

St Anne's Catholic Primary School
Behaviour for Learning Policy
October 2016

St Anne's Catholic Primary School promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals.

At St Anne's Catholic Primary School great emphasis is placed on positive reinforcement.

This policy sets out the expectations of behaviour at St Anne's. It also sets out the consequences of unacceptable behaviour.

Our children's chances of success and happiness in life, here and in the future, depend considerably upon their ability to make responsible choices. To assist in fostering maturity in our pupils, we have developed a whole-school approach to discipline. Our scheme 'It's Good to Be Green' is centred upon rewards and praise linked to our 5Rs for children making the right choices. Great emphasis is placed upon positive reinforcement of behaviour through praise.

Children are expected to be polite and to show respect for other people and property. In class, children should join in the lesson to the best of their ability by listening carefully, answering and asking questions and by taking part fully in activities.

At St Anne's, great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. Positive and constructive comments are written at the end of children's work to recognise effort, improvement and achievement of targets set. Headteacher awards, Treasure Tickets, stickers and stamps are awarded for helpfulness, kindness to others, positive attitude, politeness and effort in work.

Aims of the Policy

- To develop a moral framework within which initiative, responsibility and sound relationships can flourish.
- To enable children to develop a sense of self-worth and a respect and tolerance for others.
- To produce an environment in which children feel safe, secure and respected.

Objectives

For children to show:

- Self-confidence
- Self-control
- Respect and tolerance for others
- Pride in their achievements
- An interest in their learning
- Empathy with others' feelings
- To work towards the 5Rs

For children to develop:

- Responsibility for their learning and their environment
- An independence of mind and self-esteem
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others' ways of life and different opinions
- The ability to accept fair criticism
- Non-racist and non-sexist attitudes
- A persistent approach to tasks
- An acceptable reaction to bullying and abuse

Implementation

Role of staff

The adults encountered by children in our school have a responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Treat all children equally, irrespective of gender, race, religion or disability.
- Play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently.
- Be alert to signs of bullying and racial harassment and alert the Headteacher/DHT/AHT and other staff.
- Deal sensitively with children in distress and listen to them and deal with any incident appropriately.
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

- All teachers are responsible for dealing with incidents in and around school. If in doubt they can refer to the leadership team, SENCO and ultimately the Headteacher.
- If a child is given a Red Card, then that needs to be reported on Iris

Role of Headteacher

It is the responsibility of the Headteacher to implement the school behaviour 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 the staff in the implementation of the policy. The Headteacher/Deputy headteacher/AHT keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions 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. Both these actions are only taken after the school governors have been notified.

Role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school. 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 the school has to use reasonable sanctions to punish a child it is essential that parents support the actions of the school. If a parent has any concerns about the way that his/her child has been treated, he/she should initially contact the class teacher. If concerns remain they should contact the Headteacher, Deputy headteacher or AHT. If these discussions cannot resolve the problem, a formal complaint should be made to the Governors.

Also see 'Parental Code of Conduct' attached.

Role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Governors should follow the normal grievance procedure in case of complaint.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear aims, understood by the children and be differentiated to meet the needs of children of different abilities. Marking and record-keeping can be used as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that their progress matters.

Rules and Procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

There are five school rules that everyone is aware of:

The children have the responsibility to be: -

- Ready learners
- Responsible Learners
- Resourceful Learners
- Respectful Learners
- Resilient Learners

Each class works on their 'Code of Conduct' at the start of the academic year. The class rules are based on our 5 school rules. Every member of the class is actively encouraged to take part in their development. They should:

- Be kept to a necessary minimum
- Be positively stated, telling the children what to do rather than what not to do.
- Give clear choice and consequence options
- Actively encourage everyone involved to take part in their development.
- Have a clear rationale, made explicit to all.
- Be consistently applied and enforced.
- Promote the idea that every member of the school has responsibilities towards the whole.

If school rules are broken, we need to know:

What happened?

When?

How often?

In whose company?
In what circumstances?

Each individual and situation is different. It is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying, physical or verbal, deliberate injury or attempted injury, stealing and truancy.

'It's Good To Be Green'

This scheme is run throughout Foundation Stage, KS1 and KS2 and is used throughout the school, in class and at lunchtimes and playtimes.

Each class draws up a Code of Conduct based on our school rules. Each class has a chart in their class with a pocket for each child's name. At the start of each day every child is 'on green'. The children remain green if they follow the code of conduct. If they need to be reminded of a rule, they receive a verbal warning, if the behaviour continues they receive a yellow card. If a child receives a yellow card, they must miss the next available playtime or period of a lunchtime to fill in a reflective behaviour sheet with their class teacher or whoever gave the yellow card. It is very important that this stage happens and is consistent. The reflection sheet is kept in a folder by the class teacher. If their negative behaviour persists, or if they physically hurt somebody, then a red warning card is issued and the child is sent to the Headteacher or Deputy Headteacher who will take appropriate action. Children who 'stay green' for a week receive a 'Good To Be Green' sticker – children who 'stay green' for a whole term receive a 'Good To Be Green' prize at the end of the term and their achievement is celebrated. *A key element of this scheme, as described previously, is that each child starts each day on green.*

Rewards for good behaviour include:

- Good to be Green cards / stickers
- Good to be Green prizes for whole term of green cards.
- Treasure Tickets
- Treasure Time
- Super Treat
- Golden Time
- Praise from staff
- Responsibilities given
- Quality time in the classroom when good work and good behaviour are acknowledged
- Informing parents (verbally, by letter / postcard home).
- Individual rewards which contribute to class / group rewards to develop a sense of community.
- Extra play time or additional activities.
- Showing good work to Headteacher or deputy.

