St Edward’s Mission Statement

To love, to serve and learn.

We are a school family journeying together in God’s love.
We serve each other to achieve our best.
We learn in fun and creative ways,
respecting everyone’s gifts.

BEHAVIOUR MANAGEMENT

POLICY

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<td>Autumn 2018</td>
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Rationale:
We create a welcoming, safe, secure and Christian environment in which everyone has a part to play and where everyone is valued, deserving of respect and responsible for their own actions.

It is the right of teachers to come into school each day to teach; and it is the right of children to be able to learn. Any behaviour which prevents this from happening is unacceptable and will not be tolerated.

Aims of the Policy

1. To promote the fundamental right within the classrooms, of teachers to teach and children to learn.

2. To enhance self-esteem and encourage self respect for others.

3. To encourage pupils to develop their independence through becoming responsible for their own behaviour and achieving self discipline and self control.

4. To develop the interpersonal skills which facilitate co-operation with others, problem solving and rational conflict - resolution skills.

5. To develop within children the ability to become fully participant members of both the school and the wider community.

The Principles of the Policy

1. All staff (teaching, support and non-teaching) positively promote behaviour within a framework of positive praise and rewards.

2. Present children with a clearly defined behaviour code and set of rules.

3. Present children with reasons to aspire towards consistently behaving well.

4. The policy is delivered consistently and without favour to all pupils.

5. Constantly recognise those children who keep the rules. (a balanced combination of rewards and sanctions).

6. School wide and classroom plans are designed to deal with unwanted behaviour in a manner which is likely to prevent or reduce such behaviour occurring or reoccurring.

7. The policy - the reason behind the rules and what will happen if they are broken will be publicised to pupils and parents.

8. Shared understanding and total support for the principles by parents is fundamental to the success of the policy.
St Edward’s Catholic Primary School Behaviour Management Policy

Our Behaviour Management Philosophy is based upon certain behavioural expectations:

- Do be gentle and kind
- Do concentrate
- Do listen
- Do look after school property
- Do be friendly
- Don’t hurt anyone
- Don’t waste time
- Don’t interrupt
- Don’t hurt anyone’s feeling
- Don’t damage school property

These expectations have a high profile in the daily life and work of the school through assembly and in the classrooms through RE, PSHCE, P4C and Circle Time. Everyone connected with our school needs to know them.

Anti-Racism

All school policies and practices also promote racial understanding and tolerance. The school will always challenge racism. The context, the age of the children involved, and the circumstances of the situation will influence how an incident is dealt with.

Racism consists of actions or words which disadvantage or advantage people because of their colour, culture, religion or ethnic origin. Such incidents may be dealt with as follows:

- acknowledge the incident, expressing disapproval;
- give support to the victim, apologise for the incident;
- identify the racist behaviour;
- counsel the perpetrator while maintaining pastoral support;
- explain to those responsible as well as any onlookers, what is unacceptable about the incident;
- contact both sets of parents, if appropriate. Explain the action taken and relate this to the relevant policy on dealing with racist incidents;
- inform the LEA in cases leading to an exclusion from school, a complaint from parents, media attention, or if the school requires advice and support;
- keep senior management and the governing body appropriately informed.

Parents will always be informed of serious incidents and the action taken. All incidents and action taken will be recorded.

Our School Rules

The above principles are taught as clear rules, applying anywhere and at any time during the school day and within the wider community.
St Edward’s Catholic Primary School Behaviour Management Policy

St Edward’s School Rules

Do as you are told first time
Keep hands, feet and objects to yourself
Listen when someone else is speaking
Respect others and be kind

All teachers:
- Publicise the rules
- Teach the rules
- Praise and reward acceptable behaviour
- Give sanctions for unacceptable behaviour
- Promptly and consistently respond to pupils who test the boundaries
- Highlight the unacceptable behaviour not the person

All adults:
- Operate the rules
- Praise and reward acceptable behaviour
- Give sanctions for unacceptable behaviour
- Promptly and consistently respond to pupils who test the boundaries
- Highlight the unacceptable behaviour not the person

The Behaviour Rewards and Sanctions System:

We operate an incentive merit system under which children can earn points in order to gain recognition for individual, group and class effort in the area of behaviour management. It is a progressive system requiring children to demonstrate self-discipline and unacceptable behaviour will be subject to sanctions.

Incentives
Verbal praise, stickers, stamps, certificates, Smiley Faces, Bonus Points, “You have earned it!” cards, Marbles in the Jar.

