



Behaviour Policy

Policy determined by Governors		Signed:
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Behaviour Policy

Introduction

This policy operates in the context of the school's Behaviour Code and reflects the ethos of our school. Our Mission Statement, *"Love one another, as I have loved you, in our home, school and parish family"* underpins everything that we do in school and every policy that is written. We strive daily to live the Gospel values in our lives.

We believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.

Our Golden Rules underpin the life of the school:

- Be respectful
- Be hard working
- Be kind
- Be honest
- Be Safe
- Be happy

Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.

- To treat all children fairly and apply this policy in a consistent way.
- To ensure that children are aware of the school's Golden Rules. These rules are displayed in each class.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A Positive Approach

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, **good discipline arises from good relationships** and from setting expectations of good behaviour. It is important that children are familiar with the school ethos and Golden Rules.

Resolution of Conflict

When supporting children in solving their own problems staff demonstrate through words and body language that they will respect children's feelings and concerns and that they will guide them towards alternative ways of coping with situations.

Observant and sensitive adults bring emotional safety to tough situations.

Five steps to Conflict Resolution

1. **Stand Back** to see if the children can resolve the situation for themselves. Try to find a suitable location (quiet if possible) to speak to each child in turn. Always remind children to tell the truth. Reward children who tell the truth straight away. "Thank you for telling the truth"
2. **Be at the children's level and use calming words**, spoken at normal volume, defuse high emotional temperature by use of facial expression, gesture and positive body language. If the child is speaking in a raised voice remind him/her that you will not listen to him/her until he/she calms down.
3. **Acknowledge feelings** – 'I can see that you are really upset, would you like to tell me about how you feeling? Would you like to tell me about what happened here? Or 'Why do you think she is feeling so sad right now?' (Help children to move on emotionally and be ready to solve the problems themselves)
4. **Reflect back the children's voices** – "Let me see if you have got this right, you said she snatched the toy away from you when you were playing with it on the mat...'
5. **Enable children** to come up with their own solutions to the conflict. **Ask the children 'How might we sort out this problem?'** (Be prepared to

give them time, don't jump in too soon, however if children really struggle with this you should offer a suggestion, resist the pressure to sort out too swiftly who was in the wrong or who should be given the toy under dispute).

Achievement and Rewards

Children will and must be rewarded for good behaviour. We use a series of rewards which include:

- Praise both through gesture and verbally.
- Written positive comments in books
- Stickers and Stamps
- House points
- DRAs Lunch Time Award
- Special mention in class or in Assembly
- Exhibiting good work in class or in display areas
- Informal referral to Head teacher, Deputy head or assistant headteacher
- Using stars/smiley faces on charts, books etc
- Weekly merit for complying with the Golden Rules
- Termly Merit of Achievement
- End of Term House Treat
- Weekly Reward for tidiest corridor/cloakroom
- £5 to the class bank for best attending class
- Certificates and Badges
- Annual Attendance Award

We reinforce good behaviour and strive to help our children feel good about themselves.

Sanctions

Our Behaviour Policy is based on pupils being rewarded for behaving in an appropriate manner and for following the Golden Rules.

Failure to abide by the principles of the behaviour policy or to adhere to school rules may result in the following punishments or sanctions being applied. Please

see series of sanctions on the next page.

Sanction Steps

Sanction Step 7 Permanent Exclusion

Sanction Step 6
Formal Meeting with **Chair of Governors, Head Teacher, Parents and Child** to discuss how child can be reintegrated in to school for the good of the whole

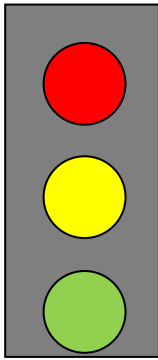
Sanction Step 5
Fixed Term Exclusion (minimum ½ day including lunchtime) following a thorough investigation. Physical aggression and abusive, foul or insulting language/action will result in immediate action to Step 5

Sanction Step 4
Formal Meeting with Parent, Child and Head Teacher

Sanction Step 3
Child is sent to a member of SLT for time to reflect on behaviour. This will be movement to the red section on the traffic light and means the child will miss all of their

Sanction Stage 2
Repeated behaviour at stage 1. This will be noted as a stage 2 behaviour and the child will be moved to the yellow section of the traffic light. If a child is on yellow by the time Golden time comes around, they will miss half of it. This might be within the class or moved to a different class, dependent upon the golden time activity.

Sanction Stage 1
Verbal Warnings
The child is named and their attention drawn to the rule they have broken. The warning will be noted on the behaviour record sheet that is collected weekly.



Stage 1

Talking in class, deliberately not completing work, acts of unkindness, running in school or on the stairs, not stopping for the bell on the playground

Stage 2

Repeated stage 1 behaviours, being rude to a member of staff, continued non completion of homework,

Stage 3

Spitting intentionally, damaging property, bullying, being physical towards another child, swearing,

The following are regarded by the Governors as valid reasons for fixed term exclusion:

- Persistent bullying
- Physical or verbal abuse towards a pupil or member of staff
- Extreme disruptive behaviour in class
- Persistent infringements of school rules
- Significant damage to school, staff or pupils' property, either in or outside school
- Stealing from school, staff or pupils, in or outside school
- Threatening behaviour
- A very serious problem may result in the normal procedures being abandoned and a child being taken home straight away

The emphasis in our school is on **promoting good behaviour** rather than on punishing bad. We feel, however, that in the rare cases of bad behaviour parents should be aware of the procedures used in school to ensure that St Anne's Catholic Primary School is a happy and safe place for all children.

Children with Special Educational Needs

Please note that some of our children may fall outside of this policy because they have specific difficulties. If this is the case the school will seek the advice of SEN teachers and other specialists in order to ensure an appropriate behaviour plan is in place.

Positive Handling

All staff have been trained to use Team Teach as an approach to defuse difficult situations and behaviour. Positive Handling is a term used to describe a broad spectrum of risk reduction strategies. It is an approach which involves personal behaviour, diversion, defusion and de-escalation techniques. Restraint is only a small part of this framework. Restraint will only be used as a **last resort**. Staff have been trained to take into considerations the following:

- Use of space
- Safe environments
- Comfortable environments
- Diversions
- Calm stances and postures
- Non-threatening facial expressions
- Low tone, volume and pace in communication
- Careful use of words
- Physical reassurance and prompts
- Effective guides and escorts
- Releases and hold with minimum drama and effort

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that they support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school.

We will inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to the Head Teacher or Class Teacher.

The Role of Governors

The Governors have endorsed this policy and, with the Head teacher, will review its effectiveness. They will ensure that the policy is administered fairly and consistently.

How our behavior policy links to Golden Time

We believe children should have the opportunity to redeem themselves if they misbehave. They can work toward the green section of the traffic light if they are

not on it. If, however, they are on red on Friday, they miss all of their golden time.
If they are on yellow, they miss half.

Policy agreed by Governors – September 2016

Policy to be reviewed – September 2017, or sooner if necessary