



St John's Catholic Primary School

Behaviour Management Policy

'I have come that you may have life and have it to the full'

(John 10:10)

St John's Way

R - Respect for yourself

R - Respect for others

R - Respect for your school / environment

*This is our child friendly Mission Statement which was devised by a group of
KS2 children and adopted by all.*

Rationale

We are very conscious of the impact of pupil behaviour on teaching and learning. Our policy is set against the backdrop of our Mission Statement which challenges us to work in partnership with parents to provide for our children an environment in which each can thrive. We are challenged to provide experiences which will nurture every aspect of their personal, spiritual, social and emotional development informed by true Christian principles and our Special Educational Needs Policy. In addition, it upholds our drive to ensure that all our children, regardless of their background or their circumstances have the support they need to achieve their potential in a safe, healthy environment.

We all believe and understand that good behaviour is essential to ensuring that the children can get on with learning and the teachers can get on with teaching in a happy, secure and caring environment. We expect a high standard of behaviour and encourage all adults and children to treat each other with respect and consideration.

Encouraging Positive Attitudes and Behaviour - General Principles

- We do all we can to recognise and celebrate good behaviour and attitudes. All adults lead by example and treat the children with consideration and respect.
- ALL adults who have responsibility for the supervision of the children are consistent in expectations, in reactions and positive in their approach.
- We promote positive behaviour i.e. “catch them being good!”
- Children should be helped to adopt an attitude of respect and co-operation with non-teaching staff, particularly midday supervisors, and teaching staff should be seen to be supporting them in their role.
- We ensure that praise given is really merited and so retains its value.
- We involve the children in contributing to general school rules via the School Council and in setting their own class rules under the guidance of the class teacher.
- We use Year 6 as Prefects and Librarians

Rewarding Good Behaviour

We praise for: kindness to others, improvement in work, behaving responsibly, concentrated effort, good work against child's own standard, being truthful, working well collaboratively, making a difficult decision, using own initiative well, taking courageous action, contributing in any way positively to the class/school/wider community.

Methods of Praise

We have specific occasions dedicated to the celebration of positive attitudes and behaviour. This asserts that we value positive attitudes and behaviour, provides a challenge to others, affirms the individual or group, and focuses on positive behaviour, which can provide a model for others.

Every Friday we have a special ‘Golden Pupil’ award assembly. The children are nominated by their class teacher.

End of year assemblies - On these occasions various awards are made for contributions to the life of the school: helpers, choir, sport, music, monitors etc. It is important that children's commitment is recognised and affirmed.

Public recognition of any child who has justly merited it can be given during any school assembly. On daily basis stickers, stamps and House points are used to encourage positive behaviour. We want to encourage the children to develop an inherent desire to behave well. Strategies to encourage positive behaviour should be used wisely so that children do not expect a reward every time they are good!

Managing Poor Attitudes and Behaviour - General Principles

The adult should make sure that the child understands **what** he/she is doing wrong and **why** it is wrong. Sanctions should be used when clearly understood class or school rules are broken:

- They must be fair and consistent and seen to be so.
- They must be carried through.

- There must be a clearly understood sequence of sanctions, agreed by teaching and non-teaching staff, and parents.

Examples of unacceptable behaviour

- Bullying
- Fighting
- Inappropriate language used to staff or children
- Racism
- Dangerous play
- Disregarding requests from those supervising them
- Playing in unauthorised areas
- Being inside the building without permission
- Lack of respect for property
- Distracting others deliberately
- Failure to complete work because of some of the above
- Breaking Rights and Responsibilities
- Homophobic language/bullying

Step-by-Step Guidelines for Behaviour Management

The following staged approach is a guide to how different types of behaviour are categorised in our school and additional guidance tables within policy folders identify appropriate strategies/sanctions that can be employed at every stage.

Behaviour Strategies for children with Special Educational Needs

Special considerations need to be made for children with Special Educational Needs (SEN) e.g. for those on the Autistic Spectrum Disorder. We recognise that for pupils with behaviour difficulties (including those registered Disabled and/or with a medically diagnosed condition) additional support is needed to ensure they are fully included in all aspects of school life. Positive reinforcement is essential.

