

St Ann's Catholic Primary School
Behaviour Policy – October 2018

In our school we believe the following to be true:

- The best way to change a pupil's behaviour is to change the way we respond;
- Pupils are trying to solve problems not "be" problems;
- Supporting changes in behaviour may involve us in developing new skills;
- Learning is best when the climate is positive;
- An agreed plan of action for dealing positively with behaviour is essential;
- Pupils need to know what behaviour is expected of them in all circumstances;
- The consequences of appropriate and inappropriate behaviours need to be understood by everybody;
- It is important to label behaviours and not children;
- Behaviour is always a management issue.

Successful behaviour is based on respect for self, others and community. In striving each day to fulfil our Mission Statement our community tries to build respect in all aspects of school life and at all levels.

Mission Statement

With God at the heart of all we do, we aim to provide a loving and caring Catholic community where everyone is precious. We nurture each other with kindness to create treasured memories and values that stay with us forever.

As a staff we have devised this policy to build a positive and consistent approach across our school. We know that positive behaviour management builds self-esteem, an inclusive ethos and a conducive learning environment. This is what we are working towards for all children and staff.

We believe that teaching behaviour is a vital aspect of our role as educators.

We teach behaviour when we...

- Believe that children often don't know how to behave well but they can learn to and that we can teach them how to;
- Teach children what to do;
- Use a range of teaching strategies: oral (describing, explaining, discussing, questioning): visual (showing, using pictures, displays, use of colour and symbol): active (role play, rehearsal, modelling);
- Give positive feedback to correct performance;
- Model the same behaviour we want to see in children.

We don't teach behaviour when we...

- Believe that children ought to know how to behave properly (and that someone else should teach them to);
- Have vague, distant goals (I would like to see everyone be more polite);
- Tell children what not to do;
- Ignore when children get it right;
- Criticise and draw attention to instances of misbehaviour;
- Avoid "difficult children" (send them out, refuse to teach them, have them suspended).

Much of our work is focused on building and developing positive relationships with children. The following is a list of strategies we use to build positive relationships. This list is by no means exhaustive:

We make a determined and conscious effort to:

- Greet and be greeted by name – staff take the initiative;
- Initiate conversation – make time to chat with children;
- Smile, build empathy – try to understand the child's point of view, how they might be feeling;
- Use humour – it builds bridges;
- Keep calm – it reduces tension;
- Listen, it earns respect;
- Say thank you, we all appreciate it;
- Say sorry when we get it wrong – we are all human;
- Bring up topics which may not be academic but which interest children;
- Find something to like about all pupils;
- Look out for pupil resourcefulness, we all need to feel good about ourselves;
- Value pupil efforts as much as their achievements, often we do not experience big changes but small steps in the right direction and we need to notice these.

We set out each day to create a learning environment which supports all learners, things do go wrong and people make mistakes. The following outlines how we as a staff reward what is good and ensure that sanctions are administered fairly and consistently when mistakes are made.

A Positive Approach

At St Ann's School, we have a positive approach to behaviour, recognising, rewarding, celebrating and praising good behaviour.

At St Ann's, children are encouraged:

- To celebrate who they are and to reflect on their talents and gifts.
- To think about their rights and responsibilities.
- To understand that other people's rights can only be respected if they behave responsibly.
- To understand the difference between control and discipline. When children are controlled they do not behave badly because they are afraid of the consequences. When children understand self-discipline, they behave well because they know it is the right way to be.

We aim to provide children with:

- A warm, positive and affirming environment in which to learn;
- Positive rules which are known and understood by all;
- Real opportunities for reconciliation.

Examples of behaviour that merit encouragement

Punctuality, endeavour, co-operation, achievement, kindness, politeness, respect, care for others, enthusiasm, tidiness, appropriate quietness and stillness, patience, gentleness, reverence and self-control.

Examples of behaviour that are unacceptable at St Ann's School

Physical violence of any sort, name calling, lack of care for people or property, acts likely to harm others or put a person's health or safety at risk, bullying, behaving in a way that disrupts learning, bad language, telling lies, racism and answering back.

School rules

These are the rules on which everyone agrees – the teacher/adult has the responsibility to interpret these rules in a fair and impartial manner, and in the interests of justice, with as little disruption to the teaching and learning of the children as possible.

- We walk; we don't run;
- We do as we are asked the first time;
- We show respect to others and our environment;
- We show that we are ready to learn;
- We keep our hands and our feet to ourselves.

Positive rewards for good behaviour

1. Verbal praise – in all classes, adults will praise examples of good behaviour and encourage other children to recognise good behaviour.
2. Written praise – in line with our marking policy, teachers will write positive comments on children's written work to encourage effort.
3. Children will be sent to other teachers or to the head teacher to have good work and good behaviour praised.
4. Class teachers and the head teacher may reward individual children with stickers or encouragement stamps.
5. Individual classes may have additional reward systems e.g. class marbles.
6. Each week the class teacher nominates children to receive a head teacher award linked on the theme of the Wednesday Word e.g. openness, goodness, happiness.
7. In all classes there will be positive behaviour points, **Monster Effort Points**. Class efforts will be rewarded with a treat when enough points have been collected.
8. Headteacher awards are given each week in our **Proud to be Me** assembly. The pupils are nominated by their classteacher for displaying behaviours from our Wednesday Word theme e.g openness, goodness, kindness, listening.

Sanctions for Misbehaviour

1. A warning is given for breaking a school rule.
2. If the child continues misbehaving then the next sanction will be a 5 minute **Turn Around** session in the classroom.
3. The next sanction would be the loss of playtime. During this time, where appropriate, children will complete either a behaviour think sheet or work set by the class teacher.
4. There are times when it may be helpful for a child to be removed from a situation or a problem for a short period of time. On these occasions children may be sent out of class to another teacher with their work.
5. The next incidence of inappropriate behaviour will result in a child being sent to the Head. It is the Head teacher's responsibility to issue appropriate sanctions and if necessary contact parents.
6. Examples of repeated or particularly poor behaviour will be reported directly to the Head teacher and be logged on a behaviour report sheet.
7. If teachers become concerned about a pupil's behaviour pattern their parents will be invited to school to discuss the matter and the child will go onto a green report card. This will be filled in each day by the class teacher and sent home each evening for the parent to see. Class teachers will also check class behaviour books every 2 weeks and if during this period a child has missed 4 or more time-out sessions then he/she will go onto a green report card. Children will remain on green report card for 2 weeks. If behaviour is consistently good they will be taken off report card and receive an improvement of behaviour certificate. If there are continued incidents of inappropriate behaviour then a child will move to a blue report card for 2 weeks. If behaviour is good they will then move back to green report card and finally removed from report card and receive a certificate for improved behaviour.
8. In the event of a child being seriously violent to another child or adult, the parents will be sent for immediately and may be asked to remove the child from school for the remainder of the day or week to prevent further incidents and point out to the child the seriousness of his/her actions.
9. Temporary exclusions are one of the last resorts and may take the form of withdrawal at lunch time, short term suspensions or exclusions for longer periods.
10. In exceptional circumstances it may become necessary for a child to be permanently excluded from the school, staff in school will do all that they possibly can to avoid this situation arising.

Exclusion

Exclusion is served as a serious sanction in accordance with the guidelines of the Department for Education. The school follows procedures and advice as set out in the guidance.

What is expected of Governors?

- They will monitor the behaviour policy
- They will make the ultimate decision on permanent exclusion

What is expected of our staff?

- We will do all that we can to celebrate pupil's gifts and talents.
- Actively teach behaviour.
- We will "set the tone" and be positive role models for our pupils

- We will make every effort to provide a well organised, well displayed and attractive classroom for the children to learn in.
- We will devise learning activities which will motivate pupils, encourage them to talk, share and debate and cooperate.
- We will be calm, fair and just and seek to bring children to an understanding of the mistakes they have made.
- We will be focused on developing methods to support children and parents, develop a sense of responsibility and promote a positive ethos.
- We will be positive with pupils whenever possible, seeking to “catch the child good”. We seek to use much more praise than criticism.
- We will work as a team, sharing responsibility for behaviour management across the school.
- We will acknowledge that we all make mistakes and that forgiveness is the key to moving on.
- We will follow our policy and systems consistently.
- We will listen to children carefully and avoid jumping to conclusions, we will report incidents to the Head teacher when necessary.
- We will keep up to date behaviour books which focus on positive behaviour and reward as much as negative incidents.
- Teachers will help in developing positive attitudes and recognising good behaviour and work.

What is expected of our pupils?

- Pupils will be expected to follow the Children’s Code of Conduct and to follow our school rules.
- Children are expected to report behaviour that concerns, hurts or worries them to an adult.
- Accept the times when things go wrong or they make mistakes and move on quickly.
- Children will support and forgive each other when things go wrong.
- Children will be encouraged to be open to the idea of reconciliation.

What is expected of parents?

- Parents will support the school in our behaviour policy.
- Parents will be expected to help celebrate all that is positive and good in school and to reward good behaviour at home.
- Parents are expected to contact school with any concerns or worries they have regarding their child as soon as possible.
- Parents are expected to play an active role in discussions when children are finding school difficult and to work with the school in finding solutions.
- They will try to set a good example for their children.
- Parents will not encourage physical violence in or around school at any time.

What is expected of us all?

As a school community we have drawn up codes of conduct for both adults and pupils. It is expected that we follow these codes.

Related policies:

Policy for dealing with Bullying

Policy for dealing with Racial Incidents

Policy for Physical Restraint