

BEHAVIOUR POLICY

*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
be kind.

The Behaviour, Rewards and Sanctions System: **Good to be Green**

We operate an incentive system 'Good to be Green', under which children can earn recognition for individual, group and class effort in the area of behaviour management. In addition, our class dojo system acknowledges and celebrates those children displaying our school values.

Incentives:

Verbal praise, stickers, stamps, certificates.

Dojos are awarded for demonstrating our school values of compassion, respect, resilience, love, teamwork, honesty and compassion.

Reasonable Adjustments (see SEND Policy and SEND Information Report):

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

Roles and responsibilities:

The governing board will have overall responsibility for:

Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.

Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

Ensuring this policy is published on the school website.

The headteacher will be responsible for:

The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.

Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.

Determining the school rules and any disciplinary sanctions for breaking the rules.

The day-to-day implementation of this policy.

Publicising this policy in writing to staff, parents and pupils at least once a year.

Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy

Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

Aiming to teach all pupils the full curriculum, whatever their prior attainment.

Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

Being responsible and accountable for the progress and development of the pupils in their class.

Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

Adhering to this policy and applying it consistently and fairly.

Supporting pupils in adhering to this policy.

Promoting a supportive and high-quality learning environment.

Modelling high levels of behaviour.

Being aware of the signs of behavioural difficulties.

Setting high expectations for every pupil.

Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include: SENCO, Headteacher, Subject leader.

As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

Their own behaviour both inside school and out in the wider community.

Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

The role of parents is crucial in helping to maintain good behaviour. We encourage all of our parents to know and reinforce the behaviour policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise that directly with their child's class teacher so that we may continue to work in partnership with them. This is also an expectation of parents of children whose behaviour is becoming a concern, as parents are required to meet with different member of the School Welfare Team as part of our restorative conversations.

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 **yellow** or **red** cards 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.

The first level response - If a child does not listen in lessons / on the playground there will be a verbal warning with a 'Stop & Think Card'. This needs to be followed up with a positive comment ASAP.

The second level response - Yellow card - the child will be asked to sit on their own, to have "time out" to talk privately. The child will be offered 2 choices to empower them to choose the correct option or face the consequence of a red card. If a second yellow card is issued later in the day, the child will be sent for 'time out' in another class for 10 minutes to reflect on their behaviour.

If a child receives 3 yellow cards or more during the week, it is the responsibility of the teacher to send a letter home to inform the parents.

Red card - break time, lunchtime or hometime (last to leave) detention from the teacher, parents informed by text/email and followed up with face to face 'chat' at gate. These actions are all the responsibility of the class teacher.

2 consecutive red cards will result in an internal exclusion and a member of SLT will make a phone call home.

Parents / carers are invited in to meet with Head teacher or Assistant Head teacher.

Severe misbehaviour incurs an instant red card. • Fighting • Swearing or abusive language • Refusal to cooperate with a member of staff. In cases of severe misbehaviour, children are sent to the deputy head teacher immediately, who will decide the consequences and contact parents / carers.

If exclusion is necessary, it will be carried out in line with Local Authority policy. If a child repeatedly acts in a way that disrupts or upsets others the Head teacher or Assistant head teacher will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

For persistent low-level behaviours and disruption, an Individual Behaviour Plan will be written and put into action. Specific, achievable targets will be set, backed up by individual behaviour systems. This will be monitored by the class teacher, teaching assistants

At the end of each week, the class record of yellow and red cards will be sent to the Head teacher to be collated.

***If a child has received 3 or more red cards in a $\frac{1}{2}$ term, they will not be eligible to take part in any house team treats. 10 or more red cards across the academic year, will result in a child not taking part in an end of year treat.**

Zen Den

The Zen Den 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 Mr Bullock (Act AHT). 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**' 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

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 councillor'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.

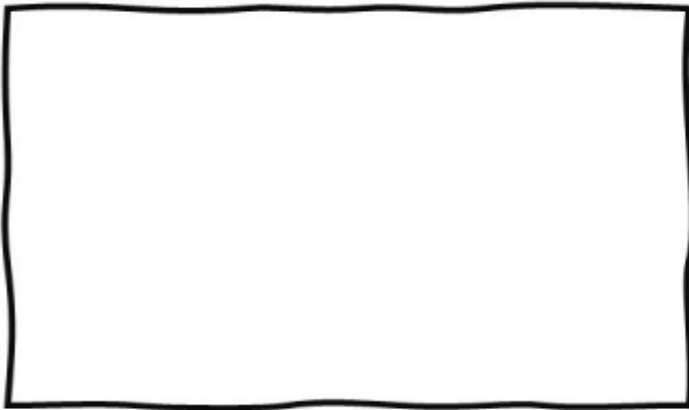
Tolerance of those of Different Faiths and Beliefs:

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.

