

St. Francis' Catholic Primary School



Behaviour Policy September 2015

Approved by staff:
Approved by Governors:
Review date:

September 2015
September 2015
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MISSION STATEMENT

"Together we achieve excellence in our education, explore our special gifts, and love and follow Jesus."

School Aims

We aim to be a school where all members of the community live according to Gospel values, promoting the virtues of freedom, sincerity, justice, truth and joy, allowing all members of the community to feel secure and able to work and live in an atmosphere of courtesy and respect.

To create a caring and stable environment, in which each person is respected as an individual with unique gifts, talents and ambitions, and is given the freedom and confidence to develop these.

Golden Rules

These are referred to by all staff to remind children of general whole school expectations of behaviour:

Be gentle	Don't hurt anyone
Be kind and helpful	Don't hurt people's feelings
Work hard	Don't waste your or other people's time.
Look after property	Don't waste or damage things
Listen to people	Don't interrupt
Be honest	Don't cover up the truth

Aims of This Policy

- To foster a caring family atmosphere in which teaching and learning can take place in a safe and happy and supportive environment.
- To enable good discipline to be maintained and managed in a fair and equal way throughout the school.
- To inform staff, parents, pupils and governors of the set procedures for maintaining good discipline throughout the school.
- To teach moral values and attitudes as well as knowledge and skills through our curriculum. In accordance with our Catholic vision this will promote good relationships, respect for self and for others, responsible behaviour, and respect for property.
- To reinforce good behaviour, by providing a range of rewards for pupils of all ages and abilities rather than simply to punish inappropriate behaviour.
- To enable a whole school approach to maintaining good discipline in order for effective learning and teaching to take place.
- To make clear to pupils the distinction between minor misdemeanours and serious misbehaviour, and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Code of Conduct:

Pupils can expect staff:

- To follow the Golden Rules;
- To address them in a reasonable tone of voice;
- To deal with them fairly, equitably and consistently;
- To value all aspects of their achievements and to congratulate them when seen doing good;
- To act as role models and discuss things that go wrong and the reasons why we have rules;
- To deal with bullying and racism;
- To ensure a safe learning environment.

Staff can expect pupils:

- To follow the Golden Rules;
- To be punctual and ready to learn;
- To sort out disagreements in a fair manner;
- To understand that it is their behaviour that triggers the system of consequences;
- To take responsibility for their own behaviour;
- To know when to apologise and show regard for fellow pupils;
- To report any serious grievances against another child to a member of staff who will take appropriate action;
- To walk around the school quietly and calmly;
- To tell an adult if they are being bullied or they know someone else who is;
- Understand that foul or abusive language should never be used;
- To be aware that they should not bring sharp or dangerous instruments to school.

Promoting Positive Behaviour

Our emphasis should be constantly on praise. We will encourage good behaviour by acknowledging and congratulating those pupils who are meeting expectations. These must be promoted by the whole school community. They operate on an individual basis as well as whole class/houses working together. The following incentives and rewards for achievement apply:

Positive Recognition of Working Together within the Classroom

Class Marble Rewards

To encourage positive whole class behaviour a marble reward scheme operates in each class (appendix A). A marble may be awarded for each morning and afternoon session. Marbles are awarded for positive whole class behaviour choices e.g. making a good effort, using classroom voices, following instructions, working co-operatively. Poor behaviour choices by an individual pupil should not prevent a marble being awarded to a class. However, poor behaviour by a group of pupils would prevent the award of a marble. Once awarded a marble cannot be rescinded.

Once 50 marbles have been awarded the class earns a reward. This could involve a visit out of school, a DVD or a games afternoon. Consideration must be given to keeping costs to a minimum and ensuring all children are able to access the reward.

Positive Recognition of the Individual Pupil

Pupils who are consistently making good choices are recognised with rewards such as praise, stickers and positive notes home. In addition to this:

Star of the Week:

Each week teachers nominate a child from each class to be 'Star of the Week'. These can be awarded for any aspects of citizenship or behaviour, and they are nominated by teachers at assembly on Monday morning, with names displayed on the board for the week. This might include:

- A consistently positive attitude to school life
- Kindness, helpfulness or honesty
- Caring for the school environment

Golden Certificates:

Each week teachers nominate 3 children from each class to receive a Golden Certificate. These can be awarded for any aspects of exceptional effort over the week or academic achievement. Teachers must ensure that the names of the children and reasons for awarding the certificates are listed in the Golden Book together with the certificates, which are handed out at assembly on a Friday morning.

