

BEHAVIOUR POLICY

'We come to school to love, learn and to share in the light of Jesus'

The aims of St Wulstan's Catholic School underpin this policy

Through following our Mission Statement we aim to create a school where every member of the school community feels valued and respected and that each person is treated fairly and well. We aim to provide a community in which lifelong learning takes place, within an environment which motivates, challenges and develops independence and is underpinned by the gospel value 'love one another'.

The policy aims to promote an environment where everyone feels happy, safe and secure. The Behaviour policy operates in conjunction with the following policies and guidance from the Local Authority:

- Anti-bullying policy and practices
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.

The primary aim of the behaviour policy is not a system to simply enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate way towards others. The schools primary and fundamental aim is to reward positive behaviour, as it believes that this will develop an ethos of kindness and co-operation.

We value:

- Honesty
- Self-discipline
- Respect for the rights and property of others
- Help for the weaker and less fortunate
- Consideration towards others
- Good manners
- Responsibility for one's actions
- Respect for the environment

We reject:

- Bullying
- Dishonesty
- Making racist comments

- Name calling
- Irresponsibility
- Use of offensive language
- Deceit
- Threatening behaviour
- Insolence towards an adult
- Violence

Relationships

We aim to develop a relationship of trust between all school staff and children through mutual respect and a consistent reward and sanction system. We seek to maintain a positive atmosphere by emphasising rewards, rather than sanctions, and by placing value on the individual effort of children.

The Curriculum

We will ensure that the organisation of the classroom and the curriculum promote effective teaching and learning. Within the classroom we seek to achieve this aim by: careful planning to ensure equality of opportunity, differentiating work, effective teaching methods, suitable teaching materials, prompt starts to lessons, clear guidelines, class rules and instructions.

At Break and Lunch-time

There are staff on each playground play-ground area. At lunchtime there is a senior supervisor. There are supervisors on each playground. They work under the direction of the Headteacher. Half-termly meetings are held to monitor lunchtimes in relation to the policy. All lunch time supervisors are aware of the behaviour policy, and the current behaviour system in place to ensure consistency of implementation during 'out of class' time. On wet days the children stay in school in their classrooms where activities are provided. They are monitored by staff on duty.

Staff can expect pupils:

- To be courteous and well mannered
- To listen to what they are being told
- To work hard and produce their best work
- To let others work and feel comfortable
- To show respect to everyone including themselves

Pupils can expect staff:

- To be courteous, consistent and fair.
- To prepare engaging lessons and give constructive feedback
- To be on time for lessons
- To listen at appropriate times, to pupils' explanations for behaviour
- To recognise and reward good work and positive behaviour
- To deal with inappropriate behaviour.

'Good to be Green'

In light of these fundamental underpinnings, we have implemented the easy to understand and child friendly 'Good to be Green' scheme for KS2 children. It has been adapted and developed in partnership with the children of St Wulstan's from Year 3 onwards.

In each classroom there is a chart displaying the child's name and behind each name will be a card.



Cards

Green card- Every child begins each day with a green card behind their name. We hope that the children can keep that green card all day as this shows that they have been following school rules and demonstrating appropriate behaviour. Children who consistently 'stay green' will receive awards such as a stamp in their diary, Golden Play on a Friday afternoon and a treat afternoon at the end of each half term. Behaviour in school is generally excellent and so we expect most children to stay green for the majority of their time at school.

Yellow card- If a child is not modelling appropriate behaviour in the classroom or on the playground, and they have not responded to an initial verbal warning, they will be given a yellow 'warning' card. At this point we may ask them to miss a few minutes of their break or lunchtime in order to reflect on their behaviour.

Red card- If a child refuses to improve their behaviour after being given a yellow card, they will move to a red card. The child will be spoken to by a member of the Leadership team and this will be recorded in the School Behaviour Log. They will also miss Golden play that week. There will be rare occasions where a child's behaviour will take them straight to a red card, e.g. physical fighting or verbal abuse.

Stop 'n' Think card- Before a child is given a yellow warning card, a teacher may choose to give them a blue 'Stop 'n' Think' card which is designed to give children the opportunity to change their behaviour before they are issued with a yellow card which would then be recorded in the class behaviour log.

Reporting to parents

In order to keep parents informed of any behaviour issues in school, we are going to send home 'Behaviour slips' which will outline why a child has received certain cards. We will send a slip home if a child receives either a red card or 3 yellow cards in one half term. We ask that you sign the slip and return it back to your child's class teacher as soon as

possible. If a child receives 3 behaviour slips home in one half term, they will not be able to take part in the end of half term treat.

