

# Positive Behaviour Policy



Through respect we will work together in Christ to develop the whole person

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*“Be the change you want to see in the world”*

Mahatma Gandhi

### **SMSC - Positive Behaviour Statement:**

At St Matthew’s Catholic Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of all cultures.

### **Policy Aims Linked Closely To Our Mission Statement:**

This policy is directly linked to our School Mission Statement, *“Through respect we will work together in Christ to develop the whole person”*. In our Catholic School, we strive to develop the whole person by providing a caring ethos where everyone feels safe, confident, valued and respected. We believe that each person is an individual with a God given dignity. All of our children are entitled to be given opportunities to reach their full potential. Therefore we must provide for them an education which will enable them to be personally fulfilled and work together in a supportive way that enables all to reach their full potential, emotionally, socially and academically.

### **Policy Aims:**

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour. This policy:

- Reflects the beliefs in our Mission Statement.
- Promotes positive behaviour where parents, adults in school, children and governors are involved as active participants.
- Rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation.
- This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- Involves parents so that they encourage patterns of good behaviour in their children and work in partnership with the school if difficulties arise.
- Establishes strategies to support children who find it difficult to behave consistently well.
- Should engender in each of our pupils that every person is valued, both as an individual and as a member of a much wider, caring community.
- The school 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 where everyone feels happy, safe and secure.
- Outlines clear and consistent expectations of behaviour throughout the school in order to maximise the standards of behaviour.
- Establishes an ethos in which reflection about one’s behaviour is a normal way of living and helps children to develop a clear understanding that their behaviour is their own responsibility.

The positive behaviour policy operates in conjunction with the following policies:

- Anti-Bullying
- Child Protection
- Safeguarding
- Health and Safety
- Exclusions
- Teaching and Learning
- SEN and Inclusion
- Anti-racism
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The following roles and responsibilities will be implemented in support of the positive behaviour policy:

**The Head teacher will:**

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies

**Staff will:**

- Provide a well- balanced and creative curriculum
- Support children when dealing with their emotions and feelings using outside agencies, school counsellor and intervention from the Pastoral and Inclusion Managers
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Reward and praise positive behaviour
- Inform parents/carers about the welfare and behaviour of their children
- Follow the behaviour policy consistently and report negative behaviour following the correct procedure

**Children will:**

- Foster social relationships in the school community of mutual engagement.
- Be responsible for own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair

- Be Willing to be reflective to change behaviours
- Follow the school rules
- Learn to work cooperatively

**The Governing Body will:**

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

**Key Points**

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school.
- Teachers can confiscate pupils' property.
- Teachers have a power to impose detention out of school hours.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safe guarding and promoting the welfare of children.

(Taken from the DFE guidance – behaviour and discipline)

**Confiscation of inappropriate items**

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

3. Weapons and knives and extreme or child pornography must always be handed over to the police.

### **Pupils conduct outside the school gates**

What the law allows:

At St Matthew's Catholic Primary School we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day – e.g.: football matches. Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

## **Use of reasonable force**

The legal provision on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm. If a member of staff has to physically hold a child the positive handling policy will be adhered to.

## **Malicious Allegations**

At St Matthew's Catholic Primary School allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated confidential and every effort will be maintained to guard off any publicly while the allegation is investigated. Suspension would not be an automatic response to an allegation.

## **Communication and parental partnerships**

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school steps will be taken to inform parents. The class teacher will have the initial responsibility for this, alongside the learning mentors. Teachers will be responsible for reporting any early warning signs for behaviour and safety to the Senior Manager Team so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. Staff at St Matthew's will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will signpost parents to additional support where this is needed.

The Head teacher will share positive stories about best and improving behaviours. She will work in an open and honest way with parents in order to achieve the aims of this policy

## **Rules**

For these to be properly understood and owned by the children, their purpose and appropriateness must be clear:

- Our school and class rules reflect our Mission Statement and have a clear purpose.
- They are set in the context of the everyday life of the school, and are seen to be fair and arrived at through the involvement of the class.
- Our rules are positively phrased and expressed simply.
- Our rules relate clearly to routines.
- At the start of each school year each class will agree a set of rules.

- Rules are clear, concise formulated with our pupils and are clearly displayed in a prominent place in each classroom and in all communal areas.
- Class teachers and all adults will constantly reinforce these rules.

### **Classroom Rewards**

- Dojo Points – Points are awarded to individuals/ groups that have behaved well. Rewards are class based
- Non verbal praise
- Explicit – stamps, stickers – these are awarded at the discretion of the teacher during or at the end of lessons for good/improved behaviour. Each class teacher to develop their own reward system which promotes positive behaviour and good work.
- Home Bear (with diary) - Children who have behaved well take class teddy home for weekend.
- Individual rewards (certificate)
- Verbal praise –acknowledgement

### **Headteacher Award**

Golden Book – a child from each class who has shown consistently good effort/ behaviour is chosen each week to be entered into the “Golden Book”.

- Individuals receive a special award at assembly in recognition of their efforts.
- Classes and groups are given extra playtimes
- Extra pitch time on a Friday is given to the KS1 and KS2 Year group who wins most points for best lining up.

### **School Wide Sanctions:**

- In the event of children not adhering to the code of conduct, the following sanctions will be applied using adult discrepancy based on the seriousness of the behaviour. Stage 1 - Non-verbal warning e.g. frown, stern look, and silence
- Stage 2 - Verbal warning
- Stage 3 - Child's name written on board
- Stage 4 - Cross put beside child's name (5 or 10 minute loss of playtime)
- Stage 5 - Another cross by child's name (loss of playtime)
- Stage 6 - Child will be sent to a named class for 'time-out'
- Stage 7 - Child referred to team leader
- Reception, Years 1 and 2 (Mrs Walsh).
- Years 3, 4, 5 & 6 (Mr Brooks).
- Stage 8 - Parents/ Carers contacted/ invited in to school to discuss child

### **Routines:**

In school children are encouraged to:

- Feel an ownership and responsibility for the school as a whole.
- Take opportunities for decision making e.g. the school council, circle time etc.
- Participate in whole school events – concerts, sports, fund raising, assemblies, celebrating success. Behave in an appropriate and respectful manner.
- Move around the school quietly and calmly so others are not disturbed or distracted.
- Always walk to the left along the corridors and stairs

- Leave all areas where they have been working tidy and in a suitable condition for others to use. This includes cloakrooms where children need to be responsible for their own property and respect that of others.
- Be aware of others as they move through doors and entrances and acknowledge help given with 'please' and 'thank you'.
- We teach our rules and consolidate responsibilities through the routines that we put in place, in this way; children develop self-discipline and become independent learners.
- Routines are explained, modelled and constantly rehearsed, reinforced and encouraged – both in class and around school by all staff.
- Clear reasons for routines are explained to the children.
- Children are encouraged to remember routines through praise and reminders.