



Positive Behaviour Policy Reviewed Feb 2018

Why

At St. Michael's we believe that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community, relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part of our behaviour policy.

St Michael's is an inclusive school that meets the needs of a range of children. We aim to be a school where children feel safe as well as learn, be confident and happy. Many children need help to manage and articulate their emotions. Children who find it most difficult to conform to 'good behaviour' need to be treated with respect and made to feel valued. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour. At St Michael's we have based our policy on an overwhelmingly positive approach towards managing behaviour. The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

How

At St Michael's we will:

- Provide a holistic environment where children can develop socially, emotionally, physically, spiritually, and academically in a safe and secure environment.
- Encourage a calm, purposeful learning environment in the school.
- Foster caring attitudes and to celebrate diversity so achievements in all areas are acknowledged.
- Encourage increasing independence and self-discipline.
- Draw attention to positive and good behaviour – rewarding and celebrating children who display those attributes.

What

At St Michael's we will focus on celebrating good behaviour encouraging all to meet our collective high standards. These good behaviours will be celebrated in a variety of ways as noted in the documents attached to this policy. There will be opportunities for children to

adjust their behaviour and feel supported and in control of their emotions and behaviour. Where this does not happen there are sanctions in place to enable the children to reflect on their behaviour and be supported where needed by other members of staff as noted in the following documents.

Who

The Head teacher will:

- Implement the positive behaviour policy, reinforcing the need for consistency
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies

Staff will:

- Provide a well- balanced and creative curriculum.
- Support children when dealing with their emotions and feelings using PSHE, circle time and restorative conversations.
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children.
- Make sure children are listened to, feel valued and are treated fairly.
- Be a positive role model (which includes not shouting).
- Offer the children choices and the chance to make the right decision.
- Display the rules and values that we hold to as a school
- Reward and praise positive behaviour.
- Inform parents/carers about the welfare and behaviour of their children.
- Work in partnership with the behaviour team (Head teacher/SENCo/Pastoral Manager/Learning mentor) to ensure all IBP's, ITP's are followed, behaviour dealt with and paperwork completed.
- Follow the behaviour policy consistently and report negative behaviour following the correct procedure.

Children will:

- Be responsible for own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair.
- Be willing to be reflective to change behaviours
- Follow the school rules of
 - Following instructions
 - Keeping hands and feet to ourselves
 - Using kind words.
- Abide by our values of:
 - Faith

- Hard work
- Respect
- Forgiveness

Parents/carers will:

- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- To show an interest in all that their child does in school and to offer a framework for social education.
- To foster good relationships with the school and to support the school in the implementation of this policy.

The Governing Body will:

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

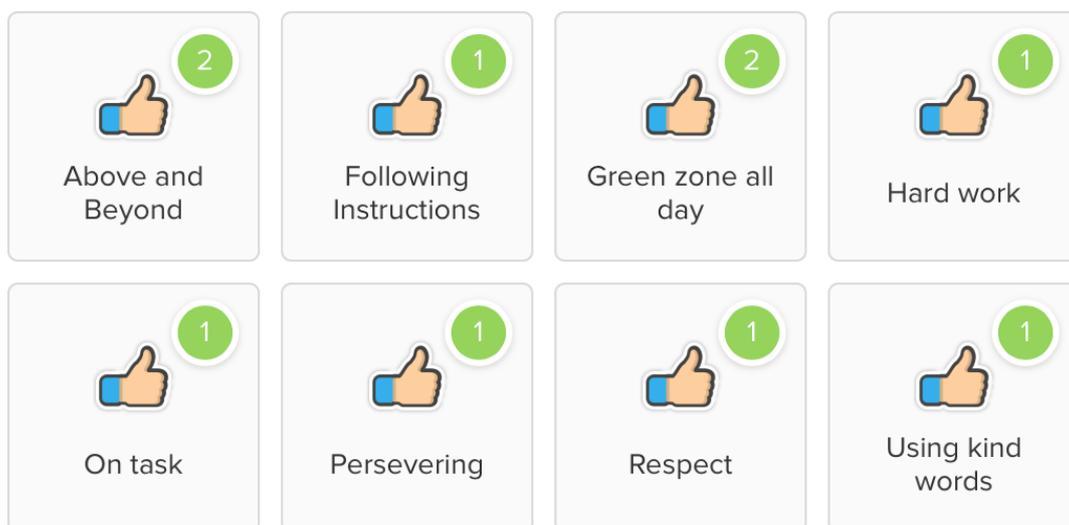
Conclusion

This policy has been written with Christian values at its heart and we are determined to be a school where children feel safe as well as learn, be confident and happy.

Behaviour Systems

Rewards for Positive Behaviour

We use Dojo points to reward the behaviour we want to see. We reward children for:



Positive Rewards

- ✓ There are many ways to show children they are valued and doing the right thing and staff need to be actively seeking to give praise where it is due and celebrate positive and good behaviour.
- ✓ Children get to choose rewards from the Flying High Dojo menu. These are subject to change but may be things like ipad club, lunchtime fun club, golden time, hot chocolate with the headteacher etc.
- ✓ Text messages can be sent by the office staff when they reach 30 dojo points
- ✓ A postcard home when they reach 50 dojo points
- ✓ In every class each week the highest dojo winner that week will get breakfast in assembly
- ✓ Reward for the children who get 100+ dojo points at the end of each half term.

Green is Great Behaviour Board

The school uses the traffic light posters to support children's behaviour in their class and around the school.



The system allows for the following:

- A clear and consistent approach that can be used by all staff (see poster below)
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour

Classroom visual display:

- All pupils have a pocket with their name on
- All pupils start with a green card in their pocket each day
- The school rules and values are displayed on the board as a reminder.
- Dojo points are used to support this system



St Michael's Flying High Board



Everyone starts on GREEN!

Well done! Keep going!



Rule Reminder

There is still a chance!



Yellow Card

Consequence

Adult changes the card to yellow.

Reminder of rules



Red Card

Consequence

Adult changes the card to red.

Stage 1:

5 minutes' in time out space in class

Stage 2:

10 minutes in time out space in another class (with work)

All learning time missed is to be made up in own time at

lunch time

Behaviour		Sanction
<ul style="list-style-type: none"> Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children Inappropriate language (not aimed at children) Not listening Not keeping hands and feet to themselves 	1 st rule reminder	1st RULE REMINDER 'Name' you have to (describe action) you now have your first rule reminder.
<p>Yellow Card</p> <ul style="list-style-type: none"> Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children Inappropriate language (not aimed at children) Not listening Not keeping hands and feet to themselves 	2 nd rule reminder Green card changed to yellow	2 nd rule reminder 'Name' you have continued to (describe action) you now have an orange card. If you choose to improve this behaviour (describe) you can move back to green. Adult changes their green card to a yellow
<p>Red Card: Stage 1</p> <ul style="list-style-type: none"> Inappropriate language aimed at others Beginning to challenge authority/ minor level. Treating classroom without respect Not following instructions Leaving the classroom 	Time out space in Classroom Yellow card moved to Red	Rule reminder 'At St Michael's we..., by continuing to... you are choosing to have time out' 5 minutes at timeout space. Child to 'payback time' at lunch manned by a member of SLT (to complete a reflections sheet and apology letter)
<p>Red Card: Stage 2 (behaviour continues)</p> <ul style="list-style-type: none"> Serious and deliberate Rudeness to adults Continues refusal to complete set tasks Upsetting and name calling Highly disruptive behaviour Throwing objects Ripping displays 	Sent to Pastoral Manager or Senior Leader.	Rule reminder 'At St Michael's we..., by continuing to... you are choosing to be sent to out... 10 minutes in another class (escorted and with work) PARENTS INFORMED Child to 'payback time' at lunch manned by a member of SLT (to complete a reflections
<p>STRAIGHT TO RED CARD OFFENCES</p> <ul style="list-style-type: none"> Persistent offensive/ abusive language Throwing objects to hurt Break/destroying class equipment Physically hurting others Damaging property including displays Racist/Religious/ homophobic incident Leaving the classroom 	Sent to HT or Pastoral Manager Red slip also sent	Immediate Removal. HT, Pastoral Manager involved Phone call home by Senior Leader PARENTS INFORMED If appropriate, exclusion agreed by HT and letter sent home