Suggested strategies:-

- Clear signs/symbols to help them monitor their own progress such as the traffic lights system (sample sheet in appendix).
- A system which allows the child's rewards to fit in with the class reward system
- Behaviour targets on Pupil Passports used alongside reward system, which is specific to the child.
- Plenty of warnings/time to explain the consequences of their actions. Help them to own their behaviour and give time out to calm down, if necessary.
- Possible referee cards - yellow = warning, red = time out in the 'Quiet / Reflective Area'.

All of the above strategies should be implemented with support and input from the Inclusion Manager.

Recording Behaviour

Each year Leader in KS1 & KS2 should keep a 'Behaviour Book' in which details of incidents are logged. Patterns of behaviour and frequent offenders can then be easily identified. The staged approach should be put into action and year leaders will become involved when the need arises.

The Deputy Head will also keep a Behaviour File in the senior leaders' office, which logs all incidents that need to be referred to senior management and he/she will be responsible for updating the 'Behaviour Letters File' (i.e. letters sent to parents), which is stored in the main office.

The 'Behaviour Book' will be used by Mid-day supervisors who will be responsible for keeping them up-to-date and for informing class teachers and/or senior management about recurring offenders.

Lunch Time Behaviour - Procedures

See attached appendix sheet of the behaviour summary for midday supervisors.

Golden Award

At the end of each week, one child is chosen by the teacher from each year group. The child is named as the 'Golden Child'. They receive a certificate, a pen and wear a golden tie for the following week. The golden child is the child in the class who has excelled in their learning or attitude towards their learning that week.

All staff will deal with unacceptable behaviour as sensitively and positively as possible.

SANCTIONS

Behaviour which does not fit with our school rules is not acceptable. The following identifies types of behaviour that fall into this category.

There is an agreed system of sanctions used at our school and these operate at three stages:

Stage 1 incidents which include irregular or minor incidents of unacceptable behaviour and consequences will usually be dealt with by a teacher or a midday supervisor after discussion with the child.

Key Stage 1 uses the Sun & Cloud Principle / Ladder of Success to monitor negative behaviour while providing a visual reminder of the immediate goal. Each child begins his/her day on the Sun. After repeated warnings about an unacceptable behaviour the pupil will move to the grey cloud. The pupil has a chance to reflect on the negative behaviour and toward returning to the green light. This puts the pupil in charge of his/her behaviour. Occasionally a pupil will continue the negative behaviour causing him/her to move to the black cloud.

Reception year group - Year 1 - All children begin on the white cloud (middle) allowing movement up (for good behaviour) and down (for unacceptable behaviour).

Key Stage 2 classes have established systems of sanctions and rewards.

The aim of all sanctions is that the child will understand what went wrong, and that behaviour will improve as a result.

Action	Consequence
Constant chatting	1 - Reprimand 2 – AM Loss of playtime (10 min max) PM loss of golden time
Unfinished/unacceptable work due to timewasting	AM Loss of playtime (10 mins max) PM loss of golden time TO COMPLETE WORK
Misuse of resources	Removal of privileges (2days)
Not sharing/cooperating	Time out
Rough play	Time out
Interrupting class teacher or other adult	1 – reprimand 2 – AM Loss of playtime PM loss of golden time
Running along corridors	Reprimand and repeat action
Incomplete homework/no homework handed in	1 - Discussion with parent 2 – AM Loss of playtime PM loss of golden time
No reading book signed	Discussion with parent
Lack of respect	1-Reprimand 2- AM Loss of playtime PM loss of golden time
Incorrect uniform	1 – uniform reminder 2 – discussion with parent
Entry and exit to halls/building/classrooms	1 – reprimand 2 – repeat action

Stage 2

Unacceptable behaviour at Stage 2 is more serious or more regular than at Stage 1 and will involve the Deputy Headteacher or the Headteacher.

These incidents should be reported to the Headteacher (or the Deputy Headteacher) and parents will be contacted. Incidents are recorded on a 'red form' and handed to the Deputy Headteacher.