There will be a classroom merit chart on each classroom wall showing how many points each child has earned.

Teachers will manage certificate totals.
Any adult who notices a child following a rule, or being kind to others or just trying hard in their work - in any area of the school, playground or dining hall can give a “You have earned it!” slip. These slips will be posted into a class box and counted at the end of each week. A small reward (age and interest appropriate) is chosen by the winner who then pulls out the name of the runner up, who also receives a small reward. The second prize is an incentive for those children who have collected less “You have earned it” cards.
Any child who reaches the end of the day without any warnings automatically gains five **Bonus Points** on their merit card, plus any extra merit points. Each teacher will keep a record of those children who consistently receive no sad faces / warning triangles. This achievement will be celebrated at the end of each term.

Children may exchange bonus points for rewards at the end of each term. The points will act as currency in a termly ‘Spending’ event in the school hall, where children exchange Bonus points for small gifts. Once the Bonus points have been ‘spent’ the termly total returns to 0 - but a running total is kept and **certificates** given out at the end of every term: **250** Bonus points (Bronze certificate), **500** Bonus Points (Silver certificate), **1000** Bonus Points (Gold certificate), **1250** Bonus Points (Platinum certificate), **1500** Bonus Points (Diamond certificate).

Each class will operate a system which rewards group or whole class behaviour and it will be monitored by putting something into a container e.g. **marbles in a jar**. The container must be full in order for the class to receive their reward.

Such rewards may be chosen by the pupils themselves in negotiation with the class teacher. Pupils will nominate what reward they are working towards from a list. These lists will vary from class to class. This system is designed to reward behaviours such as lining up quietly, working quietly and co-operatively, staying on task, walking along the corridor sensibly etc.

**Class Dojo trial** - In 2018 /19 Miss McCulloch’s class will be using the Class Dojo system on a trial basis. If successful it will be rolled out to all other classes in 2019 / 2010.

**VIP** - Every day there will be a class VIP who will be chosen to take messages to other classes, do ‘important’ jobs around the classroom and have extra responsibilities. The VIP will wear a special school lanyard to identify them (that must be taken off at playtimes). Every child will get to be the VIP on a rota basis. It is not based on merit, but it can be suspended if the VIP gets sad faces / warning triangles on the day they are VIP. The child will then have to wait for their turn to come round again. The VIP role will not be given to another child if it is suspended for the day.

**Star of the Day (Reception / Year 1 class)** Children who have shown excellent behaviour and / or attitude can be chosen by the teacher, TA or be voted as the star of the day by the rest of the children. They will get a special sticker and have a special cushion to sit on for the next day in school.

Children may exchange bonus points/ smiley faces for rewards at the following thresholds: **250** (Bronze certificate), **500** (Silver certificate), **1000** (Gold certificate), **1250** Platinum certificate, **1500** Diamond certificate.

**Sanctions**
St Edward's Catholic Primary School  Behaviour Management Policy

Children who choose not to follow the rules will be sanctioned. The sanction system mainly works on a daily basis, children beginning a clean slate each day. However, if one of the Junior children was given a warning triangle during the afternoon of the previous day - they will do their Reflection Sheet during the next playtime - the following day.

For our Reception children we introduce the concept with the visual prompt of a bright sun, sad cloud and thunder cloud. All the children start on the bright sun, and if they may work their way up to the rainbow and then the stars if they show good behaviour, good effort or produce good work.

If a child chooses not to follow the rules after a verbal warning their name is moved off the sun onto the sad cloud. If the behaviour continues their name will be moved onto the thunder cloud and parents will be informed at the end of the day if the name is still there. Children can also have their name moved back up towards the sun if they show excellent behaviour.

Year 1 and 2 children

1st sanction: A verbal warning and encouragement to change their behaviour.

2nd sanction: A visual warning = sad face put next to their name on the class chart. Teachers continue to emphasise that better choices can be made. Improved behaviour will be rewarded with ‘You have earned it’ / stickers etc.

3rd sanction: 2nd sad face on chart. Child to be removed from the group with a sand timer.

4th sanction: 3rd sad face on chart and note home. (see Appendix 1)

5th sanction: Removed from group to another class, the AHT or the Head Teacher. Parent meeting called to discuss behaviour. If this happens on more than one occasion an Individual Behaviour Plan may be suggested.

Lunchtime Reflection:
This sanction may be used for Y2 and above children at any point after the third sanction, usually in response to physically or verbally aggressive behaviour. The child will miss some or all of their lunchtime plays to reflect upon what they have done and the effect it had on others. A reflection sheet will be completed by the child and kept in the Headteacher’s office.