Mention in a school assembly.

The use of awards – individual staff may wish to award points / stickers and do so at their discretion.

Stickers / superstar postcard

Unacceptable behaviour

- Threatening Behaviour
- Disobedience to a reasonable instruction
- Biting, spitting, hitting and kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property.
- Answering back, rudeness or aggression to adults.
- Stealing.
- Truancy
- Racist comments
- Forming gangs and bullying.

These can occur anywhere on the premises but also on the way to or from school.

Sanctions

When a child's behaviour falls below an acceptable standard a range of sanctions may be used to correct this.

The approach that is taken encourages the pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences

The use of punishment should be characterised by certain features: -

- It should be clear why the sanction is being applied.
- It must be made clear when changes in behaviour are required to avoid future punishment.
- Group punishments should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the child that is being punished.

A firm reprimand from a member of staff is expected to be sufficient to correct most misbehaviour. However, if this fails to correct the behaviour of a child, the following procedures may be adopted:

- A verbal warning
- A warning – yellow card in 'Good to be Green' pocket – recorded on the class chart.

- A reflection sheet is to be completed by the child at break time or a period of lunchtime with the class teacher or whoever issued the card-reflection sheet kept in class file.
- Specific intervention when needed (Mrs Gough, Mrs Hampson)
- Completing / repeating work.
- Time out – removal from the scene of an incident. This may mean working at a different place within the classroom
- Loss of free / play-time
- Loss of privileges.
- Non-participation in extra-curricular activity.
- Specific time missed from Super Treat
- A regular report to be given to the Headteacher/AHT.
- A letter / telephone call to the parent from the Headteacher / AHT
- A meeting with parents.
- A red card in 'Good to be Green' pocket is sent to HT/AHT or SLT in their absence and they will take appropriate action – A red letter will be sent home that same day. Parents will be informed and a report on Iris must be made
- Other sanctions following discussion between parents, class teacher and Headteacher.
- If behaviour persists then a behaviour chart will be introduced with co-operation with the parents
- A more serious incident or persistent misbehaviour will result in the parents meeting with the HT and the child going on a 'Report Card'

Finally: - Where it is felt necessary help from the Educational Psychologist/ Alison Grimshaw will be sought. This is called upon after discussion with the SENCO. An Individual Behaviour Plan will then be drawn up.

Exclusion from school

In rare cases it may be necessary to exclude a child, for example if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored. At all times, the Local Authority's guidelines are followed. Any child returning to school following exclusion is helped to behave appropriately.

Initial sanctions in the playground

A pupil is stood by fence / taken indoors for a short cooling off period.

(Lunchtimes) –Peaceful is used as a time out space which is staffed by teaching staff daily.

Yellow and red cards will be used in the same way as the class teacher over break times and lunchtimes.

Sanctions used could be missing a playtime, a lunchtime as appropriate.
If unacceptable behaviour in the playground persists, then the list of sanctions above will be used, the most appropriate being used to match the behaviour.

Racist remarks

A pupil is spoken to by the Headteacher/ Deputy or Assistant Headteacher, it is explained to them that what they have done is racism and that this must not be repeated. Their parents are informed and an Inter-Agency Monitoring Form is completed. A discussion will be had with the class teacher as to whether it is appropriate to do work with the whole class and / or what further action needs to be taken. Alternatively, the Family Partnership Worker or a Teaching Assistant may be used to work with individuals. The Curriculum Committee of the Governing Body monitors any racial incidents which take place.

Bullying

The school has a separate policy for dealing with incidents of bullying.

Monitoring, evaluation and review

The Headteacher/Deputy or AHT will monitor the effectiveness of this policy on a regular basis. She will report to the governing body on the effectiveness of the policy.

The school keeps a variety of records of incidents of misbehaviour. Each class has a 'Good To Be Green' Behaviour folder. The Headteacher / Assistant Headteacher record those incidents where a child is sent to them on account of inappropriate behaviour. (a sheet is filled in by the children giving them time to reflect on the school rule they have broken) These forms are kept on file with the class teacher who monitors them regularly and makes a decision as to putting the child on the School's Behaviour Report Programme

The Headteacher keeps a record of any pupil who is excluded for a fixed term or who is permanently excluded. He also ensures that the policy is administered fairly and consistently.

Updated October 2016

Review Date: October 2017