

ST VINCENT'S CATHOLIC PRIMARY SCHOOL



Behaviour Policy

Policy Date: September 2023

Review Date: September 2025

Mission Statement

Caritas Christi Urget Nos

The love of Christ urges us to care for each other and strive for excellence in everything we do.

Policy Statement

The behaviour of the children at school in St Vincent's School is the concern of the whole school community – Head teacher, Deputy Head teacher, teachers, support teachers, non-teaching staff, parents, children and governors.

The "School Expectations" are given to all Parents when a child is accepted into the school.

Positive Behaviour

Each person in our school will be given fair and equal opportunities, with positive regard to gender, ethnicity, cultural and religious background or disability. At St Vincent's Catholic Primary School, we recognise that everyone may make mistakes and this is a significant part of the learning process. We know that "the love of Christ urges us on to care for each other and strive for excellence in everything we do" and our aim is to ensure that we can say sorry for our mistakes, show forgiveness towards others and to grow in the love of God to live a full life.

In all aspects of school life good behaviour is encouraged. We expect an appropriate standard of behaviour in the classroom, playground, when moving around school and on school excursions. We also encourage good social behaviour. It is vital that specific times of the day are well supervised and that our clear expectations of behaviour are reinforced. These are times when children are often all together and can observe and adopt the positive behaviour of others.

Everyone at St Vincent's Catholic Primary School has agreed to:

- Recognise and highlight good behaviour as it occurs. Ensure that all the children are behaving well.
- Explain and demonstrate the behaviour we wish to see. Let parents know about their children's good work and behaviour.
- Reward children for good work and behaviour.
- Acknowledge, praise and share good work and behaviour in the classroom, on our school website and on the school's twitter feed.

- We will say sorry when we have done something wrong and show forgiveness.

Expectations of behaviour

At St Vincent's, we have high expectations for behaviour and we expect all children to adhere to the following rules which are underpinned by the teachings of the Gospel and our Vincentian Values -



- **We are compassionate, caring and loving.**

This means we are kind and loving to others.



- **We are respectful of the dignity and wishes of the individual.**

This means we accept that other people think and feel differently.



- **We are stewards of our environment and of one another.**

This means we look after our world and each other.



- **We believe in practical hands-on-hard work and we learn from our mistakes.**

This means we try our best to learn new things and it doesn't matter if we make mistakes.



- **We do not judge others.**

This means we do not think badly of someone because of the way they look, how they act or what they say.



- **We build relationships based on trust.**

This means we make friends because we trust people and they trust us.

Class Charters

At the start of each academic year, every class collaboratively adds to our whole school class charter to personalise it in their classroom. These charters consist of a set of rules, promises, or guidelines that both students and teachers have collectively agreed upon. These principles are designed to foster a positive and inclusive classroom environment, in alignment with our Vincentian Values and the principles outlined in the United Nations Convention on the Rights of the Child.

The Class Charter serves as a framework to establish expectations and responsibilities for everyone in the classroom, promoting a sense of ownership and community. Students, teachers, and parents are encouraged to refer to the Class Charter regularly as a means of reinforcing these shared commitments. By doing so, we aim to create a respectful, nurturing, and rights-based learning environment where all members of our school community can thrive.

School Code of Conduct

Staff at school will:

- Follow the Vincentian values
- Know their children and their names
- Model good behaviour
- Promote and teach social and emotional aspects of learning
- Investigate incidents carefully and listen to all sides using the restorative justice approach
- Respect the rights of the children
- Work with children and parents to help pupils reach their full potential.

Pupils at school will:

- Follow the Vincentian Values
- Follow classroom rules
- Respect the rights and responsibilities of each other
- Report bullying or any negative incident
- Tell an adult if we are feeling unwell
- Be in the toilet cubicle alone
- Look after the school equipment
- Not intentionally invade another person's space or intentionally cough or spit in the direction of another pupil

Parents at school will:

- Follow the Vincentian Values
- Ensure their child arrives in good time and with the correct clothing and equipment.
- Ensure children have eaten breakfast
- Treat school staff and other school families with respect
- Learn about their children's rights
- Let the school know why and if their child won't be attending school.
- Model good behaviour to their children particularly around the school site
- Park appropriately and encourage safe use of the school crossing patrol
- Attend parents' consultations and discussions about their child's progress
- Notify the school of their child's needs or any support they may need

Rewards

All staff at St Vincent's readily accept that the best way to enable children to learn and behave well is by giving praise and encouragement and reinforcing good behaviour at all times.

