# St Vincent De Paul Catholic Primary School, Knutsford

## Part of Our Lady Help of Christians Catholic Academy Trust

## Mission Statement:

***Believe, Trust and Be Ready***

***"That they may have life, and to the full" John 10:10***



# Behaviour Policy

Policy Date: October 2026 Review Date: October 2027

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**Vision**

The Gospel teachings are at the centre of all that happens in our School Community - this is what truly sets us apart as a Catholic School. Our school exists to educate our children through the teachings of Christ. We continually strive to develop the full potential of all the children in our care; always remembering how precious each child is in the sight of God. Our School is special because it has Christ at the centre of it and because of the importance we place on the Eucharist - central to the Gospel teachings is, of course, the concept of forgiveness. We have high expectations of our children and ourselves, but we always remember that on the occasions when we, or they fail to live up to such expectations, that we can try again.

Our School aims to help all involved in it to reach their full potential and to establish even greater links with the Parish and community, enabling our children, as they reach maturity, to take a full and active role in it.

**We Aim:**

- To ensure that the whole school is inspired by Gospel values and the living tradition of the Catholic faith;
- To create a safe and nurturing environment, which is stimulating, provides love, security and a warm welcome for everyone;
- To develop and build upon the skills and concepts that the child brings to school;
- To extend knowledge and understanding, and inspire fulfillment and enjoyment of the whole curriculum;
- To provide a stable and relaxed environment where children are motivated to learn, can work co-operatively, develop a sensible independence and achieve their personal best;
- To help children to enjoy their particular stage of development and to prepare them for the next stage of their school education;
- To facilitate the training and development of all members of staff and governors, to enable them to make an increasingly valuable contribution to the school;
- To work in partnership with our families, the parish and the wider community;
- To promote and uphold the values of equal opportunities, to ensure that all members feel valued, have self-esteem and mutual respect for one another;
- To recognise that each child is a unique gift from God, and that it is our privilege and responsibility to support their life journey.
- To enable our children to become aware of the world that God has given them and to recognise their vocation and responsibilities within it.

**General Philosophy**:
St. Vincent de Paul Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our mission statement, vision and aims with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. As a Catholic School we believe wholeheartedly in the development of the whole child and in teaching our children to recognise right and wrong and apply this to all areas of their lives. Ultimately, we want all our children to have a well- developed sense of self-discipline. Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils.

**Aims of the behaviour policy:**

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To provide clear guidance for children, staff and parents of expected levels of behaviour.
- To provide a consistent and calm approach.
- To ensure that excellent behaviour is a minimum expectation for all.
- All adults take responsibility for behaviour and ensure they speak to the child personally about their behaviour following an incident or a period of cool-down.
- Adults use consistent language to promote positive behaviour and use restorative approaches instead of punishments.
- To recognise the importance of home/school partnership in all matters of discipline.

**<u>Our 5 Golden School Rules:</u>**

- Love, care and forgive each other
- Be polite and respectful to others
- Listen and learn
- Always try your best and be proud of everyone's achievements
- Move around school quietly

**House Points**:

St. Vincent's operates a House Points' system.
We have four Houses: St. George - red
St. David - yellow
St Patrick- green
St. Andrew - blue

The children vote for Year 5 Vice Captains and Year 6 House Captains every September.
House points are awarded throughout the week for all kinds of achievement and for good behaviour.

House point totals are revealed at a whole school assembly on a Friday and reported in the newsletter. The Houses compete against each other at Inter-House competitions such as TTRS.

**Our Positive Behaviour Strategies:**

In order to promote and reinforce good behaviour individual teachers operate various strategies to reward pupils and to highlight the importance of good behaviour. The following examples are taken from teachers' current practice.

- House points
- Badge, Sticker and Certificate each week in assembly– Merit, Good Conduct/ Courtesy and Gospel Value.
- Verbal praise
- Free time awarded or free choice activities granted to reward good behaviour
- Traffic lights system and the 'Proud cloud'
- Lunchtime gold slips are given by Middays – best class award Goldie Bear on a Monday
- Golden Box or special box prize
- Certificates/rewards for Spelling, Reading and Maths
- Marble/ pasta jar used as a whole class reward
- Table points for collaborative behaviour
- Children behaving well publicly recognised and applauded
- Reward stickers
- Food treats where appropriate
- Stamps of encouragement
- Special jobs or duties allocated to children to promote good behaviour
- Personalised behaviour chart if appropriate
- Book tokens/vouchers for very special rewards

The Head Teacher awards special Head Teacher stickers to those children who earn them.

**Sanctions:**

<u>In the Classroom:</u>

Breaches of discipline are dealt with as follows:

<u>Reception and Key Stage One</u>

1. Verbal response by teacher
2. Traffic light system - pupil's name moved from Green to Amber circle
3. Pupil's name moved to Red circle
4. Pupil is given 'time out', this could be in another classroom or time with the teacher during break
5. Head Teacher is informed

Positive behaviour will allow child to move back in traffic lights. Each day is a fresh start.

<u>Key Stage Two</u>

1. Verbal response by Teacher
2. Pupil is moved to a different place in Classroom

3. Pupil reminded of expected behaviour and warned they may miss 5 minutes of break
4. Pupil is warned of possible removal from Classroom to see Head Teacher
5. Pupil is removed from Classroom and Head Teacher is informed

For specific incidents, a child may be required to miss a whole playtime in order to write a letter of apology.

Violent or aggressive behaviour will result in the child being removed from the classroom.
Following such action, the Head Teacher may decide to inform Parents/Carers.
A meeting may be convened and pupil may be put on report until behaviour is satisfactory.

