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Behaviour Policy			

Learning Through Faith

Learning develops independent thinking children
Through exciting challenges expecting success with
Faith at the centre of all we do.

Aims:

To develop behaviour; welfare; personal development and attitudes *necessary for successful learning and community cohesion by...*

- Children recognising how their behaviour affects themselves and others.
- Developing positive communication skills, so they can talk about any incidents that arise and know when they have made the right choices.
- Being able to reach a restorative outcome.

Organisation:

Diamond rules*, Catholic Ethos and British Values (see appendix 3) are the basis of schools expectations. Displayed around school, taught, modelled and revisited by all members of staff.

Every member of our school community has a responsibility to teach children socially acceptable behaviour and positive attitudes towards learning (explicitly through R-Time (a PSHE/Personal Social Health Education programme) and the RE scheme of work and regular visits and presentations from the local PCSO).

Staff will follow these steps when behaviour disrupts learning:

- Assertive language to address any unwanted behaviours,
- If negative behaviour continues then the broken record technique will be used.
- The child will be moved to another place in the room or to another classroom and as a result will be kept in at break time to discuss,
- If the behaviour becomes either unruly after they have been moved/removed or is persistent then a member of SLT may be called to remove child or child sent to another class with a TA.
- If the behaviour results in another being harmed physically or is continuing after the other steps have been taken then the Head Teacher will be involved, at these points parents may be contacted if communication has not already taken place as part of a behaviour plan.
- A meeting between the child's parents and staff will be held and only the parents of the child concerned and relevant staff will be informed of the outcome.

Beyond the School Gate:

Whilst this behaviour policy refers mainly to the behaviours of pupils within the school premises, the school reserve the right to discipline beyond the school gate whilst taking part in any school organized or related activities, travelling to or from school whenever in school uniform or in some way is identified as a pupil within our Academy Trust.

Assertive Language

The Consistent use of assertive language by teachers and other adults will create a climate that supports children's self-esteem, develops their emotional literacy and makes instructional language clear and precise. This language is effective in managing behaviour but also models the language that they should be using to each other.

Assertive language structures to be used are;

"I need you to..... Thank you"

"We/ You need to.....Thank you"

"I can see you are....."

" You seem to be....." (a feeling)

"I feel..... when you.....(so that....)"

Key strategies in achieving good behaviour

All children will be expected to follow the Diamond rules, consistent adherence to rules are noticed and rewarded through:

(*see appendix 1 for descriptions.)

- Star of the day* which focuses on an individual child (Classes can choose up to 2 children)
- Rainbow rewards* which focus on the desired behaviour.
- Marble in the jar* or alternative ICT version (such as Dojo's): which rewards the whole class

Children's successes with behaviour will also be celebrated through phone calls home, achievement assemblies and house points (for lunchtime.). The systems ensure that adults in school frequently reiterate the specific behaviours they want to see.

When behaviour which falls short of expectations occurs or an incident arises between children; staff will use the following behaviour management systems.

- As a day to day strategy, staff will use assertive language and active listening techniques.
- Following an incident staff will use language from the "No Blame Approach": ie the use of the three part statements (I feel.....when you.....so that) to ensure that children's behaviour is challenged, the child has the opportunity to respond.
- When children do not comply to reasonable instructions the "Broken Record Technique" will be used. (see Appendix 2) This combines active listening and assertive language.
- Where there are disputes between children or groups of children an adult will facilitate the resolution. This has a restorative outcome. (Appendix 2) Each incident will have an outcome particular to the needs of the victim and take into account the effect on the perpetrator. A list of possible restorative outcomes will be compiled though discussion with the staff and children.

- If a child is posing a danger to others, the other children may be removed and the child left insitu. An adult should then use the 'Broken record' from a distance. When the situation has deescalated the child is calm, a new "I need you to" will be used to remove the child to appropriate calming down/debriefing room. Disputes should be debriefed as soon as possible but after there has been enough time for all protagonists to calm down. If the child/ children have been sent home then the debriefing must happen before the child/ children return to the classroom.

Learning:

Missed or insufficient work will be completed with the adult at break time in the classroom.

