

St John the Evangelist Catholic Primary School



Positive Behaviour and Relationship Policy

Mission Statement

St. John's is a place where we meet Jesus.

Everyone is enabled to fulfil their unique potential and together we celebrate being part of God's creation in all we think, say and do.

In our school everyone is respected and cherished and differences are valued.

Each member of our community is supported to truly reflect the person of Jesus.

We believe that good behaviour, supported by a consistent approach to discipline, help us to achieve the principles contained within our Mission Statement. Without an orderly atmosphere effective teaching and learning cannot take place. Inappropriate behaviour can disrupt the education of all our children.

We recognise that schools can, through their good practice, lead, support and encourage children in developing appropriate behaviour. In managing the behaviour difficulties of individual children we recognise the guidance set out in the Code of Practice on the Identification and Assessment of Children with Special Educational Needs

We have sought to develop an approach to the management of behaviour that is based on the vision expressed in our mission statement, the shared faith of our wider school community and statutory guidance from the Secretary of State.

Through our Positive Behaviour and Relationship Policy we aim to promote:

- an environment where all members feel happy and secure
- loving relationships between all members of our school community are fostered and promoted by the command of Jesus "Love one another as I have loved you"
- high standards of work and behaviour
- an educational environment where every individual is treated with respect and is encouraged to develop respect for others
- the partnership between parents/carers, parish and school
- our spiritual, social, personnel and moral development
- an effective learning environment for all members of our school community
- examples of appropriate behaviour

- our created potential as inter-dependant members of our school community

Our objectives are to:

- maintain a whole school approach to the Management of Behaviour
- introduce Parents and Guardians to our Approach to the Management of Behaviour at our New Parents Evening
- set clear systems for celebrating appropriate behaviour and dealing quickly with inappropriate behaviour
- provide opportunities for our children to voice their understanding of a situation
- timetable our day demonstrating the importance of effective individual and collective time management
- provide opportunities through our Parental Consultations and other parent/teacher conversations and documentation, to support and develop our partnership with parents in the development of their children's moral and social behaviour
- maintain an agreed approach to Classroom Organisation and Practice that promotes acceptable behaviour, through providing clear systems and routines.
- expect parents and children to sign our Home School Agreement thereby agreeing to the schools' Management of Behaviour procedures and policy.

School Guidelines for behaviour management.

Our whole school agreed approach is at all times to promote positive behaviour.

Our school rules

In school we expect all our children.....

- to do what an adult tells you straight away.
- to listen to the adults and children you meet. They will then listen to you.
- to keep hands, feet and objects to yourself.
- to speak pleasantly and politely to each other.
- to take care of all the things we use.
- to walk quietly around the school

Our rules are designed to promote good behaviour. We recognise the importance of praise and rewards for good behaviour.

This will be achieved by frequent praise both public and private. Appropriate marking of books is used to praise and celebrate good work, a collective responsibility towards good behaviour is encouraged and promoted by all staff and the agreed class/base system of achieving rewards is followed throughout the school.

Rewards System

We aim to give good behaviour a high profile throughout the school day. We believe that re-enforcing positive behaviour is effective and we employ a range of rewards to support this belief.

Individual rewards

Foundation Stage and Key Stage 1

- Each example of keeping the school rules should be rewarded with a "We are proud of you" certificate, which the child takes home. This provides them with the opportunity to share their good behaviour at home.
- Every time a child has collected 5 such certificates they may bring them to the head and receive a special treat.
- At the end of each term one child from each year group is nominated for a Headteacher's Certificate for good behaviour. These are given out at a full school assembly to which parents, guardians and our wider community are invited.

Key Stage 2

- Examples of keeping the school rules, as well as examples of excellent work, will be rewarded an 'Achievement Point' which will be recorded as a stamp in a folder which will be kept in the classroom.
- On the morning of the last day of every half term, each child will be given the opportunity to trade their Achievement Points in for special prizes (extra playtimes, baking lessons, film afternoons etc), the cost of which will vary according to the value of the prize. Children may also choose not to trade their points in, but save them up for a subsequent half term in order to trade them in for a more valuable prize.
- At the end of each term one child from each year group is nominated for a Headteacher's Certificate for good behaviour. These are given out at a full school assembly to which parents, guardians and our wider community are invited.