Around School:
Breaches of discipline are dealt with as follows:

1. Verbal response by adult
2. Pupil is moved

Violent or aggressive behaviour around school will result in the child being sent to Deputy Head or Head Teacher

Suspension/ Exclusion from School is the ultimate form of punishment and is applied according to the most recent guidelines issued by both the Local Authority and the DfE.

The school will always try to find ways of supporting pupils who are difficult to manage rather than suspending them. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. (p25 Behaviour in Schools - Advice for headteachers and school staff Feb 2024 )

**Stepped Boundaries- Emotion Coaching:**

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| **Gentle approach** – use child's name, child level, eye contact, deliver message |
| **Step 1 & 2: Recognise, empathise, validate the feelings and label them.**<br>· 'I can see that you are angry. I would feel angry too if that happened to me. It's normal to feel like that.'<br>· 'I can see that you are frowning and you're kicking the wall and expressing a lot of energy. I would feel like that too if I didn't want to do something.'<br>· 'I noticed you are looking around at other people's work. I think you might be feeling nervous about whether you are doing it right. Have I got that right?'<br><br>This is a REMINDER that we need to behave. You now have the chance to make a better choice.<br>Thank you for listening<br><br>Examples – I notice that you're running. You are not keeping safe. Please walk. Thank you. |
| **Step 3: Set limits on behaviour** State the boundary limits of acceptable behaviour<br><br>· 'These are the rules that we have to follow. Doing that is not OK'<br>· 'We can't behave like that even though you are feeling annoyed because it is not safe'<br><br>I noticed you chose to……..(noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. |

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| If you choose to break the rules again you leave me no choice but to ask you to leave the room/ go to the quiet area/ thinking area……..(Learner's name)<br>Do you remember when……(model of previous good behaviour) That is the behaviour I expect from you.<br>Think carefully I know that you can make good choices.<br>Thank you for listening/ I'm glad we had this conversation.<br><br>Example – I have noticed you are not ready to do your work. You are not showing me that you are ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished. This is what I need to see from you today. Thank you for listening. |
| **Step 4: Problem solve with the child when regulated**<br>· Explore the feelings that give rise to the behaviour/problem/incident<br>· Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes.<br>Comic strip cartoon the scenario.<br>· Empower the child to believe s/he can overcome difficulties and manage feelings/behaviour |
| **FOLLOW UP, REPAIR AND RESTORE**<br>1. What happened?<br>2. What were you feeling at the time?<br>3. What have you felt since?<br>4. How did this make people feel?<br>5. Who has been affected? What should we do to put things right? How can we do things differently? |
| **Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.** |

**Consequences:**
If a child reaches calming stage this needs to be recorded on CPOMS under behaviour. If there are three incidents recorded on CPOMS for behaviour in a two week period the class teacher is to request a meeting with parents to discuss the behaviour and if necessary develop an individual behaviour plan for the child in consultation with SENCo and Headteacher.

**SEND/ Inclusion:**
Children who have individual SMART targets for behaviour set out in an individual behaviour plan/ SEN support plan may not follow all of these consequence steps. It will be up to the staff working with each child to decide what is appropriate for them in consultation with Headteacher and SENCo. Positive praise and rewards will be given as normal but may be given with greater frequency to encourage good behaviour.

**Restrictive Interventions/ Positive Handling:**
If a child's behaviour is deemed to be of possible danger to other children or to staff members, the child will be escorted from the classroom or area using appropriate Positive Handling techniques/ Restrictive Intervention to a 'safe place'. This could be into a cool down area of the classroom, space in the corridor, the staffroom or outside the school building in the school grounds. Once the child has sufficiently cooled down theywill be returned to the classroom. If it is not possible to safely remove the child from the classroom then the other children will leave the room to a safe place until it is safe to return. On both occasions this will require the support of two members of staff to ensure both the child and the class are supervised. Should a teacher be working alone in a classroom, they may send for support to get help from

the nearest member of staff, who will come and assist.

**Poor behaviour beyond the school gates:**
Schools are empowered to tackle behaviour beyond the school gates. For example, during an off site school visit or when the child is wearing our school uniform or is in any other way identifiable to our school. At St. Vincent de Paul Catholic Primary School should these rare instances occur, incidents will be dealt with by the Headteacher following the same principles.

**Equality Act 2010:**
The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be adhered to. As a school, St Vincent de Paul Catholic Primary School cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Equality Act makes it unlawful for the responsible body of our school to discriminate against, harass or victimise a pupil or potential pupil in the way it provides education for its children or how it deals with negative behaviour. We recognise that there may be rare occasions when a pupil's behaviour is such that their suspension/exclusion from school is the only course of action appropriate. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the Chair/ Vice Chair of Governors has been notified.

**Bullying:**
Bullying is the repeated hurting or intimidating of others, physically or emotionally. It is unacceptable and will not to be tolerated. All staff should be vigilant to ensure that bullying is not taking place. Incidents of bullying will be dealt with by Senior Leaders in line with the Behaviour policy and Anti Bullying Policy.

**Lunchtime Guidelines:**
Gold slips are awarded to those children who observe the 'golden rules'. These slips are given to the class teacher at the end of lunchtime. Children who have misbehaved at lunchtime will be reported to the class teacher who will deal with the behaviour and speak to parents. At the end of the week the class awarded the most gold slips are presented with 'Goldie Bear' on Monday morning assembly.

**Monitoring and review:**
This policy is monitored regularly by the Head Teacher, who reports to governors about the effectiveness of the policy termly via the Head Teacher report.

**Reference Documents:**

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Behaviour in Schools - Advice for headteachers and school staff Feb 2024

School suspensions and permanent exclusions - GOV.UK

Use of reasonable force and other restrictive interventions guidance