



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." cf John 8:12)

Behaviour Policy

Responsible Governor Committee: Standards Committee

Version control

Version number	Date	Revisions made	By who?	Approval date
v1	September 2018		D. Hutton / C. Bentley	
v2	September 2019		D. Hutton / C. Bentley	
v3	April 2020	COVID-19 addendum	G. Duarte	
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Signed Date

Headteacher

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'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017

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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.

Addendum to the Behaviour Policy during COVID-19

As part of the return to school following the lock down closure, addendums to the behaviour policy are as follows:

Altered routines for arrival or departure:

In order to ensure the safety of our school community, a staggered arrival and departure has been implemented to reduce numbers at the school gates and possible cross contamination. The School has set staggered opening times but has the Key Stage two and Key Stage one gates opened for drop off from 8:30am. When entering school, pupils will go straight into their classroom. There will be one year group exiting at each time per gate (Key Stage One gate / Car park / Key Stage Two gate), with a 10 minute interval between class time dismissals.



Hygiene, such as handwashing and sanitizing:

All staff and pupils will wash their hands on entering the school and at regular intervals throughout the school day, particularly when reentering the school. Hand washing guidance is displayed and reinforced. Hand sanitiser is available in all areas for use. If pupils have a particular allergy, parents are welcome to sign a consent form granting permissions for their child to use their own hand washing liquid from home.

Each child will share a workstation (desk, chair and box of equipment) within their bubble class, which will be sanitised at regular intervals when the children have left their station. All children's desks will face forward, with children sitting side-to-side and not face-to-face.

Instructions on who pupils can socialise with at school:

Pupils are divided into their class groups. These groups are known as 'bubbles' and are led and supervised by a teacher and in most groups also an ETA. Pupils are to therefore socialise within their bubbles and expected to maintain social distancing whilst socialising. Outdoor socialisation will take place within designated areas for each bubble.

Moving around the school:

Movement around schools has been limited to toilets and access to outdoor bubble areas, this is to reduce cross contamination across school. If travelling around school, pupils are reminded to maintain social distancing. In order to reduce touch points, doors will be wedged open (where possible, so long as not impeding on fire safety) to reduce contamination where possible. During this time there will be limited timetabled access to the hall, library, computing suite or dance studio, in order to allow for 48 or 72 hour quarantine of resources or a deep clean. Pupils will participate in worships in their class bubbles as there will be no assemblies during this period.

Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands

Regular handwashing is reinforced, particularly after sneezing and coughing pupils are reminded to follow 'catch it, bin it, kill it' and to then wash hands immediately. Tissues are provided and pupils are encouraged to bring their own tissues into school. Pupils are reminded not to touch their face where possible. The use of pedal bins is in place across school to reduce the risk of the spread of germs.

Experiencing symptoms of coronavirus:

If a pupil displays symptoms they will be taken to the 'quarantine' room, where the member of staff will contact the school office by using their Key Stage phone. The office will then contact parents and inform them of the procedure for booking a test for their child. Upon their arrival, the parent will not be allowed onto school site, their child will be brought to them at their designated gate and will be provided with an information booklet with key 'next steps' information. Staff who supervise children who are displaying symptoms will wear PPE and follow hand washing guidance and room sanitisation.

Pupils who display cough or flu like symptoms will be sent home and asked to remain at home until the illness ceases.

Sharing any equipment or other items including drinking bottles:

Pupils have their own work station within their bubble class; this consists of a desk, chair and box of equipment. As each child will have their own box of equipment, they will not be



sharing this equipment. Pupils are asked to bring their own water bottle to store within their work station. If a child fails to bring a water bottle, they will be provided with a cup which will be their cup and solely for their use and disposed of at the end of the day. Water fountains are not to be used during this period.

Each bubble will also have their own outdoor equipment. Equipment is only used if it can be sanitised at regular intervals.

Expectations about breaks or play times:

Children play within their designated bubble area (both indoors and outdoors). Break times are staggered to reduce the numbers of pupils within designated areas at one time. Pupils are reminded of social distancing expectations.

