

St Chad's Primary School: Behaviour Policy

Mission Statement

In having a school, which has a welcoming atmosphere and is firmly rooted in Gospel values, we hope that each member of the school community is able to say with Jesus Christ:

'Love One Another As I Have Loved You' John, 15:12

Every child in our school has the right to enjoy learning and play, feeling happy and comfortable. In accordance with the ethos and mission statement of St. Chad's RC Primary School, we pledge to respect the equal human rights of all our pupils and to educate them about equality. We will also respect the equal rights of our staff and other members of the school community. We will comply with all equality legislation and be particularly mindful of the need to protect pupils and all other members of our community from homophobic, biphobic and transphobic (HBT) bullying in order to make all children feel safe and welcome.

This policy sets out to make clear the expectations of behaviour at St Chad's RC Primary School. Good discipline is an essential prerequisite for effective learning. At St Chad's RC Primary School we believe that an appropriately engaging curriculum and thorough planning for the needs of individuals lead to effective learning, thus contributing to good behaviour.

At St Chad's RC Primary School we believe that each child has the right to the best education which can be provided in partnership between school, parents and the community. We therefore aim, through strong, consistent and fair management of pupil behaviour, to establish a safe, happy and purposeful environment in which each child may develop their full potential.

Our policy aims

Through the implementation of this policy at St Chad's RC Primary School we aim to:-

- Put the emphasis on praise and rewards in order to encourage good behaviour, providing a range of rewards for children of all ages and abilities.
- Give pupils a clear, consistent and concise statement of rewards and sanctions related to their behaviour and effort.
- Encourage children to be responsible for their own choice of behaviour.
- Create a happy but orderly atmosphere allowing all children to feel safe, secure and respected.
- Enable children to develop a sense of self worth, tolerance and respect for others' feelings, property and the wider community.
- Provide a stimulating environment in which children are fully engaged and interested in their work, enabling each child's self confidence to grow.

Role of Staff

All adults encountered by children whilst at St Chad's have a vitally important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

All adults in school must aim to promote our Gospel values by:

- Providing a caring and effective learning environment that promotes the RC ethos of the school.
- Creating a positive climate with realistic expectations.
- Encouraging relationships based on kindness, respect and understanding the needs of others.
- Emphasising the importance of being valued as an individual within the group.
- Promoting, through example, honesty, courtesy and professional behaviour.
- Ensuring fair treatment of everyone regardless of race, religion, sexual orientation, gender, age and ability.
- Showing appreciation of the efforts and contributions of all

House Points

Adults in school who see pupils behaving well are encouraged to reinforce this behaviour by rewarding pupils with 'House Group Points.' These are organised into four teams: St. Matthew, St. Mark, St. Luke and St. John, House points can also be rewarded by classteachers to pupils who follow the school rules. Each term, the House which amasses the greatest number of House Points will receive a group reward. During lessons, children are encouraged to work to the best of their ability, rewarding their efforts as appropriate. Outstanding work is celebrated in classes, during assemblies and through informal visits to senior staff for award stickers and certificates.

House points will be recorded in every classroom on a display and prefects will collect them on a weekly basis to update the tally.

Green slips

Green slips are issued to pupils for significant positive or negative behaviour. They are a method of communication between home and school and are used to inform parents and carers of how their child has been performing at school. Green slips are awarded for good work, good behaviour, etc in a number of categories (there is a tick list on the green slip).

Negative green slips are designed to inform parents and carers when their child's behaviour of a significant behaviour incident or poor performance in work rate or attitude (again, a tick list is on the green slip). With a green slip for negative behaviour, our administrative staff will also send home a text message to inform parent/carer to expect this. The class teacher should explain to parents why the green slip has been issued.

In any one day, teachers should try to issue more positive than negative green slips. Green slips are recorded on individual pupils' SIMs record. In this way, both positive and negative trends in behaviour over time can be monitored and analysed.

Role of the Parents and Carers

We expect parents to support our philosophy that effective teaching and learning is of prime importance and is enhanced by home and school cooperation. Parents and carers with parental responsibility are required to sign and support a Home-School Agreement which has an element relating to supporting the school's efforts in promoting good behaviour from all pupils. We will be proactive in reporting to parents should we have any concerns about a child's behaviour.

Should we have sufficient evidence and issue sanctions to punish a child, it is essential that parents support the actions of the school. If parents have any concerns about the way their child has been treated, they should make an appointment to see their child's class teacher. If the concern remains, the parents may contact the headteacher and then the chair of governors. If discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. The governors support the school in implementing this policy. They may also give advice to the headteacher about particular disciplinary issues.

