



Behaviour Policy

Because God calls us to fullness of life in Christ we provide varied exciting opportunities for children to achieve highly.

God invites us to promise to keep everyone learning.

Because God calls us to love our neighbour we respect and include each other and develop the skills of confidence, resilience, independence, empathy and understanding.

God invites us to promise to keep everyone included.

Because God calls us to live as faithful members of the community we respect the world around us.

God invites us to promise to look after the world around us.

Because God shows us the best way to live we get to know ourselves and learn how to be safe.

God invites us to promise to keep everyone safe.

Because God calls us to be like him we get to know ourselves and learn to respect the truth.

God invites us to promise to be honest."

Approved by	Approval date	Review date
SDC Committee	Extra-ordinary Meeting Autumn 2016	Spring 2019 or sooner should monitoring suggest.

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a Christian way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has reworded its mission statement into five promises. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

God invites us to promise to:

1. keep everyone safe;
2. be honest;
3. keep everyone learning;
4. keep everyone included;
5. look after the world around us

The school expects every member of the school community to follow these promises.

We treat all children fairly and apply this behaviour policy in a consistent way. We recognise that children are individuals with differing needs and respond appropriately to meet these needs. Regular training and reflections support this.

We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards

Group Rewards

Our school is divided into four houses: St Joseph's, St Patrick's, St Helen's and St Mary's. House points are awarded for following the promises and are announced in Friday celebration assembly. Children place beads in a jar and classes are exploring other ways of recording house points such as tally charts and online 'dojos'. A sticker at lunch time equals a house point. Golden time (15 mins) after assembly on Friday morning is a reward for all children each week. Children are given opportunity to work with their house team members in the classrooms and across school. They meet half termly and discuss issues relating to school improvement. Each term the house with the most points is rewarded with a special treat.

Individual Rewards

Children receive a sticker / stamp / signature for their achievement – progress, attainment and improved effort.

The stamps are collated on individual segmented cards:

Certificates are awarded for different amounts of stamps collected:

Bronze Award for 20 stamps

Silver Award for 40 stamps

Gold Award for 60 stamps

Diamond Award for 100 stamps

Special Headteacher Awards may be given to pupils who achieve a further 50 stickers.

Children who receive these awards are presented with their certificate in the Friday assembly.

Parents are encouraged to come to this assembly and join the celebration of progress.

The school also acknowledges the efforts and achievements of children out of school. We encourage children to bring in their certificates and medals for example music, gymnastic, dancing so that these can also be shared in Celebration assembly on Friday.

Consequences

The school employs a stepped approach which is based on the language of choice to manage behaviour and there are a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation

Language of choice

Say what you see - describe the unacceptable or inappropriate behaviour.

Describe the behaviour you need to see

Present the children with a choice (a chance to change the behaviour or accept the consequence)

Follow up with praise or consequence

Consequence Ladder

- C1 Give a look, gesture or say name. Children should know what this means through reinforcement of the classroom routines
- C2 SWYS – say what you see
'Ben, you're calling out' and describe the behaviour you need to see 'Ben, you need to put your hand up and wait your turn to speak, thank you
- C3 Give children choice or consequence
'Ben if you choose to keep shouting out you will have to sit in the cooling off chair
Children should be praised for making the right choice
- C4 Cooling off chair. If the choice is the wrong one, children will be given time out in the cooling off chair.
This consequence also includes a chat with a member of the SLT at the end of each session and will be recorded on CPOMS.
- C5 Exclusion from the classroom
If a child continues to make the wrong choice they will be removed to a 'buddy' class. This automatically generates a letter home.

Any children who receive a C4 during the week will meet with the Headteacher after Friday assembly for a reminder of the school's promises and behaviour system.

Children who receive regular C4s will be discussed at meetings with senior leaders and an individual behaviour plan should be formulated.

Parents of children who have received a C5 will be expected to respond to the letter with a phone call or a meeting with the class teacher

Any child who received more than one C5 will not take part in their house's special reward activity if their house wins.

Anti-Bullying

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

The 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, we do everything in our power to ensure that all children attend school free from fear.

All incidences are brought to the attention of the headteacher or deputy headteacher.

Parents, children and staff are clear about the schools definition of bullying and there is an anti-bullying policy in place. The anti-bullying policy should be read in conjunction with this policy.

An assembly to clarify this definition is held at the beginning of each school year. A child version of the definition is "We do not bully other children. Bullying is when one child or some children together hurt another child more than once. We do not hurt other children's bodies or feelings."

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in 'Use of Reasonable Force' guidance from the DFE September July 2013, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, 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.

Some staff have taken part in MAPA training.

Individual Behaviour Plan

We recognise that some pupils need a tailored behaviour plan as the general behaviour policy may not meet their needs fully. Children who receive regular C4s will be discussed at meetings with senior leaders and an individual behaviour plan should be formulated.

Staff will seek advice and support from senior leaders and outside agencies where appropriate. The parent and the child will be involved in formulating the plan which will set out specifically their positive behaviour targets and any consequences.

The role of the class teacher

- It is the responsibility of the class teacher to ensure that the promises are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children, they use positive verbal and body language.
- The class teacher treats each child fairly and adopts stepped approach and consequence ladder. The teacher treats all children in their class with respect and understanding.
- Class agreements with expected routines to follow are developed in the first week of the new academic year.
- It is the class teacher's responsibility to ensure C4 incidents are recorded with SLT.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child.
- Adopt a calm, supportive and respectful attitude when communicating with each other

Our Teaching will support outstanding behaviour by:

- Delivering an interesting and engaging curriculum which is regularly reviewed.
- Planning an enquiry based curriculum to engage and enthuse
- Making all lessons accessible to all learners which include challenge for all.
- Providing interactive and varied lessons using different teaching styles to motivate and engage all.
- Modelling and promoting independent learning.
- Quality feedback and valuing children's work.

We expect the pupils to

- Try their best.
- Be independent and know where to find support.
- Know what their next steps are.
- Respect each other by allowing everyone to learn and by being accepting of all abilities.
- Follow the promises displayed in class
- Take part in pupil interviews and contribute to house meetings

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. They will ensure that training supports staff in their roles.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- 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, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the promises on the school web-site and home-school agreement, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school using written and verbal communications, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions with a child, parents should support the actions of the school. 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. If these discussions cannot resolve the problem, a formal grievance or complaint process can be implemented.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of 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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant 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 and fixed term exclusions.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This 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 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 behaviour policy will be consistently applied by all adults; adults will each take responsibility for promoting and encouraging appropriate behaviour around the school.
- This will be monitored through:
 - Formal and informal monitoring by members of the Senior Leadership Team
 - Discussions at staff meetings and briefing meetings.
 - Use of behaviour incident record – shared drive.
 - Parent feedback
 - Lunchtime supervisor meetings
 - Governor visits.
 - Children's view in house meetings
 - Behaviour surveys by children and parents
 - Discussion with children
- The class teacher may record persistent disruption in a record book – incidents of C4s are recorded by SLT (shared drive). The headteacher records those incidents where a child is sent to him/her on account of disruptive behaviour. We encourage recording of incidents that occur at break or lunchtimes.

- The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They 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.