Children are rewarded for good behaviour and upholding the values/classroom rules inside and outside of the classroom. All classes operate a system whereby children can earn Golden Time at the end of a week through adherence to the values and class rules. The class will decide on what Golden Time means to them at the start of each term and which activities may be included as part of it. All children will have the opportunity to gain for their class the 'Keys to Kindness'. This is linked to the Vincentian values of social teaching related to "the dignity of human kind", "working for the Common Good" and "Stewardship of our World" which are at the heart of our school and can be achieved by a class working together on one or more of the Vincentian Values. One example of positive rewards are positive dojo points. Each child is able to earn dojo points based on our values and rules where they are then celebrated in our liturgies on a Monday.



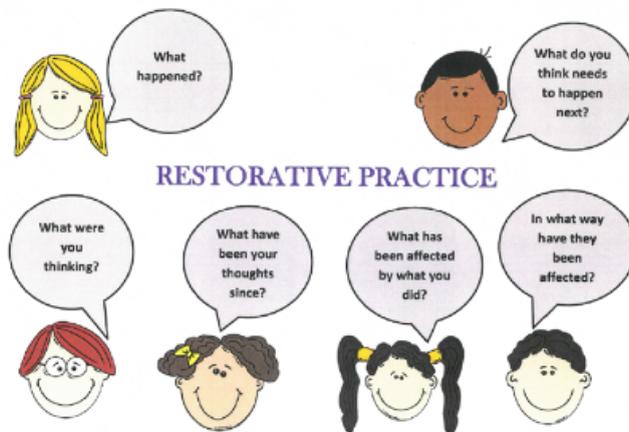
Sanctions

Children do however, on occasion, break the school rules and therefore a sanction system is in place to help them understand the consequences of their behaviour. At St Vincent's we take the "Restorative Justice" approach, which is in line with our Vincentian Values. If a child breaks a rule, they will be encouraged to identify the rule broken.

If an incident happens in the classroom or playground during their class breaks, the children will be encouraged to reflect on their behaviour through the use of a discussion with an adult about the rule that has been broken. At times, if the adult dealing with the incidents deems it appropriate, they will need to fill out a 'Restorative Justice form'. When there is more than one child involved all views will be taken into consideration and may result in the children telling their reflection of the rule broken so that it can be logged in the Behaviour File including how they will make reparation.

Please click these links to see [KS1 RJ form](#) or [KS2 RJ form](#) (the codes at the top explain the type of incident to support safeguarding/behaviour records). At times, children may need to fill out a [thinking sheet](#) to give them time to think and reflect on their actions/behaviour prior to the Restorative Justice form. There is an alternative [thinking sheet](#) for children. Restorative Practice supports the children's emotional and social development, it equips them with

problem solving skills, the ability to manage conflict when it occurs and ultimately to help get them back on track so they are ready to learn and reach their full potential.



Teachers will use the questions above as a guideline when speaking with the child/ren involved.

When pupils show inappropriate or unacceptable behaviour, staff will deal with the behaviour using their own professional judgement about the situation and in line with the following level staged approach, always giving the child the opportunity to modify their behaviour first:

Level 1 Verbal warning - A verbal warning will be given to the child. The teacher will tell you why they are giving the child the warning to prevent it from happening again. They will be reminded of behaviour expectations in line with our Vincentian Values.

Level 2 'Cool down time' - Your child will be given the opportunity to step outside of the classroom for a few minutes and have the opportunity to re-regulate themselves. This will hopefully help them start again and be ready to learn.

They will use this time to think how they can change their actions/behaviour before going back to the classroom.

Level 3 Phase leader - Your child will be sent to the phase leader (if they are not available, they will be sent to an alternative phase leader). During this time, they will be reminded of the restorative justice approach. They will have time to explain the incident themselves to the phase leader here and next steps will be put in place. Parents will be notified as soon as the adult can contact them.

Level 4 Deputy Headteacher - After speaking with their phase leader, they will go back into class once they are regulated. If the teacher does not feel any changes have been made to their behaviour, they will be immediately sent to the Deputy headteacher.

Level 5 Headteacher - If your child's behaviour continues, they will be sent to the headteacher. Parents will be called into school immediately and personalised sanctions will be put into place depending on the circumstances.