Extreme behaviour

e.g. violence to another, threatening and repeatedly disruptive behaviour will result in time out. A member of the school leadership team may be called to intervene.

Behaviours causing concern will be communicated to parents and the incident will be discussed with the child and their family, with non-negotiable sanctions.

If a child's behaviour has been out of control, violent or abusive to another adult or another child and/ or the child/ family refuse to engage with the school and its behaviour policy, this will result in a fixed term exclusion between 1 and 5 days and will be logged as such. This can only be agreed by the head/ deputy head. The parent must meet with the head/ deputy and any other persons involved to debrief the incident with the child upon return from the fixed exclusion. This will result in an agreed home/ school sanction. The child cannot return to school without this meeting. All exclusions and incidents will be logged, monitored by the SLT (Senior Leadership Team) and kept in the racist and discipline incidents file held by the Head Teacher to monitor incidents and report incidents anonymously to the local authority annually.

Health & Safety:

Staff have been trained how to positively handle others. Children will be supervised at all times.

Recording and reporting arrangements:

Communication with parents from the class teacher or member of the SLT may result in developing pupil targets or an Individual Behaviour Plan involving all staff working with the child.

Other:

See also Anti-bullying policy, Uniform policy, Positive Handling, Exclusion, Disorderly Conduct Policy, Diamond Rules, DSEN/Inclusion Policy, Medical Conditions Policy, Young Carers Policy, E-Safety Policy, Safeguarding Policy, PSHE Policy, Complaints Procedure, First Aid, R-Time scheme.

Appendix 1

REWARDING GOOD BEHAVIOUR

We have recently undertaken a review of our behaviour policy with an external consultant. In light of this we are implementing a rewards based behaviour policy. The 4 main parts to this that your children will hopefully be already talking about are:

DIAMOND RULES: follow instructions with thought and care, care for everyone and everything, show respect and good manners at all times.

STAR OF THE DAY: where each child in turn on a rota basis is picked to be star of the day. The star of the day teaches children to complement each other and develop positive attitudes and develops positive communication between school and home. During the day the rest of the class and staff notice all the good behaviours that they do such as sitting and listening, working with a partner and write post it notes for them which are then stuck to a star of the day poster for them to take home. Some classes may choose two stars for the day.

MARBLES IN THE JAR , or another accumulative ICT version- this is about the class working as a team to earn a reward. Marbles are given out for groups or the whole class that demonstrate the behaviours we are looking for such as lining up quickly and quietly, working well with a partner and responding to instructions straight away. The class may decide on the types of behaviours to be rewarded and how many marbles for each. Once the jar is full, then the class stops what they are doing immediately or at the soonest available time and the chosen reward is given. The reward can be chosen by the class or teacher, such as 10 minutes play outside, a story or playing a game.

JOBS AND ROTAS- to develop a sense of belonging and responsibility: children within their class, key stage and the school community may be given a job. These jobs were identified by the children and staff as being important in the class and school. They have a set time to do their job and will be rewarded as a group or class over the term for completing them.

RAINBOW REWARDS- is to reward the children over a range of key behaviours.

1. *Good manners*
2. *Being ready to learn.*

3. *Active involvement in learning.*
4. *Taking care of my appearance and my property.*
5. *Taking care of the school.*
6. *Being a good friend*
7. *The thing I find most difficult is...../ own personal target*

A key behaviour will be introduced across the school year, two weeks or a half term at a time. The behaviour to be focused on, will be allocated a colour on a rainbow Rewards Card. Classes may focus on an aspect within this key behaviour, which is appropriate for their year group. When these behaviours are observed the children get a sticker/ or are able to draw a smiley face in their Rainbow Rewards card. When they have achieved the class/ school target set in each rainbow behaviour they will get a certificate and a new card, also a special certificate will be given for completing all the key behaviours. The children may also be awarded badges to wear on their school uniform showing that they excel in this behaviour. Parents will be notified of these rainbow awards.

APPENDIX 2

DEALING WITH DISPUTES

Calming Down

It may be necessary for children to have time to calm down before they are able to debrief an incident.