Going for Gold:

In our school, each class uses the Traffic Lights system of behaviour management, which incorporates both rewards and consequences.

Pupils who choose to follow the rules progress up the 'colours' as follows:

Bronze- Children move from green to bronze for consistently positive behaviour and following the golden rules

Silver- Children move from bronze to silver if this exceptional behaviour continues in the same day

Gold - Children move from silver to gold in exceptional cases of outstanding and consistent learning behaviour throughout the day.

- At the end of the day the class teacher looks to see where pupils are on the Traffic Lights. If children have sustained their position on bronze or silver they are issued with a bronze or silver sticker.
- If they remain on gold they will be issued with a special gold sticker and will be sent to the head teacher to receive a Head teacher's gold certificate at the end of the day. They will get a letter home to parents and their names will be in the newsletter.
- Each half term, the names of the gold children will be picked out of a hat to see which child attends a special lunch with the Head Teacher.
- No more than 18 stickers should be given out in a week- 2 golds, 4 silvers and 12 bronze.

Procedures to Follow When Rules Are Broken

Teachers have a right to teach and all children in the class have the right to learn. Children who break school rules stop teachers from teaching, and stop others and themselves from learning.

There are times in every classroom when children disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and they have CHOSEN not to. A record is kept of any sanctions a child may have received and why, in the Learning Mentors' file.

All members of staff working with groups or individuals should apply the behaviour policy and follow the procedures in the same way as class teachers. Each classroom and teaching space should have the Golden Rules displayed. Unacceptable behaviour should be made explicit and the child continuously encouraged to consider their choices.

Consequences:

Pupils who choose not to follow the rules progress down 'the 'Going for Gold' system as follows:

- Before moving to amber the class teacher will use refocusing, redirecting, and reminders before a warning is given.
- Warning for amber; name moved off green and placed next to amber.
- Name moved to amber; sit alone for 5 minutes on the Thinking Chair. The Thinking Chair should be placed where children can still see and hear the lesson.
- Warning for red: name moved off amber and placed next to red
- Name moved to red; sent to parallel class for a maximum of 10 minutes, using the Stepping Stones Referral Slip (appendix B). The child will then spend the next break time in the Reflection room thinking about their choices.

- After reaching red on the traffic lights, if the child persists with unacceptable behaviour a Pink Slip (appendix C) must be completed detailing the reasons for the referral. The child is then spends the afternoon in the Reflection room. (Only in exceptional circumstances should the child be sent to a member of SLT in the morning). It may be necessary for the child to be escorted out of class by an adult (or, in exceptional circumstances, the Learning Mentor or Headteacher).
- Children who are sent to the Reflection room will be expected to reflect on their behaviour and consider alternative courses of action by completing "Thinking about my behaviour" (appendix D). Work must also be provided by the Teacher.
- If a child makes extremely poor behaviour choices and is not on red on the traffic lights, they may be sent to the Reflection room immediately. The Extreme behaviour section must be completed on the Pink slip (appendix C).
- Once a child has had a pink slip, The Learning Mentor will contact the child's parents/carers to inform them of the incident.
- If a child has been on red (stepping stones) three times in a fortnight, the Learning Mentor will inform parents by letter.
- If a child receives four Pink slips, the Learning Mentor will send them directly to the Behaviour Manager, who will meet with Parents. A Behaviour Support Plan may be required, which will outline key targets for improvement linked to strategies and sanctions to achieve these targets. The plan is carefully monitored by the class teacher in liaison with the Learning Mentors and Behaviour Manager. The Head Teacher may also be involved in this process alongside other outside agencies.
- Only in extremely rare cases will a child spend more than two consecutive days in the Reflection Room. In extreme cases or where a child has repeatedly not responded to the Reflection Room provision, exclusion will be considered.
- Whilst recognising that consistency is essential to the effective implementation of the Behaviour Policy, each incident must be considered on its own merits, particularly where a child has Special Educational Needs.
- At the beginning of each morning all the children's names move back to Green. If a child at any point makes positive behaviour choices they are able to move back to Green.
- The Going for Gold System has been simplified for the Foundation Stage pupils and is referenced in the EYFS policy

Procedures for Dealing With Extreme Behaviour:

Extreme behaviour includes incidents such as violence, blatant defiance of an adult, swearing at an adult, use of obscene language.

