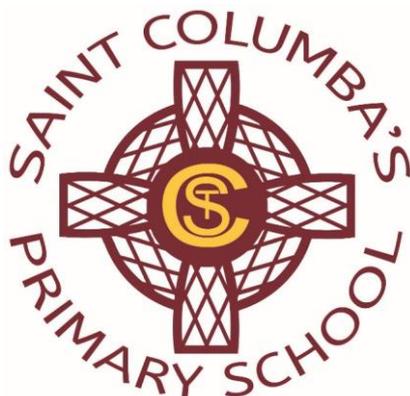


St. Columba's Roman Catholic Primary School



Behaviour Policy

Head Teacher: Mrs. C. Jordan

This Policy was ratified by St. Columba's Governing Body in **March 2018**

Signed by the Head Teacher: *Mrs C. Jordan*

Signed by the Chair of Governors: *Mr. P. Dinsley*

Date of next review:

This policy will be reviewed in **September 2019** or sooner if deemed necessary. All staff and governors will be consulted as to its effectiveness as part of the review process.

Requests for copies - If a signed paper copy of this policy is requested, the school office will provide this free of charge

At St Columba's, we aspire to a learning environment with respect at its core, where pupils, parents and staff have collective responsibility for working towards effective behaviour for learning. Our vision is to create a school where children are engaged in, and excited by, their learning and where adults are supported and enabled to provide the highest quality learning experiences for children. We want children to feel that they are safe, that their ideas are valued and that they have the skills to take ownership of their behaviour.

It is the responsibility of the Headteacher and Governors to establish and maintain a behaviour policy for the school which complies with Section 89 of the Education and Inspections Act 2006. The following behaviour policy contains measures for promoting self-discipline and a proper regard for authority among pupils; encouraging good behaviour and respect for others and therefore preventing bullying.

Rationale

We acknowledge that teaching and learning are inextricably linked to the promotion of positive behaviour. This policy should therefore be read in conjunction with our Teaching and Learning Policy.

We need to provide an environment in the classroom where children feel that their ideas will be valued, that they can take risks in their learning, that they will not be belittled or hurt by others in the classroom and that they know what will be asked of them and when.

We do this by:

- listening to children's ideas and showing that we take them seriously,
- creating a classroom environment where children expect to work together and help each other,
- creating a culture in which all children feel able to make mistakes and take risks,
- providing feedback on learning which helps everyone in the class to understand that wrong answers are just as important as correct ones,
- establishing clear routines and timetables so that children know exactly what to expect each day,
- following our School Mission Statement.

Our expectations of children's behaviour need to be continually reinforced. We communicate our expectations through:

- continual discussion of expected behaviours for learning,
- discussions about the behaviour expected, visually represented where appropriate,
- modelling and role-play in EYFS,

- effective use of praise to celebrate positive behaviour,
- cues and prompts to keep children continually aware of what is expected of them throughout different activities within a lesson.

Roles and Responsibilities

Every member of the school community (pupils, parents and staff) has a role in developing effective behaviour for learning. Roles are clearly reflected throughout this policy.

The policy will be monitored through discussions with pupils, feedback from staff, learning walks and lesson observations conducted by the leadership team.

Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations.
- To work in partnership with the school in order to support the school staff in the implementation of this policy.
- To be aware of the school rules and expectations.

Staff responsibilities are:

- To treat all children fairly and with respect and to be a good role model.
- To use rules and sanctions clearly and consistently.
- To work in partnership with parents so that all children can see that the key adults in their lives share a common aim.

NB: **ALL** adults are responsible for managing behaviour around the school

Pupils' Responsibilities:

It is impossible in a list of "rules" to capture every example of positive behaviour that we wish to encourage. Our central principle is respect and the concept of learning together. It is essential that we develop in children a desire to respect themselves and others. By focusing on the principle of respect rather than specific behaviours, we help and support children to apply the principle to any context, both in school and beyond.

Our aims:

- To show respect for ourselves and for others, including children, staff and visitors.
- To work to the best of their abilities, and allow others to do the same by treating them with respect.
- To work hard and support each other to learn together.
- To take care of property and the environment in and out of school.

- To co-operate with other children and adults and obey the instructions of the school staff.

At the beginning of the year, each class teacher will discuss and agree with pupils the observable behaviours which underpin the aims in their classroom. These will be age appropriate.

Rewards

We aim to be clear and explicit as to why we are rewarding children. Effective praise helps the child appreciate how their achievement is supported by their own behaviour. It acknowledges the child's choice, focuses attention on appropriate behaviour and fosters intrinsic motivation. We recognise the need to be consistent when rewarding children, to avoid giving them confused messages.

Rewards can range from the following:

(specific to age or individual teacher reward systems)

A smile or thumbs up signal (non-verbal praise)

A quiet word of praise (verbal praise)

Praise in front of others

Tangible rewards such as stickers, stampers

A marble in the jar for the class reward

House points

A star for the star chart

A treat from the reward box

'Teacher' points

A visit to another class teacher or member of staff in school

A visit to the Headteacher

A 'Good work' certificate in celebration assembly

Sharing successes and achievements with other pupils, other adults in school and with parents via Twitter

Consequences

We choose to use the term "consequences" rather than sanctions. Consequences are linked to the language of choice and signal that the child is making an inappropriate choice about his/her behaviour.

