

St. Ethelbert's RC Primary School



Behaviour Policy

DRAFT – FOR Parent CONSULTATION

December 2018

Reviewed:

Date of Next Review:

Reviewer:

Signed:.....

Executive Headteacher: Ellen Butcher

Signed:

Chair of Governors: Claire Turner

Signed:

This Policy was approved by the Executive Headteacher

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This Policy should be read in conjunction with the SEN policy, Anti Bullying policy, Safeguarding Policy and the policy for Teaching and Learning to establish the general ethos of the school.

Aims

We want our school to be a happy, secure and thriving environment in which children can learn and develop as caring and responsible people. This policy is written for all members of the school community to allow each one to understand and to apply it consistently and fairly.

We aim to ensure appropriate behaviour and language throughout the school in order to promote respect for self and others by:-

- Encouraging and praising greater effort in both work and behaviour;
- Ensuring a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff;
- Keeping parents informed and aware of the school's disciplinary procedures;
- Providing a system of rewards to encourage good behaviour and to try and reverse continuous and frequent offenders ;
- Promoting self-discipline;
- Preventing bullying;
- Promoting Catholic Values; Faith, Truth, Tolerance, Service, Respect, Forgiveness, Humility and Dignity and the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.
- Encouraging regular attendance.

Principles

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring Catholic ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork. The school welcomes and encourages the involvement of the parents, carers, governors, the Local Authority and other members of the

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community. At our school we believe that everyone deserves and is entitled to respect and recognition.

Responsibilities

All members of the school community – teaching and non-teaching staff, parents and carers, pupils and governors, work towards the school aims by:-

- providing a well ordered environment in which all are fully aware of behavioural expectations;
- treating all children and adults as individuals and respecting their rights, values and beliefs and opinions;
- fostering and promoting good relationships and a sense of belonging to the school community;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures and faiths;
- encouraging, praising and positively reinforcing good relationships, behaviour and work;
- rejecting and dealing with all bullying or harassment in any form;
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently;
- caring for, and taking pride in, the physical environment of the school;
- working as a team, supporting and encouraging each other.
- forgiveness.
- Restorative approaches

School Rules

The whole school follows a set of rules which are linked to our Catholic Values and the British Values. They are:-

- We are gentle (which means We don't hurt others)
- We are kind and helpful (which means ... We don't hurt anybody's feelings)
- We listen (which means ... We don't interrupt)
- We are honest (which means ... We don't cover up the truth)
- We work hard (which means ... We don't waste our own or others' time)
- We look after property (which means ... We don't waste or damage things)

The whole school is reminded of these rules and expected to keep them every day. They are displayed in every classroom and all other rooms in the school as well as

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the corridor and playground. Dojo points are awarded before lunch, after lunch and at the end of the day to every child who keeps to the rules and stays on green and above on the 'All Aboard' chart. The children can track their achievements on the All Aboard chart which is displayed in every classroom; as well as the number of point that they have been awarded on the Dojo screen. Children who remain on green on the 'All Aboard' chart can earn 3 Dojo's each day. This can be tracked using Dojo with the All Aboard Dojo (this Dojo point has been specifically designed to support our new policy). If your child has not received 3 'All Aboard' points then children can speak to their parents about what happened to prevent this.

Additional Dojo points will be rewarded to specific children when applicable. Dojo points are 1 point awards. Superstar Dojo is worth 2 points and Out of this World is worth 5 points. Dojo Points are counted each week by the PE Leader, converted into House Points and announced in Assembly on Friday. The House with the highest total each week will be able to decorate the House Shield with their ribbons. There will be a certificate for the individual children from each class with the highest number of Dojo Points each term. House Points will be displayed on the board in the School Hall. The House Team who gains the most points by the end of the term will attend a House Team Event.

Other rewards are plentiful and may take the form of, stickers, a visit to the Headteacher or another member of the Senior Leadership Team, certificates, texts home, golden assembly, visit another classroom, or sometimes a class treat. There is also a weekly 'Golden Assembly' where certificates are awarded. Other certificates are displayed around the school to share the achievements of the school and individuals.

Keeping to the Rules

All staff take collective responsibility for good behaviour throughout the school. Children will be spoken to calmly and adults will always listen to the child.

