

ST. MICHAEL'S RC PRIMARY SCHOOL



POSITIVE BEHAVIOUR POLICY

Updated September 2018

Next review May 2019

St Michael's RC Primary School

Positive Behaviour Policy

Our Vision

A policy for behaviour contributes to the atmosphere and ethos in which we wish to work. It contributes to making our school a safe and welcoming environment. Creating the right conditions will help us to meet our school mission.

Our Mission is to:

- Grow closer to Jesus by loving, valuing and respecting each other.
- Celebrate and develop our God given talents.
- Welcome support from friends in our wider community and reach out to those we can help.
- Be a happy school, creating friendships and wonderful memories.

At St Michael's we believe that all our pupils are treated equally with the right to learn in a safe environment.

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 everyone involved to have rights and responsibilities and to understand that everyone else has rights and responsibilities too.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour, aiming for increasing independence and self-discipline.
- To help pupils, staff and parents have a common purpose and well-being within the school community

Updated September 2018

Next review May 2019

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 obey the instructions of the school staff
- To take care of property and the environment in and out of school
- 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 recognise that each child is an individual, and
- To be aware of their (special) needs

The Parent's Responsibilities are:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy

Updated September 2018

Next review May 2019

- To be aware of the school rules and expectations

We have agreed, with representatives from across school to adopt the following 'Golden Rules' and each child has signed these.

St Michael's Golden rules

1. Be safe
2. Be kind and helpful
3. Be honest and fair
4. Work hard
5. Look after all property
6. Listen to others
7. Love one another

Shared RIGHTS

1. Everyone has the right to feel safe.
2. Everyone has the right to learn
3. Every adult has the right to do their job
4. Everyone has the right to respect & dignity

Rewards:

We encourage positive behaviour with staff regularly praising good behaviour.

Rewards can be:

- praise 1:1/ in front of peers/staff/parents/carers
- taking good work or celebrating good acts of kindness to the Assistant Head teacher or Head teacher for praise and stickers
- recognition at the Friday 'Celebration Assemblies' where public celebration of a child's good behaviour or work – sharing the Pupil of the Week – takes place and is shared in the Newsletter weekly. We also celebrate children's achievements from home.
- House points awarded in class and all around school and at breaks and lunchtimes. Points are also awarded for children looking smart, following the

Updated September 2018

Next review May 2019

Golden Rules and working for hard. The House point team winners celebrate each Friday with a biscuit.

- Lunchtime Stickers and a Lunchtime Superstar shared each week and celebrated in Friday Assembly.

Sanctions:

It is important that all staff, children and parents understand the expectations of behaviour in our school and the sanctions that will be imposed for inappropriate behaviour. Children must be made aware that their behaviour choices may have consequences.

Sanctions will be as follows:

1. Verbal Warning: Child is requested to stop behaving in a certain way (continuation could result in moving to the warning system).
2. First Warning: if the behaviour continues, child's peg is moved to blue card. If it continues it is moved to the yellow card.
3. If a child misbehaves again, their peg is moved to red card and the child automatically misses a break time and the child's name is placed in the red Behaviour Book. A child can re-start on Green at Lunchtime.

If a child is on Yellow, Blue or Red they can move, following the steps upwards, towards Green (red consequences still apply). The speed that they move is the judgment call of the member of staff in charge, knowing the child and observing them. A child must have displayed good behaviour/positive attitude to learning for a sustained period of time within a session or over a number of sessions.
4. Where possible parents are informed at the end of the day that the child's name is in the red book.
5. If this occurs twice in one half term the child will be sent to the AHT/DHT who records in their Red Behaviour Log.
6. If a child is sent to a member of SLT twice over a half term period then the HT will be notified and the child entered into the HT's Red Book.

Updated September 2018

Next review May 2019

7. If a child is entered twice into the HT's Red Book over a half term, parents are informed and a meeting held with the Class teacher and Head teacher.

8. Occasionally children may have to have time out of a classroom during lessons and complete work elsewhere, away from a class, supervised by another member of staff. This is to allow the child to calm down and allow other children to continue with their lessons.

Updated September 2018

Next review May 2019

9. Severe – Where pupils do not respond to our behaviour strategies, a child would be placed with a member of staff in school to complete work away from their class for a day or longer in consultation with the SLT and Parents (Internal Exclusion)

10. Following number 9 a fixed term exclusion may be considered.

11. If poor behaviour continues, impacting on the rights of others and their learning and safety and all support services have been exhausted then a permanent exclusion may be considered.

Occasionally, it may be necessary for a child to receive a Home/School Book (Report Book), which will allow the teacher to make daily comments on their behaviour. These can be about positive acts as well as behaviour that are negative, to keep the parents informed. This also supports parents who cannot come into to school due to work commitments. Parents may be asked to report weekly to the class teacher regarding their child's behaviour, through a phone call or face to face. The HT will be informed that the Home/School Book is being used.

If a child commits an offence that is considered very serious e.g. serious act of aggression, bullying, vandalism, obscene language, racist or homophobic comments, the child will be immediately sent to the headteacher, the parents will be informed and a meeting will be held with all concerned. This will be logged in the appropriate way, centrally stored with the HT.

At St Michael's we seek to ensure that children and families are supported. External Behaviour support within Bury can provide support. The Ark and Additional Needs Team will support school with individual children and their families creating personalised plans for children.

We have two staff trained in Team Teach (HLTA – Francesca Hattersley and Freda Bishop (TA3), Natalie Said and Elizabeth Roles (1:1 SSAs), this supports children who may need physical restraint in order to keep themselves, other children and staff safe. Any incidents involving the use of Team Teach are recorded in the Centrally Stored Team Teach Record Books 2018-2019.

At St Michael's, we discourage the punishment of a whole group of pupils, unless it is necessary and a fair judgement discussed with the AHT or HT.

We therefore feel every child is given a 'fresh start' each day, based on the individual needs of the child. Punishments will not be carried over to the next day unless privileges are to be withdrawn.

Updated September 2018

Next review May 2019

Potential Hotspots:

We recognise that at certain times of the day, good behaviour needs to be encouraged and problems to be minimised. Such time include:

- When waiting in line and moving around school
- When going out to play and returning back into school
- Playtimes
- Lunchtimes

It is important that ALL STAFF are aware of their own responsibilities in these circumstances and areas in school. All adults are role models for good behaviour and using our School Golden Rules in these situations.

Lunchtime Organisers/Mid-day Supervisors:

Are responsible for the supervision of pupils during the lunch break and are supported by SLT.

Behaviour at lunchtime is maintained by the use of positive praise and rewards (dinner time stickers and lunchtime superstar reminders). The following procedures should be used as a last resort:

- Any adult gives a verbal warning.
- First Warning (as a reminder that this situation can be turned around).
- If unacceptable behaviour is continued, the child has 'time out' against the wall. This is a time for the child to think about their behaviour. The incident will be fed back to the class staff at the end of lunch.
- If the behaviour is violent, the child is brought in to the HT or AHT who will start the behaviour flowchart at point 4.
- If a child's name is repeatedly reported to class staff, they will then miss their break time. The duration of this will depend on the nature of the repeated bad behaviour.
- If a child continues to misbehave, parents will be asked to attend a meeting and a way forward will be considered. This could include the child eating with linked members of SLT, or the child being sent home at lunchtime.

Updated September 2018

Next review May 2019

During PE/Games lessons within the Hall and on the Playground:

Red and Yellow laminated cards will be displayed in the Hall on the Projector wall/ displayed on the fence outside and will be used by PE Coaches and Staff members teaching PE/Games sessions so that children can have time-out as a consequence (this is to closely replicate the traffic light system within the classroom, supporting children and staff). Children can then return to their session when they have completed their time out safely and calmly.

Red Card: 5 minutes time out

Yellow Card: 2 minutes time out

Updated September 2018

Next review May 2019