Unacceptable behaviours can include:

- Bullying; physical, verbal, cyber (see links to Anti-Bullying Policy)
- Violence of any kind (hitting, kicking, biting, shoving, spitting)

- Verbal abuse including Racism (isolating, name calling, swearing, winding up, teasing, threatening, cheek)
- Absconding and Truancy
- Repeated non-compliance with school rules
- Destruction of property /equipment
- Theft
- Persistent disruption of lessons
- Refusal/non-compliance/defiance

As with rewards, we recognise the need to be consistent when rewarding children to avoid giving them mixed messages. We also believe that when consequences are used fairly, consistently and dispassionately, positive relationships between adults and children are maintained.

Some or all of the following may apply depending on the severity of the circumstances and age of the pupils involved. This is to be decided in conjunction with the child's class teacher, senior members of staff and parents where appropriate.

A warning look

A quiet, private reminder about behaviour

A reminder of positive behaviour in front of the class

Use of traffic light system, move to amber / red - an age appropriate graded warning system

Move pupil from activity

Pupil seated alone for a set time within the classroom

Loss of playtime for an agreed length of time such as 5 or 10 minutes

Where appropriate, a verbal or written apology will be shared with those involved

Pupil may be removed from a lesson to another classroom or a senior member of staff to remind about positive behaviour

A period of time allocated to complete missed work in break times, lunchtime

Removal of privileges

Class teacher speaks to parents at the end of the day

Visit to Headteacher

Headteacher invites parents into school to discuss behaviour and puts an individual behaviour plan in place

Pupils or their families may be offered the services of Next Steps Counselling

In more extreme cases of poor behaviour:

Parents may be asked to remove their child from school on the day of an incident

Pupils may be excluded from lessons for the remainder of the day

Pupils may be suspended for a certain period of time as agreed upon by members of the Governing Body

Following a formal meeting with parents and professional agencies, pupils may be considered for a managed move to another school

Following severe or persistently repeated incidents, pupils may be permanently excluded from the school

In EYFS and KS1, children start every day on "green," indicating that every day is a fresh start. If a child moves to an amber warning card on their chart, they can remedy this by displaying positive behaviour and return to the green card. If a child moves to a red consequence card, they remain on red for the remainder of the day.

Principles

- Staff will **clearly explain** to pupils what constitutes unacceptable behaviour within school (according to the list above) and agree on a hierarchy of response.
- When pupils choose not to follow school rules, consequences should be **consistently** applied.
- Consequences will be **appropriate** while being flexible and sensitive enough to differentiate for children with any additional needs or SEND.

Serious incidents and persistent unacceptable behaviour will be formally logged during the weekly staff briefing and added to the incident log or CPOMS.

Lunchtimes

We expect the children to follow our agreed school rules at all times, including lunch times. The behaviour for learning policy is shared with all lunchtime supervisors. Lunchtime supervisors, should encourage children to behave appropriately. Where children choose to behave inappropriately at lunchtime or playtime, the following course of action is applied:

Adult reminds the child of the appropriate behaviour

Adult warns the child that the next step is a time out

Adult implements an age appropriate agreed minutes of time out

If child fails to respond and modify behaviour, adult notifies the class teacher at the end of lunch

Adult contacts a senior member of staff to speak to the child

Senior member of staff contacts the Headteacher to speak to the child

Support for pupils

It may be necessary to negotiate additional support where children consistently display inappropriate behaviour. This will be done in collaboration with the SENCO, Headteacher and class teacher. This may lead to referral to the Education Psychologist and the involvement of other agencies such as Silverdale or CAMHS.

Support for Staff

Where a member of staff requires support to implement the behaviour for learning policy, or to address particularly challenging behaviour, an initial discussion will take place with the Headteacher to determine the most appropriate support. This may involve support from a senior member of staff in school or may involve support from external agencies such as the Local Authority or the behaviour support team.

Support for Parents

Where parents request support to deal with inappropriate behaviour at home, school may suggest specific strategies, may refer parents to the School Counsellor, may refer parents to a specific support programme (for example PPP, Solihull) and in some cases, may feel it is appropriate to complete the Early Help Assessment with parents to access additional support services.

EXCLUSIONS

Exclusions guidance is based upon the Education Inspections Act 2006 and DfE guidance and current legislation which sets out the responsibility of the Headteacher, the Governing Body and the LA. Exclusion will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move). Only the Headteacher has the authority to exclude and will notify parents/carers within one school day by telephone and letter. Detailed records of incidents are kept and exclusions reviewed by governing bodies.

Permanent Exclusions or Managed Moves

Permanent exclusion or a Managed Move to another educational setting is an extremely serious step and an acknowledgment a pupil can no longer cope in the current school setting. This can arise from an accumulation of fixed-term exclusion or as a result of a very serious one-off offence.