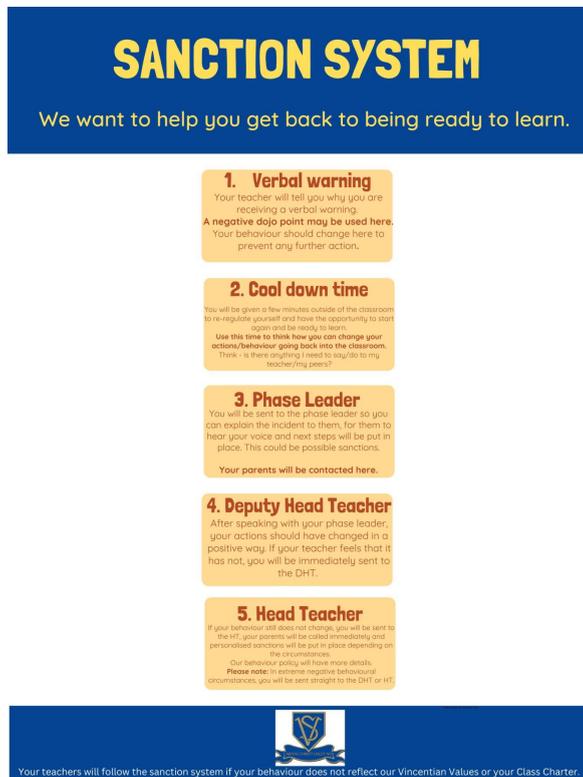
Important information:

Being sent to your phase leader three times in one week will result in:

Complete loss of golden time and parents will be called in to go through a behaviour plan.

Each incident will be dealt with on an individual basis but being sent to a phase leader or deputy headteacher could result in:

- Removal from the classroom
- Loss of minutes at break
- Loss of minutes at lunch
- Loss of golden time
- Loss of rewards
- Loss of dojo points
- Loss of school responsibilities
- Loss of being an independent traveller (Y6 only)



SANCTION SYSTEM

We want to help you get back to being ready to learn.

- 1. Verbal warning**
Your teacher will tell you why you are receiving a verbal warning. A negative dojo point may be used here. Your behaviour should change here to prevent any further action.
- 2. Cool down time**
You will be given a few minutes outside of the classroom to re-regulate yourself and have the opportunity to start again and be ready to learn. Use this time to think how you can change your actions/behaviour going back into the classroom. Think - is there anything I need to say/do to my teacher/my peers?
- 3. Phase Leader**
You will be sent to the phase leader so you can explain the incident to them, for them to hear your voice and next steps will be put in place. This could be possible sanctions. Your parents will be contacted here.
- 4. Deputy Head Teacher**
After speaking with your phase leader, your actions should have changed in a positive way. If your teacher feels that it has not, you will be immediately sent to the DHT.
- 5. Head Teacher**
If your behaviour still does not change, you will be sent to the HT. Your parents will be called immediately and personalised sanctions will be put in place depending on the circumstances. Our behaviour policy will have more details. Please note: in extreme negative behavioural circumstances, you will be sent straight to the DHT or HT.


Your teachers will follow the sanction system if your behaviour does not reflect our Vincentian Values or your Class Charter.

Serious incidents or repeated patterns of behaviour are noted in the safeguarding meetings. The Senior Mental Health Lead and/or Deputy Head teacher will meet with the class teacher to discuss the need for a personalised behaviour plan or the possibility of further support for the children and their family.

For very serious incidents e.g. intentionally invading another person's space; or intentionally coughing or spitting in the direction of another pupil; racism, bullying or deliberate acts of violence - the child is sent to the Head teacher. The incident is recorded and parents will be informed.

Use of reasonable force - If a child is intentionally causing harm to themselves, others or property, school staff will use reasonable force only if necessary to protect themselves and others from causing damage or disruption. Reasonable force includes physical restraint such as standing between pupils, blocking a pupil's path or active physical contact such as leading a pupil by the arm out of the classroom.

Please note that all members of school staff have a legal power to use reasonable force but will avoid using it if possible. [Visit here for more details.](#)

Sanctions here will be determined on an individual basis e.g. If a child shows repeated signs of unsafe behaviour that could result in temporary suspension from classroom access until contact has been made with parents and next steps are put in place to ensure safety of the child, their peers and staff. A risk management plan or behaviour plan will be put into place depending on the situation. Discussion will be had with the senior mental health lead to see if a referral is needed or other avenues that may need to be put in place.

If a child is deemed more 'at risk' being at school, a temporary suspension may be considered. This would be carried out in liaison with all relevant agencies.

Fixed-term or permanent exclusion will be implemented in very extreme cases as decided by the Head teacher.

Please note that in certain situations, the supervising adult might need to use their judgement to ensure the child's safety and well-being.

Staff members handling incidents have the authority to apply appropriate sanctions at the time before implementing different sanction levels, such as 'tidy up the mess on your desk' or 'write a letter of apology'. The adult can also support the adult to transcribe an account of behaviour and behaviour logs are shared with the safeguarding team and governors under safeguarding. Behaviour logs are logged on CPOMS or a specific document regarding behaviour.

