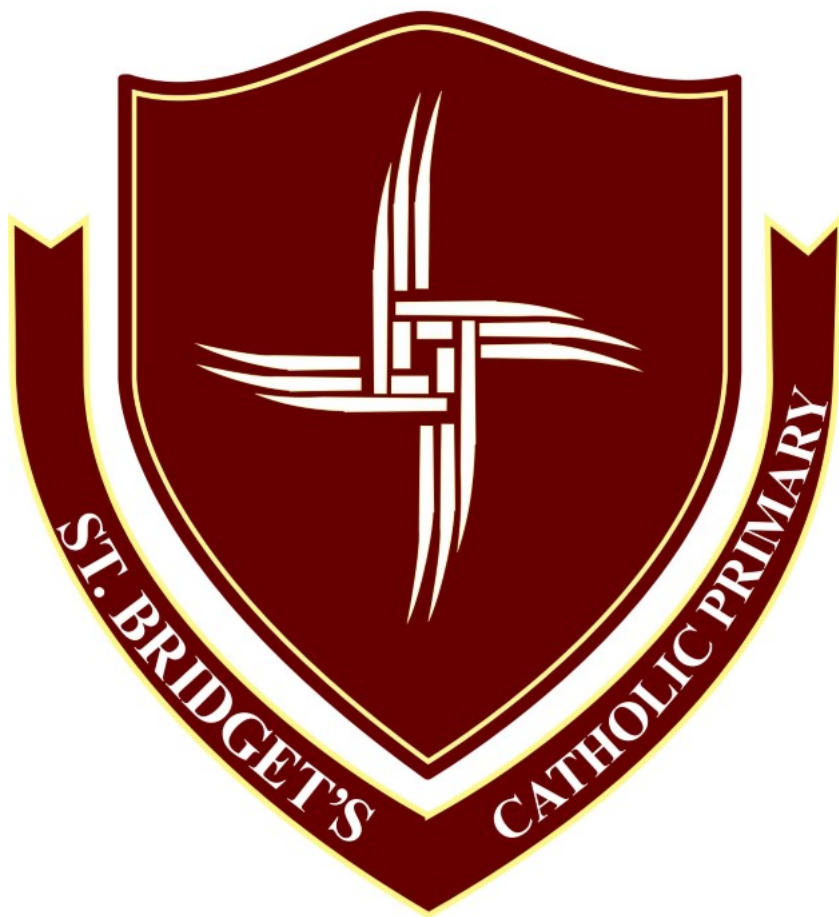


*St. Bridget's Catholic Primary  
School*



**Behaviour Policy**

Headteacher: Suzanne Smith

Chair of Governors: William H Moran

## **Positive Behaviour Management**

### **Rationale**

St. Bridget's school staff and governors promote and champion a culture of respect, good behaviour and positive management of behaviour right through the school and in the wider community. Fundamental is a belief that good behaviour is closely linked to lively and stimulating teaching and is supported by valued relationships between all members of the school community.

### **To promote excellence in behaviour, St. Bridget's School aims:**

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each to mature socially and emotionally
- to encourage the children to consciously reflect on their behaviour and empower them to understand that it is within their control to make good choices
- to provide a rich, varied and creative curriculum, combining excellence in teaching with enjoyment of learning
- to secure high levels of achievement for all pupils
- to secure an inclusive learning environment and to support individual children under the Equality Act 2010
  - i. with Special Educational Needs
  - ii. with disabilities
  - iii. with English as an Additional Language
  - iv. who are gifted and talented
  - v. at key times of induction, transition, transfer and individual needs
  - vi. children looked after/ privately fostered
  - vii. ethnic minority children
- to teach positive behaviour, with appropriate teaching styles and strategies, giving support to individuals and groups as necessary
- to enable children to understand what it means to be a good citizen and to put this into practice both at school and in the wider community
- to develop in children an understanding of and respect for the religious, spiritual, moral and cultural values of others and to consider thoughtfully their own attitudes, values and beliefs
- to encourage children to appreciate our natural environment and understand the importance of conversation

