

St. Mary's Catholic Primary Blackbrook



Behaviour Policy

Quote from Mission Statement

“Love of learning, love of one another, love of life itself and love of God”

1. Every day is a new beginning, we recognise we make mistakes, but we forgive.
2. We respect one another and each other's work.
3. We celebrate individual efforts and achievements.
4. We make time to support and listen to all members of our school community.
5. To work together to bring about a welcoming atmosphere.

These statements underpin our approach to Behaviour Improvement. For the wellbeing of pupils and staff and effective learning to take place, it is essential that there is good order. We wish children to take personal responsibility for their behaviour and to develop self-discipline to help them become good citizens, respectful of the dignity of every person.

To bring this about requires a whole school approach based on praise and positive encouragement, clear guidelines on our expected standards with consistency paramount. It is important that a clear statement of policy and procedure can be easily understood by pupils, teaching staff, governors, parents and students. It is the responsibility of all within our School Community to work together to promote this positive approach to behaviour, so that we create a happy, caring and orderly school.

The ensuing policy has been developed and overseen by the school's Senior Leadership Team, following consultation with governors, parents and children. It is monitored and regularly reviewed as part of the Safeguarding Policies.

Aims

- To live out a Catholic Ethos of love and care so that each pupil feels valued and respected
- To ensure all children and staff have an entitlement to a sense of physical security and mental wellbeing, in an environment in which they can perform to the best of their ability and develop their full potential.
- To provide an approach which promotes the positive reinforcement of good behaviour through rewards, yet deters inappropriate behaviour through a structured system of consequences.
- To minimise poor behaviour and reduce the possibility of confrontation by creating a consistent, positive structure.

- To ensure that the whole school community has a clear understanding of and a consistent approach to the implementation of the Behaviour Policy.
- To aim for zero exclusions.

Behaviour Promises

St Mary's whole School Community promise to always:

1. Show respect and care for our school and everyone in it.
2. Work together to be safe and happy.
3. Listen carefully and co-operate with each other.
4. Be honest and forgive each other.
5. Do our best.

Role of Staff

It is the responsibility of all staff, within school, to model high standards of behaviour both in their dealings with children and with each other. Staff should adhere to the Professional Code of Conduct and Professional Practices detailed in the staff handbook. Our agreed behaviour promises should be regularly shared with the children and displayed in each classroom/work area. In class, staff should have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability and provide a suitable learning environment in which to do this.

Staff must offer positive reinforcement and have a clearly understood system of rewards and sanctions that fits into the overall structure for behaviour management. This system should be applied consistently. Staff should keep a record of serious incidents of inappropriate behaviour on the class weekly log. Staff are expected to engage the support of their phase leader and parents/carers in managing unacceptable behaviour and to support a child when appropriate using strategies and sanctions in line with the school policy.

Role of the Deputy Head

The deputy head teacher has a lead role in managing behaviour and ensuring pastoral support is in place as appropriate. The deputy head teacher then works with class teachers and the pastoral support team to ensure that any pupils in need of additional support will be supported in the most effective way.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the Behaviour Policy consistently throughout school and to report to Governors, when requested, on the effectiveness of this policy. The Headteacher supports the staff by promoting positive behaviour and regularly engaging with children and staff in reviewing standards of behaviour. The Headteacher will offer support to staff in more serious incidents of poor behaviour and will engage with parents or carers and external agencies /support networks as necessary.

Role of Parents/Carers

We aim to work collaboratively with parents and carers. We recognise the important role they play in developing positive behaviour patterns. We aim to share experiences of positive behaviour with them through notes and certificates being sent home. We also aim to notify them of persistent or serious incidents of unacceptable behaviour and engage their support in modifying this behaviour.

Role of the Governors

The Governing Body has the responsibility of agreeing this policy and supporting the Headteacher in ensuring the policy is implemented.

The Curriculum and Learning

A well-structured and differentiated curriculum linked to effective learning contributes to good behaviour. Planning for individual needs, active involvement in learning and structured feedback all support good behaviour and help to avoid the lack of engagement that can lead to poor behaviour. Lesson should have clear objectives that are understood by the children. Work should be differentiated appropriate. Quality marking and structured feedback should clearly indicate to the children their achievements and the next steps for success.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment should give clear messages to the children regarding the ways in which their efforts are valued. Displays should be of high quality and promote high self-esteem through demonstrating the value of each child's contribution. Classrooms should be well organised and arranged to promote independence and provide an environment conducive to on-task behaviour. Resources should be arranged for accessibility and reduce uncertain disruption. The classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation. Lessons should cater for different learning styles and aim to develop the skills, knowledge and understanding which will enable children to work, play and interact successfully with others.