All Children

Children spotted carrying out any activity (work or behaviour related) over and above what is expected of them will be awarded a Textellent certificate. The child will take their certificate to the office where a text message will be sent home to the child's parents relaying the message written on the certificate by the teacher. A record of who has received Textellents and why will be kept by each teacher.

Collective rewards

- Each class/base can work towards a shared reward.
- Points are given by any member of staff for good behaviour, groups or individuals may be awarded points.
- The points gained are displayed in a prominent place in each class/base.
- On achieving the agreed number of points the whole base share in the reward .

- Rewards are negotiated with the children and a Golden Hour agreed at a convenient time.

Roles and Responsibilities.

Each Class/Base identifies a "Person of the Week". This child is chosen following general class observations throughout the previous week by the Class/Base staff. The child provides an example of good behaviour for the children within the Class/Base and is responsible for the delivery of the registers to the office each morning and other responsibilities during the week.

Each Class/Base also has a Jobs List. Children are chosen to undertake these general class organisational jobs on a weekly basis.

Year 5 children are encouraged to apply for the role of 'Buddy'. The application process and appointments will be under the direction of the Learning Mentor.

Year 6 children have the opportunity to be selected for Head boy, Head girl and Prefects. The Head boy and Head girl and prefects will have a meeting with the Headteacher and the Learning Mentor will monitor the group and provide opportunities for discussion about their roles.

All roles remain in place for a full term.

Children are encouraged to record their roles and responsibilities in their Records of Achievement and they are also recorded on their own individual school electronic records. The children who have been selected are presented to the whole school during the first Friday assembly of each term. Parents and Guardians are always invited to our Friday assemblies.

In order to make clear that inappropriate behaviour is unacceptable and will be punished, we have agreed consequences for continued disruptive behaviour.

Sanctions

There are consequences of failing to maintain our school rules. However, except for serious offences, each day marks a new beginning.

Foundation Stage and Key Stage 1

1st instance: child given private warning and reminded of rules.

2nd instance: child's name recorded in class folder.

3rd instance: one mark placed against children's name.

4th instance: two marks placed against child's name.

5th instance: to see headteacher - which may result in:-

- loss of playtime.
- completion of assigned work during time allotted.
- additional work or carrying out useful task in school.

6th instance: Communication with parents-either by letter or phone call.

Key Stage 2

1st instance: child given private warning and reminded of rules.

2nd instance: child's name recorded in class folder.

3rd instance: one mark placed against children's name and the loss of five minutes of the next playtime.

4th instance: a second mark placed against the child's name and the loss of the whole of the next playtime.

5th instance: the child is sent to the headteacher/available senior teacher which may result in:

- loss of further playtime;
- completion of assigned work during time allotted;
- additional work or carrying out useful task in school.

Parents will be contacted should any child be sent to the headteacher.

At each instance the child is reminded of the rules and it is stated how the rules were broken. All staff approach these times in the same way. We seek to provide each child with the opportunity to talk about what they think has happened. We encourage them to listen to others and to examine their own feelings and to acknowledge the feelings of others. We recognise our approach forms part of our children's spiritual, moral, social and cultural development.

The first communication with parents may inform them of teachers concerns and/or invite parents into school for a discussion in order to establish an agreed action plan or IEP. A record will be kept of agreement between pupil, parents and teachers, signed by parents and staff. If appropriate, Stage 1 of SEN monitoring should be put in place. If a child continues to display continuous disruptive behaviour and it is deemed necessary, staff will involve the local support agencies, education welfare and educational psychology services in dealing with particularly difficult pupils, it may be decided appropriate that a CAF may be completed with the agreement of parents .

On the occasion of a second communication home indicating a breakdown in the agreed action plan and detailing a serious occurrence of disruptive behaviour, a limited and temporary exclusion may be imposed. The staff and governors recognise that exclusion is a serious step to take and should be used sparingly and in response to serious breaches of our rules. The school follows the LEAs exclusion advice and timetable. (See appendix 1)

Certain displays of disruptive, offensive, aggressive behaviour result in immediate reference to the headteacher.

