



# ST.BEDE'S R.C.V.A

## PRIMARY SCHOOL

St Bede's is a community  
Of faith, love and respect  
Inspiring us to achieve

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## Behaviour Policy

Policy Dated- December 2017

Adopted by St Bede's Governing Body

Date next reviewed- December 2019

Headteacher Signed- T Worrall

Chair of Governors Signed- J Riley

## **Aims and objectives**

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. We aim to be a caring community, whose values are built on mutual trust and respect for all and who try to live out Gospel values.

The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure with Christ at the centre of all we do.

The school desires that every member of the school community behaves in a considerate way towards others.

We treat all children fairly and apply this policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Of paramount importance in the application of this policy is that at all times the dignity of the child be safeguarded.

## **Positive Reinforcement**

We offer a positive approach to encouraging good behaviour, through praise and reward for good behaviour in a variety of ways:

- House points system
- staff regularly congratulate children.
- Whole school reflective prayer sessions focus on and highlight positive behaviours displayed by individuals or classes throughout the week.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Regarding children's achievement out of school, e.g. music or swimming certificates, these occasions are complimented upon in whole school gatherings
- The school uses the mission and vision of the school as a basis for discussion on the occasions where pupils have not behaved appropriately in order to ensure a safe and positive learning environment.
- We expect all children and adults to treat others the way they would like to be treated.

- We expect all children and adults to try their best in all activities.
- We expect all children to show respect and care for one another and the environment.
- We expect all children and adults to treat one another gently
- We expect all children and adults to be truthful.

Classes agree codes such as rules for talk in their own classrooms. In this way, every child in the school knows what the expectations of them are. Classes use the Good to be Green system (see appendix)

We act immediately to stop any incidents of bullying in order to prevent further occurrences of such behaviour. We investigate reports of bullying and do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff 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 may need to take are in line with government guidelines on the restraint of children.

### **The role of the headteacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school care and control 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 their implementation of the policy.

The headteacher keeps records of all reported serious incidents.

The headteacher has the responsibility for giving fixed-term suspensions 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. These actions are taken only after the school governors have been notified.

### **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules to parents and carers, and we ask parents, school and pupils to read and sign a 'home-school agreement'.

We encourage parents to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concerns 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 and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of care and control, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on care and control, 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**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

Only the headteacher (or the acting headteacher) can exclude a child from school. The headteacher may exclude a child 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 the circumstances warrant this.

If the headteacher excludes a child, s/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 exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child 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 any exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher will comply with this ruling.

### **Drug- and alcohol-related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse may receive a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance may receive a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

### **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance - The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The 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.

## Appendix to behaviour policy

### Supporting positive behaviour A Whole School Approach 'Good to be Green'

How 'Good to be Green' will be displayed and used:



Each child will have a space on the card holder with 'Good to be Green' card and their name.



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#### WARNING CARDS:

If any of the behaviour listed below are observed by a member of staff an initial verbal warning can be given.

This can be followed by two WARNING CARDS (yellow).



This can lead to a consequence card being given.

A CONSEQUENCE CARD (red) being given.



However if a RED CONSEQUENCE CARD is displayed, without any prior behaviours, a CONSEQUENCE CARD (red) can be issued immediately – without any prior warning cards.

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#### Actions linked to CONSEQUENCE cards:

1. Lose 5 minutes playtime
2. Sent to work within another class for half an hour – or outside class supervised
3. Head teacher to be called

An incident with a child will be assessed by staff taking into consideration the child's age, any particular special needs and the impact of the behaviour on others.

Parents will be sent a prepared letter once a child receives a third consequence card and beyond. This letter will list the consequences with the heading 'Today your child received .... consequence cards and as a result the following action was taken' ... This letter will be sent

home for the parents to sign and return the slip to school to be filed in the class behaviour file. If the letter is not signed and returned the class teacher will telephone the parents. Any work which is not completed in lesson time **MUST** be completed at another time. At all stages of sanction, once the child has completed their sanction, they should return to the whole class setting as a 'fresh start'. The consequence card will be removed and they will start again with green

Where possible the sanction needs to be completed in the same day so that a new day can be a fresh start.

**Behaviour considered to be unacceptable:**

Below is a list of behaviours at an increasing degree of execution. The YELLOW behaviours are low level behaviours, and RED behaviours are at the end of the spectrum.

These colour codes are to be used when a child is displaying ongoing poor behaviour which is impacting on the learning of others. Should this be needed the results of monitoring these behaviours in the class Record Log will inform the completion of an 'Individual Behaviour Management Plan' where targets are drawn up.

Low level – YELLOW behaviours

- Talking
- Swinging on chair
- Shouting out
- Out of seat
- Distracting other children
- Work avoidance e.g. Sharpening pencils
- Fidgeting and fiddling
- Being careless with belongings
- Not listening
- Silly noises
- Being rude/disrespectful
- Answering back
- Teasing other children
- Poor attitude to work/refusal to complete the task
- Disruption of the lesson/learning for others
- Not following instructions
- Inappropriate language

High level – RED behaviours

- Continuation of YELLOW behaviours
- Total refusal to complete work
- Refusal to do as asked by a member of staff
- Exiting the classroom
- Leaving the school premises
- Throwing equipment
- Hurting another child or adult
- Destroying the environment
- Going under a table and refusing to come out
- Defiant behaviour
- Stealing
- Swearing

Any incidents of warnings or consequences need to be logged on the class Record Log



The logs are then stored in the class file for later reference.

If a parent is spoken to about behaviour it should be noted on the log.

## **PRIVILEGE CARDS**



The PRIVILEGE CARDS are to acknowledge and reward good behaviour. These can be given out at the discretion of the teacher to children who consistently keep the rules and set a good example for behaviour or a child trying hard to improve their behaviour.

The child displays the PRIVILEGE CARD in the 'GOOD TO BE GREEN' wallet and is presented with a raffle ticket.

At the end of the day, on a Friday, the class teacher will draw a ticket to decide on the Privilege Winner for the week. The child may keep the PRIVILEGE CARD in the wallet for the remainder of the week unless they are issued with a warning card.

Prizes may include:

Concrete prizes such as:

Pencils, rubbers, stickers, pencil sharpeners, jotters, rulers

OR

Time/responsibility or additional play activities such as:

Play with challenge box at break

Play with 'Wet Play Games' at break

Monitor position/Special Helper

Extra playtime

The prizes may differ in year groups