



ST PETER'S CATHOLIC PRIMARY SCHOOL

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"Live and learn as friends of Jesus"

Governing Body Statement of Behaviour Principles

General

After taking into account the needs of all pupils, the Governing Body is charged with the duty to set the framework for the School's Behaviour Policy by providing a written statement of general principles relating to behaviour and discipline.

The Governing Body has consulted with the Headteacher and considered feedback from staff, pupil and parental questionnaires. The Statement will be reviewed every two years or earlier if necessary.

Mission Statement and Vision

The School Mission Statement makes clear that St Peter's is committed to promoting the wellbeing and achievement of all within the school community. Not only are excellent standards of behaviour linked to the best learning outcomes and individual progress but behaviour in our School is an explicit expression of the values of the Mission Statement:

Living together in our school family where everyone cares for each other.

Learning together in a happy, safe school where everyone tries their best and we celebrate each other's achievements.

As friends of Jesus saying sorry, supporting and forgiving each other, helping those in need and respecting other people's beliefs and cultures.

Through the application of these values the Governors believe the School Vision can be achieved:

To be an outstanding school in which the unique abilities of our children are recognised and where each and every child achieves his or her full potential through excellent teaching, learning and the support of the wider community.

We aim to create a nurturing school family in which everyone is shown equal respect and value in accordance with our Catholic values. Our children will be guided and taught to 'live and learn as friends of Jesus'.

Rules of Conduct and Behaviour Policy

The Headteacher will draw up and review periodically a positive and constructive set of School Rules and a behaviour policy that will:

- reflect the Christian values of reconciliation and the care and respect for others;
- create a safe and secure environment where everyone is encouraged to enjoy the learning process;
- instil a sense of pride in the children in their behaviour, work and school;
- create an environment which encourages and reinforces good behaviour;
- set clear boundaries and expectations for behaviour;
- teach children the importance of fairness and rules, instilling a sense of responsibility for behaviour, an understanding of consequences and a proper regard for authority;
- allow the pupils to believe in themselves as unique individuals and enable them to build on their knowledge, skills and confidence to achieve their personal goals;
- encourage the development of social and emotional skills to allow the pupils to build and maintain happy, respectful and positive relationships;
- prevent all forms of bullying;
- promote a sense of self-worth and self-confidence; and
- work in partnership with parents and carers.

Rewards and Sanctions

None of the school's punishments must be degrading or humiliating and the *Governors* expect all rewards and sanctions to be applied fairly and consistently.

The School will always concentrate on positive behaviour and rewarding it appropriately, but the *Governors* recognise that there will be times where sanctions will be necessary.

In more serious cases parents will be consulted and Behaviour Management Plans will be written and sanctions may include class exclusion, the withdrawal of break and lunchtime privileges or withholding participation in events not essential to the curriculum.

While the School will be expected to do everything to avoid the need for professional intervention, it may be necessary to seek help from the Pupil Referral Unit (PRU) or CAMHS (Child and Adolescent Mental Health Service) and, as a last resort for extreme or persistent behaviour, exclusion may be considered.

Disability and Special Needs

Where the misbehaviour of children is related to a mental or physical disability, the *Governors* expect that the Headteacher will make reasonable adjustments and take the necessary action to enable those children to be included within the school community, such as:

- ensuring that staff have had training in the nature of disabilities, and how to manage children with disabilities;
- ensuring all staff are aware of any children with disabilities;
- liaising with the Local Authority to ensure the most suitable support is available;
- ensuring that school resources are committed to enable additional support to be provided where necessary; and
- making reasonable adjustments to the timetables of particular children.

Role of the Headteacher

The Headteacher has the day-to-day responsibility for maintaining discipline in the school by setting the rules and, in consultation with other members of staff, the school behaviour policy.

The Headteacher will establish suitable provisions to enforce the rules, such as:

- promoting self-discipline in the pupils;
- establishing the proper regard for authority;
- encouraging good behaviour and respect among the pupils so as to prevent any form of bullying; and
- monitoring the standard of behaviour within the school to ensure it remains at a level acceptable to the *Governing Body*.

Approved by the *Governing Body* on 2017. To be reviewed September 2019

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Chair of *Governors*



ST PETER'S CATHOLIC PRIMARY SCHOOL

“Live and learn as friends of Jesus”

Behaviour and Anti-Bullying Policy

July 2016 - Final

The Mission of St Peter's Catholic Primary School is to **"Live and Learn as friends of Jesus"**

Our Core Values are based on Love, Respect and Honesty. They are reflected in the words of our mission statement:

Living together in our school family where everyone cares for each other.

