



BEHAVIOUR POLICY

MISSION STATEMENT

In the footsteps of Jesus,
we strive to achieve excellence in everything we do.

At St. Michael's Catholic Primary School we follow the life and teachings of Jesus and his values of love, tolerance, forgiveness and hope. Each person is recognised as being unique and made in the image of God. Working together we celebrate all of our achievements giving thanks through worship and prayer. Working together in this happy and caring environment we encourage everyone to reach their full potential. Children and their education are first in everything we do.

PRINCIPLES

- We believe that all children have the right to learn without fear of disruption or aggression
- All teachers and support staff have the right to teach and carry out their duties without disruption

STATEMENT OF INTENT

In order to meet these principles we will:

- Establish a base line of acceptable behaviour supported by our four expectations
- Establish clearly defined and agreed strategies for the management of inappropriate disruptive or bullying behaviour
- Celebrate consistently good behaviour with positive recognition
- Review this policy annually

It is expected that all staff will support this policy by:

- Promoting respect for the individual
- Providing an interesting, challenging and varied curriculum
- Creating a stimulating classroom environment
- Creating the optimum conditions for learning
- Demonstrating high standards of co-operation, sharing and support for each other

- Dealing promptly with inappropriate behaviour
- Responding promptly to all incidents
- Working with parents to ensure a consistency of approach to discipline
- Applying sanctions for poor conduct, fairly and without prejudice
- Creating an ethos which promotes positive attitudes to learning and behaviour and develops self-esteem
- Using appropriate language which avoids stereotyping

It is expected that parents will support this policy by:

- Ensuring a child's regular and punctual attendance at school
- Supporting the rights of every child to feel safe, to learn and be treated with respect
- Supporting the school's uniform policy
- Maintaining good communication with the class teacher

It is expected that pupils will support this policy by:

- Respecting the rights of other individuals
- Showing care and respect for their own and others' property
- Demonstrating behaviour which conforms to their basic rights
- Informing appropriate adults of concerns and worries, particularly bullying

There are four **basic expectations** for both adults and children

- To be kind
- To listen
- To be tidy
- Consider how we move around the school and playground

We take a positive view in that children are encouraged to raise their own personal standards and achievement is recognised through:

- Positive and supportive comments and verbal praise
- Positive marking
- Class sharing of individual achievements
- School Achievement Assemblies

Each class has an agreed code of expectations and values which are consistent with this policy and which will provide a framework for a safe, secure and supportive environment for pupils.

House Points

Every child is assigned to a House team and may be rewarded with House points for their team, for good behaviour, great effort, progress, good manners and helpfulness/thoughtfulness. House points are totalled each week and the winning team

announced and congratulated during assembly. At the end of each year the winning team with the most house points will be rewarded.

Rewards

Children who consistently respect the expectations and values decided in each class at the beginning of the year will be rewarded for their efforts. Special visits may be arranged at the end of each term for deserving children nominated by their teacher. Children may 'earn' a place on a visit by consistently working hard, achieving very good progress, exceptional effort and being particularly helpful or thoughtful toward others.

Children who are in danger of not being able to access these visits will be directly supported and encouraged to improve their behaviour. The teacher and TA will identify exactly what is required of the child and specify achievable examples to follow.

A consistent and fair approach to behaviour management

- Clear systems to reward good behaviour and strategies for inappropriate behaviour
- A system that allows children to take ownership of their behaviour and their rewards

Principles

- Each day is a fresh start
- The school's Positive Behaviour chart is displayed in every class
- Each child has a self-decorated peg that is used to indicate his/her place on the chart
- Children earn House points for their team
- Children may earn a place on a special end of term visit
- Children know there are consequences for inappropriate behaviour choices
- Parents are informed of serious behaviour issues.

To encourage children to be active and focused learners each class has a 'Positive behaviour' chart to remind children that they need to demonstrate good behaviour for learning. The chart consists of seven cards each with a different message, i.e. *Outstanding, Good Day, Great Effort, Ready to Learn, Make Better Choices, Stop and Think and Parent Contact*. All children have a self-decorated peg which is placed on the 'Ready to Learn' card at the beginning of each day. Children may move up or down the chart according to their behaviour for learning. Rewards are given at the teacher's discretion for children who reach the 'Outstanding' card.

Outlined below is the hierarchy of steps that will be taken when inappropriate behaviour occurs. These are regularly discussed with the children and provide a consistent approach. It is important to note that these steps are a guide only. A one size fits all response to the management of inappropriate behaviour is not possible.

We believe it is the adults' role in school to actively encourage good behaviour and guide individual children to make the right choices. Teachers and TAs in our school manage this

professional responsibility by exhausting every possible technique and strategy in the promotion of good behaviour. Some children, however, need extra support in this regard.

Step 1 If a child's behaviour starts to become inappropriate a wide range of non-verbal warnings may be used, e.g. eye contact, disapproving facial expression to alert him/her that this unacceptable conduct has been noticed and hopefully this will stop the misbehaviour from deteriorating further.

Step 2 If the misbehaviour persists the child may be asked to move their 'peg' to another place on the Positive behaviour chart indicating that the child must make an independent decision about their behaviour. The child is reminded of the expectations and values of the school.

Step 3 If a child's inappropriate behaviour persists they may be sent to a partner class with work to complete and given an opportunity to reflect on their behaviour.

Step 4 At this point a meeting may be scheduled between the parents and the class teacher.

