

Behaviour Policy

St Pancras Catholic Primary School

ST PANCRAS



Approved by:	Roisin Anderson-Hurst Chair of Governors	Date: November 2021
Last reviewed on:	September 2021	
Next review due by:	September 2022	

Mission Statement

To work in partnership with parents, carers, the parish and the local community to secure the fullest educational, emotional, physical and social wellbeing of all our learners, reflecting gospel values, our freedom and responsibilities as Christians and the love God has for each one of us

Aims

1. To ensure that behaviour management is consistent with the mission statement.
2. To achieve high standards of leadership and example from the Executive Head Teacher, Head of School and the school staff.
3. To secure a first rate working relationship with parents in respect of the School's ethos and the principles and practices of this policy.
4. To help children take control of their behaviour and be responsible for the consequences of it.
5. To build a community which values kindness, care, good relationships and empathy for others.
6. To secure the optional involvement of all children in implementing and reviewing arrangements for Behaviour Management.
7. To contribute effectively to equal opportunities access for all children and to accord with the principles of educational inclusion.
8. To inform Behaviour Management approaches to groups and individuals with advice relating to underlying causes of unacceptable behaviour.
9. To ensure that rules, rewards and sanctions are agreed and understood and clearly related proportionately to one another.
10. To achieve high standards of pupils' behaviour.
11. To ensure full compatibility with the school's anti-bullying policy.

Behaviour for Learning:

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private. This ethos has resulted in us having 4 simple rules.

Our Rules:

1. Be kind
2. Be respectful
3. Be safe
4. Do your best

Consistency in practice

1. Meet and greet children by name each morning
2. Refer to the rules for how we do things at St Pancras
3. Consistent positive reinforcement
4. Consistent consequences
5. Model positive behaviours and build relationships
6. Plan lessons that engage, challenge and meet the needs of all children
7. Be calm and 'give take up time' when going through the behaviour pathway
8. Prevent before sanctions are needed
9. Follow up every time
10. Never ignore or walk past children who are behaving badly

Good Behaviour

Good behaviour which reflects our school values is celebrated actively at St. Pancras. Courteous and generous behaviour, attentive listening and a proper code of personal and social etiquette ensures that children are free to grow, to learn and be happy and safe, uninhibited by disruption or bullying.

Positive Recognition

- ❖ Star of the week across all key stages
- ❖ House points
- ❖ Positive postcards
- ❖ Working towards a half termly reward
- ❖ Recognition board in each room
- ❖ Triangulation – class teacher sending pupils to Head of School/KS Lead for praise.

Formal Procedure

Significant acts of misbehaviour, or ongoing acts of relatively minor misbehaviour will be investigated and records kept. This may lead to parents/carers being informed and/or invited to discuss the matter with the Head of School. In some cases, it may be deemed appropriate to impose sanctions, which may include:-

- Loss of part or all of a break/lunchtime
- Withdrawal from extra-curricular activities
- Fixed term or permanent exclusion

External Exclusion

At St Pancras, exclusion is seen as the last resort, after all other attempts to modify behaviour have failed. Exclusion may be for either a fixed term or permanent. It is the Executive Head Teacher's and Head of School's responsibility to decide whether a child should be excluded. A decision to exclude will only be taken in response to serious or persistent breaches of this Behaviour Policy and if allowing the child to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

If the Executive Head Teacher or Head of School decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set for the duration of a fixed term exclusion.

Use of Reasonable Force

There are circumstances in which staff can legitimately intervene by using reasonable force in non-restrictive or restrictive physical interventions. The use of physical intervention should, wherever possible, be avoided. Staff must adhere to the school's 'Use of Reasonable Force' policy. Where it has been identified that physical intervention may be necessary in dealing with a particular pupil (for example a pupil with SEND) a risk assessment and behaviour plan will be developed and parents/carers will be informed.

Under no circumstances should physical force or intervention be used as a form of punishment.

The Governing Body and the Policy

The Governing Body will receive systematic updates from the Executive Head Teacher and Head of School in respect of pupil behaviour.

These updates, together with Governing Body monitoring activity, will give governors information against which they can evaluate the effectiveness of the school's provision.