

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

Behaviour Policy 2023 - 2024



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The Good Shepherd Catholic Primary School

Behaviour Policy

Our Intent:

At The Good Shepherd Catholic Primary School we aim to provide a welcoming and caring environment in which every child is able to be happy, confident and supported in discovering their individual talents and strengths.

We believe that all teaching in our school must reflect our Catholic faith, where the Catholic faith is not only taught but nurtured and reflected in the daily life of the school.

We believe that the school in partnership with parents, external agencies and the Parish Community should provide children with:

- A secure grounding in the Catholic faith
- A fulfilment of their academic potential

At The Good Shepherd Catholic Primary School we provide an ethos in which individuals are brought to a deeper knowledge and understanding of the Catholic faith within a climate that ensures an education of the highest standard.

Our Mission Statement:

'Following Jesus, The Good Shepherd, in all we say and do.'

At the heart of everything we say and do at The Good Shepherd is the belief that all children are created and loved by God. It is because of this that they deserve the highest possible standards of teaching and learning.

Our Aims:

"Virtues to Live By" enables us to explore each virtue over a three-week period (two per half-term) to improve our school community's virtue literacy and to deepen our understanding and appreciation of the essential role the virtues play in the education of the whole person towards human flourishing.



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Autumn	Spring	Summer
Respect/Courtesy	Faith	Resilience/Perseverance
Thankfulness	Simplicity	Kindness
Hope	Love	Honesty
Patience	Forgiveness	Service

Guiding Principles:

1. Experience a positive and purposeful ethos providing a sense of belonging to their school community.
2. Grow in their knowledge and understanding of the virtues.
3. Practise the virtues to further the call to live life to the full.
4. Appreciate the connection between biblical and practical wisdom and living.
5. Hear the Christian story and encounter it in practice.
6. Understand their uniqueness and dignity as made in the image and likeness of God.
7. Know that our limitations are also opportunities for growth.
8. To notice, to reflect, to pray and to play.
9. To exercise the cognitive, affective and behavioural components of character: know it in your head, feel it in your heart and show it with your hands.

We have a positive and caring attitude towards each other and our environment.

We welcome each and every person who joins our school community and understand that they have a personal part to play. We support each person's talents, they will be valued and enjoyed.

We listen with care to the views and opinions of others and we respect them.

We each fulfil our responsibilities with regard to: punctuality and attendance, completing tasks to the best of our abilities, taking personal responsibility for our school buildings and co-operating with other school members.



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To Achieve Our Aims Our Children:

Will understand that everything we say and do is underpinned by the Virtues that Jesus taught us and we are learning to live them out on a daily basis.

Learn how to accept failure/disappointment with humility and success/praise with grace.

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self-safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To listen to others To give opinions

To Achieve Our Aims Our Parents:

Will understand that everything we say and do is underpinned by the Virtues that Jesus taught us and we are learning to live them out on a daily basis.

Listen, taking account of and valuing every child's voice.

Offering encouragement and praise to their children, especially when they receive awards, and taking an active interest in the child's school life.

Providing full support for the discipline procedures within the school.

Co-operating with teachers when sanctions are necessary, presenting a united front to the children.

Attend meetings about their child's learning and behaviour both at individual and school level.

Supporting children with their homework.

Supporting the school by ensuring your child regularly engages with home learning.

To Achieve Our Aims Our Administration Staff, Site Supervisor, Cleaners and Outside Agencies:



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Will understand that everything we say and do is underpinned by the virtues that Jesus taught us and we are learning to live them out on a daily basis.

Listen, taking account of and valuing every child's voice.

Ensuring that positive behaviour is encouraged at all times, verbal praise is given when appropriate and any inappropriate incidents are reported to the class teacher.

To Achieve Our Aims Our Lunchtime Supervisors:

Will understand that everything we say and do is underpinned by the Virtues that Jesus taught us and we are learning to live them out on a daily basis.

Listen, taking account of and valuing every child's voice.

When challenging behaviour is presented by a pupil(s), staff will talk to the pupil(s) in a calm tone of voice to support the individual(s) to make the right choices and de-escalate the situation.

Ensuring positive behaviour is encouraged at all times, rewards are given when appropriate and sanctions are given fairly in accordance with this policy.

Lunchtime supervisors to communicate issues with class teacher so that teachers can, if necessary, share with parents accurately.

To Achieve Our Aims Our Class Teachers (including Supply Staff) in partnership with Support Staff:

Will understand that everything we say and do is underpinned by the Virtues that Jesus taught us and we are learning to live them out on a daily basis.

Listen, taking account of and valuing every child's voice.

When challenging behaviour is presented by a pupil(s), staff will talk to the pupil(s) in a calm tone of voice to support the individual(s) to make the right choices and de-escalate the situation.