Use of toilets:

Children will be encouraged to go to the toilet at key intervals to reduce the number of pupils throughout the day and the number of pupils crossing each other within the toilet. Where possible pupils will use cubicles which are linked to their own bubbles – these are marked with a sign on the outer cubicle door. Staff wipe down key 'touch points' of toilets at regular intervals during the day. Staff toilets are operating a one in / out routine and are wiped down by staff after each use.

Coughing or spitting at or towards any other person on purpose:

Such behavior will not be tolerated; therefore any pupil who displays such behaviour will be sent home and be refused re-entry to the school until a return to school meeting. A return to school meeting will be scheduled and behaviour plan devised and agreed by parents, headteacher and pupil.

Pupils at home - conduct in relation to remote education

A small amount of pupils may have to remain at home for a short period due to medical reason and some pupils maybe required to work at home if they self-isolating or develop an illness. Whilst continuing their learning at home, pupils will be provided with work packs and online work in line with the learning taking place in school.

Rewards and sanction system during COVID-19 reopening of school:

Rewards and sanctions will be received within class bubbles, which will typically be on a Friday in place of the celebration assembly, the school will also continue to use Dojos. Discussions regarding behaviours will be communicated by telephone. Support for pupils regarding behaviour is available through the nurture team.

Rewards and Sanctions

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

Rewards

- Key Stage reward assemblies are normally held to celebrate outstanding effort, behaviour and achievement. Teachers are asked to choose a child who has modelled these values in the previous week. These will take place in class for the foreseeable future and will not be a parent invite event.



- Termly Headteachers Certificates are awarded during a special assembly to those children who have 100% attendance, again these will be given out in classes rather than a main assembly until further notice.
- 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.

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| Step 1 | The child will be asked to stop 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 | Normally, the child may be removed to another class in their year group but due to COVID they will be removed to an empty table in their own classroom away from their peers. . |
| Step 4 | The child will be sent to discuss their behaviour with the Key Stage Assistant Headteacher or phase leader, this discussion will take place in the corridor and the child will not enter a new bubble. |
| Step 5 | Normally, the child may be sent to another class in a different year group, by the Assistant Headteacher but during this period of COVID, the child will be asked to work in the corridor, outside of the classroom of the phase leader – the class teacher's door is propped open to maintain visual supervision. |
| Step 6 | If behaviour continues to not improve, or is a severe behaviour, the child will be sent to the Deputy Headteacher and accompanied by an adult. The Deputy Headteacher will discuss the behaviour with the child and actions will be put in place. The incident will be recorded and the Headteacher informed. |

Sanctions may include:

- A reprimand for the behaviour
- Missing break or lunchtime
- Completing work during free time
- Having to report to Deputy Head to share the work for the day to show that they are now following instructions.
- Going on behaviour report

All children have the opportunity to earn back their privileges (such as playtimes etc) by showing that we can trust them



- Step 7 If behaviour persists a meeting (this is likely to take place over the phone) will be held with parents or a letter will be sent home to parents informing them of the schools' concern about the child's behaviour. We expect School and parents to then work together to support the child.
- Step 8 A behaviour chart will be put in place and any lost privileges will need to be earned back by the child showing that we can trust them to make good choices. The child will also have an opportunity to earn rewards for showing good behaviour over the week.
- Step 9 If child's behaviour continues to be poor or an incident is deemed extremely serious the school may take further steps such as fixed term exclusions or a permanent exclusion. Taking this step is very serious and the school is eager to try all other avenues to help the child before pursuing this one.

Children who reach step 4 regularly may be regarded as children with behavioural difficulties and a behaviour log will need to be completed on CPOMs. 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, fighting) will be recorded on CPOMS system.

Please note: if a behaviour is considered serious e.g. fighting, bullying, aggressive behaviour it is sometimes needed that a child misses earlier steps and they will come straight to the Deputy Headteacher or Headteacher. This is to protect them and other children in our school. St Paulinus does not accept or condone fighting or bullying in any way. If a child is having a problem they should seek help from an adult and not try to solve it themselves.

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 Catholic Primary School 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 Headteacher 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 Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the behaviour policy on request. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at appropriate moments. For example, if an incident occurs, the Headteacher 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 Headteacher 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 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 Headteacher 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 Headteacher 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. Records of incidents are recorded on CPOMs.

