

# SS Osmund and Andrew's RCP School

## Behaviour Policy

We recognise the presence of God in each member of our school's family and respect the dignity of each individual as created by God. By recognising this it is essential that our policy reflects a positive approach with reconciliation forming a clear and important element.

### Principles

- We aim to create an environment where pupils and staff feel happy, safe and secure
- Every member of the school community is valued and respected and treated fairly and consistently
- We promote good relationships so that all can work together with the common purpose of helping everyone achieve
- Good behaviour is promoted through an ethos of kindness and cooperation
- We encourage pupils to accept responsibility for their behaviour
- We make the boundaries of acceptable behaviour clear to everyone
- We maintain a consistent approach to behaviour throughout the school, working closely with parents and carers

### Purpose

- To make all members of the school community aware of the expected standards of behaviour
- To provide a positive climate with the emphasis on reward and praise
- To provide a clear opportunity for reconciliation following inappropriate behaviour
- To provide all in the school community with a consistent approach to achieving the expected high standards of pupil behaviour

### Responsibilities of members of staff

- To treat all children fairly and with respect
- To raise children's self esteem
- To provide a challenging and stimulating curriculum
- To create a safe and pleasant environment
- To recognise each child's individuality and be aware of his/her needs
- To teach rules and sanctions clearly and consistently
- To work together with parents, carers and other agencies
- To be a good role model

### Children's responsibilities

- To treat all children and adults with respect
- To become familiar with the rules and be aware of expectations
- To be aware of the consequences of their behaviour
- To be a good role model both in and out of school
- To be aware of the part they play in solving problems and conflicts
- **To sign and abide by the Home School Agreement**

### **Parents' responsibilities**

- To treat all children and adults fairly and with respect
- **To support the school in the implementation of this policy, including signing and returning the Home School Agreement**
- To be aware of the school rules and expectations
- To show an interest in all their child does at school
- To encourage independence and self-discipline
- To be a good role model
- To attend when invited to a meeting in school with regard to their child eg parent evenings

### **Code of Conduct**

Our code of conduct is based on the view that everyone will act with courtesy and consideration to others at all times. Children will be encouraged to:

- Try to understand other people's point of view
- Listen to others and respect their ideas
- Show politeness to others
- Be prepared to take turns and to share
- Use acceptable language always

### **Rewards and sanctions**

High expectations of behaviour are encouraged wherever possible through rewarding good behaviour. Our 'Traffic Lights' system is a simple but extremely visual technique to encourage children to make 'good choices'. The system not only rewards good behaviour but also helps children to understand that there are consequences to making 'bad choices'.

- All children start off each morning on a green light.
- If they continue to make 'good choices' they will remain on the green light and will be rewarded with 'Golden Time' at the end of the week.
- If they make a 'bad choice' and do not follow the rules they will move to amber.
- They can move back to green by making 'good choices'
- If they continue to make the wrong choices they will move to red and will have to see the Headteacher/Deputy
- They will also be given a 'Bad Choice Card' to take home which requires a written response from parents/carers.
- They will also miss some or all of Golden Time.

From reception every child is allocated to a House for which they can earn house points. There are four house teams (St Maria, St.Ambrose, St Dominic and St. Catherine)

- House points can be awarded for behaviour and/ or academic achievement.
- Each half term house points for the whole school are counted and the winning house is presented with a trophy.
- Members of the winning house and children who gained 20 house points or more have an extended playtime.

Staff also use a variety of awards in each classroom. (see appendix 1)

Although the focus for our behaviour management is on positive behaviour modification, rewards and praise, there are times when, because of the nature of the behaviour, sanctions must be put in place. Sanctions, as with rewards, must be appropriate in matching the age, ability of the child and the nature of the misdemeanour.

The following sanctions are used:

- Missing all or part of Golden Time
- Missing all or part of playtime
- Being sent to another classroom
- Being sent to the headteacher/deputy headteacher

All adults in school are aware that every child is unique and that inappropriate behaviour takes many forms. The above procedures will be carried out whenever it is appropriate. However, on occasion the level of behaviour may mean that a more severe sanction is required without following all the steps.

Some children who have behaviour difficulties will be given an Individual Behaviour Plan; for these children it will be appropriate to deal with behaviour in a different manner as detailed on their plan.

### **Pupils with Additional Needs**

The school SEN procedure can provide additional support for parents and pupils who have social emotional and behavioural needs. Parents are kept informed at every stage of the SEN process.

For pupils with more significant difficulties, the school will work in partnership with outside agencies e.g. BHSS and the Educational Psychology Service. The school may also consider the involvement of the school nurse, other health services and social care. An Early Help Assessment would be completed in these circumstances.

### **Exclusion**

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headteacher (or a member of the SLT acting on behalf of the Headteacher) has the power to exclude a child from school. The Headteacher may exclude for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this. If the Headteacher excludes a child the parents will be informed immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents how to make any such appeal.

The Headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

### **Pupils' Conduct outside the School Gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the Internet, digital recording devices and mobile phones.

Sanctions within the policy will be imposed where a pupil has behaved in such a way that he or she has:

- Posed a threat to another pupil or member of the public
- Adversely affected the reputation of the school
- Compromised the orderly running of the school

### **Power to Use Reasonable Force**

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the revised guidance on the education of children and young people with behavioural, emotional and social difficulties (2008).

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision to intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil 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 another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

### **Searching Pupils and their Possessions**

- Staff can search pupils with their consent for any item banned by the school rules
- The headteacher can authorise a search of the pupil's possessions including bags without their consent if there is reasonable grounds for doing so
- The search must take place in the presence of the pupil and another witness
- Teachers can instruct pupils to turn out their pockets and apply a sanction if they refuse to do so

### **Confiscation of Inappropriate Items**

The general power of discipline allows a member of staff to confiscate, retain or dispose of a pupil's property if having that property in school breaks school policy, or is deemed to be a dangerous object. Legislation protects the member of staff from liability to damage to, or loss of, any confiscated items. Eg. Mobile phones, jewellery other than a watch, knives etc.

### **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on pupils, staff and parents on an ongoing basis. She reports to the governing body on the effectiveness of the policy and if necessary makes recommendations for further improvements. Rewards and Sanctions are reviewed by the staff to ensure they have maximum impact on achieving and sustaining high levels of behaviour. The governing body reviews the policy every two years. The governors may however review the policy earlier than this if the government introduces new regulations.

**Behaviour Policy 2016****Appendix 1**

<b>Stage within school</b>	<b>Rewards</b>	<b>Sanctions</b>
<b>Nursery and Reception</b>	Stickers House points Puppets to take home School star of the week	Sad time Sad pad Speak to parents
<b>Key Stage 1</b>	Steps up the ladder Stickers Sticker charts Star of the day House points Raffle tickets and prizes School star of the week	Traffic light system Smiley face and sad face Steps down the ladder Missing some of break time Missing golden time Sent to the DHT/HT
<b>Lower Key Stage 2</b>	Steps up the ladder Raffle tickets Raffle prizes Table points Maths/English/Reading awards Healthy snack award Extra playtime House points School star of the week	Traffic light system Smiley and sad face Steps down the ladder Missing some of break time Missing golden time Sent to the DHT/HT
<b>Upper Key Stage 2</b>	Raffle tickets Raffle prizes Wizard of the week Cool kid Top team points Healthy snack award Magic moments House points School star of the week	Traffic light system Missing some of break time Missing golden time Sent to the DHT/HT

**Friday afternoon is celebration assembly time where rewards are given for attendance, behaviour, good work and sporting achievements.**