

St Finbar's Catholic Primary School

Positive Behaviour Policy

AIMS AND EXPECTATIONS:

In St Finbar's we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually. The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour. (See Appendix I 'Rewards and Sanctions')

This policy is designed to promote good behaviour rather than merely deter antisocial behaviour.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary
- Be aware of and understand his/her rights and responsibilities (see Appendix II)

A member of the SLT will be on playground duty during lunch break.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

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All Staff will:

- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model
- Reward/praise positive behaviour
- Use the behaviour log when necessary
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Be aware of and understand their rights and responsibilities (see Appendix II)

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of the environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

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Parents, Carers and Families will:

- Support the school when reasonable sanctions to punish a child have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the headteacher then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities (see Appendix II)

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of misbehaviour – sanction room book, headteachers records, home/school link cards/books.

Trips

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable and they have moved to stage 4 of the sanctions procedures, they will not be accepted on a trip.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

Internal / external exclusion will mean withdrawal from trips.

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Review

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

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APPENDIX I - Rewards and Sanctions

Rewards:

To reinforce good work/learning, behaviour and attitude we use:-

- Verbal praise
- House points
- Weekly merit certificate given out during school assembly
- Pupil's work is displayed throughout the school
- Children sent to head teacher or subject co-ordinator to show their work.
- Pupil of the week – lunch with the Headteacher

Sanctions:

Stage	Examples of Behaviour	Possible Sanctions	Comments
Stage 1	Swinging on chair Interrupting/calling out Losing concentration Running inside the school building Being in the wrong place at the wrong time. (e.g. In upper part of school during lunch break) Ignoring instructions Silly noises Pushing in line	Quiet reminder Non-verbal signals (e.g. Eye contact, pointing) Change of seating Name on board – after 3 warnings in a day move to stage 2	Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving.
Stage 2	Persistent stage 1 behaviour Rudeness Affecting other pupil's learning Inappropriate remark to other pupils Minor challenge to authority	Will miss playtime with class teacher – supervised. Child may be sent to a member of the Leadership team	Incidents to be recorded in class sanction book. Collected into a file. DHT to check weekly. Meeting with DHT on Mondays. Headteacher to check the sanction room register half-termly and speak to persistent offenders. Parents informed if children in the sanction room more than 3 times

Stage 3	Persistent stage 2 behaviour Persistent swearing Damaging school's/pupil's property Leaving class without permission Harmful/offensive name calling Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious cheek/challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children	Sent to the Headteacher Telephone call to inform parents Sent to Headteacher Internal exclusion from lesson	Behaviour log to be filled in.
Stage 4	Persistent stage 3 behaviour Bullying Fighting Racism Violence Very serious challenge to authority Leaving school without permission	Headteacher informed Meeting with parents Ban on representing the school and/or trips outside school – fixed period	Situation to be monitored by teachers and Headteacher
Stage 5	Persistent stage 4 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil	Exclusion for a fixed Term Governor disciplinary subcommittee convened. Permanent exclusion from school	1,3,5

All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.

APPENDIX II - Rights and Responsibilities

Pupils

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents/Carers

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns
To have concerns taken seriously	To share concerns constructively

This document was approved and adopted by the governing body

Date: 5 may 2015

Signature of the Chair of Governors:

A handwritten signature in cursive script, appearing to read 'J Cook-Hannah', written over a horizontal line.

Name of the Chair of Governors: Mrs Janette Cook-Hannah