

BEHAVIOUR POLICY 2023-24

*To love, to serve and
learn.*

We are a school family journeying together in God's love.

We serve each other to achieve our best.

We learn in fun and creative ways,
respecting everyone's gifts

Intent:

We create a welcoming, safe, secure and Christian environment in which everyone has a part to play and where everyone is valued, deserving of respect and responsible for their own actions.

It is the right of teachers to come into school each day to teach; and it is the right of children to be able to learn. Any behaviour which prevents this from happening is **unacceptable** and will not be tolerated.

Aims:

1. To promote the fundamental right within the classrooms, of teachers to teach and children to learn.
2. To enhance self-esteem and encourage self-respect for others.
3. To encourage pupils to develop their independence through becoming responsible for their own behaviour and achieving self-discipline and self-control.
4. To develop the interpersonal skills which facilitate co-operation with others, problem solving and rational conflict - resolution skills.
5. To develop within children the ability to become fully participant members of both the school and the wider community.

The Principles of the Policy:

- All staff positively promote behaviour within a framework of positive praise and rewards.
- Present children with a clearly defined behaviour code and set of rules.
- Present children with reasons to aspire towards consistently behaving well.
- The policy is delivered consistently and without favour to all pupils.
- Continually recognise those children who keep the rules.
- School wide and classroom plans are designed to deal with unwanted behaviour in a manner which is likely to prevent or reduce such behaviour occurring or reoccurring.
- The policy - the reason behind the rules and what will happen if they are broken will be publicised to pupils and parents.
- Shared understanding and total support for the principles by parents is fundamental to the success of the policy.

Our School Rules

Do as you are told first time.
Keep hands, feet and objects to yourself.
Listen when someone else is speaking.
Respect others and the environment.
Be kind.

The Behaviour, Rewards and Sanctions System:

We operate an incentive merit system under which children can earn points in order to gain recognition for individual, group and class effort in the area of behaviour management.

Incentives:

Verbal praise, 'Dojo's', stickers, stamps, certificates.

Dojos can be awarded for:

- doing good work
- having a positive attitude
- making a big effort
- showing kindness to others
- being polite
- reading at home
- completing homework on time

VIP:

Every day there will be a class VIP who will be chosen to take messages to other classes, do 'important' jobs around the classroom and have extra responsibilities. The VIP will wear a special sticker. **Every child will become the VIP on a rota basis.** It is not based on merit, but it can be suspended if the VIP gets sad faces / warning triangles on the day they are VIP. The child will then have to wait for their turn to come round again. The VIP role will not be given to another child if it is suspended for the day.

Sanctions:

Children who choose not to follow the rules will be sanctioned. The sanction system works on a daily basis, children begin with a clean slate each day.

1. A verbal warning and encouragement to change their behaviour. A peg with the child's name is moved down the 'Ready to Learn' poster.
2. The name peg is moved down to the single warning triangle section. Teachers continue to emphasise that better choices can be made. Improved behaviour is rewarded.
3. The name peg is moved down to the warning triangles section. The child may be removed from the group with a sand timer.
4. The name peg is moved down to the three warning triangles section. A note will be sent home Parents / carers will be spoken to.

Learning Lounge:

The Learning Lounge may be used for a child to have 'time out' to calm down and reflect upon their actions and how their actions have affected other people. Staff may also choose to visit the fish or hens as a means to calm down.

Making things right:

Forgiveness and reconciliation are a very important Gospel value at St Edward's - but for that to happen there must be ownership of a misdemeanor and regret for the consequences.

When children have caused hurt or damage due to their behaviour - they are expected to make it right. If they have hurt another child emotionally or physically, besides the relevant sanctions being applied, they will be expected to apologise; this may be a verbal apology or a written apology if appropriate.

If they have damaged school property, they will be expected to pay for repairs or replacements, preferably from their own pocket money. The ultimate responsibility for malicious damage however rests with the parents / carers and school reserves the right to present an invoice where appropriate

Playground Sanctions:

1. Talk to the child about the rule to ensure they know which rule has been broken.
2. Spend five minutes out e.g. walking with adult to calm down.
3. Spend the rest of playtime with the teacher or TA on duty.

