



ST. PATRICK'S CATHOLIC VOLUNTARY ACADEMY.

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Headteacher: Mrs T Lane

Dear Parents/Carers,

We have reviewed our school behaviour policy with school governors, staff and pupils and have devised a new Good to be Green behaviour system which we wish to share with you. The principles of the behaviour system are outlined below:

*To provide a Behaviour Management policy which is founded on the School's Mission Statement and which supports the Christian ideal and example presented in the school's R.E. Programme, reflecting the Catholic values and ethos of our school.

*To enable all children to achieve their full potential and develop the personal and social skills necessary for effective and productive interaction.

*To minimise time lost through unacceptable behaviour in all school situations

*To provide a platform for celebrating and rewarding children's achievement in the school community and to provide pupils with the opportunity to experience success in a variety of areas of school life.

*To encourage the children to develop a positive self-image.

* To promote good behaviour, self-discipline and respect; appreciating that there will be consequences for failure to keep to the behaviour policy.

*To provide a structure/mechanism for children to be able to identify and acknowledge unacceptable behaviour and modify it accordingly.

*To teach the children, through instruction and modelling, what is meant by good behaviour and why it is important.

*To foster in each child a respect for themselves and others, promoting in particular an understanding and acceptance of variation in cultures and backgrounds.

*To provide strategies by which the school community is able to deal effectively with the behavioural difficulties that may arise, acknowledging parental support and co-operation as key factors for a successful outcome.

*To actively seek the involvement and support of parents in all aspects of behaviour management to ensure all children receive their full educational entitlement

The children and staff together have decided on the different levels of acceptable and unacceptable behaviour and we seek your cooperation in implementing the Good to be Green behaviour system from Monday in order to ensure our school is a happy, positive, learning environment where children inspire children with staff support.