Staff may do this by:

- Using active listening skills (i.e. listening, echoing and summarising what the child is saying) to clarify situations and help pupils feel listened to.
- Using the **broken record technique** (i.e. repeat back and state your bottom line, repeat back and restate your bottom line....) Do not "up the anti" Do this until the child is calm enough to move to the calming down/ debriefing room.
- Provide the child with a space for a "Time out". This should be in the calming down/ debriefing room but sometimes may need to be in another alternative area. It is important to give enough time and space for calming down before you tackle debriefing the problem.

Setting the scene for debriefing an incident.

Debriefing should take place in an appropriate setting: ideally the calming down/debriefing room or in another place that allows privacy. Once they are calm enough, ensure the children are in a semi- circle, all facing the arbitrator (sitting or standing) but so they can see each other. All the children who were involved must be there to contribute and hear each other's contributions.

The arbitrator should remind the child(ren) of the rules for debriefing an incident.

These are:

- Everybody will be included that has been directly involved.
- No hearsay evidence is allowed. You can only say what you did, saw, heard, not what someone else has reported to you.
- Everyone will have their say and you can have as many turns as you need.
- No interruptions are allowed. If you do interrupt then you will have to stand back from the semi-circle.

The role of the arbitrator

The arbitrator's role is not to judge or decide on a punishment but to facilitate the child(ren)'s discussion and help them to find a resolution that they all feel is fair. It is their job to ensure all the children are able to out their point of view and have it heard.

The arbitrator should then:

- Ask the first child "Tell me what happened from your point of view?"

- Use active listening skills to clarify what the pupil says. Repeat it back so that everyone has heard. DO NOT add in what you think.
- Ask open questions-What happened next? How did that make you feel? What did you think that he was doing? Can you tell me more about that? Do not supply the answer yourself.
- Summarise what the child has said and ask if that is correct.
- Repeat with each child in turn.
- On the second round just ask if they have anything to add or amend in what they first said.
- Ask each of them in turn to identify what they could have done differently that would have changed the outcome. You might make suggestions here if they can't think of any but it is better coming from them or another person in the group.
- Finally, ask the group to identify who has been hurt/upset etc. Do not apportion blame, even if it obvious that one person was the protagonist.

Restoration

The final stage is to restore the situation and the relationship to the place it was before the incident happened. This is where the outcomes should be designed to make things "better" not to punish a wrongdoing.

- The arbitrator should ask the "victim(s)" in turn what they would need to make them feel ok. Then, ask the group if they agree. Your role is to ensure agreement and that the child(ren) are not unduly harsh.
- To check that selected outcomes are not too harsh ask the child(ren) if they would think the outcome fair if it had been them who acted this way.
- To conclude, ask the pupils to suggest strategies to avoid the same dispute again before they leave you. You might suggest some but theirs will be the ones that will work.

Restorative justice

This system takes more time at first but as pupils get used to you doing the system speeds up.

The benefits of this way of working are:

- The child(ren) feel that outcomes are fair so that pupils emotional response is positive.
- That child(ren) are less likely to continue the dispute so there are less repeat incidents to deal with.
- There is less opportunity for child(ren) to be confrontational with the adult arbitrator.
- As children learn that they will be listened to and that telling the truth will not lead to punishment and humiliation then they become more and more willing to talk through how they have behaved.

- Because the system maintains child(ren)'s self- esteem and allows them to continue to feel in control of the situation, it enables the arbitrator to develop a good relationship with pupils whilst still challenging inappropriate behaviour.

Catholic Ethos of the school:

Learning Through Faith

Learning develops independent thinking children
Through exciting challenges expecting success with
Faith at the centre of all we do.

British Values:

➤ **Democracy**

Schools can demonstrate democracy through:

- Pupil voice
- School council
- Voting
- Elections
- Questionnaires
- Contribution to school policies

➤ **Rule of law**

Schools can demonstrate the rule of law through:

- Behaviour policy
- School rules
- Visits from police etc

➤ **Individual liberty**

Schools can demonstrate individual liberty through:

- Making individual choices in a safe, supportive environment
- Tackling challenges
- Choice over and variety of extra curricular activities

➤ **Mutual respect and tolerance of different faiths and beliefs**

Schools can demonstrate mutual respect through:

- The school's ethos, values and beliefs
- Buddying systems