

# S Finbar's Catholic Primary School

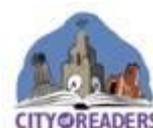
**Type:  
Policy Document**

**Behaviour Policy**

**Lead:  
Mrs J P Conley**

**Date:  
March 2018**

**Review date:  
March 2019**



## RATIONALE

Effective behaviour management underpins good teaching and learning. This is different from discipline; which is just one part of behaviour management.

Where discipline describes the consequences (behaviour system) you give pupils for not following the rules, behaviour management describes a more general set of procedures, most of which are aimed at avoiding problems rather than responding to them.

At St. Finbar's Catholic Primary School we believe that everyone should be treated fairly, with dignity and respect.

Children will be led by the example of adults showing clear expectations, consistent discipline and following a positive reward system in a non-threatening learning environment.

**Section 89 of the Education and Inspections Act 2006** states that the Headteacher of a relevant school must determine measures to be taken with a view to;

1. promoting, among pupils, self-discipline and proper regard for authority,
2. encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils
3. securing that the standard of behaviour of pupils is acceptable,
4. securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
5. otherwise regulating the conduct of pupils.

## PURPOSE

To promote positive relationships and good behaviour through nurturing motivated, engaged pupils, who make good choices which are recognised and celebrated.

## GUIDELINES

- Ensure our agreed Code of Conduct is known by pupils, staff, parents and governors
- Assemblies are linked to promoting our core values
- Promote good behaviour through systematic celebration of **ALL** pupils' achievements
- Rewards should focus on reinforcing behaviours we want to see
- Keep records of pupils' behaviour rewards and sanctions to share with Parents/ Carers as necessary.
- High expectations of good behaviour should apply to **all** children at **all** times.
- Recognise some pupils will need more support in meeting these expectations and put appropriate plans in place to help them
- All adults around the school should be good role models for pupils

- Consequence systems should focus on Positive Discipline techniques that are kind **yet** firm at the same time.
- The emphasis is on *how* one disciplines rather than on specific strategies. **This is discipline with dignity.** In any situation, children have a right to their feelings and should be able to have their voice heard.
- Reasonable force may only be used to prevent a child from injuring itself and/or others. Corporal punishment is illegal.
- A decision to exclude a child from school lies with the Head Teacher alone and should only be used in line with this policy.
- Part of the Home/ School contract refers to our code of conduct, which parents agree to and sign on admission

## 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 available to support with behaviour during lunch break.

### Exclusions

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

The Headteacher may also 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.

Following any form of exclusion (internal or external/ fixed-term or permanent) a review/ return to class interview will take place. This will include the HT, pupil and their parent. At this meeting school expectations, together with next steps, roles and responsibilities etc. will be agreed. A date for any follow-up meeting will also be planned for.

### All Staff will:

- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity for pupils to work in groups
- Make sure that pupils listen and are listened to
- Show that they value others and know that they in turn are valued
- 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/ care 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 I)

### 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

### 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 feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- 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 using the school's complaints procedure.
- 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 & EVALUATION

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of misbehaviour – examples to include; sanction book, behaviour log, home/school link cards/books etc.

## 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 may 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.

Any internal / external exclusions may mean withdrawal from trips.

## REVIEW

The policy will be reviewed in line with the school's review cycle. However, the Governing Body may review the policy earlier if recommendations on how the policy might be improved are received.

Next planned review date: March 2019

This document was approved and adopted by the governing body

Date: 28<sup>TH</sup> March 2018

Name of the Chair of Governors: Mrs A Williams

## APPENDIX I - Rewards and Sanctions

### REWARDS

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

- 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.
- Pupils of the term – lunch/ afternoon tea with the Headteacher

### SANCTIONS

The following table provides an example of the kind of behaviours which may be deemed inappropriate/unacceptable. It also includes examples of the range of sanctions which may be applied. This list is by no means exhaustive. The school reserves the right to apply movement through these stages as appropriate.

All of the sanctions listed below are put in place at the discretion of the Head teacher. The context and individual child's needs will be fully taken into account when sanctions are applied.

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 Chances cards – 3 warnings → move to Stage 3	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 appropriately.
Stage 2	<b>Persistent stage 1 behaviour</b> plus:  Rudeness Affecting other pupil's learning Inappropriate remark to other pupils Minor challenge to authority	Will miss playtime Spend the time with the 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 register half-termly and speak to persistent offenders. Parents informed if children are in the sanction book more than 3 times.

Stage	Examples of Behaviour	Possible Sanctions	Comments
Stage 3	<p><b>Persistent stage 2 behaviour plus:</b></p> <ul style="list-style-type: none"> <li>Persistent swearing</li> <li>Damaging school's/pupil's property</li> <li>Leaving class without permission</li> <li>Harmful/offensive name calling</li> <li>Throwing objects with intent to harm</li> <li>Harming someone so they need medical help</li> <li>Continued or more serious cheek/challenge to authority</li> <li>Stealing</li> <li>Repeated refusal to do set task</li> <li>Highly offensive remarks to Children</li>   <li>Bullying</li> <li>Fighting</li> <li>Racism</li> <li>Violence</li> <li>Very serious challenge to authority</li> <li>Leaving school without permission</li> </ul>	<ul style="list-style-type: none"> <li>Sent to the Headteacher</li> <li>Telephone call to inform parents</li>   <li>Internal exclusion from lesson</li> <li>Headteacher Informed, meeting with parents</li>   <li>Ban on representing the school and/or residential trips outside school –</li>   <li>Fixed term exclusion</li> </ul>	<p>Behaviour log to be filled in.</p> <p>Situation to be monitored by teachers and Head teacher</p>
Stage 4	<p><b>Persistent stage 3 behaviour plus:</b></p> <ul style="list-style-type: none"> <li>Persistent verbal abuse to a member of staff</li> <li>Physical abuse to any member of staff/adult</li> <li>Malicious physical assault on another pupil</li> </ul>	<ul style="list-style-type: none"> <li>Exclusion for a fixed Term</li>   <li>Governor disciplinary committee convened.</li> <li>Permanent exclusion from school</li> </ul>	

## 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

### Staff

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 be listened to	To give opinions in a constructive manner To listen to others
To keep parents/ carers informed about their child's progress	To talk to parents/ carers if they have any concerns about their child's learning and wellbeing To talk to the child about what he/she does in school
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

## 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