These are as follows:-

1. **Deliberate racial and sexual harassment in all forms.**
2. **Bullying and dominance of one pupil by another or a group.**
3. **Fighting or causing injury to another.**

4. **Aggression towards any member of staff.**

Bullying

The school defines bullying as:

- behaviour which is deliberately hurtful behaviour
- behaviour which is persistent and prolonged over a period of time
- and is unacceptable in our school as it is in contradiction to the school's Mission Statement

There are four main types of bullying. They are:

- **Physical** e.g hitting, kicking, taking belongings
- **Verbal** e.g name calling, insulting, racist remarks
- **Indirect** e.g spreading unpleasant or insulting remarks about someone
- **Excusion** e.g excluding children from friendship groups

St John 's doesnot tolerate bullying by any child or adult in our community

Preventing bullying

Our Positive Behaviour and Relationship Policy and our Mission Statement encourages positive behaviour and respect for all individuals and sets out clear rules and expectations. The children understand that through this system, positive behaviour is rewarded and unacceptable behaviour is discouraged through a system of sanctions. The yellow and green folders are monitored by staff.

As part of the induction of a new class, and of new members to the school, expectations of behaviour are discussed to ensure that everyone is clear of the system.

All children are always encouraged to speak to an adult in their base if they have any problems, or if they feel unhappy or hurt by the actions of others. This is encouraged through our school ethos and the PSHE curriculum.

If any issues need to be addressed, children can discuss issues in Circle Time and Base Meetings and they can speak to a member of staff.

All accusations of bullying are taken seriously by staff and will be investigated.

Addressing incidents of bullying

If any incidents of bullying are reported by a child ,parent or member of staff,we will investigate the incident fully by speaking to everyone involved including any witnesses.

- If upon investigation the report of bullying is found to be justified we will act at once and a report of the investigation written on the Bullying Incident form, a copy of which should be filed in the file in the office.
- If there is a repeat of the behaviour a report should be written and parents of both parties contacted by the class teacher.
- Any further incidents will be logged, reported to Senior Management who will speak to parents and make it clear as to the sanctions outlined in this policy, which will be applied
- The situation will continue to be monitored carefully until the victim feels safe and the bullying has ceased
- The Learning Mentor may be involved at any stage but will continue to be an adult who the children can make contact with if they feel unsafe or the incident has affected their behaviour.

Parental involvement

Parents may not always be informed of any minor incidents, if the staff and child(ren) feel confident that the problems have been resolved. However if a child is distressed parents need to be consulted and appropriate actions considered.

Parents are asked to inform the school if a child reports being bullied or shows unusual behaviour at home. All reports will be considered seriously and investigated.

Roles and responsibilities of school staff

- The school can screen or search a pupil if it is felt that there is evidence that they are carrying items which are banned. If a child is found carrying to be carrying an item which is regarded as dangerous to themselves or others, e.g. knives, sharp implements, lighters, flammable liquid, they will be confiscated and parents/carers will be informed
- If an incident occurs outside the school gate where other children may be in danger through the actions of a child from the school, the school has powers to discipline a child.
- Reasonable force or other physical contact can be made if a child is in danger of hurting either themselves or other people.
- It is important that if a member of staff is accused of misconduct with regard to the schools Management of Behaviour policy there will be appropriate pastoral care and support for that member of staff either from the school or from additional agencies as agreed by the school e.g. the Local Authority or Diocese of Leeds

All incidents must be taken seriously, making clear to our children, parents and guardians that such practices are unacceptable and will not be tolerated. Our children must feel secure; they must be encouraged to bring any such incidents to the attention of an adult. Individual detailed programmes of behavioural management (always based on agreed whole school behavioural policy) must reflect our approach to the incidents of serious bad behaviour.

It is important that the welfare of our children with regard to safeguarding and health and safety is always taken into consideration when applying this policy. Our Single Equality scheme to eliminate discrimination must also be considered.

Details of the school's Management of Behaviour Policy will be published on the school's website in accordance with 'The School Information (England) (Amendment) Regulations '2012

This policy has been approved and adopted by the Governing Body.

Signed on behalf of the Governing Body.....

Date.....