After discussion, all incidents are officially recorded, if necessary a formal letter will be sent home to their parent/carer.

Action	Consequence
Regular repetition of minor misdemeanours (stage 1)	Report 2 weeks – monitored by SLT
Bad language	Incident logged Report to parents
Dangerous behaviours	Incident logged Internal exclusion
spitting	Loss of playtime Letter of apology
Biting	Letter of apology Incident logged

	Report to parents
Preventing other children from learning	Internal exclusion
Fighting	Incident logged Reported to parents
Stealing	Incident logged Reported to parents
Name calling/inappropriate behaviours/threatening language or actions lack of respect for others	Incident logged Reported to parents
Graffiti	Incident logged Report to parents
Inappropriate use of toilets	Incident logged Report to parents

Stage 3

Unacceptable behaviour at Stage 3 is very serious and very few children will ever reach this stage at St John's Catholic Primary School. Outside Agencies may need to be involved.

All Stage 3 incidents will be reported to the Headteacher.

Stage 3 incidents are officially recorded and copies given to the parents and the class teacher.

Action	Consequence
Racist/sexist remarks	Incident logged Report to parents
Regular repetition of stage 2 incidents	Logged Report for 2 weeks – report to SLT at 3pm daily and discuss any consequences to be dealt with by SLT following lunchtime
Physical aggression towards a member of staff	Logged Fixed term exclusion 1 to 3 days
Refusal to accept school rules or school authority	Logged Fixed term exclusion 1 to 3 days
Extremely disruptive behaviour which prevents other children from learning	Logged 1 – internal exclusion 2 – Fixed term exclusion 1 to 3 days
Violent behaviour towards other children	Logged Fixed term exclusion 1 to 3 days
Taking up a disproportionate amount of management time	Logged Report for 2 weeks Meeting with parents – behaviour contract
Extremely violent behaviour resulting in injury	Logged Permanent exclusion
Inappropriate items in school	Logged Going home for lunch for fixed period of time
Bullying	Incident logged

All children at Stage 3 will have a Behaviour Contract drawn up by the Headteacher in agreement with the child, the parents and the class teacher so that there is no doubt about home and school expectation. The contract will include rewards as well as leading to the possibility of further sanctions. A successful period of time achieved by the contract will lead to the child being taken off the 'stages' of Behaviour Contract.

Concluding remarks

It is important that every child has the opportunity of a new start, by recognising what is positive behaviour and what is unacceptable behaviour.

Records of stage 3 sanctions are kept in the Headteacher's logbook. The only records passed on to the secondary school are those relating to any exclusions.

Exclusions

In cases of persistent unacceptable behaviour (stage 3), and where the other sanctions/strategies listed above have been exhausted, the Children's Services Exclusion - Good Practice guidelines will be followed. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent exclusion may be considered (in consultation with the Governing Body).

However, the Headteacher is the final arbiter of how long an exclusion is for, depending on the seriousness. For instance deliberate acts of violence towards staff will be dealt with by a 'Zero Tolerance' Policy and result in a permanent exclusion.

Searching Pupils and their Property

It is now 'law' that school staff can search pupils **with their consent** for any item which is banned by the school rules.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the schools' behaviour policy.

A pupil refusing to co-operate with such a search, raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any unacceptable behaviour when instructed by a member of staff - in such circumstances, schools can apply an appropriate disciplinary penalty.

The Headteacher may search a pupil with or without their consent if they suspect a pupil has a banned item in his/her possession.

APPENDIX

Lunchtime Behaviour Prompt Sheet for Midday Supervisors

The following guidelines are intended as a framework that will enable you to carry out your duties in a positive way and in keeping with the school's Behaviour Policy and our overall approach.

Midday supervisors have a very important part to play in ensuring that playtimes are a happy and enjoyable time for all concerned. If children are encouraged to enjoy themselves in a responsible and sociable way with other children they will learn how to build good and caring friendships. Midday supervisors who show children fairness and kindness, who listen carefully and encouragingly, present a positive role model and help them to become respectful and responsible towards each other.

