

St Malachy's Catholic Primary, a Voluntary Academy Illingworth



Behaviour Policy January 2017

The following Mission Statement is central to our philosophy on behaviour...

Our Mission at St Malachy's is to provide an enriching, high quality education, where we learn, love and grow with Christ at the centre, so that each individual feels nurtured and can achieve their full potential.

This philosophy can be supported by the following:-

Each individual has:

The right to be valued

The right to be safe

The right to achieve

The responsibility to value others

The responsibility to keep others
safe from harm

The responsibility to allow others
to work or achieve

AIMS OF THE POLICY

- To encourage a calm, purposeful and happy atmosphere within the school;
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To make boundaries of acceptable behaviour clear and to ensure safety;
- To raise awareness about appropriate behaviour;
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

EXPECTATIONS

Through the following expectations we aim to encourage respect for everyone.

1. Self-discipline and independence, with or without supervision.
2. The addressing of everyone politely and respectfully.
3. Listening attentively.
4. Sensible application to work in class.
5. Respect for each other, co-operation and courtesy.
6. Quiet / careful movement around school, observing rules and safety.
7. Safe activities in the playground.
8. Care for the school environment their own property and that of others.
9. Good manners at all times.

It is recognised that these expectations are ideals but agree all have a responsibility to encourage our children to approach them as closely as possible in terms of behaviour.

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same;
- To treat others with respect;
- To follow the instructions of the school staff;
- To take care of property and the environment in and out of school;
- To wear the correct uniform;
- To co-operate with other children and adults.

Staff responsibilities are:

- To treat all children fairly and with respect;
- To raise children's self-esteem and develop their full potential;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment, physically and emotionally;
- To use rules and sanctions clearly and consistently;
- To be a good role model;
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim;
- To recognize that each is an individual;
- To be aware of their (special educational) needs;
- To offer a framework for social, emotional, spiritual and moral development.

The Parents can help by:

- Making children aware of appropriate behaviour in all situations;
- Encouraging independence and self-discipline;
- Showing an interest in all that their child does in school;
- Fostering good relationships with the school;
- Supporting the school in the implementation of this policy;
- Being aware of the school rules and expectations;
- Offering a framework for social, emotional, spiritual and moral development.

INVOLVEMENT OF PARENTS AND PUPILS

The children are aware of and have helped to formulate both class rules and the school rules.

A simpler form of this policy has been formulated to be presented to parents and pupils to enable an effective partnership between home and school.

OUR SCHOOL RULES

- We follow instructions immediately.
- We keep hands, feet and objects to our self.

- We will show good manners to all at all times.
- We will show care and consideration towards others.
- We will care for property.
- We will listen and take turns.
- We will move around school quietly and safely.
- We will work to the best of our ability.

WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set standards of behaviour through example.
- We praise good behaviour both privately and publicly.
- We aim to have a positive approach to behaviour recognising each child as an individual whose efforts will be valued and praised accordingly.

STRATEGIES FOR POSITIVE ENCOURAGEMENT

- Whole school Good to be Green Behaviour system;
- Reinforcing good example;
- Showing others good work i.e. Class Teacher, Headteacher, parent, other children;
- Verbal praise;
- Special mention assemblies every Friday;
- Positive feedback/texts/certificates home to parents;
- Good to be Green raffle tickets;
- Good to be Green and other reward stickers/ certificates;
- Headteacher's Award;
- SAM – School Attendance Matters dog and book to go home/ Attendance Incentives.

RECOGNISED INAPPROPRIATE BEHAVIOUR

1. Racial or homophobic abuse and bullying
2. Moving about unnecessarily, talking to children on other tables and shouting.
3. Disobeying reasonable requests / instructions from all adults.
4. Rudeness, cheek, insolence.
5. Swearing at children or adults.
6. Play fighting: hitting, punching, and kicking.
7. Misuse of play equipment.
8. Damaging School / other people's property.
9. Eating sweets / gum / food (except fruit) in the playground.
10. Spitting.
11. Name calling.
12. Deliberately annoying other children e.g. taking balls, spoiling games.
13. Physical abuse to children / adults.
14. Running out of school.

