

The Good Shepherd Primary Catholic Academy



Behaviour Policy

Mission Statement

Our mission is to develop our children with active and creative minds,
a sense of understanding and compassion for others and
the courage to act on their Catholic beliefs.

In our school community, we celebrate our faith and we work together to achieve our personal potential by trying to live like Jesus and become the person that he wants us to be.

Ratified On: **September 2021**
Review Date: **November 2022**
Chair of Governor's signature: Mrs R Burke
Headteacher's signature: Mrs C Toner



The Good Shepherd
Primary Catholic Academy
Our School • Our Community

The Prodigal Son Luke 15:11-32

THE GOOD SHEPHERD PRIMARY CATHOLIC ACADEMY- BEHAVIOUR POLICY

The Good Shepherd Behaviour Policy is rooted in the Gospel values of love and forgiveness. As a community, we focus on praise, rewarding good behaviour, and in so doing, we actively encourage positivity and growing self-esteem in the children.

We recognise that sometimes the wrong choices are made, resulting in behaviour that is unacceptable. On such occasions, the children are encouraged to acknowledge their mistakes and to take responsibility for their actions. The emphasis is on forgiveness, the chance to learn from the mistakes made and to start afresh.

In this way, all pupils are encouraged to live like Jesus and to grow in Christian maturity.

Then Peter came and said to Him, "Lord, how often shall my brother sin against me and I forgive him? Up to seven times?"

Jesus said to him, "I do not say to you, up to seven times, but up to seventy times seven....."

Matthew 18:21

Our School Values

At the heart of our Behaviour Policy are five values that all members of our community endeavour to demonstrate to each other. All staff work hard to create a positive learning environment where the following five values are promoted.

1. **Respect** - recognising that we are all children of God, all unique and all special and therefore we are all worthy of respect
2. **Forgiveness** - recognising that each new day is a chance to start again and that experiencing forgiveness helps others to forgive in turn
3. **Kindness** - recognising that no act or words of kindness, however small, are ever wasted
4. **Honesty** - saying and doing the right thing
5. **Perseverance** - always striving to be the best person we can be.

Our school values are discussed with each class at the beginning of the school year, and they are reinforced throughout the year through PHSE lessons, Collective

Worship and everyday school life. All children are aware of the standard of behaviour that is expected of them and they are all clear of the consequences of knowingly and deliberately making the wrong choices.

Supporting the Children

At The Good Shepherd Academy, we encourage good behaviour by:

- Expressing our faith and the religious teachings of the Catholic Church
- The implementation of our Behaviour System
- Being a good example to the children demonstrating mutual respect
- Using the Pupil's Homework Diary to encourage home contact and communication where appropriate
- Working together as a team
- Acknowledging improvements in a young person's behaviour and building positively on them
- Using our Rewards System to good effect.

Our Reward System

Throughout the Academy we reward children in the following ways:

1. Verbal and non-verbal congratulations

2. Monster Merits are given to children who have made good behaviour choices, showing kindness, love, respect, forgiveness, consideration to others and also for working hard within the classroom, trying their best and making positive contributions to school life. When they receive a merit, children are able to put their name on 'the star' in class as a visual reminder that they are making exceptional choices that day. Each child collects their Monster Merits and for every 50 achieved, they receive a ticket which they exchange in place of a reward. The child takes their ticket to the office, at the end of the day and chooses their reward from a selection available.

3. Weekly Celebration Assembly – Each week there is a Celebration Assembly during which we nominate children from each class to be recognised and congratulated for their positive contribution to school and classroom life. This alternates between KS1 and KS2. During the assembly, certificates are awarded to children from each class. Certificates include:

The Missionary Award: This is given to one child from each class who has tried hard to live out our school mission following in the footsteps of Jesus and trying hard to live like Him. In this way, these children are exemplary in all that they do. The class missionaries wear a special medal in school and get certain privileges throughout the week e.g. to lead their class line and to share a meal with the headteacher.

Star of the Week Certificates: These are awarded to children who demonstrate hard work in either Maths or English and a wider curriculum area.

The Friendship Award: This is given to children who display the characteristics of being a good friend to others – both in class and on the playground. Teachers consult with the midday supervisors when choosing this award.

The certificates are given out in Key Stage Celebration Assemblies to which parents are also invited. During the Celebration Assembly, each class teacher shares the reason each child has been chosen, accentuating the positive attitude and behaviour of the child that week.

Star in the Jar: This is given by the headteacher to children who have been making good progress with their work. They put a star in the jar and receive a pencil to encourage them to keep on improving their work.

