



St. John Vianney Catholic Primary School
Behaviour Policy

2018-19

MISSION STATEMENT

“In our school children, staff, parents and carers, governors and parish will work together to create a caring, learning environment with Our Lord as the focal point in which each child is valued as an individual, nurtured and encouraged to fulfil his/her potential.”

Our vision:

We aim to provide our children with an education that prepares them for the responsibilities and opportunities that arise throughout life in the 21st Century.

Our active partnership between Home, Parish and the wider community continues to grow with each playing a role in the continual development of our School.

We strive to provide a curriculum that reflects on learning and teaching practice to create a stimulating educational environment that caters for individual needs.

We aim for every person that comes into our school to be touched by our compassionate ethos where the gospel values are seen to be at work.

St. John Vianney School Rules

It is necessary for staff, parents and pupils to be aware of the school rules. Everyone who is part of the school needs to know what is and what is not acceptable in our school community.

RULES

The rules at St. John Vianney are designed to maintain an effective, safe, purposeful, clean and enjoyable place to learn and work.

Golden Rules: At the beginning of each academic year the school community come together to review and update our whole school rules / St John Vianney 10 Commandments:

- 1) Be kind and polite to everyone we meet
- 2) Treat others as you would like to be treated yourself
- 3) Always try your best at everything you do
- 4) Always include others in your games
- 5) Keep our school tidy
- 6) Always be truthful to yourself and others
- 7) Walk quietly and sensibly around the school
- 8) Look after our school environment
- 9) Wear the correct uniform with pride
- 10) Be prepared for school each day

Moving around the school

All children should move around the school in a calm and orderly manner

To achieve this, children should:

- Walk at all times in the school building
- Keep the level of noise down in the building to very quiet
- First child holds the door for the class and then returns to their line
- Be polite to those we meet
- Help where you can

Classroom Behaviour

Our Classroom Rules:

Look after all the property in your classroom e.g. books, pens, toys.

Listen to your teacher and other adults and to each other.

Always do your best work.

Show consideration and respect for the work of others.

Always walk in the classroom.

Sit safely.

Obey the cloakroom rules.

Behave in a safe way at all times.

Class-Specific Rules

In the classroom children should conduct themselves in such a manner that effective learning and teaching can take place.

At the beginning of each new school year class teachers work with the children to agree classroom-specific rules, which they feel would be particularly appropriate for their individual class. This gives the children ownership of their collective behaviour and focusses on issues that have historically applied to their class.

All the children will sign up to the rules and they will be displayed in the class. Teachers may also draw up a Class Discipline Plan with the children consisting of a variety of sanctions and rewards of increasing levels. These will also be displayed clearly in the classroom.

Traffic Lights

All classes use a 'Traffic Light' system for behaviour management. All the children start each session (morning and afternoon) on green. A 'warning' will result if the child fails to respond positively to refocusing and their name will be moved to the amber section of the Traffic Light. This is a clear and visible method for staff and teachers to monitor and support behaviour. If the child persists with unacceptable behaviour their name will be moved to red, after a final warning and opportunity to respond.

If a child has persisted and they are moved to red:

They will be asked to leave the classroom, moving to a partner class for the remainder of the session. With a behaviour form to complete (Appendix 1)

Nursery – Reception

Year 1 – Year 4

Year 2 – Year 5

Year 3 – Year 6

They will miss the morning break (either that day or the next day if the incident is in the afternoon).

A letter will be sent home informing parents that behaviour has fallen below acceptable standards. (Please refer to Appendix 2).

Parents are asked to discuss the situation with their child and to support the school in reinforcing the importance of positive behaviour in class. Parents may be asked to meet regularly with the Deputy Headteacher to discuss behavioural issues in cases where sanctions are not achieving a positive effect.

Behaviour for Learning

A set of values for excellent citizenship of our school, based on the school's Mission Statement, provide a consistent framework for developing and encouraging pupils behaviours for learning.

Pupils are all a member of a 'House' within the school. Each house represents one of our core value areas:

- Aiming High (Aspire House)
- Working Together (Harmony House)
- Working Hard (Endeavour House)
- Following Our Lord (Vianney House)

This framework allows staff to develop, incentivise and reward children when they display excellent personal qualities and attitudes.

The following values are embedded in the House / Behaviour for Learning ethos – each House has its individual theme and associated values.

The School Mission, Motto and Values



REWARDS

House Points

As a positive strategy, children are awarded 'house points' for positive behaviour. The winning house team each week will be awarded with the House Trophy during whole school assembly.

At the end of the academic year the House with the most points are awarded a 'Special Reward' and they can vote from a selection of three choices.