Any unacceptable lunchtime/breaktime behaviour will be dealt with appropriately in line with the school sanctions.

RULES AND SANCTIONS

- Limits need to be clear and negotiated / discussed / talked / through in each class e.g. each class devising own class rules.
- Class rules would belong to the class and be adopted by any staff teaching that class.
- Class rules would be generally consistent between classes but could highlight particular concerns for that class.
- Class rules can change in response to behaviour trends / concerns.

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences.

Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required then a 'Major Incident' record should be completed as soon as possible on CPOMS.
- Any other incident deemed 'serious' or resulting in injury should be recorded in CPOMS, the teacher's class behaviour diary or the Playground Incident Book.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses;
- Minimise disruption to others especially teaching and learning time;
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied;
- Allow early involvement of parents, line managers, SENCO and support agencies;
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable and to express displeasure with the **action** and never the **child** i.e. 'that was a silly thing to do because...' and not 'you are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgment is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory. The Good to be Green Scheme will be used throughout school. Each child starts on green in the morning. For one warning, the card turns to amber – warning, for two warnings, their card turns to red with consequences.

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite requests, warnings (no more than two), repositioning, separating etc.

Step 1 (Classroom teacher)

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher)

Time Out (A)

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect; calm down etc. without causing disturbance.
- Child records when, why on class list at isolation table.

If behaviour improves, return to lesson. If not or if child refuses, move to **Step 3.**

For a regular offender:

- Record who, when, why on CPOMS.
- Possible removal of treats / playtime etc.
- Discussion with Headteacher and/or SENCO: consider Behaviour Intervention.

Step 3 (Teacher colleague)

Time Out (B)

- Child escorted to designated colleague.
- Up to 1 hour working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Child records when, why during detention which is placed on CPOMS.

If behaviour improves return to class. If not or if child refuses, move to **Step 4**

For a regular offender:

- Discussion with Headteacher and/or SENCO: consider School Action of the Code of Practice.

- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents informed by phone that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

Step 4 (Assistant Head/ Learning Mentor/Head) Time Out (C)

- Child escorted to Learning Mentor/ Assistant Head/ Head.
- 1 session to half a day working alone without causing disturbance.
- Record who, when, why and store on CPOMS.
- Parents informed of isolation by letter.

If behaviour improves return to class. If not or if child refuses, move to **Step 5**

For a regular offender:

- Discussion with Learning Mentor/ Assistant Head / Head/ SENCO : consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete CPOMS Report.
- Parents / LA informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi-agencies i.e. Behaviour Support/Ed Psych etc.

Step 5 (Head /SENCO) Pastoral Support Programme (On Report)

- Teacher completes a Behaviour Assessment Profile on CPOMS.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF.
- PSP Meeting with parents/child.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback each session to child (x 9), daily feedback to parents.
- PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly

If targets are achieved remove from PSP. If PSP failed, move to **Step 6**.

Step 6 (Headteacher) Behaviour Contract

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.

- Further sanctions and immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.
- Complete a CAF.

If behaviour improves return to PSP. If not move to **Step 7**.

Step 7 (Headteacher)

Internal Exclusion (5 days or more)

- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.

If behaviour improves return to class on a Behaviour Contract or PSP.

If not move to **Step 8**.

Following latest government guidance

Step 8 (Headteacher) Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract or PSP for a minimum of four weeks.

If behaviour improves remove from PSP.

If not move to **Step 9**.

Step 9 (Headteacher) Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, LA Exclusions Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstates or upholds the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight weeks.

If behaviour improves remove from PSP.

If not move to **Step 10**.

Step 10 (Pupil Discipline Committee)

Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstates or upholds exclusion.
- Parents notified of right to appeal.

- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

SUGGESTED STRATEGY FOR RESOLVING CONFLICT - 3 STEPS

- The others listen with no interruptions.
- They are encouraged to maintain eye-contact.
- 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 go on taking turns until everyone is finished.
- The adult makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye-contact and the conflict is resolved.

Attitude Behaviour System

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. **Praise and reward behaviour you want to see.**

Rewards

1) **General**

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).

- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Marking and Feedback Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Lunchtime club pass can be awarded.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Play Leaders, Monitors, School's Council etc.
- Notes home to parents to reinforce the standards you want to see.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) **Whole School Reward System: Going for Green 'Smileys'**

As well as the rewards listed above, the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners/ holding doors open.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley, the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded a Smiley can never be deducted (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour 1 Smiley (recorded on class chart)

10 Smileys achievement Teacher commendation: (recorded on individual card)

100 Smileys Headteacher commendation: Bronze Award (presented by Headteacher in front of school)

200 Smileys Headteacher commendation: Silver award (presented by Headteacher in front of school)

300 Smileys School commendation: Gold award (in front of whole school)

- Bronze to Gold awards will be presented in whole school assemblies and parents will be invited by text to share in their child's achievement.
- Commendations are logged on the child's Good to be Green bookmark.

Children should aim to achieve Bronze Award by the end of the autumn term 1, a Silver during the autumn term 2 and a Gold by Spring. Children achieving awards within this timeframe also receive a letter home informing parents of how well they are doing at school.

A 'smiley' can be awarded by any staff member to any child at any time. **All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs.** This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including:

- Class party;
- Class disco;
- DVD etc.

3) **Certificates**

A weekly assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents are invited to attend and witness the presentation of certificates.

DAY TO DAY PROCEDURES

ARRIVING AT SCHOOL

All children should go straight into the playground at the front of school until the door opens, unless otherwise advised.

The Headteacher will open the door and children will line up with their class. The Class Teacher will lead their class into school.

PLAYTIME

All children must play within the playground boundaries within sight of the teacher on duty. Children must not enter school during playtime unless given permission by the teacher on duty.

TOILETS

Children should not return to the toilet during playtimes unless it is an **EMERGENCY.**

BEGINNING OF PLAYTIME

Teacher on duty to be outside with the children.

END OF PLAYTIME

Teacher on duty sends a child to ring the bell outside the staffroom to inform staff that the bell is about to be rung. Teachers will be outside as the bell goes, in order to collect their classes and take them back into school.

Teachers ensure that they come into school quickly and quietly. Teaching Assistants will check cloakrooms to make sure that everyone is safely in class.

Play equipment is available for all the children. The children must be reminded about looking after the equipment.

INFANT LUNCHTIME PROCEDURE

(12PM TO 12.45 PM)

Children use the toilets and get their coats and be escorted up to the hall for their lunch.

12.20 pm. – The children will be led from the hall to the playground

All Infants play outside until 12.45pm (none to come back into school for toilets) when the teachers will greet them in the classroom.

JUNIOR LUNCHTIME PROCEDURE

(12.35 PM TO 1.10 PM)

The Juniors will have lunch together. The children enter the dining room with their teachers. The children sit quietly in their allotted places and Grace is led by the Headteacher or Assistant Head.

When they have eaten lunch they go outside and stay outside until the end of lunchtime.

The dinner ladies will escort the children in at 1.10pm where teachers will be waiting in the corridors and classes.

Each junior class has its own play equipment to use at lunchtime. It is expected that the children will respect the equipment and play with it sensibly.

In the event of a wet lunchtime, the supervisors take care of the children in the classrooms.

AROUND SCHOOL

MOVEMENT

Children should walk quietly round school at all times, keeping to the left whenever possible.

CLOAKROOMS

Cloakrooms must be kept tidy. Coats should be hung up and other personal property clear of the floor i.e. in bags or in baskets. The cloakrooms are not play areas and children should vacate them promptly.

ASSEMBLY

Children should enter and leave assemblies silently with their class teachers. Assembly is a prayerful time when children should sit quietly and reflect and listen.

LEAVING SCHOOL

EYFS, Year 1 and Year 2 Infants are collected from outside doors at 2.45 pm. If parents aren't there, they wait at the entrance of school for parents to arrive.

Foundation Stage children are collected directly from the Early Years veranda.

At 2.50 pm, Years 2, 3, 4, 5 & 6 leave school via the front fire doors/Y4 exit/main entrance and are collected from the front playground by their parents.

Annie McNally
January 2017

The Governing Body at St Malachy's Catholic Primary School adopted this policy
in January, 2017.

Date of next review January, 2020.

Signed_____Date_____