Sanctions and Consequences

Sanctions

The Good Shepherd employs a number of sanctions to ensure a safe and positive learning environment. We employ a traffic lights system in each classroom and learning area and this is used appropriately for each individual situation. There is a progressive and differentiated approach to managing children's behaviour from Foundation Stage to Year 6. The basic principles will be consistent, but the application of rewards and sanctions will be appropriate to the child's age and stage of development:

As a loving school, our children listen carefully to adult instructions and to their peers. If they do not do so, we ask them either to move to a place nearer the teacher or to sit on their own.

Children are expected to try their best in all activities. If they do not do so, we may ask them to redo a task so that they are encouraged to try their best and to reach their full potential. Occasionally, this may mean children need to miss the first few minutes of their playtime to finish a task.

If a child's behaviour falls below what is expected at the Good Shepherd, the teacher/teaching assistant uses the traffic lights system which is as follows:

- All children start the day on green
- If a rule is broken, the child receives a verbal or non-verbal warning
- If the behaviour continues, the child is asked to move their name to orange
- If again, the child is asked to go to their paired class for five minutes time out
- If the behaviour continues after the child returns to class, reflection time is given during the child's lunch play
- In Key Stage 1, all children return to green for the afternoon sessions.

Throughout the day, children will have the opportunity to earn their way back up the traffic lights if their behaviour improves. This supports the school ethos of modelling to the children that while we all make mistakes; we can also rectify them by making better choices in the future.

An instant reflection time is given for swearing or intentionally hurting another person.

The class teachers discuss the school rules with each class. The children discuss the rights they all have in school and then the responsibilities that go hand in hand with these. In addition to the school rules, each class also has its own classroom code, which is agreed upon, signed by the children and displayed on the wall of the classroom. In this way, every child in the school knows how we should show love and care to each other as part of our Catholic community. If there are incidents of inappropriate behaviour, the class teacher may choose to discuss these with the whole class during 'circle time'. Circle time takes place in each classroom at least weekly and all classes have an explicit PSHE lesson fortnightly.

Reflection Time

If a child receives reflection time, they are to miss the first part of the next lunchtime (15 minutes KS1, 20 minutes KS2). Reflection time is overseen by a member of the Senior Leadership Team and takes place in a classroom or in the headteacher's office.

Reflection time is a chance for the child to reflect upon their behaviour and talk through positive next steps with a member of staff. In instances where a child has hurt another child, the child will be expected to apologise. As part of our merciful school community, the other child is encouraged to forgive wrongdoings and start afresh.

A letter is sent home after each reflection time and the parent is asked to sign and return a slip to acknowledge they have discussed their child's behaviour with them. If a child receives three reflection times in any one term the parents are required to come into school for a meeting to discuss their child's behaviour. This may result in their child being put on a behaviour plan which is a home/school contract where behaviour targets are set, communicated daily and reviewed formally every two weeks.

The school keeps an electronic record of each reflection time via our online system, CPOMS, and this is reviewed half termly by a member of the Senior Leadership Team to look for patterns in behaviour.

Behaviour in the Early Years Foundation Stage (EYFS)

Our Nursery and Reception children flourish best when their personal, social and emotional needs are met with clear and developmentally appropriate expectations for their behaviour. It is important to us that all children in Nursery and Reception are happy, secure and safe. We aim to educate them on boundaries, rules and limits and want our children to develop the skills that will help them to achieve and become successful, independent and lifelong learners. We achieve this aim when we work as a team; children, parents and staff, to create the best conditions and environment for learning. At the heart of our Behaviour Policy, we remind our children of our mission statement, especially where we "try to live like Jesus". The key virtues we teach are kindness, patience, resilience, love of learning, friendship, compassion, forgiveness and confidence.

Throughout the curriculum, we foster a sense of community and how to care for each other. In daily life, good manners and thoughtfulness are encouraged and children are praised for demonstrating these qualities. We have regular circle times to provide

opportunities to develop themes such as friendship, thoughtfulness, sharing, and our emotions. Children are given the opportunity and vocabulary to be able to discuss these topics, share their own experiences and identify times when they can help and support others. We provide a stimulating, caring, purposeful learning environment throughout the Foundation Stage where every child feels valued and is given the opportunity to achieve their full potential.

As part of our EYFS curriculum, we will focus on The Zones of Regulation to teach children self-regulation and how to manage their feelings and behaviour, in different situations. The Zones of Regulation consists of four colours, each linked to a character, to help children self-identify how they are feeling. Staff will help the children accurately identify which emotions belong in which zone and encourage them to identify which zone they are in. Over time, children will be able to recognise and respond appropriately to their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

The Green Zone

The green zone means you are calm, focused, happy and ready to learn. This is predominantly where we would like our children to be.

The Yellow Zone

The yellow means you may feel frustrated, anxious or nervous. But it could also mean you're feeling excited or silly.

The Red Zone

The red zone describes a heightened state of intense emotions. When a child reaches the red zone, they are finding it difficult to control their emotions or reactions. Being in the red zone means you're feeling angry or out of control.

The Blue Zone

The blue zone means you may be feeling down – sad, sick, tired, or bored. You are still in control, as you are in the yellow zone, but with low energy emotions.

Expectations

High but realistic standards of behaviour and positive attitudes are modelled by all adults. Adults work closely together to ensure that expectations are made clear to all children.

This is done in a number of ways:

- Consistently praising positive behaviour: using stickers and verbal praise as immediate rewards. We find immediacy to be highly effective.
- Staff playing alongside children and modelling good behaviour.
- Demonstrating expected behaviour and teaching routines in all areas of the Foundation Stage (e.g. story time, snack time, tidying up, getting ready to go outside).
- Early intervention: praising children near to those behaving inappropriately to reinforce appropriate behaviour and manage low-level inappropriate behaviour.
- A quiet discussion with the children regarding inappropriate behaviour or actions.

- We set the class rules and values, which we call our 'Class Promises'. We act out difficult situations and posing questions to enable the children to decide the appropriate way to behave. We also give children suggestions as to how they may react to others or certain issues.

Staff responses to children are positive and nurturing. Our aim is to catch the child doing good things, making appropriate choices, and therefore reinforce positive behaviour. We celebrate through:

- **Monster Merits.** These are given to children who have tried their best, demonstrated independence, good teamwork, good looking and listening, and who have tried to live like Jesus - show kindness, love, respect, forgiveness and consideration to others. Each child collects their Monster Merits and for every 20 achieved, they receive a ticket which they exchange in place of a reward. The child takes their ticket to the office at the end of the week and chooses their reward from a selection available.
- **Star of the Week Certificates and Friendship Awards** are given to children by any EYFS staff member recognising a significant development in learning, attitudes and behaviour. These are given out when we attend Celebration Assembly toward the end of Advent Term 1. In Nursery, they are given out every Friday.
- Showing and celebrating work with others e.g. other class teachers, parents, the headteacher, children in other classes.
- Parents are given a set of '**wow moments**' which they are encouraged to use to pass on any positive behaviour or steps in learning that may take place at home. These are returned to school and they are shared with the class and displayed on our Wow Wall. Every few weeks a few more 'wow moments' are sent home for parents to use.

Consequences

Some children need extra support to enable them to behave appropriately. Additionally, we attempt to further every child's self-discipline by encouraging them to think for themselves, use their initiative and make responsible decisions, such as using 'kind hands and feet'. If reminders of the appropriate ways to behave are ignored, there are occasions when consequences are required. These are only appropriate as a last resort and the child should first be given a clear understanding of the consequences of continuing with the behaviour. There are a range of consequences that we use, depending on the severity of the situation and these are:

- Thinking time in a quiet space, where the child will have the opportunity to reflect with an adult and think about how they could have made a better choice.
- Encourage the use of tool choices (personalised strategies for promoting self-regulation). The strategies will be more guided and modelled in the Nursery setting.
- A discussion, phone call or note home to Parents/Carers for more serious incidents/concerns.

Special Educational Needs

There are some children with specific needs which may prevent them from responding easily to the whole school behaviour policy. In these cases, they will have personalised, differentiated behaviour plans with sanctions that are appropriate to their

needs. This is discussed with the classmates of those children so that their classmates don't feel that the system is unfair and they understand why some children require personalised sanctions.

The SENCo regularly updates staff on the needs of specific children in school and advises on how best to engage positively with them and avoid confrontation.

On the very rare occasions that a pupil's behaviour is dangerous; or puts them, other children or a staff member at risk; causes significant damage to property or disrupts the good order and discipline in school, we may be required to use reasonable force to physically intervene in a situation and remove a child from that situation. This is the last resort, in all cases, and we prefer to avoid this kind of intervention using a range of de-escalation strategies. Nominated members of our staff are fully trained in these types of strategies and interventions. Parents of the child concerned are always informed if physical intervention has been required with their child and risk assessments and individual handling policies are in place.

Non-negotiable behaviours

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

There are four kinds of behaviour, which are totally unacceptable in our school.

1. Bullying, intimidating, threatening, or verbally abusing others (including swearing) about: disability, ethnicity, gender, religion, belief or faith background or sexual identity
2. Refusing to co-operate with, or being abusive to, an adult
3. Being violent or hurting others
4. Deliberately damaging school or other people's property.