The School Rules are there for **everyone** to follow. There may be rare occasions where a child chooses not to follow the rules; maybe in class or at break times. The procedure to deal with this is outlined below: *This procedure will be applied with knowledge of the child and may not be applicable to all children. Professional judgement is needed. Please talk to senior leadership team if you are unsure.*

1. REMINDER AND EXPLANATION

A child does not follow a rule... this needs to be explained to the child or ask the child to tell you which rule they have broken and why. If they do not know, explain which rule(s) they have broken and why. Check they understand this and explain that if they choose to do this again then they will be given a yellow warning card and/or, their name will be moved to yellow on the 'All Aboard' chart. This may be the end of the incident.

NB: A child may need a Time Out to calm down and cool off before they return to their activity. Further rule breaking may be avoided if the child is distracted or diverted from the cause of the incident. All children are different and it is up to the adult to use their professional judgement here or to seek advice if necessary. All adults are expected to adhere to this policy however.

2. 1st WARNING-YELLOW

If the child chooses to break the same rule (or another) soon after the initial warning, then they will be given a yellow card (**not for Infants**) and their name will be moved to yellow on the 'All Aboard' chart. At lunchtime, the card only is used. If the child chooses to now keep to the rules, the card is removed at the end of the session (am, pm or lunch), their name is moved to green on the chart.

NB: If the adult is concerned or worried about the child's behaviour but it does not reach Stage 3 below, it is their duty to report this to the Class Teacher (if they are not that person) or to a member of the Senior Leadership Team.

3. 2nd WARNING – RED

If the child continues to break the rules, a red card is given to them (or their name will be moved to red on the chart) and they are sent, or accompanied as appropriate, to the Senior Leadership Team to talk about why they have been asked to leave the classroom. A Behaviour Log will be completed and the child will also be asked to reflect on the choice they made using restorative approaches. The Behaviour Log is completed by the adult reporting and sent to SLT by the end of the session - if not immediately and this will be kept by the Senior Leadership Team in the central files.

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NB: If any child 'appears' regularly in the Log, their parent(s) or carers will be invited into school to discuss ways that we can limit this in the future. Discussions will also take place with Class Teachers to gain a wider picture of possible causes to the child's actions.

4. A suitable reprimand will then be put in place according to the nature of the rule breaking. This may include:
 - Being moved to another classroom or other safe space with an adult for some reflection time (usually no more than 10 minutes).
 - Playtime missed to catch up on any learning missed (if applicable).
5. An apology will be expected when the child is ready to give it; written and/or verbal.
6. When the child returns to class, the matter is not mentioned and the child has a fresh start. The same applies in the playground. At our Catholic School, forgiveness is an important value.
7. The Senior Leadership (SLT) or Special Educational Needs Team (SEN) will communicate the outcomes with the adult concerned. The adult is also welcome to come and ask the outcomes.

Extreme Cases

In extreme cases where behaviour involves:

- Violence towards another child or adult;
- Intentional harm to another person;
- Abusive language directed at another person or spoken loudly to offend;
- Disruptive behaviour;
- Racism;
- Bullying

All incidents of an extreme nature, MUST be reported immediately to the Senior Leadership Team and logged. An adult will accompany the child to explain the incident The Behaviour Log is completed by the adult reporting and sent. A log of these incidents will be kept in the Behaviour Log. The above stages are usually irrelevant here due to the severity of the incident. A phone call will be made home to the parent(s)/carers; who will be invited to discuss the

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situation with the Headteacher. The Headteacher will decide on the action to be taken. This may include:

- A phone call home to the parent(s)/carers;
- Moving the child to a different class for a set period of time;
- An exclusion: fixed or permanent. Parents will always be notified of the reason for the exclusion.

Stages 5-7 above will still apply.

Following an exclusion, before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Children should always be given opportunities to improve inappropriate behavior. This could be by:

- Talking to a member of staff;
- Developing a Behaviour plan set in a moral framework designed to promote Catholic and British Values;
- Class discussions - an opportunity for open discussion held in class groups at regular intervals;
- Agreeing a set of personal rules.

Liaison with Parents

After an extreme behaviour case, parents/carers will be kept informed about their child's behavior by the SLT or SEN Team. **If** it appears that this has to be monitored on a regular basis a 'contact' book may be started.

Outside agencies

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Serious worries about any pupil should always be discussed with the SLT and/or SEN team. There will be times when the advice of outside agencies such as Early Help, Counsellor, Educational Psychologist to name a few may be required. This will be the result of discussion between the parent or carer, class teacher, SENCO and Headteacher.

Monitoring

In light of this policy the Senior Leadership Team will continually monitor behaviour throughout the school.