Learning together in a happy, safe school where everyone tries their best and we celebrate each other's achievements.

As friends of Jesus saying sorry, supporting and forgiving each other, helping those in need and respecting other people's beliefs and cultures.

The vision for our school is:

To be an outstanding school in which the unique abilities of our children are recognised and where each and every child achieves his or her full potential through excellent teaching, learning and the support of the wider community.

We will achieve this by:

- Being a sensitive, caring and happy school that is founded on Jesus' message of love.
- Providing a stimulating, safe and structured learning environment.
- Employing good or outstanding teachers and support staff.
- Encouraging every pupil to have a positive self-image and to respect others.
- Equipping pupils with the skills, knowledge and understanding to stay safe and healthy and to achieve to the best of their ability.
- Providing extra pastoral care where needed.
- Encouraging positive attitudes to their learning and personal development.
- Expecting high standards of behaviour and reconciliation
- Fostering a positive partnership between home, parish, school and the wider community
- Ensuring that all pupils have access to the curriculum regardless of race, ability, religion or gender.

The aims of this policy are:

- To define acceptable standards of behaviour
- To encourage a consistent response to both positive and negative behaviour, and to ensure that expectations and strategies are widely known and understood
- To suggest ways in which we promote self esteem, self discipline and positive relationships
- To encourage involvement of both home and school in encouraging high standards of behaviour
- To define what is meant by bullying
- To suggest ways in which bullying can be prevented
- To define a consistent approach to bullying behaviour

What is good behaviour?

To promote our core values and achieve the vision for our school, we consider the promotion and maintenance of good behaviour essential.

We have clear rules, expectations and boundaries, to which we expect all children to adhere. These rules and boundaries support the rights of children to be able to learn in an environment where individuals, including staff, can expect to be treated with dignity and respect.

We also take seriously our statutory obligation under the 2006 Education and Inspections Act to encourage good behaviour and prevent all forms of bullying and refer to further guidance in the 2013 DFE document 'Preventing and Tackling Bullying.'

Staff and children came together to develop a set of rules by which all children in the school should abide.

Our rules are:

1. To be kind and caring to all of the people in our school.
2. To try our best in all that we do.
3. To follow instructions immediately.
4. To take care of everything in our school.

These rules are displayed in every classroom as well as all shared areas in the school. Every fortnight a behaviour focus assembly provides an opportunity for a certain rule to be emphasised. In addition children are regularly taught about the nature of physical, verbal, emotional and cyber bullying. Children are encouraged to report any signs of bullying to a trusted adult with the reassurance that they will be listened and responded to.

Each class has a behaviour system set up in their classroom for monitoring children's behaviour across the days and weeks. Senior Managers monitor these behaviour records on a weekly basis and apply extra procedures and support if and when necessary.

We recognise that children are still developing their personal and social skills and that at times they may make the wrong choices. Staff will initially give a verbal reminder about the expectations and about the consequences of inappropriate behaviours on others. For most children this will be sufficient to help them modify their behaviour. Extra support will be given to children who are identified as being affected by bullying either as the victim or the perpetrator.

To clarify behaviour expectations the school has a code of conduct this has been informed by parent/pupil questionnaires and by the school council:

Code of Conduct:

- Pupils should behave in a manner that causes no harm to others, or damage to property, nor harm the reputation of the school. This includes school visits or where the school is being represented.
- All pupils should wear full school uniform with pride and be appropriately dressed for all school activities
- Pupils should listen carefully to all school staff and speak to them politely and with respect.
- Pupils should work quietly and sensibly in class, not distract or annoy others and show courtesy and consideration at all times.
- Bullying or racism of any kind will not be tolerated.
- Pupils should move calmly and safely around the school.
- Pupils must not leave the classroom or school premises during the school day without permission.

The Code of Conduct forms the basis of our Home School Agreement.

The code applies to:

- Activities which take place on the school premises but also outside of the school day
- Off site school activities, for example school trips, schools sports fixtures etc
- Outside of school hours pupils should behave in a way that does not harm the reputation of the school or themselves.

We encourage good behaviour by:

A high standard of behaviour, through adhering to our school rules, is expected at St Peter's Catholic Primary School. However, there are systems in place to help children or groups of children appreciate that good behaviour is valued and encouraged.

