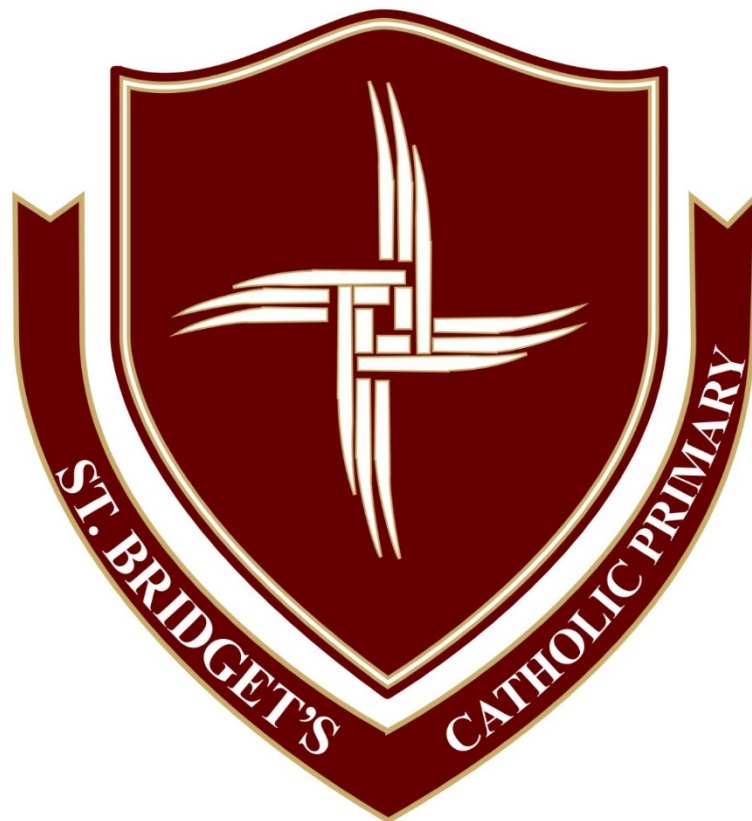


St. Bridget's Catholic Primary School



Behaviour Policy

Headteacher: Mrs. Suzanne Smith

Chair of Governors: Mr. Paul Farran

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 an 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.

Names written in the Green Book are read out in assembly, praising positive attitudes and behaviours displayed during the 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. (Refer to our Positive Handling Policy)

In extreme cases it may be necessary to implement a programme of exclusion in line with local authority guidelines. It is not possible to produce an exhaustive list of such behaviours but it includes behaviours such as those listed below:

- Repeated refusal to comply with the instructions of staff
- Direct swearing or verbal abuse directed towards a member of staff
- Intimidation, violence or bullying directed at any member of the school community
- Deliberate discriminatory behaviour of any form in line with the school's equality policy
- Deliberate and repeated damage of school property

Fixed Term Exclusion:

Such behaviours may result in the school taking the decision to exclude a pupil for a fixed period. This decision will not be taken lightly and we will ensure that every reasonable alternative is explored first. Fixed term exclusion will be the outcome in response to very serious breaches of the school's Behaviour Policy and persistent disruptive behaviour where these are not serious enough to warrant permanent exclusion but lesser sanctions are not considered appropriate. Reference will always be made to DfE Guidance: Exclusion from Mainstream Schools June 2012 (updated February 2015).

Permanent Exclusion:

The decision to exclude permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to permanently exclude a child is a serious one and will only be taken where the basic facts have been very clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all strategies available for dealing with the child and will only be used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for an isolated or first incident.

Depending upon the type of exclusion, in most cases, parents have the right to make representations to the Governing Body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities have the duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Supporting Pupils in Need

We want every pupil to be happy and experience success during their time at St. Bridget's Primary School. On occasions, it may be clear that a pupil is experiencing particular difficulties in managing their behaviour so we have a number of strategies that we can use to support them including:

- increased communication between home and school with individual behaviour logs
- behaviour support plans
- referral to the school's Family Support Worker who can provide support with self-esteem, emotional literacy and anger management
- support in class from a senior teaching assistant
- intervention within English and maths where this is identified as a barrier to learning which is impacting upon pupil behaviour
- alternative curriculum provision
- reduced timetable
- referral to outside agencies such as the Educational Psychologist or CAMHS

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

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





- 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

Stage 1	<ol style="list-style-type: none">1. Mid-day Supervisors remind pupil of appropriate behaviour2. Mid-day Supervisor talks to pupil/pupils3. Pupil responds positively
	
Stage 2	<ol style="list-style-type: none">1. Pupil given time to cool down from activity and situation2. Teacher informed
	
Stage 3	<ol style="list-style-type: none">1. Teacher informed if refusing to respond to advice2. Sanctions put in place
	
Stage 4	<ol style="list-style-type: none">1. Mid-day Supervisor reports incident to SLT member2. SLT member decides on sanction and communicates this to the class teacher
	
Stage 5	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.