



St Paulinus Catholic Primary School

"Inspiring all to live, learn and love in the light of Jesus"

(I am the light of the world; whoever follows me will never walk in darkness but will have the light of life." John 8:12)

Behaviour Policy

Signed Date

Headteacher

Policy reviewed by Subject Managers : Mr. D. Hutton / Miss C. Parnaby

Policy updated by : Miss E. Sinclair, April 2016

Policy review date : April 2019



Behaviour Policy

Mission Statement

"Inspiring all to live, learn and love in the light of Jesus"

The Governors and Staff of St. Paulinus Catholic Primary School, Dewsbury, commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for every child in the school according to their needs and affirming their achievements.

"The Gospel of Jesus Christ and the teachings of the Church express values and attitudes which enable all of us to grow towards personal fulfilment, to have a concern for wholeness and to recognize what diminishes us and what enables us to grow. Consequently, it is not enough simply to inform children of the churches teaching, we must help them to develop an appreciation of the values underpinning that teaching and thus they can be helped to make informed decisions and choices throughout their lives...."

(Social and Moral Education in Catholic Schools – Bishops Conference 1994)

"All pupils are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times".

The influence of the school as a Christian community cannot be overestimated and in this respect the following factors are seen as important.

1. Staff united in sharing a common vision of expectations of standards of behaviour.
2. Use of rewards, praise and encouragement more than sanctions and punishment thus placing the emphasis on the more positive aspects of behaviour.
3. Opportunities for pupils to succeed and achieve.

Rewards and Sanctions

At St Paulinus our main aim is to focus on the praise and commendation of our children, rather than punishments.

Rewards

- Weekly Key Stage reward assemblies are held to celebrate outstanding effort, behaviour and achievement. Teachers are asked to choose a child who has modelled these values in the previous week.
- Termly Headteacher's Certificates are awarded during a special assembly to those children who have consistently achieved high standards of behaviour, work or good attendance.
- A whole school daily reward system - each child has their own dojo character, personalised username and password, allowing parents to access and review their child's behaviour at home.



Dojo points are awarded by any adult in school for - achievement, caring, honesty, helpfulness, politeness, improvement, effort, good work, good manners, and other contributions to school life.

- Each class will have its own Individual Reward System where children will be given individual points, stickers, stamps, certificates and prizes to reward good behaviour and work.

Sanctions

The staff will take a staged approach towards dealing with unacceptable behaviour. At each stage or step the child will receive an agreed punishment. The punishments will be known to both staff and children and will therefore ensure consistency and fairness when dealing with incidences of unacceptable behaviour. If behaviour improves at any stage they can go back to step one.

- Step 1 The child's will be asked up to two times. If still not co-operating they will have a Dojo point removed.
- Step 2 If unacceptable behaviour continues, their name will go on the board or in a record book. He/she will then result in missing some of their playtime, either in class with the teacher or standing by the wall on the playground.
- Step 3 The child may be removed to another class in their year group.
- Step 4 The child will be sent to the Key Stage Assistant Headteacher
- Step 5 The child may be sent to another class in a different year group, by the Assistant Headteacher
- Step 6 The child will be sent to the Headteacher / Deputy Headteacher
- Step 7 If behaviour persists a meeting will be held or a letter will be sent home to parents informing them of the schools' concern about the child's behaviour
- Step 8 After an agreement between school and parents the child will move back to step 1.

Children who reach step 4 regularly may be regarded as children with behavioural difficulties and a behaviour log will need to be completed. The school may feel the need to involve outside agencies. In extreme circumstances the school may exclude the child from school.

Serious incidents of misbehaviour (i.e. violence, racism) will be recorded on CPOMS system.

The School Rules

- We will always try to do our best at everything we do.
- Always treat others the way you would like them to treat you.
- Always show respect for others and their property.
- We always walk quietly and sensibly on the left hand side, line up and take turns.
- We are courteous to one other.
- We keep our hands and feet to ourselves.
- We use our manners and speak to others how we would want to be spoken too.



Policy on Bullying

At St Paulinus we believe bullying is:

“Any deliberate behaviour that is persistent and may be physical, verbal, or emotional and focused on an individual or a group and has a significant effect on that individual or group. This includes the hurtful use of social and electronic media.”

Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

The Role of Governors

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Role of the Headteacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) is aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the behaviour policy on request. The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at appropriate moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. All suitable opportunities should be exploited in all curriculum areas to reinforce the message. The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If bullying persists, then, after consultation with the SLT, the teacher informs the child’s parents. If any adult witnesses an act of bullying, they should record the event. If, teachers, become aware of any bullying taking place between members of a class, they should deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the



child change their behaviour in future. If a child is repeatedly involved in bullying other children, the head teacher is informed and SENDCo. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as the social services. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

A number of strategies may be used by staff to deal with incidents of bullying:-

1. The bullies may be placed on the unacceptable behaviour register and depending on the severity of the incident/s this may involve the bullies moving to step 4 and an interview with the Assistant Head or Headteacher.
2. Another approach that may be used by staff is the "No Blame Technique". This involves working more closely with the bullies in an attempt to eradicate their behaviour rather than to lay blame and punish. The bullies will be asked to think of ways of making the victims lives easier. They will be asked to set targets for their future conduct towards their victims. Staff will monitor these targets.
3. Staff will keep a written record of suspected incidents of bullying in an attempt to identify persistent offenders and their victims.

The Role of Parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Racial Equality

As a school we accept zero tolerance in this area. If there are any incidents of racial discrimination they are logged in school and with Kirklees.

For more information see the schools Race Equality Policy.

Policy Monitoring and Review

This policy will be reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.



Acceptable Behaviour

In lessons:

- Getting into class on time
- Making sure we have what we need
- Listening carefully
- Following instructions
- Helping each other when we should
- Being sensible at all times
- Doing our best possible work
- Complete assigned work
- Keep hands and feet to ourselves

In the corridors and cloakroom:

- Moving quietly, gently and sensibly around the school on the left hand side of the corridor
- Being ready to help by letting people pass or by carrying things
- Keep hands and feet to ourselves

In assembly/Mass:

- Listening to the music at the start and at the end of assemblies
- Going in and out in silence and in line with hands joined in prayer
- Joining in the assembly, listening when we should
- Not distracting others

In the Dining Hall at lunchtime

- Going in and out of lunch sensibly and quietly
- Using our best table manners
- Talking to our friends quietly
- Tidying up after ourselves

In the Playground

- Playing fairly
- Being kind to everyone
- Stopping and waiting in silence when a whistle is blown
- Lining up and walking into school in silence



To Staff

- Treating **all the staff including supply** with respect
- Doing as we are told without fuss or argument

Lunchtime

Rewards

1. Stickers
2. Stamps = 1 Dojo point
3. Star table on a Friday – children are chosen by kitchen staff and Senior Lunchtime supervisor to sit on the star table with a member of staff, for using appropriate manners.

Sanctions

1. Verbal warning
2. Second warning (name in lunch time supervisors book)
3. Five minute time out (timed)
4. Refer to Senior Lunchtime Supervisor (Mrs. M^cNally) for red card (record of behaviour)

The children will start at stage 1 and work through the sanctions, however if a more serious incident occurs then sanction 4 is implemented straight away.

Red Card System

The red card system works on a termly basis and ever new term the child has a fresh start:

- 1st red card – loss of one lunch time and teacher to meet with parent
- 2nd red card – loss of lunchtime for up to a week and a red card letter sent home by Headteacher
- 3rd red card – Child to have dinner off school premises.