

POSITIVE BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

This policy is based on our Mission as a Catholic School. At St. Richard's we seek to *"affirm our Catholic faith and its teaching and apply its principles of justice, care and respect in the treatment of others"* as well as *"fostering positive attitudes to work, self-discipline and a sense of personal responsibility by recognising and celebrating achievement."*

In this way we hope to create a safe, secure environment in which children and adults feel free to relate to each other in a relaxed, friendly, civilised way, safe in the knowledge that they are valued and respected and will be listened to, and responded to, with courtesy. We cannot expect children to know instinctively how to behave: example is vitally important, as is a sensitive explanation of why their manner/behaviour is considered offensive/unacceptable.

AIMS

- To encourage a calm, purposeful and happy atmosphere within the school.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To make the boundaries of acceptable behaviour clear and to ensure safety.
- To promote a consistent approach so that everybody in the school community is aware of expectations.
- To foster mutual respect and awareness of each other's needs.

IMPLEMENTATION

Whole School Rules, Rewards and Consequences

The school has an agreed Code of Conduct, which is displayed, in each classroom.

St. Richard's Code of Conduct

- **We are ready to learn**
- **We try our best**
- **We use appropriate language**
- **We show respect for people and our environment**
- **We keep ourselves safe**

The whole school reward system is aimed at encouraging collective responsibility amongst children. Each child from Reception to Year 6 is allocated to a school team within their class and two Year 6 children are chosen each year as team captains for each team. Each team has two designated teacher leaders in addition to their team captains.

Each class keeps a tally of smiley tokens awarded to each team. These tallies are counted weekly by Year 6 Team Captains. Smiley team points are awarded by any adult in the school for:

- * achievement
- * helpfulness
- * effort
- * good work
- * caring
- * politeness
- * honesty
- * good manners
- * honesty
- * improvement
- * Other contributions to school life

Each Thursday the number of smileys for each team for that week is totalled and the totals are announced in Assembly and displayed in the hall. At the end of each term the children in the winning team receive a small reward.

Classroom Plans

As a staff team we have established principles for behaviour management at St. Richard's. The result is that each class has a classroom plan displayed which sets out the rules, rewards and consequences for each class. In addition staff have established a visual behaviour management system. (Appendix 1) We also run a system of assertive mentoring for attitude, attendance, achievement and behaviour which continues to be successful for us.

We use the S.E.A.L Resource which includes Circle time activities. Circle Time is used regularly, at least once a week, in order to ensure its effectiveness. Circle Time is about giving responsibility to children and allows time for discussion of issues and problems as well as congratulations

We recognise the importance of a staged approach to consequences and are mindful of the need to be consistent in their application. The severity of consequence must match the child's level of behaviour.

If a child continues to display unacceptable behaviour, or a serious incident occurs, there will be consultation with parents, staff and the Headteacher to discuss further action.

Examples of unacceptable behaviour

Low Level Problems

- Interrupting
- Being impolite
- Talking or pushing in line
- Annoying other children
- Not following adult direction
- Being noisy

Mid Level Problems

- Answering back to an adult
- Hitting someone in temper – over-reacting
- Scribbling on someone else's work

- Being unkind in language or actions
- Swearing

High Level Problems

- Obscene language
- Wilful disobedience – running away from an adult
- Arguing with the teacher
- Stealing
- Bullying in any form
- Racist language or remarks
- Fighting

SPECIAL EDUCATIONAL NEEDS

At St Richard's we recognise that each child is an individual and what works for one child may not work for another. It is possible therefore that certain children may require individual behaviour plans and that it is the responsibility of the class teacher to recognise this. After discussion with the Co-ordinator for Inclusion an IBP should be drawn up in consultation with both child and parents. Once an IBP is in place the teacher must seek the support of the class in accepting the dual system. IBPs must be shared with Lunchtime Supervisors.

RECORD KEEPING

A record is kept of incidents of unacceptable behaviour by each class teacher. Teachers should record all incidents and the action they have taken.

Once three incidents have been recorded the book should be shown to the Key Stage Manager who will then support the teacher in speaking to parents concerning the incidents.

If another incident occurs the book must be shown to the Deputy Headteacher who will take appropriate action and again contact the parents to discuss the incident.

If a further incident occurs the Headteacher will be informed and will take appropriate measures. These will include a number of different courses of action and could include suspension and possible exclusion.

1. Individual Behaviour Plan

For some children it may be appropriate to keep an individual record of behaviour where specific targets and rewards are agreed with the child. Parents would always be informed if this action was taken.

Lunchtime Behaviour Management

At St. Richard's, we believe in setting high standards for behaviour at lunchtime and we hold the "Happy Lunchtimes" Award (2008). Our Year 5 children act as playleaders for younger children and both playgrounds are zoned. Each zone contains a different activity. Children can choose which zone to access but Football is timetabled. On the Foundation/Key Stage 1 playground each zone has a playleader from Year 5. Our lunchtime supervisors take responsibility for different zones, encouraging fair play and socialising with the children. We have a system of rules, rewards and consequences for lunchtime.

Lunchtime Rules

Respect each other.
Respect your environment and equipment.
Keep the dining hall rules.
Keep yourself and others safe.

Lunchtime Rewards

Verbal praise
Stickers
Lunch Time Smileys
Lunchtime Supervisor's Certificates

Lunchtime Consequences

Any child breaking the rules will:

- Be spoken to by a Lunchtime Supervisor, have their name entered in the Supervisor's book with the date and reason for warning.
- If a child continues to break the rules a tick will be entered against his/her name, and a further warning will be given.
- If a child gets two ticks in the book they will have to stay with the Supervisor for 5 minutes.
- If a child continues to break the rules he will be taken to the appropriate Key Stage Manager who will talk with the child, record the child's name in a lunchtime behaviour book, issue a lunchtime detention for the following day and inform the child's parents. The child will then be returned to stand with the Supervisor for the remainder of the session.
- If a child has three lunchtime detentions in one term then s/he will spend lunchtimes in isolation for one week.

Lunchtime Detention

This is run by our Lunchtime Supervisors on a rota basis and runs from 12.20pm til 12.50pm on days when it is required. We have a bank of activities to be used depending on the reasons for the detention and the number of children in any one session.

RIGHTS and RESPONSIBILITIES

Rights of Children

- To be respected and valued as individuals.
- To be educated in a safe learning environment.
- To feel safe in school.

Rights of Staff

- To work in a safe environment.
- To feel safe.
- To be respected and valued.
- To receive professional development.

Rights of Parents and Carers

- To be informed.

- To be listened to,
- To be respected as the child's first educator.
- To be involved in the solving of their child's misbehaviour.

Governing Body Responsibilities

- To ensure that the policy to promote good behaviour is in place and followed.
- To make and review written statements of general principles to promote good behaviour in school.

Staff Responsibilities

- To be fair.
- To be consistent.
- To know and work within the school policy and practice.
- To provide support for children and adults in the school.
- To provide a role model for the children.
- To work in partnership with parents to benefit the child's education.

Children's Responsibilities

- To respect other people's right to a safe learning environment.
- To accept the school rules.
- To accept the class rules.
- To alert a staff member of any unfavourable incidents towards any other children.

Parents'/Carers' Responsibilities

- To work in partnership with the school to benefit the child's welfare and education.
- To accept and work within the school rules.
- To know and work within the school policy and practice.

RESOURCES

Teacher's stamps
 Regular supply of stickers
 Smiley Tokens
 Star Award Certificates
 Behaviour books
 SEAL
 Lunchtime smileys and tubs

Policy Reviewed and Agreed by Staff		Policy Review due
Autumn 2018		Summer 2019