Step 5 If the child's behaviour does not improve or a more serious issue arises the child may be sent to a member of the senior leadership team, the deputy head teacher or the head teacher. Parents may be asked to attend a meeting with the Head Teacher to discuss the issue and possible sanctions.

Generally this combined approach is enough but in some cases it may be appropriate to enlist additional specialist help, advice and input from other agencies, including the school's Educational Psychologist and the LA's Behaviour Support Team.

Internal exclusions may also be used as a measure to defuse situations, which occur in either the classroom or school in general, that are having a negative impact on the learning environment. In these circumstances the child would be removed from his/her class to a designated area within the school, with appropriate support and supervision, on a temporary basis. Internal exclusion will be for the shortest time possible but may be required in severe cases for longer, as part of an Individual Behaviour Plan.

As a final measure, after all other avenues have been exhausted, the Head Teacher reserves the right to exclude a child/children for a short period or permanently, in line with the Local Authority and the Department for Education (Dfe) guidance (See Appendix A for explanation of fixed term and permanent exclusions).

Dress and appearance - Expectations of children

We are part of a very important family at St. Michael's School. We all have an important part to play. How we all look and how we behave, creates an image which our local community sees and can make judgements against.

Children are asked to wear our smart uniform in a clean and tidy manner. School does not allow children to wear earrings or any other form of jewellery, nail varnish or makeup. Long hair must be tied back and short hair must be sensible and suitable for school. We ask parents not to shave children's heads below grade 1; patterns made with razors and hair extensions are not permitted.

Expectations of staff in this regard are made clear in the staff handbook.

Lunchtimes

Lunchtime staff will encourage children to behave appropriately when outside the classroom. They will deal calmly but firmly and consistently with inappropriate behaviour in the playground, the dining hall or in classrooms.

Our emphasis is on rewards to reinforce good behaviour, rather than on failure. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

All strategies for inappropriate behaviour need to be clearly understood by lunchtime staff and children.

We believe it is important that those involved in settling disputes:

- Avoid confrontation
- Listen
- Try to establish the facts
- Investigate and address the problem
- Talk through the issues and use appropriate strategies to support the child/children to address their behaviour.

Playground Rules

- **BE KIND:** If someone is on their own, make sure they are okay and have someone to play with. Be aware of others in the playground, especially younger children. When playing games remember to include others, play fairly and show sportsmanship.
- **LISTEN:** Always do as you are asked, when you are asked. On hearing the bell, stop playing, stand in silence and when asked to, line up sensibly ready to go back into class.
- **BE TIDY:** When using equipment, use it correctly so that it is not damaged. Ensure all litter is put into the bin. Look after your own belongings. Do not take them out or leave them in the playground.
- **MOVEMENTS:** Remember no one owns a game or area of the playground unless it has been allocated to a class on the rota. Respect other children's space and the games they are playing.

POSITIVE BEHAVIOUR MANAGEMENT – MIDDAY SUPERVISORS

Positive strategies do work for most children – if they are used consistently and with commitment. Sometimes, however, children do forget and situations may arise which you need to address. Do not be disheartened by this – use the following strategies but do remember to then find something positive to pick up on as soon as you can. This will help to get the children ‘back on track’ quickly.

1. Always look out for the positives – good manners, care and consideration, children following instructions etc. Make sure children know what you are looking for, e.g. ‘I am looking for children who say please’ etc. then they know you have noticed them doing the right thing.
2. Always be ready to reward good behaviour – praise, a mention to class teachers etc.
3. If a child is not following instructions, try proximal praise – praise children nearby who are doing the right thing. Often children will pick up on this and copy them.
4. Make sure that children are clear about exactly what you want them to do – give instructions clearly and praise them for ‘getting it right’.
5. Make sure that you are vigilant and where necessary deal promptly with any situations before they escalate. Children are then more likely to respond to a calm, quiet word.
6. If you need to deal directly with a situation, stay calm, quiet but firm. Raised voices and shouting are unacceptable – they are the surest ways of escalating a situation and leave everybody feeling tense and upset.
7. If you are at all concerned about any issue or child, do speak to their teacher as soon as possible. It is important that we all work together to keep our school a happy place.
8. If an incident occurs in the playground, the details of the incident should be recorded in the incident book, which is kept in the office. This book should then be shown to the class teacher.

REMEMBER: Unless a child is posing a risk to themselves or others, physical contact should be avoided. Shouting is unnecessary and unacceptable!

STAY POSITIVE, A SMILE CAN WORK WONDERS!

POLICY INTO PRACTICE

- Policy and systems to be launched with children during the first week of the new term in September.
- Policy published for governors, staff and parents
- All classes use 'Ready to Learn' card system
- Assembly time used to illustrate and promote positive behaviour for learning, through stories, parables and drama etc.
- Curriculum subjects: RE, PHSE and Citizenship contribute to personal and social education.
- Occasional talks, presentations are delivered from outside agencies, e.g. Police and safety awareness groups etc.
- School Council are pro-active
- Parents/Carers sign the school's Home-School Agreement.

Appendix A

Fixed-term and permanent exclusions

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

If the Head Teacher excludes a pupil she informs the parent/s immediately, giving reasons for the exclusion. At the same time the Head Teacher makes it clear to the parent/s that they can, if they wish, appeal against the decision to the governing body. The school will inform the parent/s how such an appeal can be made.

The Head Teacher informs the Local Authority and the governing body about any permanent exclusion and about any fixed-term exclusions beyond six days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. The committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority and consider whether the pupil should be reinstated.

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