Any or all of the following may be used as appropriate, depending on the child's demonstrated and observed response and the Head Teacher's judgement:

- A verbal warning by the HT concerning future conduct.
- Lunchtime spent in the reflection room.
- Withdrawal from the classroom for the rest of the day.
- Letter to parents informing them of their child's unacceptable behaviour.

- A meeting with parents at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, fixed term or permanent exclusion procedures are implemented.
- A case conference with parents and support agencies.
- Permanent exclusion, after consultation with the governing body and LA informed.
- If a pupil makes an allegation against a member of staff it will be investigated. Pupils who make malicious allegations against a member of staff will be excluded for a set period of time.

NB: A particularly serious problem may result in suspending the normal procedure and a child being sent home straight away.

A Child at Risk of Exclusion

The Local Authority's Behaviour Support Services advise that a child who is at risk of exclusion should have a Pastoral Support Plan in place, to support a child, their parents/carers and the school. This is a preventative measure for excluding a child where meetings are held and targets are formulated. The key aims of these plans are:

- To share knowledge and perceptions of the difficulty
- To agree a plan of action
- To agree roles and responsibilities, for example, nominate member of school staff to co-ordinate the programme
- Involvement of family and pupil/student

Playground Systems and Procedures

Playtime:

- 'Going for Gold' will only be used for the classroom.
- Minor misbehaviours should be dealt with by staff on duty and, if necessary, pupils should be required to apologise and stay with an adult for five minutes.
- Extreme incidents should be referred sent to the Reflection room or a member of the Senior Leadership Team and complete "Thinking about My Behaviour" yellow sheet (appendix E).

Lunchtime

- 'Going for Gold' will only be used for the classroom.
- Minor misbehaviours in the playground should be dealt with by lunchtime staff and, if necessary, pupils should be required to apologise and stay with an adult for five minutes.
- If minor misbehaviours occur in the hall, the same procedure should occur but pupils should sit on a bench in isolation for five minutes.
- For serious incidents e.g. as violence, blatant defiance of an adult, swearing at an adult, use of obscene language children should be sent to the Learning Mentors or a member of the SLT.
- If an incident happens at the end of the lunchtime session and staff are unable to deal with it, this should be passed to the Learning Mentor or a member of the SLT.
- Any incidents that cannot be dealt with by lunchtime staff should be referred to the Learning Mentor or a member of SLT to be dealt with.
- Where necessary letters are sent home and in extreme cases of repeated incidents a child will be excluded for a fixed period at lunchtime.
- Children should fill in "Thinking about My Behaviour" yellow sheet.

Racism

The school does not tolerate racism of any kind. If we discover that an act of racism has taken place, we act immediately to stop any further occurrences of such behaviour. Any incidents of racism are reported to the Headteacher and recorded in the 'Records of Racist Incidents file which is kept in the School Office.

Use of Reasonable Force

Education and Inspections Act 2006

Introduction

- Every school is required by law to have a behaviour policy and to make it known to staff, parents and pupils. Staff will physically separate pupils found fighting and if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- There is a legal duty to make reasonable adjustments for disabled children with SEN.
- Schools do not require parental consent to use force regarding a student.
- It's at the Head Teacher's discretion whether to report an incident to parents.
- All incidents using restraint should be logged and recorded in the restraint book.

What is 'reasonable force'?

- 'Reasonable force' covers the broad range of actions used by most staff at some point that involves a degree of physical contact with pupils.
- Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path or active physical contact such as leading pupils by the arm out of a classroom.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. It also applies to people who the Head Teacher has temporarily put on charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- It can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is the professional judgement of the staff member concerned.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction;
- Prevent a pupil behaving in a way that disrupts a school event or a school visit;
- Prevent a pupil leaving the classroom where allowing the pupils to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or other pupils, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment.

Using force:

Certain constraint techniques present an unacceptable risk and should not be used.

These are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- The 'double basket-hold' which involves holding a person's arms across their chest;
- The 'nose distraction technique' which involves a sharp upward jab under the nose.

What happens if a pupil complains when force is used on them?

When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true. It is not for this member of staff to show that he/she has acted reasonably.

Other physical contact with pupils

Examples of where touching a pupil might be proper or necessary:

- a. When comforting a distressed pupil;
- b. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- c. When a pupil is being congratulated or praised;
- d. To demonstrate how to use a musical instrument;
- e. To demonstrate exercises or techniques during PE lessons or sports coaching;
- f. To give first aid.

NB: This policy will be shared with staff, parents and pupils at least once a year.