KS1 Children

In KS1 the positive behaviour management system which has developed from the Good to be Green scheme, **focuses on rewarding positive behaviour**. Each classroom has a **visual behaviour display**, which has 6 colour coded areas; red, amber (these are the sanction zones) and green (good expected behaviour) moving beyond green to bronze, silver and gold medals/ trophies (rewarded behaviour) . Amber and red show sanctions and bronze, silver and gold show rewards.



- Each child has a picture of themselves which is placed on the green area of the display at the beginning of the school day.
- Being green all day (good behaviour) is **expected behaviour** but the aim is to be higher (to gain a bronze, silver or gold position on the display).
- For each move up the medals/trophies (bronze, silver, gold) the child will receive 1 raffle ticket. The aim is to gain 3 raffle tickets per day which will be entered into a prize drawer at the end of the week. The children write their names on the back of their raffle ticket/s each morning from the previous day.
- Children can however move down the display to amber or red for negative/unwanted behaviour but will be warned verbally beforehand. If they move down they have another chance to turn their behaviour round before break time. If they can improve, they will not miss their break time. If the child continues to display unwanted behaviour then they will miss part of their break time in order to reflect on their behaviour. After break time the child's picture will move back onto green so that they can start a fresh. If a child's picture is moved to amber more than 3 times in a day they will move to red. If a child continues to misbehave after they have moved to red, they will be sent to a member of the Leadership team to discuss their behaviour and parents will be informed if required. All names moved to amber or red are logged so that behaviour can be tracked throughout the school and patterns of negative behaviour can be identified at an early and preventative stage.

This system works in addition or alongside other reward systems such as sticker charts and house points.

EYFS Children

Encouraging positive behaviour:

Within the established positive learning environment, children should expect to receive regular praise from all they come into contact with. Class teachers use a range of strategies as incentives for the pupils to behave positively. Such strategies include:

- Verbal praise and encouragement to acknowledge good behaviour
- Non-verbal praise - e.g. thumbs up
- Stickers
- Sharing positive comments regarding good behaviour with parents at the end of the day
- Sending children to another teacher or member of staff to share their work/good behaviour
- Displaying pupils' work and achievements
- Certificates to celebrate children's success (for behaviour and/or academic achievement) within the fortnightly 'Achievement Assembly'.

Dealing with inappropriate behaviour:

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- We aim to avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately. Where appropriate, this might involve use of the 'thinking chair', whereby the child has a period of 'time out' followed by time with an adult to talk through their behaviour, which might include, for example, acknowledgement of feelings, discussion as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- In instances of repeated inappropriate behaviour, or behaviour that has caused hurt to another person or property, this will be recorded in the class behaviour log book. The child's parent will be informed on the same day and we will work with parents to devise a behaviour strategy appropriate to the child and the behaviour.
- If the inappropriate behaviour continues, or a child has intentionally caused hurt, the child will be seen by a member of the Leadership Team, and a meeting will be arranged with parents.

Behaviour scheme and SEN

As within all schools there are some children who have additional needs that require more personalised behaviour support in school, often supported by external agencies. We understand that individual behaviour plans may be produced to support their behaviours and thus promoting inclusion in school. These children will be following their own individualised behaviour plan alongside the 'good to be green' policy.

The school does not tolerate bullying of any kind. If it is discovered that an act of bullying or intimidation has taken place, action is taken immediately to stop any further occurrences of such behaviour and parents are informed. We do everything in our power to ensure that all children attend school free from fear. See Separate Anti Bullying Policy.

Use of Force and Restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Please see the school policy on use of physical restraint.

The role of staff in school

It is the responsibility of all staff to ensure that the school rules and behaviour policies are enforced in classrooms and around the school. All staff in school model appropriate behaviour and have responsibility for managing the behaviour of any children around school and in assemblies and other whole school gatherings.

The role of the Headteacher

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement.

The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) in consultation with governors, has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may

also exclude a pupil permanently. All exclusions must be well documented and follow Local Authority procedures.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Any incidents of bullying are reported to the school Governors. The School records serious incidents of misbehaviour in the Behaviour Logs which are scrutinised weekly by the Deputy Headteacher. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Deputy Headteacher keeps a record of children sent to her. The Headteacher records those incidents where a child is sent to her on account of bad behaviour. Lunchtime supervisors give written details of any incidents that are referred to the senior supervisors or Headteacher. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.