Across the school staff use a variety of methods to acknowledge and praise good behaviour. These can be awarded by all school staff, not just teachers :

- Certificates presented in assembly for good behaviour
- Golden tickets leading to golden parties
- Stickers or other small tokens
- Polite Parrot feathers
- Kindness Leaves
- House Points
- Head Teacher Awards
- Star of the Week certificates
- Inclusion in Golden Time
- Verbal praise
- A smile or thumbs up
- A child sent to another class or SLT to be praised or share work

All children have access to high quality learning experiences in which different learning styles are catered for and engagement and enjoyment are high. In this atmosphere most behaviour is good. We recognise that achievement, good behaviour and a positive attitude to school are closely related. We will value children's work by carefully marking it and where appropriate displaying work around our school.

Other ways in which St Peter's Catholic Primary School promotes self-esteem, self discipline and positive relationships:

Quality First Teaching

Our staff will demonstrate excellence in teaching, minimising behaviour difficulties through the use of lively, interactive teaching styles, appropriate differentiation and learning strategies that ensure that children see themselves as successful learners.

Staff will build positive relationships with children, always listening to children's perspectives and treating them with warmth and respect. They will understand and empathise with the often complex reasons for children's behaviour.

Staff will model positive behaviour expectations using appropriately assertive language.

Staff will establish clear classroom structures and routines and promote equality of opportunity and address issues of social exclusion.

Pupil Responsibility

At St Peter's Catholic Primary School we place a very high emphasis on pupil responsibility and accountability. This is supported by a very well developed structure through the House and Buddy system and enables the children to have a greater sense of 'community' and 'belonging'.

St Peter's Catholic Primary School Learning Friends

Alongside our Behaviour Policy we have developed a set of learning friends. These Learning Friends are designed to help children consider their attitudes to learning and behaviour. The children meet a different Learning Friend every fortnight in assembly and are encouraged by staff to consider ways of using the Learning Friend to develop their attitudes towards their own learning.

The Learning Friends are:

Tortoise

Resilience and Perseverance (not giving up)

We are learning that some things take a long time to achieve.

We are willing to take risks.

We must block out distractions and work hard.

Chameleon-

Reflective Learner

We are reflecting on the past and we are able to plan ahead. We are prepared to change and we are aware of what we need to change.

We think about how, who, when, what and where.

Spider

Making connections

We are linking our previous learning with our present learning.

We are linking the experiences from different areas of our learning both at home and at school.

Parrot

Reasoning thinker and talking (Prove it parrot!)

When we talk, we are aware of our own and others' feelings.

We build on what is said and develop our reasons for our thinking.

We use talk to check our thinking thoroughly.

Curious Cat

We are asking questions, investigating and searching for answers.

We are prepared to experiment and learn from mistakes.

Dragon

Creativity and Imagination

We are generating and developing our ideas in our learning.

We are looking for alternatives and applying our imagination.

We are being fluent and flexible.

Bee

Working together

We are working well with others.

We share our ideas with other people.

We listen, respond and negotiate.

Growth Mindset Program

Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success—a simple idea that makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships.

We will respond to negative behaviour by:

If there are emerging areas of concern, we believe that early intervention is important in order to prevent a problem from becoming larger. This can then allow us to work with parents/cares in supporting their child's particular needs at that time. Our commitment to a partnership with parents/carers requires staff and parents/carers to work together in an atmosphere of honesty and openness.

Whilst we believe that the promotion of positive behaviour underpins our school's caring and supportive environment, it is necessary to set out how we deal with minor and major indiscipline. Staff, children and parents/carers need to know that there is a clear framework which establishes a procedure for managing behaviour in our school.

If a child breaks one of our school rules, their behaviour has fallen short of the expectations at St Peter's Catholic Primary School. We believe that sanctions are likely to be more effective when children are aware of their consistency and certainty. We expect all staff, both teaching and non teaching and mid day supervisors to implement and support this policy.