These behaviours will lead to the immediate involvement of the headteacher and/or other senior staff, without necessarily going through the usual staged and gradual approach to sanctions.

Exclusion

The Good Shepherd is an inclusive school where we value all children and believe they are all entitled to experience success at our school. Nevertheless, repeated or very serious incidents of unacceptable behaviour may, in certain circumstances, lead to a period of fixed-term exclusion from school. Extremely serious misbehaviour may lead to permanent exclusion.

The School in the Community

We encourage our pupils to feel pride in themselves, in our school and our wider community. This includes behaving with kindness, courtesy, and respect to others while on educational visits and whilst on their way to and from school. If pupils are

disrespectful to others while out on a school visit, or during an evening or weekend residential, it will be dealt with by school adults.

After School Clubs

If a child does not behave according to the Good Shepherd behaviour expectations while taking part in before or after school activities, they will be asked to have an appropriate amount of time out in a safe space to reflect on their behaviour. This is dependent on the age and stage of development of the child. If this behaviour continues, the teacher or provider will speak to the child's parent. If the behaviour is repeated, the child may be prevented from attending further sessions until their behaviour improves.

Pupil Transition

When a pupil from The Good Shepherd moves to another school, either in Year 6 or any other Year group, we will ensure that the new school is informed of any relevant behavioural issues encountered. In this way, we will ensure that the transition is smooth and well supported for the benefit of the child.

Equal Opportunities

As a Christian Community, The Good Shepherd is an inclusive academy and facilitates the needs of all children regardless of their age, size, mobility, gender, ethnicity and ability. We aim to foster an appreciation of each other's cultures and beliefs along with the promotion of a healthy and positive self-image.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves responsibly during lesson time and around the school.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Every class teacher is responsible for ensuring very high expectations of behaviour from all pupils in and around the school.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on the school electronic recording system, CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from the headteacher or other senior members of staff, including the SENCo.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with specialists from our local authority SEN Team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also refer to the school designated safeguarding person (DSL) if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, setting the standards of behaviour, and supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility of giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

The Role of the Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

We explain the school rules in our annual Meet the Teacher events and also as part of the induction paperwork for new starters.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement which is located in the children's Homework Diary and is signed by parents and children annually at the beginning of each year. We aim to always build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as a consequence of poor behaviour, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If discussions cannot resolve the issues, parents have a right to lodge a formal complaint in writing to the governing body in line with our school complaints procedure.

The Role of the Governors

The governing body has the responsibility for monitoring these guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may advise the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The headteacher monitors the effectiveness of this policy regularly. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for future improvements. The policy is revisited annually every September by the whole staff at the first INSET.

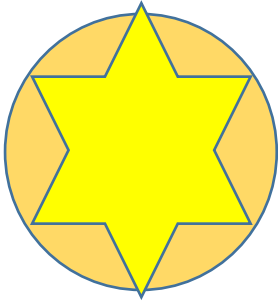
The school keeps a record of incidents of concerning misbehaviour on CPOMS. We may also keep a record of any incidents that occur at break or lunchtimes. Lunchtime supervisors give written or verbal details of any incident which, if deemed significant enough, are recorded by the class teacher or teaching assistant on CPOMS. These logs are viewed by one of the designated safeguarding leads.

The headteacher keeps a record of any pupil who is excluded for a fixed-term or permanently. This information is reported termly to the governing body. It is the responsibility of the governing body to monitor the rate of exclusions and ensure that the school policy is administered fairly and consistently.

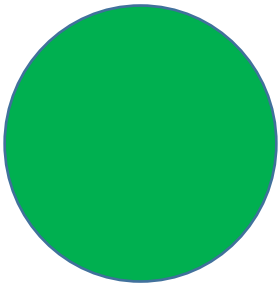
Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1 – The Traffic Lights System

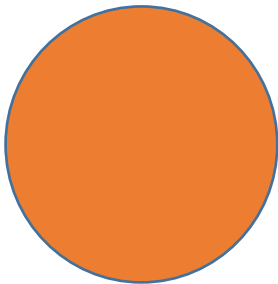


You're a star! You have gone above and beyond by...

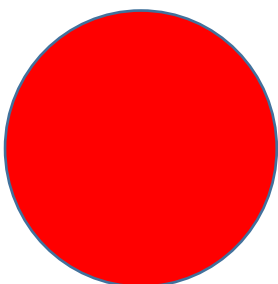


Expected Behaviour at The Good Shepherd

(Verbal warning)



Warning – move your name to amber



5 minutes time out in your paired class

Reflection Time – letter home to parents