Ensuring positive behaviour is encouraged at all times, rewards are given when appropriate and sanctions are given fairly in accordance to this policy.

Deliver a well-planned broad and balanced curriculum appropriate to the range of all the pupils.

Using a wide variety of learning and teaching styles to ensure that all children are engaged and motivated to learn effectively.



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Creating a school that provides a well-ordered and stimulating learning environment in which opportunities are given for a range of learning.

Taking an active and supportive role in all aspects of school life.

Will ensure children have the opportunity to review prior learning.

Will ensure parents are informed of their child's progress through parents evenings, reports and other conversations.

Liaising with all other staff and agencies, who come into contact with children in the school and having good communication links with parents so school and home are working together in partnership.

Children with Special Educational Needs:

Please note that some children fall outside this Behaviour Policy. Such children may be given a Strategy Plan for behaviour and support may be obtained from SEMH (Social, Emotional and Mental Health). A specific plan may be drawn up with individualised rewards and sanctions in conjunction with child, parent, school and support service if appropriate.

Celebrating Attendance:

Good attendance is an expectation at The Good Shepherd, but we do recognise that at times pupils fall ill. So, in order to support and promote good attendance at school, each term, those pupils who have achieved 100% attendance will receive a certificate and a treat. Each week, the class with the best attendance will be recognised and celebrated in the weekly newsletter.

Classroom Procedures:

All members of staff take a positive approach to behaviour management.

All classrooms should be calm working environments in which everyone is treated equally and with respect.

Individual teachers come up with their own class expectations as appropriate to the age of the children they are teaching. The children are encouraged to contribute to the class expectations.

Expected behaviours must be explicitly explained and demonstrated at all times.

Praise should be given once a child demonstrates the expected behaviour.

A range of strategies to encourage appropriate behaviour should be used, before sanctions are applied.



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Rewards:

Through the Virtues to Live By we have the guiding principles that Jesus taught us guide us in how we behave towards others. We have put them at the centre of our Behaviour Model. Each term we will have a focus of 4 Virtues.

Autumn	Spring	Summer
Respect/Courtesy	Faith	Resilience/Perseverance
Thankfulness	Simplicity	Kindness
Hope	Love	Honesty
Patience	Forgiveness	Service

The four focus Virtues for that term will be displayed in each classroom. When a member of the class, staff member or external agency recognises that value in someone, a token is allocated to the value. Every Friday lunchtime, the school Mission Team will collect the Virtue Tokens from each classroom. The tokens will then be transferred to the entrance display. The entrance display will clearly show which Virtues the school is working well at and which we need to work on. The focus of upcoming assemblies (led by SLT), will reflect the focus of the Virtues. During assemblies' examples of these Virtues will be shared through our community members, parish, celebrities and Bible stories.

The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. Children will be taught that there are positive consequences for following the Virtues and that there will be negative consequences for not following them. Individual teachers reward children and praise good work and behaviour through; verbal praise, positive comments on work, celebration of good work through display, stickers and badges.

Celebration Assembly:

On Tuesday for KS2 and Wednesday for KS1 a celebration assembly is led by a member of staff. This assembly, has a focus on celebrating good work in each class. Though the focus is on celebration of work and outstanding behaviour, the staff member leading the assembly will have a religious emphasis.

Consequences:



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At The Good Shepherd Catholic Primary School, we pride ourselves on our good behaviour. We support a framework of positive behaviour and reinforce this whenever possible. However, rarely, a sanction will be enforced. The member of staff will use the following protocol;

Behaviour Policy – Consequences

Class teachers are responsible for the behaviour in their classrooms.

Each step MUST be followed in sequence unless the type of behaviour warrants an immediate entry into Tier 5.