Classroom Management

How the classroom is managed and the teaching methods employed have an influence on children's behaviour. Relationships between the teacher and children, strategies for encouraging good behaviour, access to resources and classroom displays all have a bearing on how children behave. At St Chad's:

- Classrooms must be organised to develop independence and personal initiative.
- Furniture should be arranged to provide an environment conducive to safe, efficient learning and behaviour.
- Materials must be easily and readily available to reduce unnecessary disruption.
- Attractive displays should be used to encourage self esteem and celebrate pupils' achievements.
- Praise should be used to encourage good behaviour as well as promoting good work.
- Situations should be handled sensitively and dealt with in a way that is appropriate to the child and the situation.

School Behaviour plans

At St Chad's RC Primary School every class teacher will make sure their class know the school behaviour plan at the start of the academic year, these will be displayed so that the children can see them. The aim of the plan is to have a fair and consistent way to establish a safe, orderly, positive classroom in which teachers teach and pupils learn. The plan will consist of three parts:

1. **Rules** that children must follow at all times;
2. **Rewards** that children will receive for following the rules;
3. **Consequences** that result when children choose not to follow the rules.

School Rules

The school rules are:

- To uphold the mission statement and be kind and considerate to each other.
- To be respectful, polite and courteous by using your manners at all times.
- To follow instructions the first time they are given
- To not disrupt the learning environment by getting out of our seats or leave the classroom.
- To stay focused on our learning in and outside the classroom.

Teachers should make sure pupils know the school rules. Teachers should ensure pupils know what behaviours are expected in the classroom at all times and around school. All children in every class will sign the class charter to confirm that they will follow the school rules, this will be displayed with the rules.

Rewards:

The rewards followed by the school are:

1. Verbal Praise
2. Move to Gold star on Traffic light
3. House points
4. Behaviour slip filled out and sent to the office for logging, parents get a copy sent home
5. Go to see phase leader, HT or DHT for a sticker or reward

Teachers and all staff should use positive recognition to encourage pupils to behave appropriately and to continue appropriate behaviour. They should use consistent positive recognition will help teach appropriate behaviour and establish positive relationships with pupils. Research has shown that staff should praise pupils often. It is the most powerful, effective positive recognition a teacher can give. Therefore, staff recognise children's responsible behaviours with rewards. Staff should use a class-wide positive recognition system as a means to motivate all children to learn a new behaviour or to work on a problem behaviour that the class is having.

Every Friday four certificates will be awarded per class. These are for:

- Excellent effort
- Excellent work
- Excellent manners
- Excellent behaviour

Staff should keep a record of which certificate the children have received so that each child in their class has the opportunity to receive at least two certificates in a school year.

Consequences:

The consequences followed by the school are:

1. Verbal warning (linked to traffic lights amber)
2. Time out in class (isolation from the others within the classroom)
3. Miss part of break/dinner
4. Miss all of break/dinner

5. Behaviour slip filled out and sent to the office for logging, parents informed by the class teacher

It is the teacher's responsibility as well as the LSA, to ensure that the children understand that consequences are a choice that the child makes as a result of not following the rules. However, the school consequences are designed so that they:

- do not work in isolation; they must be balanced with positive support;
- do not have to be severe to be effective;
- must never be physically or psychologically harmful or humiliating.
- should be organised into a hierarchy that clearly spells out what will happen from the first time a pupil breaks a rule to the fifth time the same pupil breaks a rule in the same day.
- Should never be applied to a whole class if this results in innocent children being unfairly punished

The first consequence should be a warning. Involving more senior teachers and/or contacting parents should appear near the end of the hierarchy. Children must **never** be sent out of class and left on the corridor as a punishment.

Severe misbehaviour should be dealt with immediately and should by-pass the hierarchy of consequences. Pupils should receive a negative green slip and be sent to the office and have their name and the incident recorded on the pupil's SIMs record. This should also lead to an immediate sanction (The pupil should miss their next break-time or a part of the lunch-break).

If a child receives three negative green slips in a week then their parents will be informed by the headteacher by letter. On other occasions the Headteacher will use discretion and may contact parents straight away. Should this re-occur in the same half-term (three negative green slips in a week) then a second letter will be sent to parents/carers requesting an interview in school with the headteacher.

Should there be three occasions on which a child receives a negative green slip three times in a week in the same half-term, then a third letter will be sent to inform parents that their child will receive a one-day internal exclusion and that they are at increased risk of a fixed term exclusion.

None of the above precludes the use of internal exclusion by senior staff for 'one-off' instances of negative behaviour deemed severe enough to warrant this. The Headteacher or a person acting in his/her place may also use fixed term exclusion as an alternative to internal seclusion on occasions where this is deemed more appropriate.

It is important to note that each day is a fresh start so a punishment should not be ongoing unless the Headteacher has decided that a child's behaviour needs to be monitored on a regular basis.

