ST EDWARD'S CATHOLIC PRIMARY SCHOOL

Behaviour Policy

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Lead Person: Mrs S Samuel
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Introduction
This document is a statement of the aims, principles and strategies for St. Edward’s Catholic Primary School. It should be read in conjunction with the school’s Values, SEN policy, Anti-bullying policy, Child Protection & safeguarding policy and the policies for teaching and learning to establish the general ethos of the school. In addition, advice from the Department of Education:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.

Rationale
This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people.

- To promote and ensure appropriate behaviour, respect and language throughout the school, in accordance with the Catholic Ethos and Gospel Values:
- To encourage and praise effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school - teaching and non-teaching staff
• To ensure that parents are informed and are aware of the disciplinary procedures
• To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques
• To ensure a safe, caring and happy school
• To promote good citizenship
• To promote self-discipline
• To prevent all forms of bullying
• To ensure pupils complete assigned work

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 ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of KCSP, KCC, governors, parents and carers and others in the community.

Responsibilities
Good behaviour does not happen by accident and whilst the child is at school it is the responsibility of all staff to ensure good behaviour. Children copy what they see. All members of the school community- teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

• Providing a well ordered environments in which all are fully aware of behavioural expectations
• treating all children and adults as individuals and respecting their rights, values and beliefs,
• 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
• encouraging, praising and positively reinforcing good relationships, behaviours and work, rejecting 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.

In practice this means....Staff should endeavour to:
• Treat all children fairly
• Create a safe and pleasant environment
• Use rules and sanctions clearly and consistently
• Form good relationships with parents

Pupils should endeavour to
• Work to the best of their ability and let others do the same
• Treat others with respect
• Obey the instructions of the school staff
• Take care of property and the environment both in and out of school
• Co-operate with other pupils and adults

Parents should endeavour to:
• Support our behaviour policy
• Encourage high standards of behaviour in their children

There are three key elements to our behaviour policy
• Rewards
• Rules
• Consequences
Rewards

At St. Edward’s we believe the prevention of unacceptable behaviour through a positive recognition and reward system, through praise, clear agreed boundaries, by celebrating achievement and by the way we behave towards the children has, and does have a long lasting effect on children’s attitudes and behaviour.

All of the following rewards are available to staff:

- Smile
- Praise
- The giving of responsibility
- Star of the week etc.
- Written comment in book, star or sticker
- Work shown to other teachers or members of staff
- Work shown to Head / Drink and Biscuits with Mrs Wakefield.
- Note home to parents or told in person
- Efforts in Numeracy, Spellings, Homework and Handwriting are rewarded by certificates each term

As well as an elected School Council, children in particular are given specific responsibilities around the school. These include the Liturgy Team, the Mini-Vinnies and the Restorative Justice Team.

Values

The School Values were chosen in consultation with the children, governors, staff and the parents. The children, in their classes, through School Council and in assembly have had the opportunity to discuss them to ensure that they are fully understood. Class rules are developed from these core values.

Restorative Justice Approach

Children will be offered an opportunity to be involved in a ‘Restorative’ discussion – linked to the school Values. The following questions can be used to engage the children in an effective dialogue towards a resolution:
Trust: What happened? What were you thinking?
Kindness: How were you feeling?
Love: Who was affected by this?
Forgiveness: What needs to happen to put things right?
Respect: What are you going to do differently next time?
Achieve: Who can help you achieve this next time?

CONSEQUENCES (Sanctions)

Underlying the consequences we use at St. Edward’s are the following guiding principles:

- They should be fair, rational and understood by the children
- The curriculum needs to be relevant - there is a link between good teaching and good behaviour for learning
- Prevention is better and easier than a cure, all procedures should be sound enough so that many offences can be prevented or at the very least stopped before they escalate
- Challenging behaviour should not get a 'pay-off, good behaviour should
- A range of sanctions should be available like steps, and each threshold should only be crossed after sanctions at lower levels have been exhausted
- Sanctions should be applied consistently

A serious matter could be described as:

- Involvement in bullying (see Anti-Bullying policy)
- Physical assault against a child or member of staff (particularly if there is evidence of premeditation)
- Racial harassment
- Vandalism associated with public and private property
- Verbal abuse of a child or member of staff
- Truancy or absconding from school during school hours
**Exclusions:**
St Edward’s Catholic Primary School follows the guidance given in the KCSP Exclusion Policy – as seen on the school website.
Parents will be notified of the reason for the 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.

**Use of Reasonable Force**
The school follows the guidance from the Department of Education: ‘Use of reasonable force, advice for Headteachers, staff and governing bodies’ July 2013.

**Liaison with parents**
Parents will be kept informed of any concerns regarding their child's behaviour. If necessary, a Pastoral Support Plan will be written (PSP) in conjunction with the family and outside agencies. This will formalise any support in place and responsibilities of those involved, aiming to avoid an exclusion situation.

**Outside Agencies**
Any worries about any pupil should be discussed with the Inclusion Manager and maybe if appropriate with the relevant outside agencies. This will be the result of discussion between the class teacher, SENCO and head teacher, or as the result of discussion at a Pupil Progress Meeting, which takes place regularly. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required.

**Monitoring**
In light of this policy the senior management team will continually monitor the behaviour throughout the school.

**Behaviour for Learning: ‘It’s good to be Green’**

Every day all children start on the green. Green is good, expected behaviour. Silver is great behaviour. Gold is exceptional, where if achieved a certificate may be presented in assembly.

If they break a school rule then they will get a warning, if they are spoken to again they move down to orange. If they misbehave again before playtime then they move to red; and lose 5 minutes of break time or are sent to another class to work for 5 minutes.

After play they move back to green, with a fresh start.

At St. Edward’s, we have a reward system which encourages good behaviour and respect for ourselves and others. It aims to focus on the positive and appropriate and not the inappropriate, whilst ensuring that every child is treated fairly and respectfully.

Good behaviour is expected at our school and all members of staff endeavour to promote and model the behaviour we expect to see. In addition, we think it is very important that children who are polite, respectful and well-mannered are rewarded and made to feel proud of their choices. For the times when inappropriate behaviour may be displayed, we have a clear and consistent sanction system across the school, which enables children to reflect on their choices and make amends.

We also aim to reward children’s work or behaviour by:

- Making positive comments on children’s work
- Visiting the Head Teacher to show work and receive a Head Teacher's Award
- Celebrating Learning Champions in 'Celebration Assemblies'
- Displaying fantastic work in classrooms and in the corridors
Enjoying termly (i.e. approx. every 6 weeks) class rewards for those children who have demonstrated consistently good behaviour across the term.