Nurture Room:
The Nurture Room may be used for a child to have ‘time out’ to calm down and reflect upon their actions and how their actions have affected other people.

Behavioural interventions will also usually take place in the Nurture Room.
Sanctions for Year 3 and Year 4 children

Pupils who choose not to follow the school rules will be sanctioned. The sanction system works on a daily basis, pupils beginning with a clean slate each day. Each day begins with five merit points.

(Sometimes children may be in a mixed Y2/3 or an Y4 /5 class - the sanctions implemented a will be determined by which year group is in the majority because it is not practical to have two sets of sanctions running in the same classroom).

In each classroom there will be a wall chart with pupils’ names large enough to be seen by the whole class.

1st sanction: A verbal warning. This warning lasts for a whole day.

2nd sanction: First warning triangle. The teacher will discuss the inappropriate behaviour with the child.

3rd sanction: Second triangle. The child will be deprived of five / ten minutes of his/her playtime and will complete a ‘Reflection Sheet’ to help them think about their actions and the consequences. During this time he/she will be asked to reflect on his/her choices and then suggest better choices to be made next time. The teacher will inform parents at the end of the day and a copy of the Reflection Sheet will be made for the child to take home and discuss their behaviour with parents.

4th sanction: Pupil is excluded from the classroom to work with the Head Teacher or Deputy. Parents called to discuss behaviour management and home / school partnership.

Sanctions for Year 5 and Year 6 children

The older children are expected to respond to the school rules quicker than younger children and their sanctions reflect this.

1st sanction: A verbal warning. This warning lasts for a whole day.

2nd sanction: First warning triangle. The child will be deprived of five / ten minutes of his/her playtime and will complete a ‘Reflection Sheet’ to help them think about their actions and the consequences. During this time he/she will be asked to reflect on his/her choices and then suggest better choices to be made next time. Parents will receive a text to inform them their child is bringing home a Reflection sheet for them to discuss together.

4th sanction: The child is excluded from the classroom to work with the Head Teacher or Deputy. Parents called to discuss behaviour management and home / school partnership.

If a child repeatedly gets warning triangles over several days (either consecutive or within a two week period) a note will be sent home to parents (Appendix 2).
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Warning Triangles will be removed at the end of each day. Any child who reaches the end of the day without any warnings automatically gains five smiley faces for their merit card, plus any smiley faces. Each teacher will keep a record of those children who consistently receive no sad faces. This achievement will be celebrated at the end of each term.

Making things right:
Forgiveness and reconciliation are a very important Gospel value at St Edward’s – but for that to happen there must be ownership of a misdemeanour and regret for the consequences.

When children have caused hurt or damage due to their behaviour – they are expected to make it right. If they have hurt another child emotionally or physically, besides the relevant sanctions being applied, they will be expected to apologise; this may be a verbal apology or a written apology if appropriate.

If they have damaged school property, they will be expected to pay for repairs or replacements; preferably from their own pocket money. The ultimate responsibility for malicious damage however rests with the parents / carers and school reserves the right to present an invoice where appropriate.

Specific Rules for certain areas or times of the day

At certain times during the day the school staff will need to call upon specific rules to ensure that particular activities run smoothly and are safe. Such activities include PE or DT. It is essential that specific subject rules are reiterated at the beginning of the task. This is especially important when there is less structure than in the classroom.

Rules for Walking Around the Building
- Do as told straight away
- Walk sensibly, running may cause an accident
- Stand aside to let people pass
- Walk round people who are talking – if you can’t, say “Excuse me, please”, and wait
- Hold doors open for the person behind you

Rewards for Walking Around the Building
All members of staff may reward individual, group or class points to be added to totals.

Rules for Playground
- Do as you are told straight away
- Speak politely
- No fighting, real or play
- No charging games
- If there is a problem, find an adult
- If you are eating or drinking put the litter in the bin
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Rules for End of Playtime
• When bell rings, stand still
• When second bell rings, tidy away any equipment you have and walk to your class line
• Stand quietly, facing the front
• Follow instructions first time
• Do not push or touch anyone else

Rewards on the Playground
Teachers and midday assistants can award 'You've Earned it' to individuals, groups or classes for following rules. They are added to individual, group or class totals at the end of each playtime / lunch time. The teacher on duty will award a point to the class/es who line up correctly. A weekly total will be kept, and a “line of the week” certificate awarded at the whole school assembly.