Positive Behaviour at Lunchtimes

At St Chad's we want pupils to have positive lunchtimes. With this in mind, the following rules apply in the dinner hall and while pupils are outside.

Dining Hall Rules:

- We walk in the dining hall
- We tidy up after ourselves
- We stay in our seat and put our hand up if we need help
- We speak in a quiet voice

Lunchtime/playtime Rules:

- We keep our hands and feet to ourselves
- We ask an adult before we leave the playground
- We stand still when the whistle blows three times
- We walk sensibly onto and off the playground
- We treat each other the way we would like to be treated

Safe Handling Techniques

Other than in an emergency, only staff trained in positive and safe handling techniques (e.g.- Team Teach) should physically intervene to safely remove or restrain a pupil. A member of SLT (Mrs M Carlson) has had this training. These incidents will be very rare. These incidents would have to involve one or more of the following:

- A pupil acting in a way which endangers themselves
- A pupil acting in a way which endangers others (staff or pupils)
- A pupil acting in a way which significantly disrupts the education of other pupils

Trained staff must never work alone when a child needs to be restrained or removed. Any such incident will be recorded in a book.

Exclusions

In a very limited number of cases, it may be necessary to exclude a child from St Chad's on either a fixed-term or a permanent basis. Whilst it is our intention to avoid this situation, it is also acknowledged that this approach must still be considered as an ultimate sanction.

Who has the power to exclude?

Exclusion can only be made by:

- the head teacher
- a person acting in the absence of the headteacher (e.g. – Deputy Headteacher)

For what reasons might a child be excluded?

At St Chad's, exclusions will only be considered:

- where there have been serious breaches of the school's behaviour policy (including bullying)
- when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or pupils/staff/others in the school.

At St Chad's, exclusion is not considered suitable for minor breaches of school rules, such as:

- failure to complete homework
- lateness or truancy
- breaches of school uniform rules
- poor academic performance

The exclusion process

Before deciding whether to exclude a pupil, the head teacher will:

- make sure that an appropriate investigation has been carried out
- consider all the evidence available, taking into account the school's behaviour and equal opportunities policies, and, if applicable, any equalities legislation.
- talk to the pupil to hear his/her version of events if practical/possible.
- check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- if necessary consult others but not anyone who may later have a role in reviewing the head teacher's decision, such as a member of the governors discipline committee.

A child can only be excluded after the head teacher has taken the steps above, and is satisfied that the pupil did what he or she was accused of. A pupil may be excluded for one or more fixed periods, but these must not exceed 45 days in any one school year. Exclusion for an indefinite period of time (sometimes called an informal exclusion) is unlawful.

At St Chad's, the length of the fixed term exclusion will be for the shortest time necessary. Research suggests that exclusions of more than a day or two can make it difficult for a child to reintegrate into school.

Special educational needs and exclusion

The Governing Body of St Chad's has a legal duty to do its best to make sure that the necessary educational provision is made for any pupil who has special educational needs. The Governing Body of St Chad's will try everything possible to keep a pupil with special educational needs in school.

At St Chad's we achieve this by:

- seeking the advice of the local authority and other professional advice and support
- asking the local authority to carry out a statutory assessment of the child's special educational needs
- arranging an early annual review if the pupil has a statement of special educational needs.

Lunchtime exclusion

Lunchtime exclusion is deemed to be the equivalent of half a school day. Any exclusion for an indefinite period (including lunchtimes) is unlawful. If a child at St Chad's is to have lunchtime exclusion, the head teacher will send a letter home confirming this, and stating the number of lunchtimes the child is being excluded for. If applicable, this letter will mention arrangements for your child to receive free school meals.

Exclusion

Whenever the head teacher excludes a pupil, parents will be notified by letter within one school day. In most cases of exclusion parents/carers will already have been contacted by school and should be expecting such a letter. It will contain the following specific information:

- the exact length of the exclusion
- the reason(s) for the exclusion
- the date and time that the child should return to school
- an explanation that parents/carers have the right to see/have a copy of their child's school record upon written request, and the right to state their case in writing to the Chairperson of the governing body.
- the school days on which parents/carers must make sure that the child is not present in a public place during school hours
- the arrangements made by the school for the child to continue his or her education during the first five school days of an exclusion
- that parents/carers will be invited to attend a reintegration interview along with their child.

The school will notify the governing body of any fixed term exclusions on a termly basis. In addition, the school will inform the local authority each term of any exclusion that, in total, add up to five school days in any one term.

In all cases of exclusion fixed term or permanent exclusion the school will abide by the DfE's most recent guidance.

This policy was updated and approved for adoption by the full Governing Body on 3rd July 2017.