In addition, classes may have their own classroom management strategies which includes the use of names on the board, individual, table and team points.

Positive Praise

Children will also be praised and rewarded for good work and behaviour. Children who show an improvement in their behaviour will also be rewarded through the various rewards described and set out in the class discipline plan. These may include letters of praise to parents regarding their child's improving or excellent behaviour.

Rewards For Positive Behaviour

The aim is to set up a workable scheme, to include as many children as possible, and reward all aspects of good behaviour/work/attitude etc.

Children will be rewarded in school for positive behaviour in a variety of ways.

Rewards for:

- Classroom effort e.g. presentation, staying on task, doing one's best, respect for class property.
- Playground effort e.g. playing appropriately, attitude to adults/children, respect for the environment i.e. litter, trees.
- Movement outside school to swimming, Mass, outings, football etc.
- Effort e.g. lining up, respect for outsiders, behaving appropriately in Mass.
- Dining room effort e.g. lining up, courtesy, sitting properly/using cutlery, and all general table manners following lunch time rules.

Rewards used throughout St. John Vianney School are:

- Certificate and stickers for either good work or behaviour.
- Lunchtime behaviour certificate for good behaviour over a week during lunchtime.
- Positive stickers, stamps, stars and comments are all given to children who work well or carry out tasks well.
- Star of the week Awards – photo framed and displayed prominently in school and newsletters.
- For improved work and effort children can be sent to other classes for praise or to the Headteacher for an award or praise.
- Praise and recognition in front of others at school assemblies on a Friday.
- Trips and representing the school at special occasions
- Letters of commendation and praise to parents (certificates, postcards, or electronic systems such as Class DoJo)

Strategies to Support Positive Behaviour

- Home / School report books
- Star of the Week
- In school counselling and mentoring
- Support by outside agencies
- Temporary exclusions from playground or school

- Rewards for showing marked improvement
- End of year school prize giving
- Class / teacher rewards
- If appropriate a meeting should be held with the governors. Children should not be banned from taking part in other lessons, i.e. PE because of misbehaviour in another lesson, unless there is an issue of health and safety involved.

PLAYGROUND RULES

Our children have determined together a set of rules for the playground; these are reviewed each year by the School Council. These rules are further discussed and agreed by all our children in a school assembly. The rules are then implemented by any staff on duty. The rules agreed are displayed clearly in each classroom.

Our Playground Rules:

- Stop when the whistle is blown
- Line up in silence
- Sit on the grass - don't run
- NEVER leave the playground without permission
- Listen to the supervising adult(s)
- Play co-operatively and let others play
- Look where you are going
- Put litter in the bin
- Look after the playground environment
- NEVER talk to anyone through the fence
- Play within the yellow safety lines
- Follow the playground safety rules

Positive and respectful interaction is to be encouraged at all times amongst children and between children and staff.

Children are encouraged to share and play with any equipment, which is distributed. Children must remain in the playground during their break time unless they have a permission to go into the school.

Children are not allowed back into their classroom at break time. Children may bring fruit and water to have at playtime. These must be eaten only at playtime, in the playground.

At the end of break a whistle is sounded and the children stand still. On the second whistle they walk to their lines ready to return to class and wait to be collected by their class teacher.

During wet play children must follow class rules. At lunchtime children may play with play equipment provided in class. Children must remain seated and not run around during wet playtimes.

Lunchtime Behaviour Management

All children must follow staff instructions. This means that children must do as the Midday Supervisory Assistants ask them to do without answering back. All children must follow the playground rules.

Playground Exclusion

Lunchtime Assistants notify Class Teachers and/or a member of the SLT if pupils have behaved poorly at break times AND where the issue requires additional support / reprimand. Behaviour to watch for in particular:

- Being disrespectful to the Lunchtime Assistants
- Children who go back into the building without permission
- Children taking play equipment without permission
- Children play fighting or any form of hitting.
- Children using foul language or teasing others
- Children playing in the toilets
- Children not walking into dinner in a line quietly
- Children not behaving appropriately in the dining hall

At the end of lunchtime they will communicate with the class teacher, where appropriate. If behaviours are persistent, they will be referred to the Headteacher for further action.

Behaviour Logs

Occasionally, behaviour will be at a level that it is referred to the SLT. This will result in the incident being logged for further monitoring and action if necessary. Examples of where an incident will be logged:

- Discriminatory language, including racist and homophobic
- If a pupil has ignored the warnings inherent in the in-class traffic light system, they will be sent to their buddy class and a letter will be sent home to parents by the SLT. This will result in the incident being logged on Integris.
- Violent behaviour, including fighting with or striking another pupil

The Restorative Questions:

Where issues are being investigated and managed, staff should follow the 'Restorative' approach, where possible, so that children fully understand the extend and impact of their behaviour.

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- The questions are neutral and non-judgemental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer.

Good Lunchtime Behaviour

The Lunchtime Assistants will also be looking out for well-behaved pupils each week. One will be chosen from each year group every week. These pupils will receive a certificate at Friday's assembly.

The School Hall

For assembly children should enter the hall quietly.

When having a PE lesson the children must observe the rules of safety as advised by their teacher. Children leave the hall at the end of assembly quietly.

Children should not enter the hall unaccompanied by a member of staff or without permission.

Sanctions

All staff must take responsibility for dealing with all incidents in order for the children to see that everyone is working consistently together.

The teacher must make the judgement as regards to the severity of response:

- Verbal warning/discussion
- Exclusion from playtime/lunchtime, for 5/10 minutes (In with the class teacher)
- When sending a child to another class for time (if moved on to the red traffic light), the child should be sent with a Behaviour form from their teacher and with work.
- Letters to parents
- Sanctions are part of the class discipline plan and are followed to ensure equality for all children.

If a child has 3 letters home within a half term then a referral will be made to the Headteacher. The Headteacher may then arrange further meetings with the child, parents, teachers and Inclusion Leader.

EXCLUSION

Fixed term

Permanent

NOTE: Head teacher is the only member of staff that has the authority to exclude. On occasion, when the Headteacher is no available, the Deputy Headteacher has the appropriate authority.

No one else can threaten to or exclude a pupil unless given this authority.

There will be times when an action warrants an immediate exclusion (e.g. extreme behaviour likely to impact on effective safeguarding). Issues to do with Health and Safety and the prevention of learning and teaching may also lead to exclusion.

E.g. any serious incident particularly where the safety of any member of the school community is put at risk, may result directly in a temporary exclusion.

Examples of serious incidents are:

- Verbal abuse i.e. swearing – foul language
- Fighting
- Bullying (see separate Anti-Bullying Policy)
- Inflicting physical harm
- Causing a serious breakdown in class discipline
- Putting own self at health and safety risk
- Racial abuse or intimidation

A child may immediately be removed from their classroom environment in order to maintain a safe and secure learning environment. In extreme cases the Headteacher may take the appropriate steps towards the permanent exclusion of a child. However, it is preferable for the appropriate support and intervention to be made available, enabling the child to continue to benefit from full time education. The needs of other children will need to be balanced with the needs of the individual child.

Exclusions are always carried out in line with the Social Inclusion – Managing Pupils Behaviour and Exclusions documents following DFE guidelines ('Exclusion from maintained schools, academies and pupil referral units in England', Ref: DFE-57501-2012 – updated Feb 2015)

Pupils with Emotional & Behavioural Difficulties

We have to acknowledge that as a school we have children with needs i.e. - physical, emotional, learning, behavioural, social, etc. Children whose behaviour not only impinges on themselves but on the school as a whole.

All pupils, including those with emotional and behavioural difficulties, have the same right to be educated in our school.

A positive approach (rather than a negative reaction) has a positive impact on behaviour.

We aim to provide positive experiences for all members of our community (pupils, parents/carers/staff/visitors).

We recognise that many factors can influence behaviour and that different people have different learning styles.

Classroom Behaviour Form

Name:

Class:

Date:

Reason for being sent out:

Child to complete this section:

I was sent out of class because:

Next time I will:



Stanley Road, Tottenham N15 3HD
Telephone 0208 889 8421
Email address (admin@st-johnvianney.haringey.sch.uk)

Headteacher: Mr. S. McNicholas

"In our school children, staff, parents and carers, governors and parish will work together to create a caring, learning environment with Our Lord as the focal point in which each child is valued as an individual, nurtured and encouraged to fulfil his/her potential."

Dear Parents,

It is with great disappointment that I write to inform you that your child's behaviour at school today has been unacceptable and fallen short of the high expectations we have here at St John Vianney School.

Details:

The matter has now been resolved during school time and we now ask that you work in partnership with us to ensure this issue does not reoccur. Please discuss the situation with your child and help us to reinforce positive behaviour at all times.

Thank you for your co-operation in this matter.

Yours Sincerely

Miss Kennedy
Deputy Headteacher

Restorative Justice Pupil Reflection Sheet

Name:	Class:	Date:
-------	--------	-------

What I Did	What I was thinking at the time	What I have thought about since
------------	---------------------------------	---------------------------------

Who has been affected by my behaviour (and how)	How has it affected me?	What am I going to do to fix thinks?
---	-------------------------	--------------------------------------

Teacher Comments & Signature	Pupil Signature:
------------------------------	------------------