Special Educational Needs

Our school is committed to providing an inclusive and supportive environment for children with Special Educational Needs (SEN). We recognise that every child is unique and may require specific adjustments and variations in approach to address their individual needs.

For Special Educational Needs children, different components will be put in place whilst working with, Miss Malone, our Special Educational Needs Co-ordinator:

Individualised Support: We acknowledge that children with SEN may display a wide range of behaviours. Our approach focuses on understanding the unique needs of each child and tailoring our support accordingly.

Collaborative Planning: We involve parents, teachers, SENCOs (Special Educational Needs Coordinators), and other relevant professionals in developing

and implementing behaviour plans where needed. This collaboration ensures a holistic understanding of the child's needs and a consistent approach across different settings.

By implementing these strategies, we aim to create a nurturing and inclusive learning environment that empowers children with SEN to reach their full potential while receiving the specialised support they require.

Retaliation

At St Vincent's, we acknowledge that children have disagreements and make mistakes from time to time however, we do not accept retaliatory actions as an excuse for a child's behaviour. Sanctions will also be enforced for a child who retaliates verbally or physically.

Banned items, Confiscation and Searches

To ensure the safety of all pupils and adults at school, we are authorised to confiscate any items if it is lawful. Parents will be contacted here and safeguarding procedures will be followed here depending on the severity of the situation.

Banned items - if we feel any items may jeopardise the safety of others or themselves, the items will be taken from the pupil without notice. A staff member is able to search your child with their permission. Another staff member would be present and it would be authorised by the headteacher. For example: According to Section 93 of the Education Act 2011, we have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if we believe there is good reason to do this.

We will inform parents if this occurs.

Messaging or Online Behaviour

Many online behaviour incidents amongst young people occur outside of school hours therefore parents are responsible for this behaviour.

We will only investigate any concerns that will affect the school culture or a child's wellbeing. We will listen to all of the children's accounts who are involved and we will sanction your child if their online behaviour is threatening, causes harm to themselves, another pupil or if it could affect the reputation of the school. We will also sanction your child if their behaviour online impacts the school environment.

We collaborate closely with the student and their family regarding these issues and greatly value parental support, particularly if a sanction needs to be extended to the home environment.

[For more information, please read here or ask us for more information.](#)

Pupil Support Systems

All children make mistakes at times; we recognise this and deal with each situation separately and fairly. Should negative behaviours or purposeful rule-breaking persist despite the school's pastoral intervention, the class teacher will liaise with the Senior Mental Health Lead and Senior Leadership Team who will contact the parents to work together on understanding why the behaviour traits are being seen.

Children may need extra support in school so they may take part in classroom discussions, 1:1 mentoring sessions to allow time and space to explore their emotions. If it is deemed necessary a Behaviour Plan will be written in conjunction with the parents and the child to explore and identify strategies and timescales by which the child can begin to change his/her behaviour. The school may also refer children to outside agencies such as CAMHS, HEWS, BICS, Young Carers, Social Services etc. Parents may also be invited to take part in parenting workshops. Children also benefit from the guidance and support of their peers. These children act as role models and mentors to others as shining examples of living our Vincentian Values.

However, if a child is struggling to follow the new guidelines set in school to ensure their safety and the safety of others, an immediate conversation with the child's parents/carer will take place with the headteacher to see what next steps are most suitable.

Parental Consultation

Communication is the key to solving any behavioural problems and we recognise that times of stress in a child's life can affect their behaviour. These could be related to family separation, illness, bereavement, a new addition to the family, moving house or the current coronavirus pandemic for example. We ask parents to keep the school aware of any significant events in their child's life so that we can support the child effectively.

Parents will be informed by telephone/email/face-to-face only if a child is displaying unusual negative behaviour traits and is not modifying their behaviour despite repeated opportunities, or for serious incidents e.g. bullying or endangering others. However, day to day misdemeanours will not necessarily be reported as children should be allowed to make mistakes, apologise, make amends and move on in line with the Gospel value.

Monitoring and Evaluation of this policy

The Wellbeing team will, in consultation with the Head teacher/Deputy Head teacher monitor and evaluate the implementation of this policy. It will be reviewed at least every 2 years to ensure it reflects current practice.

| | |
|--|-------------------------------|
| Members of staff with Lead Responsibility for this policy: | Liz Wolfenden and Emma Scelsi |
| Date of Policy: | September 2023 |
| Date for Review: | September 2025 |