There may be occasions when behaviour results in missing playtime for the rest of that day or the rest of the week.

Dining Room Rewards:

Midday assistants can award individual and group rewards - stickers

Extreme circumstances:

Behaviour which goes immediately beyond the bounds of acceptance, e.g. severe physical or verbal abuse, vandalism, bullying, deliberately coughing or spitting at or towards another person - will result in the pupil being immediately taken to Mrs Snell (HT) or Miss Percival (DHT). Parents will be called to a meeting and the school's Exclusion Policy will be considered.

Physical Handling / restraint:

There are 3 reasons why a member of school staff may consider using physical handling:

- To keep the child safe
- To keep other children and adults safe
- To prevent damage to school property

The use of physical handling is considered as a safeguarding response. If de-escalation and pre-emptive work has not alleviated a situation, staff may use the '**least amount of force necessary**' in order to restore good order. In such cases, staff must be able to demonstrate that the force used was **proportionate, reasonable and necessary**. Staff will always use de-escalation to try to reduce the behaviours of the learner in the first instance and reduce the likelihood of a physical intervention.

Culminative effects:

Behaviour that consistently disrupts lessons or threatens the well-being of children or staff through physical aggression and / or emotional intimidation will result in a behaviour plan, and the help of other professionals may be sought. Parents /Carers are expected to contribute to this and to work in partnership with the school to improve their child's behaviour.

The Exclusion Policy may also be considered where there is a significant impact on the well-being of children or staff due to the culminated effect of disruptive or aggressive behaviour.

APPENDIX 1



St. Edward's Catholic
Primary School
Wivern Place
Runcorn
WA7 1RZ



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SHREWSBURY

Headteacher:
Mrs Angela Snell

Telephone : 01928 572317

www.stedwardscatholicprimaryschool.co.uk

Date:

Dear

..... has received three warning triangles today.

I would like you to talk to and impress upon him / her the importance of following our school rules at all times:

- Do as you are told straight away
- Keep hands, feet and objects to yourself
- Listen when someone else is speaking
- Respect others and the environment
- Be kind

I would appreciate it if you would make an appointment to come into school to discuss the behaviour issues so that we can work more closely together. Please complete and return the slip below.

Yours sincerely

Class Teacher

Child's name:

Child's class:

I have spoken to my child about the importance of keeping the school rules at all times.

Parent/Carer signature Date

APPENDIX 2

Dojo points are used in St Edwards to reward good behaviour. The Dojo system works alongside 'Ready to Learn' posters to provide a balanced behaviour system with clear rewards and sanctions. Class Dojo's reward those children who display good behaviour and is used as an incentive for those children who find it difficult making good choices.

Class Dojo's rewards positive individual behaviour, working together as a class and collectively working together as a team. To encourage teamwork and cooperation, every pupil is placed in a House Team.

Every class uses the Dojo system to reward an agreed set of behaviours, which are displayed on screen. Teachers can add extra targets to meet their class's needs.

Once a Dojo has been given it cannot be retracted. No more than 30 Dojos to be given out to individual pupils per week.

Weekly:

- Each child's Dojo points will be collated and a running total will be kept and displayed so that all children can take ownership of their behaviour. They will have the choice to collect their Dojo points or after collecting a certain amount will be able to make the choice to 'cash in' if they wish.
- The class which receives the most Dojo points will receive a certificate and prize.
- Dojo points will be collated from the Master Account and displayed in the classroom and at a central location every Monday morning.

Incentives:

- Pupils can choose to cash in their Dojo's at allotted times in the week.
- Prizes are displayed in a locked cabinet in a central location. Prizes start at 100 points, 150 points, 200 points and the top prizes are 250 points. Once a child has 'cashed in', this is recorded on the data record sheet.
- At the end of each year, the winning House is rewarded with a school trip.

At the end of each half term, the winning house team will receive a group treat. Examples below.

Autumn 1: Hot chocolate, cream and marshmallows at break time.

Autumn 2: Small selection box / seasonal treat.