1. If a child breaks a school rule (with the exception of Number 1) they are warned and given the opportunity to change the way that they are behaving. Where behaviour improves, staff make a conscious effort to reinforce the desired behaviour when seen.
2. If the behaviour continues, then children are given a 'Behaviour Mark' which is recorded on the behaviour chart in the class room. A Behaviour Mark can be awarded by any member of school staff including teachers, teachings assistants and mid day supervisors.
3. If the child has not managed to have the Behaviour Mark removed by lunchtime or the end of the day depended on when it was awarded they will spend their lunch in the 'Reflection Room'. In the Reflection Room the child will be asked to complete a form which is kept in a file and reviewed by SLT (See Appendix 1 & 2) and will have the opportunity to discuss their behaviour with a member of teaching staff. They will be given a supervised 15 minutes of play.
4. If a child has been sent to the Reflection Room twice within a two week period, parents or carers will be informed of their child's behaviour and will be asked to come into school to discuss strategies and targets with the class teacher. If a child is sent to the Reflection Room more than twice within two weeks they will be asked to come in and meet with a member of the Senior Leadership Team.
5. If a child breaks the first school rule (To be kind and caring to all of the people in our school) they will be given a Behaviour Mark and will automatically be sent to the Reflection Room.
6. If the behaviour is harmful to the child themselves, or to other children, or is disruptive within the classroom then the following sanctions are used at St Peter's Catholic Primary School:

- The child will be removed from the class for the morning, afternoon or all day. This maybe to another class or the office of an SLT member. Work will be provided.
 - During breaks and lunch they will be removed to a member of SLT until they go back to class.
 - The incident is recorded.
 - Parents will be informed (See Appendix 3)
7. If a child regularly hurts (physically or mentally) themselves or other children or persistently disrupts the class, then the following sanctions are used:
- The child's parents will be asked to meet with a member of SLT and potentially a member of the Governing Body.
 - A Behaviour Plan will be set up.
 - **The child may be at risk of exclusion** (We will follow Bucks County Councils Exclusion Guidance)

Where behaviour is or remains a cause for concern the school may seek help from other professionals including the Educational Psychologist (EP), Pupil Referral Unit (PRU), the School Nursing Team, Childhood and Adolescent Mental Health Service (CAMHS) etc. Parents are always involved in this as it is only by working together that behaviour improves. While the school considers exclusion as a 'last resort' it may be that this is the only option available. This could be for 'one off' extreme events or persistent misbehaviour. While the school will do everything they can to avoid this, nevertheless it may be necessary in some cases.

Although these sanctions are very clear, the school expects parents/carers, children and staff to understand that children's behaviour can be very complex. Every child is unique and has a unique set of circumstances. All of our behaviour management is underpinned by bible values including those of understanding and forgiveness. Every child in our school is respected as a unique and valued member of God's family.

If anybody is concerned about the behaviour of any child they should bring it to the attention of the SLT who will ensure that they work with the child and family to make sure that there is an improvement in behaviour.

Children with Additional Needs (SEN)

This policy applies to all children. However, we recognise that for some children it will be more difficult to conform to school rules and expectations than others. Nevertheless, children have to be able to abide by rules and expectations not only of school but of society as a whole. It is the responsibility of the school and parents to prepare them for this. In school this will mean providing additional support (including advice from outside agencies) to help them. For those children who are unable to make the necessary changes, despite our best efforts and the involvement of outside agencies, then consideration will be given as to whether mainstream school is the appropriate setting.

All children will be treated with respect and any punishment given will be in line with our Behaviour Policy.

What we mean by bullying:

St Peter's Catholic Primary School recognises and affirms the right of every child to learn in a safe and secure environment and is committed to the continual development of this policy and strategies for preventing and responding to bullying. We acknowledge that bullying can seriously impact on an individual's self esteem and educational progress and achievement.

'Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.' It can take many forms but the three main types are physical, verbal (including racist remarks where we will adhere to Bucks County Council Guidelines for reporting discriminatory incidents) or indirect (such as spreading rumours or excluding someone from a social group). We are aware bullying may happen via the internet – Cyber bullying.

Ways in which we can prevent it:

St Peter's Catholic Primary School has a responsibility to maintain an environment in which all member of the school community are expected to follow our school rules.

In order to prevent incidents of bullying occurring, our pupils are involved in the development of this policy via the School Council and learn about what constitutes as bullying. Children are given opportunities, through Circle Time, PSHE and class discussion, to develop the skills to resist and deal with bullying. Children are also taught that they have a responsibility to inform an adult if they are aware that bullying is occurring and that all bullying behaviour is unacceptable.

Parents, carers and families have an important role to play in helping to prevent incidents of bullying and in supporting the school in dealing with such behaviour.

