorded on CPOMs (on the same day) by the adult managing the situation.
- A major incident e.g. any incident involving any form of violence or putting others in danger will be referred to the SLT immediately. The child will be given a reflection sheet to record their own report including reflection on the incident and this will be used as the basis for discussion. (See Appendix 2) The member of the SLT dealing with the incident will store this with a written record of the incident in the Behaviour File stored in the headteacher’s office, log the incident on CPOMS and see the child’s parents as appropriate. The child will then be moved to the cloud and need to work their way up the rainbow again from there (regardless of which stage they were on previously)

- Children will write their own report of an incident on the reflection form, which is to be kept in the class or SLT incident file. (See Appendix 2)
- Parents will be informed verbally of significant incidents. When instances of unacceptable behaviour continue to occur with individuals, the class teacher will liaise with a member of SLT and the school SENCO to identify the appropriate next steps e.g. an Individual Education Plan, Home School Partnership behaviour book and/or accessing support from external services.
- Any incidents perceived as racist will be reported to the governing body at the next full meeting following the incident.

**Exclusion** (Please refer to 'Exclusion from maintained schools, Academies and pupil referral units in England : A guide for those with legal responsibilities in relation to exclusion 2012')

In cases of unacceptable behaviour children can be temporarily excluded for a certain number of days or permanently excluded from school on disciplinary grounds. These measures are very serious and we hope to avoid them by home and school working together.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## 5. Opportunities for Spiritual and Moral Development

In Catholic education, we are aware that all knowledge and understanding comes from God. Through positive behaviour management we will provide opportunities for pupils' spiritual and moral development in the following ways:

- Modelling and encouraging respect for one another, our school environment and resources.
- Treating others, as we would expect to be treated ourselves.
- Taking responsibility for the choices they make.
- Forgiveness of others who may have made the wrong choices

## 6. Equal opportunities

We should ensure that the specified aims are implemented for all children regardless of race, religion, gender, ability and disability. We will do this by:

- All teachers consistently following behaviour policy and strategy used.
- When addressing inappropriate behaviour, all children will be treated equally and fairly.
- Staff will adhere to the policies for race and equal opportunities.

## 7. Health and Safety

- Behaviour with high risks of health and safety will be treated very seriously.
- Children who are a danger to themselves and to others will be removed from the situation immediately.
- Staff respond calmly and without force to inappropriate behaviour, however when necessary staff may need to physically restrain pupils who pose a threat to their own safety and that others.

## Appendix 1-St. Vincent's Behaviour Strategy

Clear colour coordinated behaviour steps are displayed in each classroom. Children's names are placed on a series of rainbow colours depending on their stage of behaviour. This should be one step at a time apart from violent or dangerous behaviour, which justifies a child being moved straight to the cloud (regardless of their previous position).

### Positive Reinforcement

YELLOW: Verbal Praise

e.g. "Well done! You have settled quickly to your table and are working quietly."

ORANGE: Small sticker (to be seen by parents)

RED: Special sticker (to be seen by parents)

SUN: Headteacher /Deputy Award: Once a child has got to the sun they have the opportunity of being sent to see the Headteacher for **exceptional** work or behaviour i.e. being kind and considerate, an independent and interactive learner

### **Behaviour Management**

Each time the child is told the consequence of their behaviour and given a warning of the next stage.

Before being put onto the blue stage an informal pre verbal warning is given e.g. "Your behaviour is inappropriate, if I have to talk to you again, you will have to move your name to blue on the rainbow. Please make more positive choices."

BLUE: Verbal Warning

e.g. "If you continue to distract others, you will have to move to the timeout table to complete your work."

INDIGO: Time out within the classroom

e.g. sitting at a quiet table on their own away from the rest of the class. "You are to move to the time out table as your behaviour is unacceptable and you are distracting others. If you continue to break the classroom rules, you will have to move to another class."

VIOLET: Time out in another class

Classes where children are to be sent will be designated at the start of each new year. Child's behaviour is to be discussed with class teacher at playtime, a **Behaviour Reflection form** is completed by the child and filed in the class behaviour folder. Child returns to class after 10 minutes KS1 and 20 minutes KS2. Child is given a warning of the next consequence.

e.g. "Now that you have returned to class, you must follow the classroom rules. If you are sent out 2 more times then your parents will be called into school."

If a child is sent out of class 3 times within a period of time (e.g. a week) then parents are asked to come into school to a meeting.

CLOUD: When inappropriate behaviour continues, i.e. destructive, disengaged, rude behaviour to the point where the child is on the cloud, the child is referred to the Headteacher or Deputy Headteacher. (If a serious incident occurred, e.g. any incident involving any form of violence or putting others in danger then the Senior Leadership Team would be informed immediately. The child will then be moved to the cloud and need to work their way up the rainbow again from there (regardless of which stage they were on previously)

At the end of each day, children's names are taken off the rainbow and teachers will emphasise to the children that each new day is a fresh start for everyone. Every day all children will start on green



# St Vincent's Behaviour Strategy



Shiny Sticker Award (show parents!)

RED: Special Sticker (show parents)

ORANGE: Small sticker (show parents)

YELLOW: Verbal Praise

GREEN: Starting point for all pupils every morning

BLUE: Verbal Warning

INDIGO: Time out within class

VIOLET: Time out in another class (KS1 10 minutes / KS2 20 minutes) to complete reflection sheet and inform parents



Speak to the Headteacher/ Deputy /SLT  
(Parents informed!)

**Appendix 2 –Behaviour Reflection sheet**

Behaviour Reflection Sheet

Child's name:	Date:
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What happened?

What did you do?

Why did it happen and what part of our School Charter has not been respected?

What I will try to do next time to prevent this from happening:

What will be the consequence for your behaviour?

How will you be more responsible next time?

### **Appendix 3 School Charter based on the UNCRC**





# St. Vincent's Catholic Primary School

Together Through Christ We Grow and Learn

## Our School Charter based on the United Nations Convention on the Rights of the Child (UNCRC)

- We believe we have the right to say what we think on matters affecting us and to have our views `` taken seriously. (**Article 12**)
- ✓ *We will respect this by sharing our ideas and suggestions at the appropriate time and place.*
  
- We believe that every child has a right to an education. (**Article 28**)
- ✓ *We will respect this by being on-time for each school day, participating to the best of our ability, bringing the correct things and enjoying our learning in school.*
  
- We believe that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for parents, their own cultures and the environment. (**Article 29**)
- ✓ *We will respect this by making the most of opportunities to display our talents and share our cultural experiences, supporting the work of the Green Team and listening carefully to our parents and teachers always.*
  
- We believe that every child has the right to relax, play and join in a wide range of cultural and artistic activities. (**Article 31**)
- ✓ *We will respect this by playing fairly, enjoying our playtimes and by being positive about all cultural and artistic opportunities. We will support and help the school's Trust Buddies and Play Leaders.*
  
- We have the right to be safe in school.
- ✓ *We will respect this by not running but moving carefully around the building and by always being careful when using any equipment.*

*Written by the representatives of the School Council, in consultation with all pupils, September 2011 and revised January 2012*



## Appendix 3

### Language we use when managing challenging moments:

- I understand that you...but our rules at St Vincent's are to be ready, respectful and safe.
- I can see that you are upset/angry/frustrated so let's talk about it together

### Rebuild and repair

When children have calmed down after a behaviour incident we always ensure we make time to rebuild and repair with the child in private. During this time we follow the script below:

- What happened?
- How were you feeling?
- How did this make people feel?
- What should we do to put things right?
- How can we do things differently in the future?