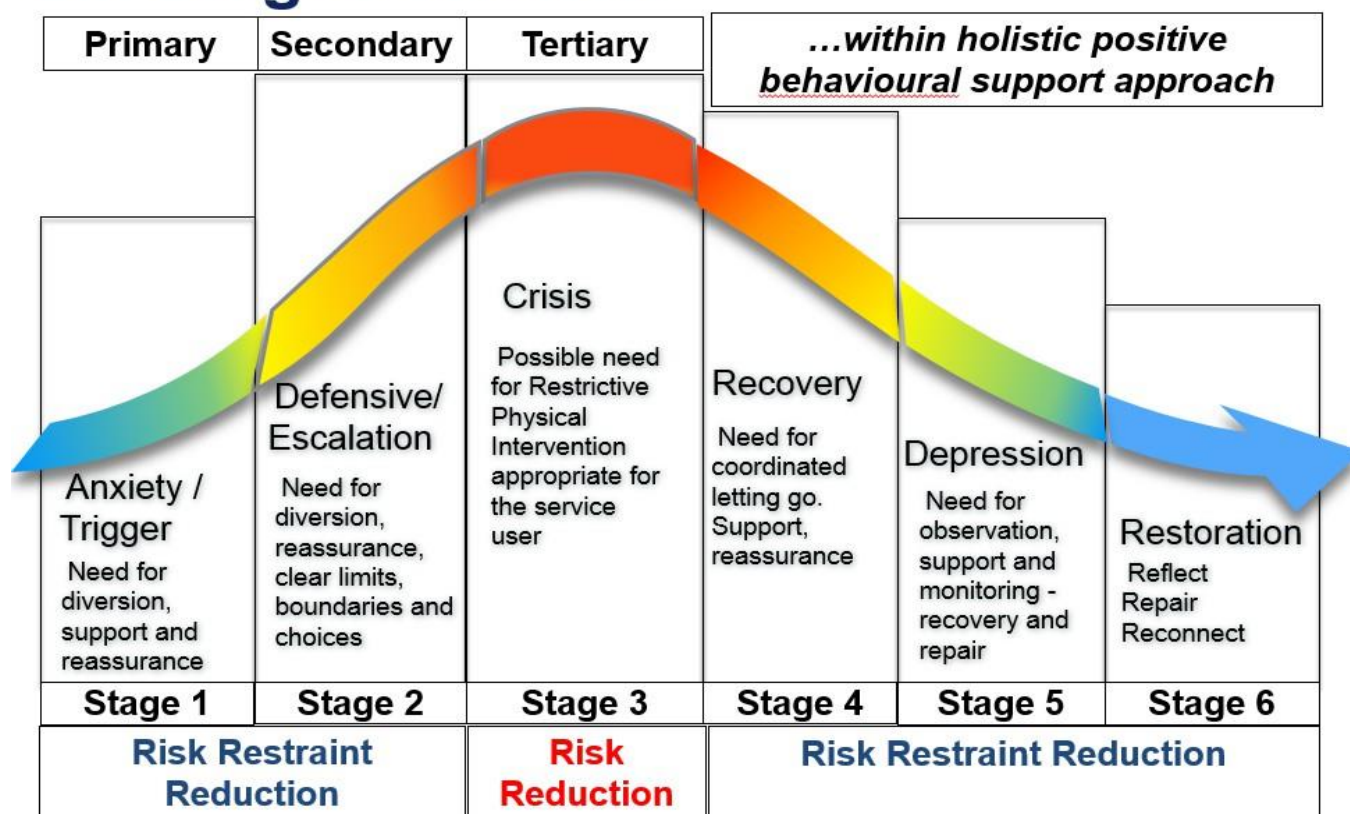
Spring 1: Popcorn and juice.

Spring 2: Easter egg / seasonal treat.

Summer 1: Hot-dogs or similar.

Summer 2: Pool party.

Six Stages of Crisis



APPENDIX 4

Promoting British Values at St Edward's Catholic Primary School

At St Edward's Catholic Primary School we value the increasing diversity and ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these, teaching tolerance and respect for the differences in our community and the wider world. At St Edward's, these values are reinforced regularly and in the following ways:

Democracy:

Democracy is central to our school ethos. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The election of school counsellor's are based solely on pupil votes. Our school behaviour policy involves rewards, which the pupils decide upon.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in extra-curricular clubs and opportunities; pupils are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Respect for others is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