APPENDIX 1 LEA EXCLUSION TIME-TABLE CHART

	FIXED-PERIOD, 5 days or less in total in any one term (where no examination)	FIXED-PERIOD, adding up to more than 5 days and up to 15 days in one term	FIXED-PERIOD, over 15 days (or totalling more than 15 in one term)	PERMANENT (including conversion from fixed period)
HEADTEACHER	1. Inform parents/carers of length/reason for exclusion, of right to make representations to Pupil Discipline Committee, how they may do so and who to contact <i>model letter 1 & see footnotes 1-3</i>	1. Inform parents/carers of type/length/reason for exclusion, of right to make representations to the Pupil Discipline Committee, how they may do so and who to contact <i>model letter 2 & see footnotes 1-3</i>	1. Inform parents/carers of type/length/reason for exclusion, of right to make representations to Pupil Discipline Committee, how they may do so and who to contact <i>model letter 3 & see footnotes 1-3</i>	1. Inform parents of type/reason for exclusion, of right to make representation to Pupil Discipline Committee, how they may do so and who to contact <i>model letter 4 & see footnotes 1-3</i>
	2. Inform Education Bradford, Form Ex1	2. Inform Education Bradford, Form Ex1	2. Inform Education Bradford, Form Ex1	2. Inform Education Bradford, Form Ex1
	3. Make arrangements for setting and marking work	3. Make arrangements for setting and marking work	3. Make arrangements for setting and marking work	3. Make arrangements for setting and marking work
		4. Inform Clerk to the Governing Body	4. Inform Clerk to the Governing Body	4. Inform Clerk to the Governing Body
CLERK	5. Set up PDC meeting only if parents request	5. Set up a PDC meeting between the 6th and 50th school day , if parents wish to make representations, following the exclusion notification	5. Set up PDC meeting between the 6th and 15th school day following the exclusion notification	5. Set up a PDC meeting between the 6th and 15th school day following the exclusion notification
		6. Invite parents/carers to PDC meeting	6. Invite parents/carers to PDC meeting	6. Invite parents/carers and Education Bradford's representative to the PDC meeting
		7. Circulate documentation to all parties	7. Circulate documentation to all parties	7. Circulate documentation to all parties
HEADTEACHER		8. Ensure all documentation (including statements) made available to Clerk to forward to Pupil Discipline Committee, parents/carers and Education Bradford	8. Ensure all documentation (including statements) made available to Clerk to forward to Pupil Discipline Committee, parents/carers and Education Bradford	8. Ensure all documentation (including statements) made available to Clerk to forward to Pupil Discipline Committee, parents/carers and Education Bradford
GOVERNING BODY	9. Consider exclusion if parents request. Cannot direct reinstatement	9. Consider exclusion and whether to direct reinstatement	9. Consider exclusion and whether to direct reinstatement	9. Consider exclusions and whether to direct reinstatement
		10. If pupil reinstated, give directions to Headteacher and inform parent and Education Bradford 10A If not reinstated, inform parent (and Headteacher and Education Bradford)	10. If reinstated, give directions to Headteacher and inform parent and Education Bradford 10A If not reinstated, inform parent (and Headteacher and Education Bradford)	10. If the Pupil Discipline Committee upholds Headteacher's decision, advise parents of right to appeal; and notify parents and Education Bradford of decision
HEADTEACHER		11. Comply with any Discipline Committee resolution to reinstate at earlier date	11. Comply with any Discipline Committee resolution to reinstate at earlier date 11A If pupil is reinstated, call a meeting with his/her parents to plan reintegration	11. If pupil is reinstated, call a meeting with her/his parents to plan reintegration 11A If exclusion upheld, send Form Ex3 to Education Bradford

Footnotes:

1. The parent must be immediately notified of exclusion, ideally by telephone followed up by a letter within one school day.
2. Where the pupil resides outside the Bradford Metropolitan District the home LEA must also be notified.
3. Where a pupil's exclusion would result in him/her losing an opportunity to take a public examination the Headteacher must notify the parents as usual, and also inform Education Bradford, and the Pupil Discipline Committee of the exclusion. The normal time limits do not apply and the Committee must try and meet before the public examination. If it is not practicable for the Committee to meet, the Chair of the Committee can make a decision on the exclusion.