### **ENTITLEMENT**

To ensure a harmonious school where the rights of the individual are promoted alongside the responsibilities of the individual, the whole school community works to maintain:

- a safe and secure school environment conducive to effective and stimulating teaching and learning;
- the school's highest expectation of all pupils in realising their potential in all areas of school life including behaviour;
- a fair, consistent, clear and calm approach to discipline from the school;

- the expectation that adults in school will set children a good example;
- positive and productive relationships with all involved in helping the child modify behaviour
- a culture of respect between staff, staff and pupils, parents and staff
- the freedom from physical and verbal abuse in school and off school premises

In addition, parents are entitled to early notification from the school of any problems with their child's behaviour as well as opportunities to work in partnership with the school to help address the child's difficulties.

## **PURPOSE**

### **To encourage pupils:**

- to develop responsibility for their own behaviour
- to develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- to develop respect for others
- to develop positive attitudes
- to develop a co-operative and collaborative mind-set and approach
- to develop an effective range of strategies for dealing with problems and to ensure consistency and cohesion in everyone's approach to managing learning and behaviour

### **To enable adults:**

- regularly and frequently, to model consistently high standard of behaviour
- encourage and support children to develop in the ways above
- provide children with a consistent framework of expectations throughout their time at St. Bridget's
- be consistent in following the agreed procedures for rewards and sanctions
- make sure that opportunities and/or training are given to the children so that they can become more responsible for their own behaviour e.g. circle time, peer mediation, SEAL
- give support to each other in applying procedures consistently

## **SCHOOL CODES**

A clear code of acceptable conduct is in operation throughout the school. In each and every classroom and for the playground, staff and children draw up rules which:

- i. are relevant to the children
- ii. are appropriate to the age and stage of development of the child
- iii. make behaviours and expectations explicit for fair, respectful and positive learning
- iv. promote the aims of the school

## **REWARDS AND SANCTIONS**

St Bridget's always places the emphasis very firmly on rewarding the positive but at the same time demands high expectations and deals with any issues promptly and fairly.

### **Rewards are given:**

- i. for individual effort and achievement in learning, play, behaviour
- ii. for a group activity where each child is acknowledged as having played his/her part in the group's success
- iii. for a whole class achievement

**Rewards can include:**

- i. verbal/non-verbal praise
- ii. achievement stickers
- iii. table points/team points
- iv. a visit for additional praise to the Key Stage Leaders/ other teacher or Headteacher

**Sanctions are issued by members of staff when behaviour is unacceptable either in school or off school premises i.e.:**

- i. stops the child him/herself learning
- ii. disrupts the learning of others
- iii. disrupts teaching
- iv. is insulting/abusive/repeatedly rude and impolite
- v. affects the health and safety of others

If a sanction needs to be implemented please see Appendix A for referral system and consequences

**Sanctions reflect the seriousness of the misdemeanour and take into account the pupil's age and individual needs and include:**

- i. verbal warning
- ii. amber warning
- iii. name in Red Book (sanction could be to miss some of/all of playtime) Headteacher informed via the Red Book at the end of the day
- iv. the withdrawal of a treat
- v. confiscation of a pupils property that is inappropriate in school
- vi. Under the Education Act 2011 the school has the right to confiscate electronic devices, and to search for and delete information from them if necessary NB reminder that electronic devices should not be in school (link to e-safety policy)

**PRAISE ASSEMBLY**

This assembly occurs on a weekly basis to recognise the achievements of the children at an individual, class and team level. In this assembly, children are presented with certificates to reward positive behaviour, attitude to work, effort and achievement in work, success in sport and team games/ arts productions/out-of-school successes e.g. in dance/martial arts etc.

Behaviour Stars – linked to Red Book and overall behaviour of the whole class. Half termly rewards for classes with stars for each week.