Consequences

- ✓ The aim of a consequence is to discourage future misbehaviour.
- ✓ Children need to have a clear picture of the order of sanctions.

Consequences need to:

- ✓ Be fair and consistent.
- ✓ Be appropriate to the level of behaviour exhibited.
- ✓ Be imposed in a firm, yet respectful way.
- ✓ Communicate that the behaviour is unacceptable (not the child).

Repeated or persistent misbehaviour

We need to be aware that there are experiences in school that can trigger off student patterns of behaviour. These triggers may relate to learning, peers, adults/authority, or organisations.

Recording inappropriate behaviours,

- We record all negative behaviours on 'myconcern'
 - This increases our awareness and allows us to look for patterns
 - Recognise potentially disruptive situations and attempt to minimise them.
 - If a child regularly receives sanctions for poor behaviour and a pattern is detected, this should be highlighted to the child in a pastoral meeting.
 - The parents should also be informed of this information.
- E.g. some pupils may be unable to co-operate in a group situation for very long and they would require close observation/greater input.

Dealing with serious incidents

The Head Teacher and Governing Body of the school have a duty of care to all pupils and staff, and the behaviour policy takes appropriate account of health and safety of all children and adults in school.

- There will be zero tolerance of any form of serious assault on pupils or staff.
- We have the right to take measures to keep pupils and staff safe, these measures include:
 - The legal right to confiscate inappropriate items from pupils such as mobile phones or music players.
 - Statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses.
 - The head teacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon.
 - A legal duty on schools to make provision to tackle all forms of bullying.

- Restraining a child who is unsafe to others or themselves (please see restraint policy)

St Michael's Behaviour script

Purpose of script:

- The aim of the St Michael's behaviour script is to provide a consistent approach to dealing with incidents of low level poor behaviour both in and around the school.
- It is intended that all staff refer to the script so that we build a whole school vocabulary when dealing with incidents.
- In addition to the script, it is important that all staff adopt the principles of 'least to most intrusive' so that we always deal with incidents in a calm, clear positive manner

1. Walking down the stairs...

"At St Michael's, we walk sensibly and quietly down the stairs in a single line. Well done - child x (who is walking nicely) Thank you – child y" (who has now changed their walking)

Also...

Praise good walking to model it for others by saying – "Great St Michael's walking, child x – Thanks!"

Second reminder as above but making the child/ren go to the back and walk calmly.

2. Low level anti-social behaviour in playground or class...

"At St Michael's we keep our hands and feet to ourselves... or... respect school property...or... treat each other kindly. I notice that...(describe behaviour). This is your first rule reminder. Thanks"

Second reminder – "This is your second reminder. If you continue with this behaviour, you are choosing a behaviour consequence"

Third reminder – describe consequence dependent on level of the behaviour.

3. Hall behaviour...

"We use our quiet St Michael's voices in the hall... Thank you"

Second reminder-"this is your second reminder. If you continue with this behaviour, you are choosing to xxx" Third reminder – describe consequence

St Michael's restorative conversations

When children have fallen out or been involved in conflict, we use a restorative approach. All staff are aware of how to facilitate the meeting and all use the questions below.

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by what you did?
4. In what way have they been affected?
5. What do you think you need to do to make things right?