Kind regards,

Tracy Lane

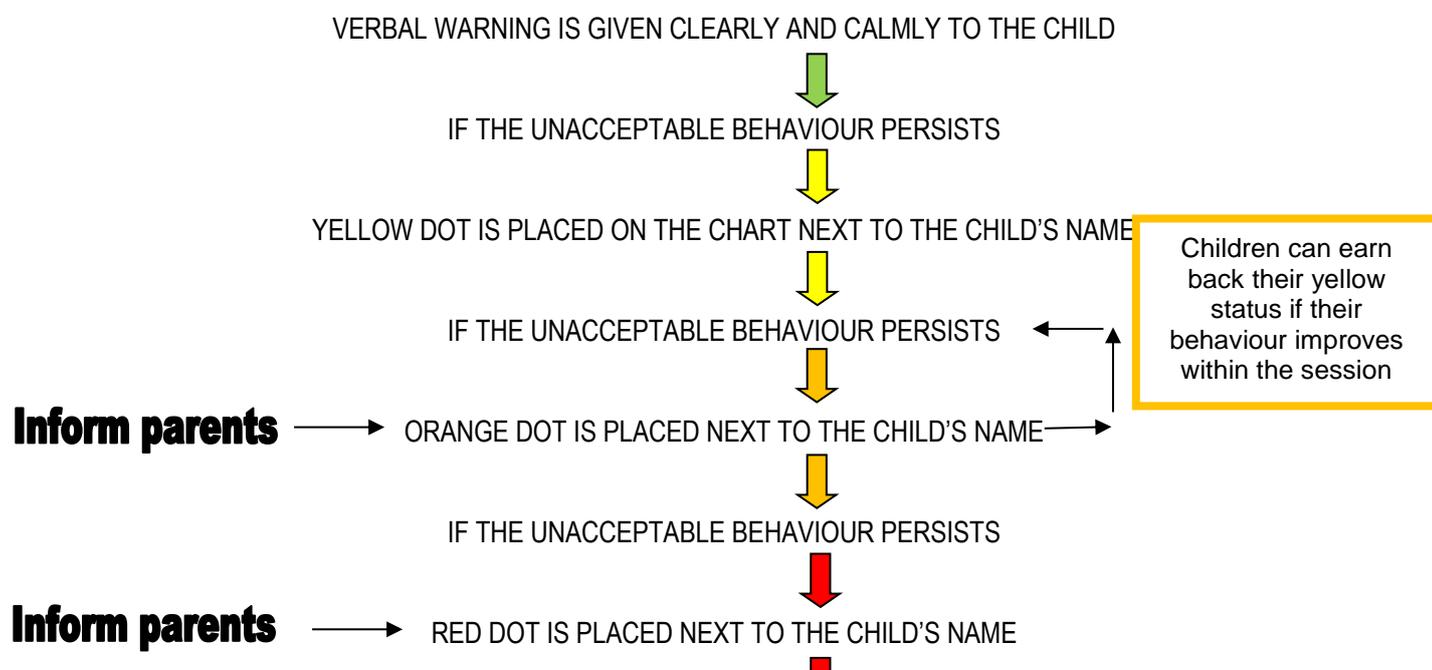
Headteacher

GOOD TO BE GREEN BEHAVIOUR MANAGEMENT SYSTEM

- The strategies available to staff for dealing effectively with children who exhibit behavioural difficulties will be used in a **calm, consistent** manner throughout the school.
- The aim is to reward expected positive behaviour and encourage children to manage their own behaviour in line with school CODE OF CONDUCT which was drawn up by staff and pupils in all areas of school- in the classroom, on the playground, in the dinner hall and around school.
- Each class will display a 'GOOD TO BE GREEN' poster which outlines to all children in child friendly language the rewards and sanctions used in managing behaviour across school.
- Each class will display a 'GOOD TO BE GREEN' class chart on which all individual children's behaviour is recorded.
- Every day is a fresh start and at the start of each day all children begin with a 'GREEN' status and are encouraged to remain 'GREEN' throughout the day.

If a child remains **green/yellow** all day they receive a sticker on their house point card.
If a child remains **green/yellow** all week they take part in an extra playtime on Friday afternoon at 2.50pm supervised by TAs
If a child remains **green/yellow** all half term they take part in an activity afternoon at the end of the half term e.g movie afternoon, extra sports activities, craft afternoon supervised by TAs
Children who have been **orange** or **red** remain in class during the reward sessions and work.

- As the day progresses if a child doesn't follow the expected behaviours in line with school CODE OF CONDUCT the following procedures are followed by all staff using the class chart:



In an extreme case a child may be given a red dot for one or more of the following incidents/actions immediately:

- Fighting with an intent to cause harm
- Making racist, sexist or homophobic comments
- Swearing at a member of staff or pupil
- Stealing

If a child gets a red dot the following sanctions are applied:

- Child goes to a paired class for 10 minutes to calm down (Yrs 1 & 2, Yrs 3 & 4, Yrs 5 & 6) they are told to sit on an allocated seat but not spoken to by the receiving class teacher after this. After 10 minutes they return to their class. In specific cases this time out may be with the nurturer if going to a paired class may be a trigger to escalate behaviour.
- The child misses their break time on that day and is supervised in the hall by a member of SLT (this may on occasion have to be the following day if the red dot is given in the afternoon)
- A behaviour report is sent home by the class teacher outlining their unacceptable behaviour and must be handed to an adult who collects the child or posted home in the case of a year 6 pupil who walks home alone. It must be signed by the teacher. A copy must be kept in the class and headteacher behaviour file. It is to be signed by the child's parents and returned to school.
- Children who have received a red dot during the week will not be included in the extra reward break time on Friday and must remain in class and work.
- Children who have received a red dot during the half term will not be included in the extra reward afternoon at the end of half term and must remain in class and work.

If a child gets 3 red dots in a week the following sanctions will be applied:

- The child will spend ½ day with a member of SLT with work supplied by the teacher
- A letter will be sent home to parents by the head teacher which, depending on the type of behaviour being exhibited, may request a meeting with parents to discuss their child's behaviour and a way to move forward. It is to be signed by the child's parents and returned to school.
- A copy of the letter will be kept in the behaviour file in the headteacher's office and in the child's school file in the main office.
- The child will then be put onto a **weekly report card** for a set period of time in order to monitor their behaviour and to support them in managing their behaviour. Parents are informed of this decision and their active support is sought.

IMMEDIATE EXCLUSION FROM CLASS

If a child exhibits dangerous behaviour during a teaching session, then immediate exclusion from the session is necessary. A member of SLT can be called to support the teacher/TA in removing the pupil if they refuse to leave. Deprivation of P.E. or swimming is only used when the misconduct has been linked in some way with those particular activities. If this happens regularly, the parents must be informed. If a child is to miss swimming due to poor or dangerous behaviour at the previous session, then the standard letter of notification is used to inform the parents of this sanction and the reason for it.

WEEKLY TARGET SHEETS

When a child is having a persistent difficulty with a specific aspect of behaviour, then a weekly target sheet system may be used to try to help the child to change the undesirable behaviour pattern. This is used for a pre-determined period of time and parents are invited to be actively involved.

The child's progress will then be reviewed at the end of the period and a decision will be made at that point as to any further action.

It may be that at this point, a referral is made to the school Nurturer for her to support the child in instances of anger management or difficulties with social interaction.

With regard to children who are felt to be experiencing regular and serious difficulty with their behaviour, the support of outside agencies may be sought through the SENDCo.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Children with Special Educational Needs who have emotional/behavioural difficulties will be in the first instance, referred to the Nottingham City Behaviour Support Team for their support and guidance in managing/finding a solution to the pupil's behavioural difficulties.

Parents will be involved at this stage and support from other external agencies may eventually sought, including the Educational Psychologist, Social Services, Child and Family Therapy and Education Welfare. For this category of children, it may be appropriate to have a C.A.F in place to promote communication between external agencies and school and also parents.