It is important that **all adults** who have responsibility for the supervision of the children are **consistent in expectations, in reactions and in using the positive approaches laid out in our Behaviour Policy.**

It is important that **children are helped to adopt an attitude of respect and co-operation with the midday supervisors** and that staff are seen to be supporting them in their role. Equally **midday supervisors should actively make themselves aware of our expectations and approach.**

Good relationships minimize bad behaviour!

Stage 1 Behaviours

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Constant chatting	1 - Reprimand 2 – AM Loss of playtime (10 min max) PM loss of golden time
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Inappropriate items in school	Logged Going home for lunch for fixed period of time
Bullying	Incident logged Report to parents

Standard Letter 1
Verbal Warning

Dear

This letter is to inform you that (name of child) has received a **verbal warning** for (outline briefly what the incident/problem was) on (day and date).

(name of child) will (whatever sanction has been placed on the child and for how long). Hopefully, (he/she) will ensure that further incidents do not occur.

Yours sincerely

(Name)
(Designation)

Standard Letter 2
First Formal Warning

Dear

This letter is to inform you of an incident/a problem (outline briefly where the incident/problem happened and when). (Name of child and if there were any other people involved (**do not name other children**) and what the incident or problem entailed). The matter has been discussed with them and they are aware that such behaviour is totally unacceptable.

Due to the serious light in which we view this matter (name of child) has been given a **First Formal Warning**. At this point I would like to remind you that should further incidents of this kind happen, we may have to take more action, in accordance with our Schools Behaviour Policy.

If you would like to speak to me, please contact the school and a time will be agreed.

Yours sincerely

(Name)
(Designation)

Standard Letter 3
Second Formal Warning

Dear

Unfortunately (name of child) has been misbehaving again (when the incident happened, if anyone else was hurt and the extent of the injuries). As a First Formal Warning was given on (date of first formal warning) for unacceptable behaviour, (name of child) has now been given a **Second Formal Warning**. If (name of child) is involved in any other behaviour problems in the future, (he/she) will be excluded for a fixed period.

(Outline what sanction has been imposed this time and for how long). I would be grateful if you would impress upon (name of child) the seriousness of (his/her) actions and the behaviour that is expected of (him/her).

I would like to discuss this matter further, and request that you make an appointment to see me at your earliest convenience.

Yours sincerely

(Name)
(Designation)

Letter of Exclusion

Dear

Unfortunately, (name of child) again demonstrated behaviour, which is unacceptable (outline when the incident etc happened). As (name of child) has received two formal warnings before, I am afraid this now means that, in accordance with our school's behaviour policy, we will have impose an exclusion (for a period of)

If lunchtime:

(name of child) will need to be collected at 12.30 noon and returned to school at 1.30 pm for the week beginning (date). We are sorry to have to take this action but we must provide a safe environment for all our children.

We trust you will support us in this matter and ask you to come to school to discuss this further. Please make an appointment through the school office as a matter of urgency.

Yours sincerely

(Name)
Designation)

Responsibilities

Staff and Governors	Pupils	Parents
<p>To lead by example</p> <p>To be consistent in dealing with children</p> <p>To encourage the aims and values of the school among children</p> <p>To have high expectations of the children</p> <p>To meet the educational, social and behavioural needs of the children</p> <p>To provide an appropriate curriculum</p>	<p>To take responsibility for their own actions and behaviour</p> <p>To support and care for each other</p> <p>To respect each other's property and work</p> <p>To listen to others and respect their opinions</p> <p>To do as instructed by all members of staff (teaching and non-teaching)</p> <p>To observe the St John's Way</p>	<p>To be aware of and support the school's values and expectations</p> <p>To support the values and expectations of the school</p> <p>To ensure that children arrive/attend every day and are collected at the correct time</p> <p>To keep children at home when they are ill</p> <p>To provide the school with a written explanation of the reasons for any absence</p> <p>To provide the school with an emergency contact number and other relevant medical information</p>

The person responsible for this Policy is Paula Cooneyhan

Date of review: September 2018

Date of next review: July 2019