

## St Charles' RC School

### Mission Statement



**St Charles' is our school with Jesus at the heart, where we share the joy of the Gospel. We work to be the best we can be and live life to the full. We respect and care for each other in a welcoming place. Together we follow in Jesus' footsteps in our living and learning.**

### Behaviour Policy

#### The 'Footsteps'

**'To follow in Jesus' footsteps' in our living and learning...**

- **1. We care for God's world**
- **2. We are polite and considerate**
- **3. We are the best we can be**
- **4. We tell the truth**
- **5. We listen carefully**
- **6. We include everyone**
- **7. We are sensible**

There are 4 levels of behaviour within school:

- Outstanding
- Good
- Warning
- Consequence

Each day every pupil will start the day on Good behaviour.

To encourage pupils to follow direction and follow the rules teachers will use any of these strategies:

- Praise of a pupil nearby
- Secret student
- Ask them to tell you the rule
- Call out their name
- Remind them of the consequence

#### Rewards

**These rewards are given to a child or a class when children follow the rules.**

- Praise of an individual or group – school behaviour display for how classes achieve
- Celebrating praise of an individual with the whole class.
- Team cups
- Sharing good work with other classes.
- Sharing good work with the Headteacher.
- Sharing good work with parents.

- House points
- Top table at lunch time and dinner passes
- Headteachers certificates and postcards
- For every level of behaviour pupils earn house points
  - Outstanding 2
  - Good 1
  - Warning 0
  - Consequence

Pupils are responsible for keeping track of their points.

Each class teacher chooses a child to be 'platinum' pupil of the week to be handed out during Friday whole school assembly.

### **Procedure**

To encourage a pupil to follow the rules a verbal warning will be given with minimum interruption to the lesson e.g. "rule 2" or "tell me the rule for listening again". If the pupil continues to break the rule then that pupil will move onto the warning.

- Start on Good
- Level 1 - Verbal warning
- Level 2 - Move to Warning
- Level 3 - Verbal warning
- Level 4 - Move to Consequence
- Level 5 - For excellent behaviour (this could be learning behaviour or general behaviour) move up to outstanding as a role model to others

To encourage a pupil to follow the rules a verbal warning will be given with minimum interruption to the lesson e.g. "rule 2" or "tell me the rule for listening again".

### **Consequences**

**In class if a child repeatedly breaks a rule these consequences will be followed in order:**

**Level 1** Verbal warning – reminding of the rule.

**Level 2** Move to warning – formal recording on class record and it may involve a move of seat within the learning environment.

**Level 3** Further reminder of the rule and that a Consequence will follow

**Level 4** Move to red and a consequence applied. 1 Consequence equates to 5 min staying in during Friday morning break to do work set by class teacher.

**Level 5** Pupil who displays outstanding behaviour can move up to gold. Half term rewards for these pupils selected from rewards suggested by the pupils. Formal recording of outstanding behaviour kept in class record. Rewards for platinum cards are certificates to be distributed in celebration assemblies every half term.

### **Playtimes and Lunchtimes**

**During break times if a child repeatedly breaks a rule these consequences will be followed in order:**

**Level 1** Positive reinforcement in the playground.

**Level 2** Remind pupil of the rules.

**Level 3** Move to a warning and have 2 minutes time out with the adult. The child is given a yellow card to bring back to class.

**Level 4** Reminder of the rules and consequence

**Level 5** Move to consequence and red card given for pupil to take back to class. Pupil to spend 2 minutes time out with the adult.

**Level 6** Outstanding behaviour pupils can be given cards to sit on the top table with a friend or a 'queue jumper' pass to be used any lunchtime.

**If a child physically hurts another child they will automatically move to a warning.**

### **Children with additional needs**

Children with SEN and disabilities may require additional behaviour support. Children are supported with behaviour with their best interests in mind. Children with additional needs may be vulnerable and can be disproportionately impacted by things e.g. bullying without showing any outward signs due to communication difficulties. All staff are vigilant for this.

### **Behaviour logs**

Behaviour logs are recorded on CPOMS by all members of staff. All red cards are logged on the system. Any visitors, volunteers or lunchtime staff record using a pastoral form that is then recorded onto CPOMS. Completed pastoral forms are kept in Head Teachers office in a locked cupboard.

Blank pastoral forms can be found in the staffroom safeguarding folder, outside the school office or from Mrs T Ambrose.

### **Links to other policies:**

Anti-bullying

| <b>Date</b>  | <b>Re-established<br/>/reviewed<br/>/updated</b> | <b>Who</b>                             |
|--|--|--|
| February 2014  | Reviewed   | All staff,<br>children & Karl<br>harms |
| March 2014   | Draft launched                                   | Staff, families<br>and pupils          |
| April 2014   | Final (after<br>'naming'<br>competition)         | Senior team &<br>Whole School          |
| September<br>2015  | Reviewed and<br>updated                          | LN                                     |
| November<br>2015<br><b>Approved by<br/>full GB<br/>2/12/15</b> | Reviewed   | LN                                     |
| October 2016   | Reviewed<br>CPOMS                                | LN and TA                              |
| 14/12/16   | Approved   | FGB                                    |
| November<br>2017   | Reviewed no<br>changes                           | LN                                     |