APPENDIX 2



1. What happened?



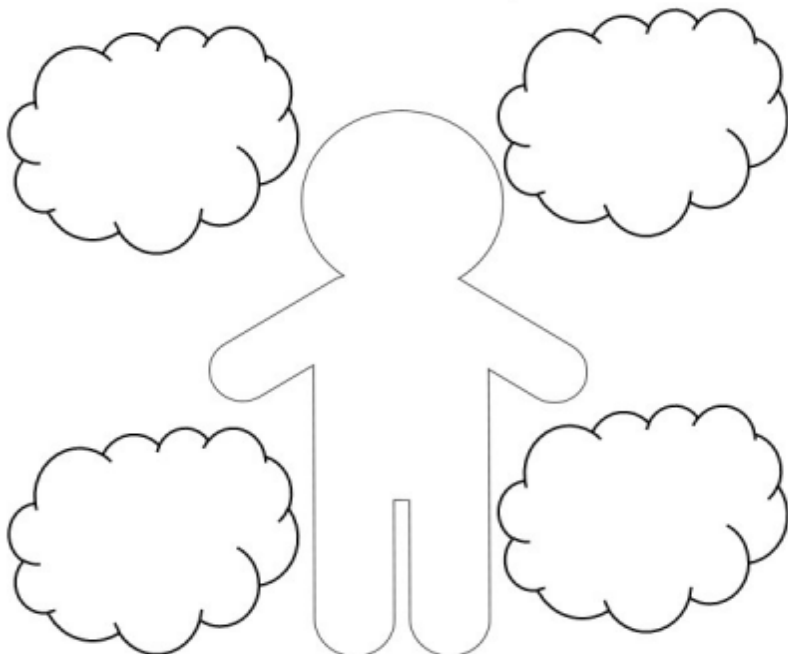
2. What were you thinking about at the time?
How did it make you feel?



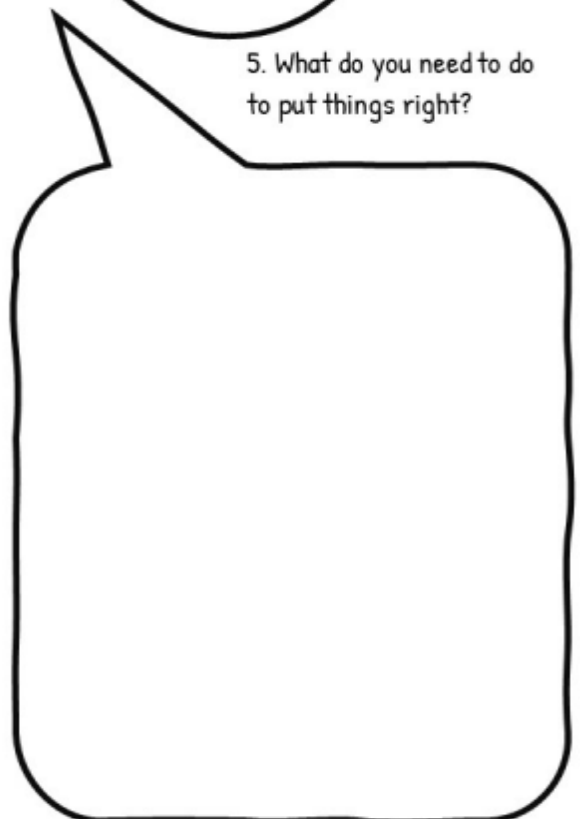
3. What have your thoughts been since the incident?



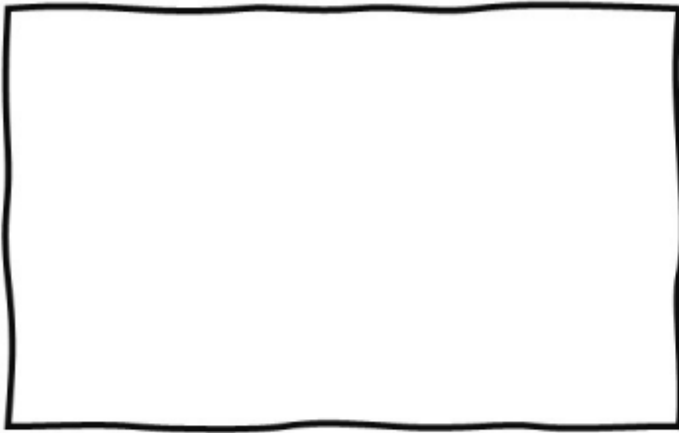
4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?



1. What happened?

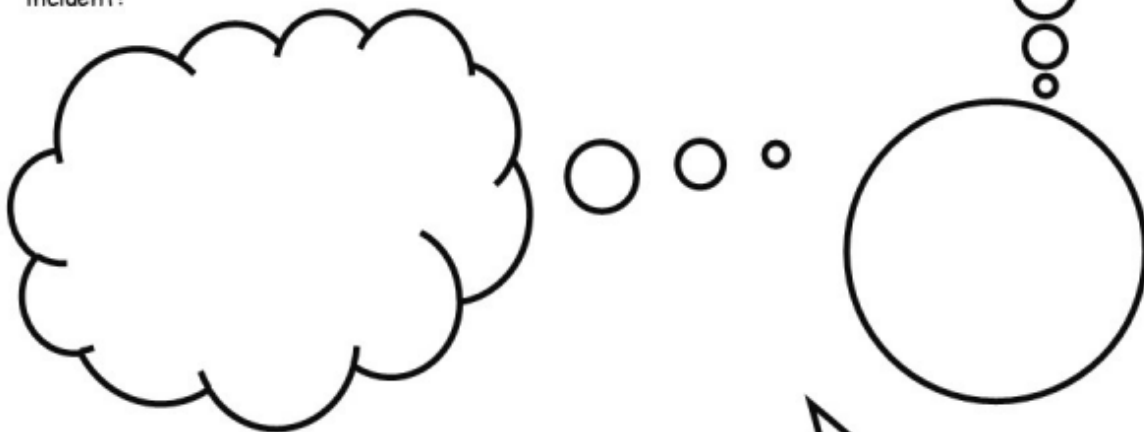


2. What were you thinking about at the time?

How did it make you feel?



3. What have your thoughts been since the incident?



5. What would you like to see happen to put things right?

4. How have you been affected by this?