Positive Discipline

Positive discipline is a more effective way of managing and modifying a child's behaviour. All staff in school should;

- Reward good behaviour and be confident in administering sanctions for negative behaviour
- Encourage self-discipline and respect
- Set a good example
- Set realistic targets and limits, appropriate to age, development and individual need
- Be consistent
- Use praise

- Build self esteem
- Engage parents/carers
- Seek support from senior staff

Strategies for Managing Behaviour

Group level

- Adults model controlled, respectful verbal and nonverbal behaviour.
- Activities designed to promote children's social and emotional development are regularly offered.
- Activities are structured to be interesting and appropriately challenging.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught the language of sharing and co-operation, choice and consequences.
- Children are encouraged to identify their own and others' strengths and to recognise and value differences.
- Clear routines are in place.
- Expectations have been agreed through discussion and these promote social behaviours.
- The Behaviour Promises are displayed in a way that can be understood by all the children.
- Appropriate behaviour is quickly noticed and celebrated by staff and children.
- Clear systems are in place, and understood by all, for dealing with inappropriate behaviour.
- Group rewards (such as table points/class points) are agreed with the children and applied consistently.

Individual level

- All children's strengths are recognised and celebrated by staff.
- Systems are in place for noticing and drawing attention to good or improved behaviour.
- There are systems that allow all children to be 'special' at times.
- There are systems that allow for extra support to be given if a child is experiencing difficulties in developing or sustaining appropriate behaviour.
- Individual report cards (appendix 2) may be used as a means of recording behaviour for parents/carers/senior staff over a period of time.
- Individual rewards (such as Achiever/Star of the Week, certificates, stickers, raffle tickets, notes to parents) are agreed with the children and applied consistently.

Working with an individual child to improve behaviour.

- Stay calm
- Focus on desired behaviour: 'I want you to share that' rather than 'Stop snatching things'

- Talk to the child about why there is a problem – ‘What has happened?’ ‘Why did it happen?’
- Talk about what you can do to help – ‘How can I help?’
- Decide how the child can improve their behaviour – ‘What could you have done differently?’ ‘What could you do next time this happens?’
- Agree on a course of action – ‘Next time this happens you **will** ...’
- Clearly state your expectations – that you expect their behaviour to change and agree a timescale – ‘I expect things to improve over the next week.’
- Keep a record of what has been agreed.

School employs a graduated approach to managing challenging behaviour. In the early stages of identification, pupils will be supported with an individual behaviour plan (IBP). This will be reviewed each term. If additional support is required, school will engage with the Behaviour Improvement Team (BIT) to offer either group or individual support. If further intervention and support is required to manage challenging behaviour, a Pastoral Support Plan (PSP) will be developed by school staff, BIT and parents/carers. Advice may be sought from the Educational Psychologist. If a PSP is unsuccessful in improving behaviour, a referral will be made to the pupil referral unit (PACE) and/or consideration given to a managed transfer to another school.

Behaviour Management Programme – Good to be Green

School operates a ‘Traffic Light’ system to encourage good behaviour and to give the children a visual representation of expectations and sanctions.

Green Children start in this zone at the beginning of each class.

Amber Children move down into this zone for inappropriate behaviour. Children can move back into green for improved behaviour.

Red Children move down into this zone for continued/serious incidents of inappropriate behaviour

1. All classes will have a visual system with children’s names on it. There will also be a gold star above.
2. The school week will be broken down into 20 sessions (4 per day) and each class will use the yellow weekly log sheet in their register to monitor behaviour.
3. All children will start each session on green.
4. If a child’s behaviour is causing concern
 - They will be given a non-verbal warning (e.g. a look).
 - If their behaviour continues to cause concern they will have their initials placed on the board.
 - If this behaviour continues they will have a tick placed next to their name and they will be placed on amber.
 - If there is further behaviour which disrupts learning, they will be placed on red and asked to work for the rest of the session in their partner class. Staff will record any children who have been placed on red.
5. Children who display exemplary behaviour will be moved onto the gold star. This behaviour will also be recorded.
6. Whole school behaviour will be monitored weekly by the pastoral team.
 - When a child has been on red twice, a member of the pastoral team will meet with the child and warn them that if this behaviour continues, they are a risk of having a day of

working in isolation. At this point, where possible, the class teacher will also inform parents.

- When a child has been 'on red' 3 times, parents will be contacted and if appropriate the child will work in isolation for 1 day within school.
- If persistently disruptive behaviour continues an exclusion to the Minerva Centre will be considered.

Rewards for good behaviour.

Every session a child behaves well will result in them receiving a 'special play' credit. A child who has stayed on green all week will receive 20 minutes special play on a Friday afternoon. If a child has had to be placed on red they will have 5 minutes deducted from their 'special play' time for each session they have been placed on red. Each class can arrange the content of this special play with their class teacher e.g. Good to be green disco.

Any children who have received 3 gold stars will receive a golden card from Mrs Ashton in the Friday rewards assembly.

Support For Staff Facing Difficulties

All staff benefit from support at different times with challenging pupils. We include in our policy, practical guidelines to help promote good standards of behaviour but in addition to the Pastoral Team, staff can call upon the experience of the Senior Management Team. If further advice and support is needed then referrals are made to the Behaviour Improvement Team (BIT).

Equal Opportunities/Discrimination

The behaviour policy practices will be monitored to ensure that they meet the set aims in regard to pupils of different race, gender and disability.

This policy was reviewed

Date: March 2017

Date for next review: Spring 2020