

St Edmund's Catholic Primary School Behaviour Policy

'A learning community, celebrating Christ in all, building a kingdom of love, hope and joy.'

RATIONALE

Children need to feel happy and secure in order to learn well. This is a crucial element in the learning and growing process. At St Edmund's we teach Gospel values as well as knowledge and skills because the development of personal qualities and social skills are vital to a caring supportive community.

At St Edmund's we have three school rules for our pupils:

- follow instructions
- keep hands, feet and objects to themselves
- use positive language

However, the primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of our school community. Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The Behaviour Policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within our Behaviour Policy is choice: we refer to good choices (which lead to good consequences) and the wrong choices (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept/expect that some children will always behave in such a way) and;
- it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout our school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

AIMS

St Edmund's Catholic Primary School is a caring supportive community where each individual is warmly welcomed and respected. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work

together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At St Edmund's we aim:

- To promote self-esteem, independence and consideration for others.
- To have clear expectations and strategies which ensure they are met.
- To ensure that all children have the opportunity to work hard and do well at school.
- To ensure consistency and care.
- To be fair and be seen to be fair.
- To encourage parents to be part of a whole school approach.
- To promote good behaviour, rather than merely deter anti-social behaviour.
- To promote good relationships, so that people can work together with the common purpose of helping everyone to learn.
- To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.
- To treat all children fairly and apply this Behaviour Policy in a consistent way.

THE SCHOOL RULES

A clear set of school rules, rewards and consequences have been devised and are firmly in place and used by all staff in St Edmund's.

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple rules to avoid the wrong choices:

- follow instructions*
- keep hands, feet and objects to themselves
- use positive language

*Following instructions can include: *(Class name) Stop (pause)... look at me....*; in our school, this means three things:

- silent voices
- empty hands
- eyes on the speaker

REWARDS AND CONSEQUENCES

REWARDS

Our ultimate aim is to ensure that the children are making good choices and that they are praised for their good behaviour.

We shall:

- Give private and public praise to children who work well and keep the school rules.
- Be specific about what the praise is for.
- Congratulate children for making good choices.

- Give out house points, postcards or praise pad messages home or class rewards via the Great 8 system (used by all classes from Year 1 upwards).
- Award 'Star of the Week' and certificates to one member of each class for good or improved behaviour.
- Nominate two children for a Gold Book award each week for working hard to meet their targets.
- Communicate good or improved behaviour to parents via phone messages, written messages (post cards or praise pad messages) or stickers.
- Reward children who continue to make good choices and follow the school rules by giving occasional whole class treats such as extra playtimes.
- Occasionally focus on promoting one particular school value of the month or request by the Headteacher for an Award in Gold Book Assembly.
- Award house points for good behaviour and conduct. These points will be totalled each week and the winning team will be announced during Gold Book Assembly. At the end of the year the overall winning house team will be given an award announced on Prize Day.
- Children will be nominated for special awards at the end of each year for good conduct and their contributions to school life. These prizes/trophies will be awarded on Prize Day.

CONSEQUENCES

All staff at St Edmund's Primary School employ consistently and clearly a hierarchy of negative consequences (or 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have a series of consequences (warnings) if someone breaks a rule:

1. A reminder about behaviour and choices- 1st warning recorded
2. 2nd warning and five minutes away from group
3. 3rd warning and rest of session sat away from the group
4. 4th warning and time out of class for 15 minutes. Go to another classroom and work at the quiet table away from the class for 15 minutes. Discuss behaviour choices quietly with own teacher on return to own classroom.
5. 5th warning and pupil sees Headteacher and parents are informed by class teacher. Go to Head teacher's office with work for rest of session. Behaviour choices discussed with Headteacher before returning to class. All 5th warnings are also recorded electronically on Integris.

It is recognised that, for some children, particularly our very youngest pupils or those with SEND, these consequences may need to be more immediate. Therefore, in Foundation Stage, we follow a similar process but on a simplified level. A verbal warning is given for unwanted behaviour, followed by a five minute 'time out' if the behaviour is repeated. In the rare event that the same behaviour happens again, the child will be removed from the area for a short period of time. The child will always be accompanied by an adult and will be asked to sit quietly for a few minutes. Before returning to the classroom, the child will be asked to show that they understand what the unwanted behaviour was. They will

also be told an alternative and more appropriate way that they should have dealt with the situation.

Class teachers are asked to consider adaptations to the behaviour policy for children with SEND (particularly those children with Social, Emotional and Mental Health needs, Cognition and Learning needs or Communication and Language needs) who may have difficulty understanding consequences of actions or following the sequence of consequences. This would be discussed with the child's parents and the SENCo and a Pupil Behaviour Risk Assessment or an Individual Behaviour Plan may be written if necessary.

Serious misbehaviour (e.g. swearing, disrespect to staff, fighting) is very rare at our school. Such behaviour would mean warnings are automatically by-passed to 4th or 5th warnings. Similarly, any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and create a consistent message between home and school.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, all staff take a team approach in ensuring that children feel safe and are not bullied (See Anti-Bullying Policy).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child or a member of staff, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. We take a 'Positive Handling' approach with many members of staff having undertaken the 'Positive Handling' training (see Positive Handling Policy).

THE ROLE OF THE CLASS TEACHER

All staff in our school have high expectations of the children in terms of their work, relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships – 'catching' pupils behaving well is vital, highlighting how well a pupil has behaved (and not becoming complacent).

With these principles in mind, some specific responsibilities of the class teacher are to:

- praise children on an individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- follow our warnings system, making explicit why: always state what rule they have broken, and always record the incidents
- display in the classroom the school rules and five warnings sequence– this can help when you explain why you are praising / warning

- be consistent with all consequences
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around school
- be a positive role model by demonstrating positive relationships with everyone in school
- keep a record and any relevant notes if a child misbehaves and/or receives a warning
- having followed regular procedures and consequences, seek help and advice from a colleague (e.g. member of Senior Leadership Team) if necessary
- liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the education social worker or LA inclusion support service
- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

SUPPORT STAFF

It is the responsibility of teaching assistants, office staff, lunchtime supervisors and all other adults in school to support the Headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and highlighting how well a pupil has behaved.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and informs the Chair of Governors of pupils who are cause for concern regarding permanent exclusions.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour or where a child's behaviour has become a danger to the safety of others, the Headteacher may permanently exclude a child. For any fixed term exclusions beyond five days or any permanent exclusion the Headteacher will immediately notify the school governors.

THE ROLE OF THE PARENTS

The school works collaboratively with parents, so children receive consistent messages

about how to behave at home and at school. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour – this includes if a child receives five warnings or if there is a pattern of regularly receiving warnings.

We expect parents to:

- be aware that we have school rules (often communicated to parents) and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident/issue

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

THE ROLE OF THE GOVERNORS

The governing body has the responsibility for setting down these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

FIXED-TERM AND PERMANENT EXCLUSIONS

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body will convene a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour and positive behaviours/certificates awarded etc. The class teacher records incidents with reference to the warnings system and we also keep a record of serious incidents that occur at break or lunchtimes. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Racial incidents must be reported to the local authority; homophobic incidents are also recorded.

It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

EQUAL OPPORTUNITIES

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

REVIEW

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed: **December 2017**

Reviewed: **March 2020**

Next review date: **March 2022**