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 an Assistant Head, Deputy Headteacher 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. If comments continue further, prevent team will be notified and invited to do work with the pupil, parents or both.

For more information see the schools Race Equality Policy.

Positive Handling

All staff attended training for positive handling September 2019 (<http://www.positivehandling.education/>). For more information see the schools Positive Handling Policy. When any new member of staff joins the school team they will attend this training. It will be renewed as a whole school on a 3 years cycle.

Reasonable force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Can be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip/ visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and



- restrain a pupil at risk of harming themselves through physical outbursts.

Cannot be used to:

- use force as a punishment – it is always unlawful to use force as a punishment.

Further guidance regarding advise on use of reasonable force can be found in the government publication – use of reasonable force in schools or at

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-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: (Cloakrooms will not be used during this period)

- 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
- **Remain within their own marked bubble area.**

To Staff

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

Lunchtime Behaviour

DINNER HALL

Dining Hall rules:

1. We walk in the dining hall.
2. We remember to say “please” and “thank you”.
3. We put our rubbish away.
4. We talk quietly to the people next to us.
5. We stay in our seat until we have finished eating.
6. We line up quietly.

Above rules are displayed around the dining hall.

PLAYGROUND

- Year 6 monitors would normally bring out equipment when they have finished their dinner and put in designated area, **however for this period of time, each bubble has their own play equipment, which is sanitised regularly.**
- Each year group will have **the option to choose** different equipment to use each day **from their class box** with supervision by lunchtime supervisors and Year 6 **except** Year 6 who will be expected to set an example and manage own equipment.
- Playing with equipment is not compulsory but children can only access their equipment that day otherwise they play own games or football.
- Usually, football is only played on the ball court or top field depending on weather and only with supervision of lunchtime supervisor, **however this is assessed by the supervisor as to whether there is adequate space within their bubble area to play the game.**
- Lunchtime supervisors are responsible for a given year group and they will supervise their play equipment and assist with lining up at the end.



- Lunchtime supervisors have a book which contains their role description and also a copy of the rewards and sanctions. The book is used to record names of children who are given warnings.
- Playground rules (displayed around exits) :
 1. **We keep our hands and feet to ourselves.**
We don't hurt others
We don't spoil others' games
 2. **We care for the playground.**
We don't damage or spoil anything
 3. **We show respect to all other children and adults.**
We don't interrupt
We tell the truth
We follow instructions
 4. **NO swearing, NO name calling, NO put downs.**

SANCTIONS

1. Verbal warning
2. Second warning (name written in book)
3. 5 minute time out
4. Refer to Senior Lunchtime Supervisor (Mrs. McNally) for **RED CARD**

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. If behaviour continues a red card may be given and/ or the child may be put on a behaviour chart for lunch times.

Red Card System

The red card is given for continuous poor behaviour or more serious matters. The system works on a termly basis and every new term the child has a fresh start. Red cards are given for:

1. Call someone unkind names
2. Ignore an instruction
3. Hurt another child physically
4. Being rude to an adult
5. Break the safety rule
6. Use inappropriate language

1st red card – loss of one lunch time and teacher to meet with parent

I am pleased with you because you:

- ☐ Play kindly with other children
- ☐ Asked someone to join in your game
- ☐ Have good manners
- ☐ Take care of our playground and equipment
- ☐ Listen
- ☐ Are honest and truthful
- ☐ Line up sensibly

Name :
 Class : Date :
 Supervisor :



2nd red card – loss of lunchtime, in isolation outside the Deputy Headteacher's office, for up to a week and a red card letter sent home.

3rd red card – Child to have dinner off the school premises.

REWARDS

1. Stickers
2. Class lunchtime certificate
3. Certificate = extra playtime

ROLES OF LUNCHTIME SUPERVISOR

1. Supervise year group playing with equipment, encouraging them to use it safely and imaginatively where possible.
2. At the end of lunchtime, supervise Year 6 children putting the play equipment away.
3. Apply rewards and sanctions fairly and consistently to all children.
4. Report any serious incidents to Senior Lunchtime Supervisor.
5. At end of lunchtime, all books to be given to Senior Lunchtime Supervisor.

Policy Monitoring and Review

This policy will be reviewed yearly or when there are significant changes. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.