Parents should:

- Discourage their children from bullying behaviour at school, home or elsewhere
- Take an active interest in their children's school life, discuss friendships and how playtimes are spent
- Watch out for signs their children are being bullied (See Appendix 4)
- Contact the school at the first signs if they are worried that their child is being bullied or is bullying others

How we will respond to bullying:

Bullying is not tolerated at St Peter's Catholic Primary School. Any suspected instances of bullying will be taken seriously and will be investigated in the following manner:

- Immediate help and support will be given to the victim
- The adult will listen carefully to their story and will make a written recording of the incident (See Appendix 5)
- The adult will find out from bystanders and the alleged 'bully' what happened, adding to the written record
- A meeting will be arranged between all children involved to help find a resolution to the problem
- Sanctions consistent to this policy will be enforced and behaviour monitored as appropriate
- Parents/carers of both the victim and the bully will be informed of the action take and how the school is dealing with the issue

This policy was written and reviewed in July 2016 following a period of consultation with staff, pupils, parents and Governors.

Next Review date: July 2017

Appendices:

Appendix 1: KS1 Reflection Room Form

Appendix 2: KS2 Reflection Room Form

Appendix 3: Behaviour Letter

Appendix 4: Potential Signs of Bullying

Appendix 6: Bullying Report Form



Reflection Room/ Time Out Form KS1

Because you have broken one or more of our School Rules, we would like you to think really carefully about your behaviour. You may draw your answers.


Name.....

Date..... Year Group.....

Which of the school rules did I break?	Follow instructions immediately	
Be kind and caring		Take care of everything in our school
Try our best		


What did I do wrong?

Who do I need to say sorry to?



I also need to say sorry to Jesus.

What should I have done?



Now show this to the adult who is looking after you, before you take this sheet back to your class teacher.

Signed.....



Reflection Room/ Time Out Form KS2

Because you have broken one or more of our School Rules, we would like you to think really carefully about your behaviour

Name.....

Date..... Year Group.....

Which of the school rules did I break?

1. Be kind and caring to all of the people in our school
2. Try our best in all that we do
3. Follow instructions immediately
4. Take care of everything in our school

What did I do wrong?

How did my behaviour affect other people? (Children and adults)

I also need to say sorry to Jesus.

What will I do differently if the same situation happens again?

Now show this to the adult who is looking after you, before you take this sheet back to your class teacher.

Signed.....



DIOCESE OF NORTHAMPTON
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Dear

It is with regret that I have to inform you that _____ has been removed from class/the playground for continual low level disruptions/poor manners/lack of respect for the teacher and classmates. This has prevented his/her classmates from learning and had a negative impact on his/her own education. I have attached the time-out sheet that your child completed as an opportunity to reflect on their actions.

As you know, we have extremely high expectations of the children's behaviour. It is vital you're your child abides by the classroom rules and exhibits excellent behaviour, respect and good manners at all times. This will ensure that we can maintain a vibrant learning environment. Any behaviour contrary to this ideal is wholly unacceptable.

I would very much appreciate it if you would talk to your child about their behaviour and what is expected of them at home and at school. It is important for you to be aware that any more behaviour such as this could result in your child needing a behaviour plan and being at risk of exclusion. Please complete the attached form and could both you and your child sign it. This form will be stored and could be used for future reference.

Upon return of the form, your child will be allowed to return to class.

Thank you for your support,

Miss A McCluskey

We have received the behaviour letter and have discussed the importance of appropriate behaviour at all times and the impact that negative behaviour can have on everyone's learning.

We will ensure that our behaviour will improve.

Signed _____ (Parent/Guardian)

Signed _____ (Child)

Date: _____

Signed by teacher upon return _____

BUCKINGHAMSHIRE COUNTY COUNCIL – EDUCATION DEPT.



Appendix 4

Potential Signs of bullying

It is everybody's responsibility to look out for signs of bullying. The following behaviour may indicate that a pupil is being bullied:

- school refusal
- frequent illness
- not wishing to go out for break-times
- easily upset
- seems frightened or anxious on journey to school
- begins to do poorly in school work
- comes home frequently with possessions or clothing damaged or lost
- becomes withdrawn or develops a stammer
- attempts self-harm
- cries when going to sleep
- has frequent nightmares
- has unexplained physical injuries
- refuses to say what is wrong
- gives improbable excuses to explain issues

Confidential to Staff

St Peter's Catholic Primary School Catholic Primary School

Incident of Bullying Report Form

This form should be completed and forwarded to the Headteacher immediately when such an incident has taken place.

Nature of incident

(please give a precise account of what has taken place – attach any further information, such as other people's account of what they witnessed)

Pupils involved

Action taken

Reported to

Headteacher

Class teacher

Chair of Governors

Parents

Reporting member of staff:

Date:
