



Our Lady of Muswell Catholic Primary School

One community
Love of Learning
Making time for God

Positive Behaviour Policy

Agreed: November 2018
Date for Review: November 2019
***Addendum added March 2019**

“Never have any grudges against others or lose your temper, or raise your voice to anyone, or call each other names or allow any sort of spitefulness. Be friends with one another and kind, forgiving each other, just as in Christ, God forgave you” Ephesians 4:31-32

At Our Lady of Muswell we provide a caring environment where high standards of behaviour are expected and encouraged. We are committed to promoting behaviours and relationships which make the school safe and supportive, allowing children to develop their full potential.

Our Aims

- To follow Jesus’ footsteps by: listening to God, making the right choices, valuing and respecting each other, showing forgiveness and being kind, honest and thoughtful.
- To create an environment which encourages and reinforces positive behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure the school’s expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

One Community

At Our Lady of Muswell, we are an inclusive school where every individual is valued: children and adults. As such, deliberate personal insults based on race, gender, religion or disability will not be tolerated. Any such incidents will be referred directly to the Senior Leadership Team.

The school recognises its legal duties under the Equality Act (2010) in respect of safeguarding and in respect of pupils with Special educational needs (SEN)

Pupil expectations

AT OLM, pupils are expected to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow instructions given by the teacher.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Class Rules

At the start of each school year the class teacher and children will decide upon their class rules for the coming year. These rules are positively stated, focussing upon what the children what to do rather than not what not to do and are displayed in the classroom.

How Good Behaviour is Encouraged

All adults aim to create a positive, inclusive climate with realistic expectations. Our behaviour policy is based on the reinforcement of good behaviour. A consistent approach to behaviour management is vital.

Rewards

The following are examples of rewards used through the school:

- Verbal praise
- Child sent to other adults in the school for praise
- Informing parents/carers about good behaviour
- Celebrating achievements through stars, stickers etc
- Stars awarded at weekly star assembly*
- House points**
- Postcards sent home
- Good to be Green certificates
- 'Golden' Lunches and 'Tea' with the head teacher

*Star Assembly. Each Friday stars are awarded at assembly by class teachers. These stars can be for any achievement the child has made including exemplary behaviour and kindness

** House Points. There are four house teams with each child belonging to a team. Year 6 Team captains are voted for at the start of the school year. House points are given out by all members of staff at any time. Each week the total is announced at star assembly. Each half term the winning team receive a treat (e.g. extra playtime). At the end of the year the team with the most house points have a special team treat.

Unacceptable Behaviour

Although we believe it right to adopt a positive approach to promoting good behaviour, children should be taught what is unacceptable behaviour and be aware of sanctions which may be said. If a child behaves inappropriately, it is the act that he or she does which is unacceptable and not the child.

Guidelines for Using Sanctions Effectively

- Make clear distinctions between minor and more serious incidents.
- Indicate which sanctions are likely to be appropriate to a particular behaviour.
- Be clear about the precise behaviour being sanctioned.
- Apply sanctions calmly and consistently.
- Respect pupils' self-esteem.

Class Based Behaviour Management

Carefully planned lessons and good classroom management are conducive to good behaviour.

Good to be Green – This is a behaviour tool used within Key Stage 2 and Year 2. All children begin the day with a green card displayed on the class "Good to be Green" behaviour chart. If a child is not following the rules they receive a 'stop and think card', this is placed in front of their green card. If that same child continues to not follow the rules they receive a warning card then a consequence card. The consequence is a "Blue Friday" which is 10 minutes (per consequence card) of playtime missed at 12.15 on a Friday with the Deputy Head teacher. A child can earn their way back up to a green card but the consequence will remain. The card remains at the back of their wallet on the display chart until the end of the school day. If a child is on a warning and improves their behaviour they can earn their green card back, the warning card remains behind the green card on the display chart until the end of the school day. Every child who is green at the end of the day (without having received a warning or consequence) is eligible for a golden ticket (maximum of up to 3 tickets per class per day). Class teachers will award golden tickets to children who show exemplary behaviour at all times. When a child is awarded a golden ticket they have the opportunity to write their name in the class 'Golden Book'. Should a child achieve gold ten times a congratulatory postcard from the Head teacher will be sent home to parents/carers. Twenty five golds will lead to a Golden Lunch and fifty results in afternoon tea with the Head teacher.

Certificates will be awarded to children who have remained "green" throughout the half term (having never received a consequence or a warning) during the last key stage assembly of each half term.

Teachers, including PPA teachers, will use this behaviour system. Support staff can recommend children for a gold, a warning or a consequence. Supply staff do not use this system.

Rainbow Chart

This is a behaviour tool used in Foundation Stage and Key Stage 1. The chart consists of weather symbols - a rainbow, a sunshine and rain. All children begin the day with their name on the rainbow. During the course of the day, children's names may move up to the sunshine or down to the rain depending upon the behavioural choices made. Year 1 children and Year 2 (autumn term) have an additional picture (a cloud) before they reach the rain which allows them time to reflect upon their choices. Teachers will decide upon the consequences if a child's name is on the rain.

Persistent Low Level Disruptive Behaviour

If a child continues to disrupt the learning of others, he/she may be asked to work in another classroom for a short period of time. The child should be accompanied by another child to the class.

If, over time, a child's behaviour continues to be disruptive, the class teacher, the parent/carer and child (if appropriate) will meet to discuss the behaviour and work in partnership to discuss strategies to move forward. Examples of strategies which may be introduced could include the introduction of a behaviour chart or a home-school communication book. Where appropriate, external agencies may be involved to assess the needs of pupils who display continuous disruptive behaviour.

Following this, if improvements in behaviour are not made it will be necessary to refer the matter to a senior member of staff i.e. the phase leader.

It is important to note that *persistent* low level disruptive behaviour which continually impacts upon the learning of the other children may ultimately lead to exclusion.

Non-Completion of Assigned Work

If a child's behaviour is resulting in work not being completed, playtime may be missed in order to complete work. Work may be sent home to be completed

Other Behaviours

The following behaviours in years 1 to 6 will result in the immediate intervention of a member of the senior leadership team (SLT). Lunchtime Playtime will be missed and a reflection sheet completed with a member of SLT. Parents/carers of all children involved will be informed. If this type of behaviour is repeated parents/carers will be invited to a meeting with the class teacher and a member of SLT to address the situation.

- Fighting
- Swearing/offensive language or gestures
- Physical violence
- Damaging property intentionally
- Spitting deliberately
- Throwing books/equipment at others
- Stealing
- Confrontational behaviour

Within EYFS, the knowledge of the class teacher is paramount when deciding if intervention from SLT is required.

Behaviour out of the classroom: playground, assemblies, corridors, toilets, lunch hall, school trips

Examples of types of behaviour at each level and sanctions

These are to be used as guidelines – Staff will make a professional decision based upon individual circumstances and context.

Level.	Type of Behaviour	Sanction
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Level 1	Calling Out Distracting others-muttering, fidgeting, fiddling Pushing in line (playground, assembly, lunch queue) Making inappropriate noises Dropping litter Entering school building without permission Eating in places not permitted.	Verbal warning by adult.
Level 2	Persistent/repetition of level 1 behaviours Being disrespectful to an adult e.g. answering back – if this is persistent over time this will lead to level 3 sanctions Drawing on tables and chairs (School property) Throwing equipment in anger Very poor sportsmanship Misbehaving in toilets	Time Out - 5 minutes Class teacher will be made aware of this if behaviour is repeated
Level 3	Being extremely disrespectful to an adult (also see level 2) Ignoring instructions Fighting Swearing-offensive language or gestures Physical violence Damaging property intentionally Spitting deliberately Throwing equipment at others Stealing Confrontational behaviour *Addendum added March 2019 Inappropriate use of technology	Involvement of a member of the senior leadership team (SLT). Parents/carers will be informed. Lunchtime will be missed and a reflection sheet completed with a member of SLT. If this type of behaviour is repeated parents/carers will be invited to a meeting with the class teacher, SLT member and class teacher
Level 4	Premeditated physical violence.	Head Teacher to inform parent/carer of incident supported by letter. If situation warrants the Head Teacher will take necessary steps to exclude.

All significant incidences of unacceptable behaviour including racism will be recorded on the child's individual class behaviour record or the SLT behaviour record. If a child is a victim of extreme behaviour i.e. physical violence or racism, the parents/carers of those children will be informed. The records will be retained in the school until the child transfers to another school. These records will not be passed on to another school.

If a child's behaviour causes concern over a period of time, it may be deemed necessary to follow an individual behaviour plan which meets the needs of the individual, parents will be fully consulted in this process.

Offensive Weapons

The school does not condone the possession of offensive weapons on the school site by members of the school. Consequently severe action will be taken in all cases.

Our policy is as follows:

- Any student found carrying what is considered an offensive weapon on the school site will be excluded for a minimum period of 5 days, and could face permanent exclusion.
- Any student using or threatening to use an offensive weapon in a threatening manner to others will be permanently excluded and the police will be involved.

Exclusions

Certain behaviours may result in exclusion from the child’s class. The child will be excluded from their class throughout the day and will be expected to work independently in another classroom.

We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (2008, updated 2012) and the school will refer to this guidance in any decision to exclude a child from school.

In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.

Bullying and E-safety – please refer to separate policies

Responsibilities of all

As one community, we each have a responsibility to work together to implement the OLM Positive Behaviour Policy and embed its principles.

<p style="text-align: center;"><u>RESPONSIBILITIES OF CHILDREN:</u></p> <ul style="list-style-type: none"> • To follow the OLM Rules to the best of their ability. • To treat all adults and other children with respect and politeness. • To respect the rights of children and adults. • To take increasing responsibility for their own behaviour and reflect upon the consequences of the choices they make. 	<p style="text-align: center;"><u>RESPONSIBILITIES OF STAFF:</u></p> <ul style="list-style-type: none"> • To treat all adults and other children with respect and politeness. • To treat all children fairly and respectfully. • To be a role model for all. • To act fairly and consistently within the guidelines of the OLM positive behaviour policy. • To communicate effectively with children. • To work in partnership with parents/carers and communicate effectively with parents.
<p style="text-align: center;"><u>RESPONSIBILITIES OF PARENTS/CARERS:</u></p> <ul style="list-style-type: none"> • To treat all adults and other children with respect and politeness. • To engage fully in dialogue with the school. • To inform the class teacher as soon as possible if they become aware of any concerns. • To support the school in achieving the aims of the OLM Positive Behaviour Policy. • To encourage your child to have respect for other people. • To act with confidentiality. 	

Our Lady of Muswell Behaviour Incident Record Sheet

Name	Class
Date	
Adult reporting incident	
Others involved	
Incident details, including time and place	
Action taken	

Our Lady of Muswell Reflection Sheet

Name: Date: Class:

What I did wrong:

What I should have done:

