



ST. JOHN THE BAPTIST CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY



Mission Statement

St. John the Baptist Catholic Primary School is rooted in the local Catholic community with which it shares beliefs and values.

Christ is the way, the truth and the life.

Our school is a welcoming Christ-centred community, committed to the development of faith and worship.

Our mission is to provide a loving and stimulating environment, where all are inspired and empowered to achieve their true potential as unique and valued individuals.

Our children will be encouraged to develop an awareness and respect of others as well as themselves, as we all journey through life with Christ.

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Guiding principles

St John's Behaviour Policy rests on the following principles,

- to encourage children to value and respect all those whose work is connected with the school and to treat them with courtesy and consideration;
- to promote sharing, love and forgiveness between individuals, in accordance with Christ's teaching;
- to endeavour to create a rich learning environment in which each child is able to achieve the highest possible standards in work and behaviour;
- to develop pupils' awareness of the local community and the wider world and to be aware of issues of justice and peace;
- to involve parents in an effective partnership with the school and their children's education.

Ultimately every child should feel valued as an individual with a unique contribution to make; this to be fostered by positive encouragement and guidance. For this to be achieved staff should endeavour to;

- remember that pupils see adults as role models, and they will be constantly learning appropriate responses for interactions within the school environment.
- be positive in their approach to children, providing opportunities for all to enjoy success. Negativism leads to conflict and confrontation
- be courteous, polite and considerate towards the children. This is the recognition that we are a strong role model for our children and as such must display the behaviour and attitudes that we would hope to see in the children
- be relaxed with a sense of fun, but also firm and fair in dealing with all children
- be alert to racism and avoid stereotyping and sexism
- avoid humiliating children
- take responsibility for all pupils' behaviour and not just those they are immediately responsible for
- be approachable, tolerant and professional in their dealings with children
- show continuity and a common approach in dealing with problems

Code of Behaviour

At St. John's Catholic Primary School we recognise that inappropriate behaviour may arise. We accept that this is normal when children are learning and testing the boundaries of acceptable behaviour. However, we assert that children have a right to learn and that teachers have a right to teach. No-one should be prevented from learning by the poor behaviour of others.

Good to be Green Rules for everyone at St John's

These rules are simple and are designed to create a calm, happy and safe atmosphere.

1. Everyone has the right to learn
2. Everyone has the right to be respected
3. Everyone has the right to feel safe

The Good to be Green Rules are widely publicised at St. John's and clearly set out principles that must be respected and adhered to. The Good to be Green principles highlight the behaviours that are expected of the children.

Do

- smile and welcome visitors
- remember “please” and “thank you”
- walk quietly in school
- wait for a break in conversation, say “excuse me”
- let adults (and younger children) through the door first
- offer to hold doors open
- look smart and be proud of your appearance in line with the schools policy on uniform, hair and jewellery.

These are widely publicised at St. John’s and clearly sets out principles that must be respected and adhered to.

We believe that each pupil should be given every opportunity to take responsibility for and to make a full contribution to improving behaviour in school. We must all have a collective commitment to this policy.

The importance of parents and carers in supporting this policy

The school recognises parents are the prime educators of their children and so parents have a vital role in promoting good behaviour in school. Effective home/school liaison is very important. St. John’s expects to be given the full support of parents in dealing with their child’s behaviour. We encourage parents to;

- keep us informed of behaviour difficulties they may be experiencing at home
- keep the school informed of issues which may affect their children

The school will endeavour to achieve good home/school liaison by;

- promoting a welcoming environment within the school
- giving parents regular constructive and positive comment on their child’s work and behaviour
- involving parents at an early stage in any problems regarding learning or behaviour

Rewards and Sanctions:

The school offers a wide range of rewards and sanctions. These are progressive in order for children to have a higher reward to aim for, and for teachers to have further sanctions to apply. A list of the current rewards and sanctions available in the school can be found in Appendix A.

OUR ANTI-BULLYING STRATEGY

Bullying is action taken by one or more children, repeated over a period of time with the deliberate intention of hurting another child, either physically or emotionally. This includes all forms of racist behaviour.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff and volunteers are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports termly to the governing body about the effectiveness of the anti-bullying policy through the pupil support sub-committee.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The headteacher and Senior Leadership Team will review behaviour throughout school each week as part of their weekly pastoral review meeting.

The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. Should allegations of bullying be made by a parent this fact should be recorded on the behaviour log sheets, the headteacher should be notified, and the allegations investigated without delay.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. A child who is a victim of bullying must be supported and monitored to prevent reoccurrence. The learning mentor will be used as a contact and intervention strategy with children having the opportunity to visit through the day.

Behaviour logs record all incidents of bullying that occur within school. If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services or the pupil referral service. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's anti-bullying strategy and to actively encourage their child to be a positive member of the school.

Monitoring and review

This strategy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy each term. This anti-bullying strategy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's incidents and proactive work to ensure pupils can confidently and openly speak about concerns for themselves or others, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

APPENDIX 1: REWARDS AND SANCTIONS

REWARDS

Our emphasis is on rewards to reinforce good behaviour 'It's Good to Be Green'. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for acceptable behaviour should be as high as for good work.

Rewards include:-

- Award of a sticker/smiley face
- Merit points awarded towards merit milestones
- Some privilege bestowed e.g. first out to play, or some responsibility assigned
- Golden time 30minutes KS2 45mins KS1
- Freedom to choose an activity
- Written comment in home/school diary
- Others involved in giving praise by sending to other adults to show what has been achieved
- Merit Certificate awarded
- Head teacher Award Sticker from Head of School or Exec Head
- Email from Headteacher to parents recognising a significant event or moment

Rewards for whole classes and groups include:-

- Choice of activity
- Extended playtime
- Headteacher invited to the class to be informed of the achievement
- Merit Certificate awarded
- SAM visits the class and Trophy awarded to the class

Merit points need to be awarded consistently and below is a guide for all staff and visitors

- 1 point: Reading / individual achievement/ home learning/ manners
2 points: Good magic moments
3 points: Representing school or exceptional moments

SANCTIONS

Although rewards are central to the encouragement of good behaviour, there is the need for sanctions to allow pupils to reflect upon the impact of their unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:-

- It must be made clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.
- We should be careful of forming judgements in situations before being aware of all the facts and hearing from all concerned.
- We should try not to let our knowledge of how an individual has behaved in the past lead us into prejudging the present.
- With unacceptable behaviour we should emphasise that it is the behaviour that is disapproved of and not the individual.
- Whole groups/class sanctions should be applied indiscriminately because of individuals who may not be possible to identify.

Sanctions which can be used include: -

- For unacceptable standard of work and effort - re-do/complete the work
- Separation - from preferred partner/group within the class
 - to sit near the teacher
 - to another class (no child should be separated to a place where s/he is unsupervised.)
- Extra work assigned e.g. to write an explanation and apology
- Loss of privileges / minutes from golden time
- Loss of playtime minutes dependent upon age
- Comment in diary to parents
- Behaviour slip to parents informing them their child was on red today
- Involvement from key stage staff and senior leaders
- Parents invited to school to discuss the situation
- Short term exclusion from school
- Permanent exclusion

It is important that any sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures, should take place to better understand these as contributory factors. In consultation with SENCO additional specialist help from the Educational Psychologist or other Pupil Referral Services may be necessary.

It's Good to be Green at St. John the Baptist Primary School

Platinum Award	Children achieve 300 merit points	Platinum Certificate presented in assembly & Prize presented in assembly
Merit Milestone 3	Children achieve mile stone 3: 250 merit points	Prize chosen by school council presented in assembly (if achieved by end of June, named raffle ticket entered into minibus trip prize draw)
Gold Award	Children achieve 200 merit points	Gold Certificate presented in assembly & Prize presented in assembly
Merit Milestone 2	Children achieve mile stone 2: 150 merit points	Prize chosen by school council presented in assembly (if achieved by end of March, named raffle ticket entered into minibus trip prize draw)
Silver Award	Children achieve 100 merit points	Silver Certificate presented in assembly
Merit Milestone 1	Children achieve milestone 1: 75 merit points	Prize chosen by school council presented in assembly (if achieved by end of November, named raffle ticket entered into minibus trip prize draw)
Bronze Award	Children achieve 50 merit points	Bronze Certificate presented in Friday assembly
Good to be Green 'all week'	Children receive 5 merit points on their card being green all week.	Record on Merit card Hand ink stamp Recognition in Friday Assembly
Good to be Green 'all day'	Children who have remained green all day	Verbal praise at the end of the day from staff
Good to be Green	Children begin each new session on Green	Green card in class wallet 
Verbal Reminder	Children are reminded about their behaviour and given the opportunity to re-focus	Verbal reminder from a member of staff
Amber Warning Card	If this reminder goes unheeded.	Child to change own card to an amber warning card in place of the green card to allow thought and recognition of need to change
Red Consequence Card	If poor behaviour choices continue	Child changes to a red consequence card, a suitable sanction to be implemented (See appendix) Slip sent to parents to inform them that their child received a consequence card that day.
Thinking Spot	If the child exceeds a red card, use the class based 'Thinking Spot'	Child to reflect for 2-3 minutes on their behaviour and aim to make a positive change. Possible Learning Mentor involvement
Involvement of Learning Mentor, Key Stage & Senior Staff	Continuation of poor behaviour	Child removed to another classroom. Involvement of Learning Mentor, Key Stage & Senior Staff. Parents contacted and invited in to discuss pupil behaviour