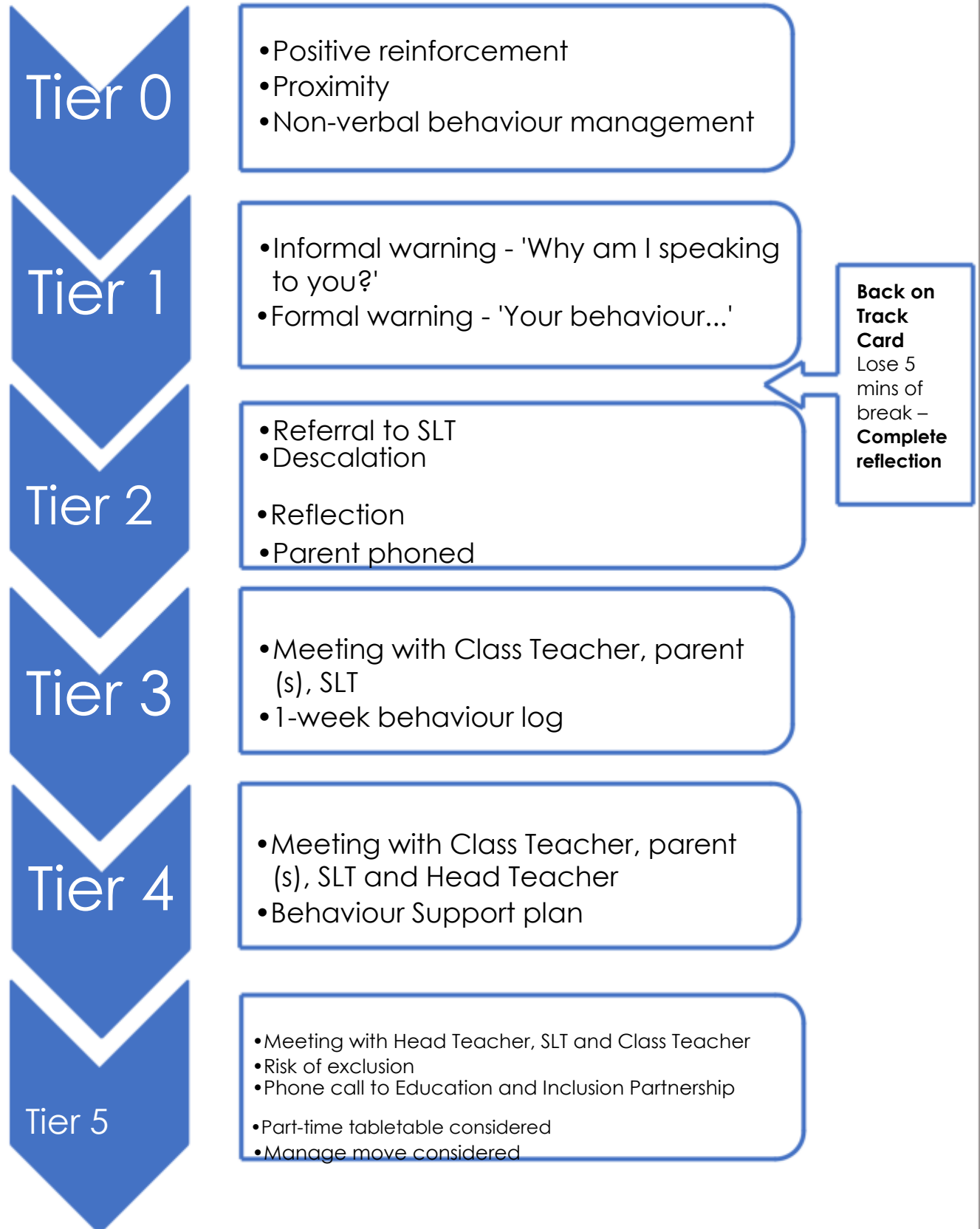
Tier	Consequence	Well-being
Tier 0	Over praising Reward compliant behaviour Send postcards home for positive behaviour Non-verbal behaviour management e.g. eye contact/presence in the classroom Positive reminder about expectations/ behavior Proximity – stand next to child and remind them that you have already asked them to remain on task	Children are being rewarded for positive behaviour
Tier 1	Informal Warning – ‘Why am I speaking to you?’ Formal Warning – ‘Your behaviour...’ Card – Back On Track Class Teacher will then initiate 5 min break time reflection	In the owed 5 minutes time child uses this as a time of reflection. Child completes reflection sheet.
Tier 2	If behaviour continues, child takes 5-minute break outside classroom. Class teacher still responsible for behaviour. If behaviour continues Class Teacher calls a member of the Key Stage Coordinator/Senior Leadership Team De-escalation techniques Reflection	Discussion with parents to enquire possible triggers to behaviour – what can we do to help? Nurture Group considered

		Parent phoned	
Tier 3		<p>The following people will be invited to a meeting: class teacher, parent(s), SLT, child and completed reflection sheets.</p> <p>1-week behavior log</p>	
Tier 4		<p>All previous evidence is collected a meeting is arranged with parent (s), class teacher, SLT and Head Teacher</p> <p>Child put on behaviour support plan and to be reviewed after 1 week or sooner depending on behaviour</p>	
Tier 5		<p>If no improvement has been shown in the behaviour plan, a meeting with parents, Headteacher, SLT and Class Teacher will take place</p> <p>Risk of exclusion</p> <p>First phone call to Education and Inclusion Partnership prior to the meeting taking place.</p>	<p>Part-time timetable or a managed move could be considered at this stage.</p>





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Reflection Sheet

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What did I do?

What should I have done?

What will I do next time?

Weekly Behaviour Log

Name:		Class:	
Date and Time:	Location:	Behaviour:	Parents contacted:
			Y or N
			Y or N
			Y or N
			Y or N
			Y or N
			Y or N