



Behaviour Policy

Mission Statement (5 Promises)

Keep Everyone LEARNING	<i>Because God calls us to fullness of life in Christ we provide varied exciting opportunities for children to achieve highly.</i> God invites us to promise; to keep everyone learning	
Keep Everyone INCLUDED	<i>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.</i> God invites us to promise; to keep everyone included	
Keep Everyone SAFE	<i>Because God shows us the best way to live we get to know ourselves and learn how to be safe.</i> God invites us to promise; to keep everyone safe	
Look After the World Around Us	<i>Because God calls us to live as faithful members of the community we respect the world around us.</i> God invites us to promise; to look after the world around us	
Be Honest	<i>Because God calls us to be like him we get to know ourselves and learn to respect the truth.</i> God invites us to promise; to be honest	
Approved by:	Approval Date:	Review Date:
SDC	04/10/2021	October 2022
Covid Review September 2021	Changes highlighted in blue (for localised outbreak only).	

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:

- keep everyone **safe**;
- be **honest**;
- keep everyone **learning**;
- keep everyone **included**;
- **look after the world around us**

The school expects every member of the school community to follow these promises and keep forgiveness in mind. 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.



This policy refers to CPOMS. This is an electronic monitoring and reporting system which allows school to record information about a child in a secure way. Categories are determined by the school and include child protection, safeguarding, welfare and pastoral concerns.

Rewards

Group Rewards

Our school is divided into four house teams: St Joseph's, St Patrick's, St Helen's and St Mary's. Team points (referred to as 'mission points') are awarded for following the promises and are announced in Friday celebration assembly. Children record their mission points in class using tally charts. Children are also awarded mission points by lunchtime staff which they then record in their classroom.

Children are given opportunity to work with their house team members in the classrooms and across school. Each term the house with the most points is rewarded with a special treat. Examples of this are a cinema afternoon, bouncy castle, water fun.

Celebration assembly may take place remotely and the end of term reward will reflect the advice given at the time.

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.

Parents should continue to send in achievements / Facebook / email and these will be recognised by teaching staff and shared. The celebration of out of school awards will continue even if the assembly takes place remotely.

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.



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

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 , e.g.: <i>"Ben if you choose to keep shouting out you will have to sit in the cooling off chair"</i> 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 be discussed with the SLT.
- 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 the SENCo and an individual behaviour plan will be formulated.

Parents of children who have received a C5 will be expected to respond to the letter by attending a meeting with the class teacher and Headteacher where appropriate.

Any child who received more than one C5 will not take part in their house's special reward activity if their house wins and individual consequences may be given if appropriate. These may include sanctions at football games, missing breaks or lunchtimes. These sanctions will be discussed with pupils and will be fair and appropriate.

Parents at all times will be spoken to regarding additional consequences for poor behaviour. A behaviour plan or report plan will be given to children who are excluded from classrooms. A meeting with the SENCo is an essential part of this process to discuss reasons behind the behaviour.

Anti-Bullying (to be read in conjunction with the anti-bullying policy)



“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.

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 and at other times where appropriate.

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.

Staff must be alert to signs of anti-social and racist behaviour due to media coverage on the virus.

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 or C5s will be discussed at meetings with the SENCo and an individual behaviour plan must be formulated.

Staff will seek advice and support from the SENCo, Headteacher 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. (for example: lining up, walking down the corridor)
- 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 primary 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.
- All staff set good examples and 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

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 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, he 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. He 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 CPOMS to record behaviour
- Parent feedback
- Governor visits.
- Behaviour surveys by children and parents
- Discussion with children

The class teacher may record persistent disruption on CPOMS* – incidents of C4s and C5s are also recorded. The Headteacher records those incidents where a child is sent to him/her on account of disruptive behaviour. We give responsibility for recording of incidents that occur at break or lunchtimes to supervising staff.

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.