Sanctions on Playground YR / Y1 / Y2

1st sanction: Talk to the child about the rule to ensure they know which rule has been broken.
2nd sanction: Spend five minutes out e.g. walking with adult to calm down.
3rd sanction: Spend the rest of playtime with the teacher or TA on duty.

Y3 / Y4 / Y5 / Y6

1st sanction: Talk to the child about the rule to ensure they know which rule has been broken.
2nd sanction: Stand out against the railings for five minutes.
3rd sanction: The child is sent inside.

If 3rd sanction or more is reached both key stages will receive a sad face / warning triangle from the class teacher.

There may be occasions when behaviour results in missing playtime for the rest of that day or the rest of the week.

Dining Room Rules
• Do as you are told first time
• Carry your tray carefully
• Speak politely, remember please and thank you
• Speak in quiet voices
• Sit on your chair and wait for instructions
• Put up your hand to speak to the midday assistant

Rules for Eating
• Do as you are told first time
St Edward's Catholic Primary School Behaviour Management Policy

- Use your knife and fork
- Do finish what is in your mouth before speaking
- Keep objects and food to yourself

Dining Room Rewards
Midday assistants can award individual and group rewards - Smiley faces / Bonus Points / "You've Earned It" slips.

Dining Room Sanctions
1st sanction: verbal warning
2nd sanction: removed to another table.
3nd sanction: removed to eat lunch outside of the hall (classroom / HT's office)

If 3rd sanction is reached teachers will give a sad face / warning triangle.
If negative behaviour continues parents will be spoken to and the possibility of the child eating lunch outside the hall for a period of time or going home for lunch will be discussed.

Extreme circumstances:
Behaviour which goes immediately beyond the bounds of acceptance, e.g. severe physical or verbal abuse, vandalism, bullying will result in the pupil being immediately escorted to the Head Teacher or AHT. Parents will be called to a meeting and the school's Exclusion Policy will be considered.

Culminative effects:
Behaviour that consistently disrupts lessons or threatens the well-being of children or staff through physical aggression and/or emotional intimidation will result in a behaviour plan, and the help of other professionals may be sought.

Parents / Carers are expected to contribute to this and to work in partnership with the school to improve their child's behaviour.

The Exclusion Policy may also be considered where there is a significant impact on the well-being of children or staff due to the culminative effect of disruptive or aggressive behaviour.

Signed: ........................................

Date: ........................................
Dear

…………………………… has received three sad faces on our classroom behaviour chart.
I would like you to talk to …………………………… and impress upon him / her the importance of following our school rules at all times:

- Do as you are told straight away
- Keep hands, feet and objects to yourself
- Listen when someone else is speaking
- Respect others and be kind

We know that …………………………… can behave well if he / she tries really hard. If the situation does not improve in the next few days, I will ask you to make an appointment to come into school to discuss the behaviour issues so that we can work more closely together. Please complete and return the slip below.

Yours sincerely

Class Teacher
I have spoken to my child about the importance of keeping the school rules at all times.

(Appendix 2)

Dear Parents,

……………………………………….. received another warning triangle and has completed another reflection sheet about it. Please talk to him about our school rules and emphasise the importance of keeping to them.

 Do as you are told straight away
 Keep hands, feet and objects to yourself
 Listen when someone else is speaking
 Respect others and be kind

If this pattern of behaviour continues I will call you into school to discuss ………………………. behaviour and whether or not a Positive Behaviour Plan is required.

Yours sincerely,

Class Teacher

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Warning Triangles:

St. Edward's Catholic Primary School
Wivern Place
Runcorn
WA7 1RZ

Headteacher: Mrs. K O'Hare (B.A. P.G.C.E.)

Telephone : 01928 572317
Fax : 01928 576034

www.stedwardscatholicprimaryschool.co.uk

Date: ........................................

………………. Warning Triangles in …………………. school days

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Child's name _____________________________ Class _____________________________

St Edward's Catholic Primary School

Warning Triangles:

St. Edward’s Catholic
Primary School
Wivern Place
Runcorn
WA7 1RZ

DIocese of
SHREWSBURY

Headteacher:
Mrs. K O'Hare (B.A. P.G.C.E.)

Telephone : 01928 572317
Fax : 01928 576034

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St Edward's Catholic Primary School Behaviour Management Policy

Child's name -------------------------------- Class ---------------------------------

I have spoken to my child about the importance of keeping the school rules at all times.

Parent's signature -------------------------------- Date ---------------------------------