**Mid-day Supervisors**

In the event of inappropriate behaviour please see Appendix B for lunch time referral system and consequences.

## **Break Times**

Structured time-tabled activities on offer each break time in different zones of the playground supervised by a member of staff.

Playleaders (Y6) monitor use of equipment and organise games for children to play.

## **PEER MEDIATORS**

**Support for a child experiencing prolonged or significant difficulties in managing behaviour is given through:**

- time out of the session in another class (usually with the Year teacher)
- time with the Pastoral Care Mentor, as necessary, to discuss underlying issues
- behaviour modification charts
- attending the Nurture Group
- Assistant Headteacher/Headteacher involvement
- parental involvement
- the drawing up of a Behaviour Plan
- outside agency involvement e.g. Child & Family Guidance/Child & Adolescent Mental Health

At times it may be necessary to use positive handling strategies to prevent a child hurting themselves, others, or damaging property.

In extreme cases it may be necessary to implement a programme of exclusion in line with local authority guidelines.

NB:

The school holds that it is essential all sanctions are seen to be fair, consistent and immediate.

## MANAGING BEHAVIOUR POLICY

### APPENDIX A

#### Referral System and Consequences

<b>VERBAL WARNING</b>	Teacher records name and makes child aware
↓	
<b>AMBER WARNING</b>	Short period of withdrawal from activity within class
↓	
<b>RED BOOK Lose Privilege</b>	<ol style="list-style-type: none"> <li>1. Reflection or miss a break</li> <li>2. If incidents persist, class teacher meets with parents/introduce behaviour book/ chart</li> <li>3. Key Stage leader notified and kept informed</li> </ol>
<b>Depending on the seriousness of behaviour any of the following will apply:</b>	
<b>KEY STAGE LEADER</b>	<ol style="list-style-type: none"> <li>1. Pupil sent to work in supervised area</li> <li>2. Parents informed by teacher/ Key Stage Leader</li> <li>3. Pupil apologises to class teacher/ reflection/loses privilege</li> </ol>
↓	
<b>HEADTEACHER</b>	<ol style="list-style-type: none"> <li>1. Pupil withdrawn to work in supervised area</li> <li>2. Pupil monitored using behaviour chart</li> <li>3. Incident recorded</li> </ol>
↓	
<b>PARENTS</b>	<ol style="list-style-type: none"> <li>1. Head/Assistant Headteacher meets with parents and class teacher</li> <li>2. Involvement with outside agencies</li> </ol>
Only in extreme cases ↓	
<b>EXCLUSION</b>	<ol style="list-style-type: none"> <li>1. Headteacher takes decision to exclude child</li> <li>2. Incident stays on pupil records for school life</li> </ol>





- Headteacher is made aware of any behaviour incidents recorded in the Red Book at the end of the day or sooner if she needs to be involved in resolving the issues.

# MANAGING BEHAVIOUR POLICY

## APPENDIX B

### Lunch Time

#### Referral System and Consequences

<b>Stage 1</b>	<ol style="list-style-type: none"><li>1. Mid-day Supervisors remind pupil of appropriate behaviour</li><li>2. Mid-day Supervisor talks to pupil/pupils</li><li>3. Pupil responds positively</li></ol>
	
<b>Stage 2</b>	<ol style="list-style-type: none"><li>1. Pupil given time to cool down from activity and situation</li><li>2. Teacher informed</li></ol>
	
<b>Stage 3</b>	<ol style="list-style-type: none"><li>1. Teacher informed if refusing to respond to advice</li><li>2. Sanctions put in place</li></ol>
	
<b>Stage 4</b>	<ol style="list-style-type: none"><li>1. Mid-day Supervisor reports incident to SLT member</li><li>2. SLT member decides on sanction and communicates this to the class teacher</li></ol>
	
<b>Stage 5</b>	Parents involved

- Midday supervisors will be informed by class teacher of any child on a verbal or amber warning so they can follow the same process during dinnertime.