

Behaviour Policy



November 2016

1)Governor's Statement of Principles

As a Catholic School we aim to live out our Mission Statement to the full, ensuring that all children flourish in a safe, purposeful and happy atmosphere within the school. The school community will foster a positive caring attitude towards each other and we want to ensure that children understand that good behaviour supports good learning habits.

We have outlined a clear procedure for managing challenging behaviour in school, in the playground, or on school trips. The governing body reserves the right to extend and apply this policy, if necessary, to situations that occur off-site.

Our expectation is that parents and carers work with their children and encourage them to become increasingly independent and self-disciplined so that they learn to accept responsibility for their own behaviour.

The Governing Body follow the DFE guidance on exclusion and Behaviour and Discipline in Schools (2016).

This policy has been shared by the school community so that everyone will have a clear and consistent approach to behaviour management.

2) Our School Rules

- We are kind and polite to everyone
- We listen to school staff and follow their instructions.
- We take care of property and the environment in and out of school.
- We keep our hands and bodies to ourselves

3)Staff responsibilities are:

- To be a good role model, creating a safe physical, emotional and spiritual environment .
- To be fair, treating all children with respect as individuals.
- To value all children's contributions and encourage raised self esteem.
- To motivate children with a challenging curriculum and clear, appropriate goals.
- To use rules and sanctions consistently alongside positive feedback and praise.
- To keep parents informed at all times regarding their children's behaviour







4)Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of the behaviour policy.
- To be aware of the school rules and expectations.
- To take responsibility for my child's behaviour before and after school.

5)Rewards- Encouraging positive behaviour

- We make clear our expectations of good behaviour.

- We encourage children to take responsibility for their own actions and behaviour.
- We praise good behaviour both privately and publicly in the following ways:

Positive Comments 	Showing others good work 	Earning stars for class behaviour chart 	Headteacher special award	Medals for good playground behaviour
Learning Mentor special award	Golden time 	Award stickers 	Celebration assembly 	Whole school class points and reward

Learning mentor special reward groups.
Headteacher special awards and letters.

6)Setting Rules

In addition to our school rules, each class devises own class charter annually and these are to be adopted by any staff teaching that class. These are prominently displayed and referred to regularly.

Whole class “good to be green” behaviour chart

7)The stepped approach to behaviour management

Whilst reassuring the child that as a person **he/she is acceptable**, we emphasise that **poor behaviour is totally unacceptable**.

All staff have agreed to following a stepped approach to managing undesirable behaviour.

	Examples of behaviour	Intervention/Action
STEP ONE	Off-task, wandering about, calling out, interrupting staff, interrupting other pupils, ignoring minor instructions	If possible ignore and comment on other children’s good response Distract child and refocus attention on task
STEP TWO	Any behaviour that prevents the adult from carrying out task e.g. pushing, persistent talking, not sharing or taking toys/equipment from others	Gentle reminder of rule, repeat instruction, clearly state desired behaviour, then give choice ‘Paul, you can share the lego with the other children or you will have to come away from the activity. It’s your choice!’ – Yellow card
STEP THREE	Step 2 behaviour repeated or continued- interventions ignored	Discussing incident with all parties Enforcement of sanction e.g. child asked to leave activity, separating pupils <i>within</i> class – Red card
STEP FOUR	Continuing above behaviour despite previous caution or sanction imposed. Disruption to others. Signs of some aggression in behaviour -physical or verbal.	Loss of privileges enjoyed by others in the class e.g. Golden Time Entry to be noted and parents spoken to.

STEP FIVE	Behaviour as above, persistently aggressive either physically or verbally. Refusal to comply with request of adult.	Separating a child from class to work in another class Parent/carer to pick up child from senior member of staff and home/school report book to be started.
STEP SIX	Defiant behaviour persisting with refusal to comply with staff request. Incidents of loss of control, including biting, throwing objects, causing others physical harm, inappropriate language verbal or written.	Staff send 'Star' to office for support. Child to go to office. The consequences will reflect the developmental age of the child. This will include 'time out' for reflection (child to spend time with learning mentor). Phone call or letter to parent/carer. Child to be picked up from office & interview with Headteacher. Behaviour incident form completed. Note on records.

8) Persistent misbehaviour

If a child persistently misbehaves then we would devise an individual behaviour programme, which would help the child learn appropriate social behaviour. This would be done in conjunction with the parents and other outside agencies, such as 'Behaviour Support Services'. As a final resort, we have the powers to exclude a child, either for a temporary period or permanently. In this case we would follow the County guidelines for exclusions.

9) Extreme misbehaviour

In the event that a situation may lead to a child causing injury to another pupil or member of staff, to themselves or damage to property, assistance will be sought, usually a member of senior staff, and the child will be restrained until they have become calm. This action would be carried out in association with our positive handling policy.

Important points to remember!

Our school expectation is that all people will be treated with respect.

Responses and sanctions to misbehaviour need to be predictable and stated in a serious but calm controlled tone of voice.

The punishments or sanctions should be fair and consistent and according to the agreed steps.

Sanctions should be imposed as soon as possible following the misbehaviour.

Children should be aware that after a sanction is imposed they will be given a 'fresh start'.

Children would usually be spoken to discreetly about their behaviour.

How children can sort out their own difficulties.

Our Policy is that where possible children should be encouraged to sort out their own difficulties

We encourage children, from the earliest age, to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be confident when expressing their feelings and to resolve conflict without resorting to violence, swearing or abuse. This is modelled and scaffolded according to need.

Suggested Strategy for resolving conflict - 3 steps

The others listen with no interruptions. Each child has a turn to say:

- 1) What the other(s) has/have done to upset them
- 2) How they feel about it
- 3) How they would like them to behave in future.

No one is allowed to interrupt or argue.

They continue to take turns until everyone has finished.

The adult is there as mediator, to make sure that turns are taken, that the three steps are followed and that they listen to each other.

They should avoid being drawn into the discussion

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Ratified by the FGB May 2016Chair of Governors