



## **St Benedict's R C PRIMARY SCHOOL BEHAVIOUR POLICY**

**"Each one of us is to be respected.**

**Each one of you is precious in the eyes of God and much loved."**

Cardinal Basil Hume

March 1996

### **AIMS**

The teaching of Jesus Christ on how human beings should live, both individually and in society, is the primary basis of this policy. The policy also reflects the social and educational tradition in the life and teaching of St Benedict, the patron saint of the school. The teachings of St Benedict espouse the values of family life, mutual respect, tolerance, concern for the needs of others. These teachings form the basis of the ethos of our school. Discipline in a Christian community is about the growth of self-discipline. We actively teach, by example and discussion, that we are called:

- to respect ourselves
- to show love, care and respect for others and our environment
- to tell when we have a problem so that adults may help us
- to choose to do what is right
- to say sorry and restore friendships when we have failed to make the correct choice

Should any child appear to have particular problems with regard to their behaviour in school, parents will be invited in to discuss the perceived difficulties so that an appropriate course of action, for the good of the child, may be agreed.

Our policy is to teach children to make good choices about their behaviour, and in doing so to think about the effects of the actions on others. We know that children will encounter confusing, at times conflicting, messages, therefore we have to expect that they may not get it right all the time. During the course of growing up they may display a selection of behaviours from lying, swearing, stealing, cheating and bullying. It is often only through reflecting on their mistakes that they will grow and learn.

Our ultimate goal is to develop a level of emotional intelligence and appropriate moral maturity in each of our pupils which will begin to enable them to make right choices and take responsibility for their own actions. We also seek to encourage the growth of self-confidence in our pupils so that they know how not to accept the actions of other individuals which infringe their human dignity and cause them hurt.

We know that behaviour and individual needs are linked, each affecting the other. Consequently we take account of individual needs when encouraging appropriate behaviour and when evaluating instances of inappropriate behaviour. We set suitable learning challenges for all pupils in lessons.

### **Some of the ways in which we encourage good behaviour**

As a staff with a common purpose, we adopt a variety of strategies to encourage good behaviour.

- To encourage a sense of team work and being part of a learning community within the classes, all children will be able to work towards earning a whole class reward. This may take the form that the class teacher wishes such as collecting marbles in a jar or 'bones' for each table.
- We frequently take opportunities to notice and praise good behaviour.
- We celebrate good behaviour as part of our Celebration/Stars of the week assembly.
- We promote our shared understanding of good behaviour by using opportunities afforded by: examples drawn from our own school community and from famous persons (such as Mother Teresa), discussions, our RE programme, class and school assemblies, circle time and self-esteem exercises.
- We offer rewards within classes such as positive remarks, stars, and stickers. There is a collective reward system in place that the whole class works towards.
- We use Assemblies to note particular examples of good behaviour which may serve as models for other children.
- Linked to our RE scheme **Come and See** we encourage children to think about their behaviour.
- We encourage our MSAs to acknowledge and reward good behaviour during the midday break through positive praise. We ensure that we recognise it is the act, not the child, which may be silly or naughty.
- We remind children of what constitutes appropriate behaviour when they are leaving the school environment.
- We encourage children to recognise their roles and responsibilities within our school community.
- Children are encouraged and expected to show respect to all adults working at school.
- Children are expected to act on all reasonable requests and instructions.
- Where appropriate we teach strategies for anger management.
- We recognise the need to "look after" four-year olds to minimise the risk of wrongdoing and encourage a gradual transition from this phase so that at the end of Key Stage 1 most children can assume responsibility for their own actions.

### **Parents are**

- encouraged to raise any concerns about their child's behaviour with the class teacher
- requested to advise teachers if their child is experiencing difficulties
- asked to advise teachers when home circumstances have altered and may be affecting their child.

### **Staff will:**

- All staff will ensure that the children in their care are aware of and understand: classroom rules and routines; school rules and routines; teacher expectations; curriculum aims and objectives; rewards and sanctions; roles and responsibilities.

We use a range of responses to encourage appropriate behaviour. As a staff with a common purpose, when dealing with inappropriate behaviour, we select the appropriate response. These may include:

- request a child to do/not to do some action and giving them an initial warning. requesting an apology
- quietly taking the child aside and talking to the child to remind him/her of the need for appropriate behaviour
- removal of the child from the activity if he/she is misusing equipment or misbehaving
- withdrawal of privileges such as removal of "free choice" activities or loss of playtime.
- moving the child to a different position in the classroom, sitting the child on own, moving the child away from friends, isolating the child from a group
- setting a target with the child and indicating the result of failure to achieve the set target
- sitting the child close to the teacher to support his/her attempt to improve behaviour
- Stopping an activity and discussing why it has been stopped to enable the child to reflect upon their actions.
- recording incidents of misbehaviour and ensuring that children are aware when entries are made regarding them explaining to a child the need for an adult to notify their parents of inappropriate behaviour (either by speaking with parents at the end of the day or sending home a note explaining the child's poor choice of behaviour).

### **Whole School Reward System**

- **Dojo.** Recognition of good choices and positive behaviour for learning
- **Multiple Dojos.** For excellent behaviour for learning, including Star of the Day awards
- **Weekly winners / Celebration Assembly.** Celebration of consistent positive attitude and behaviour for learning. Star of the Week; most Dojos that week; Headteacher's Award; TT Rockstars certificates.
- **Visit to Mr Eddy** Outstanding piece. Message sent home to parents of work or attitude to learning

### **Whole School Sanctions System**

- **Verbal.** Not showing positive behaviour for learning. Opportunity to make the correct choices.
- **Yellow Card.** Repeated poor choices. Either 5 or 10 minutes (to be decided upon by adult involved) break lost to reflect on behaviour.
- **Red Card** Poor choices still continuing or disruptive behaviour. Removed from lesson to another class; message to parents that needs to be signed and returned to school
- **Visit to Mr Eddy** Persistent poor choices or serious disruptive behaviour. Sent to Mr Eddy to complete work and message given to parents.

### **If there is no improvement:**

- the class teacher/Headteacher will invite parents to meet with them to discuss the situation and agree a course of action
- in agreeing a course of action parents/teachers may decide to draw up a behaviour I.E.P. and/or to seek further outside professional help
- in dealing with disruptive behaviour, teachers will be able to have the child work out of the classroom on a planned basis under the Headteacher's supervision.
- in dealing with disruptive behaviour teachers have a responsibility to ensure that the child does no physical harm to herself/himself or to others. There may be occasions when a child needs to be physically restrained. We are legally entitled to do this when necessary and all teaching staff will use appropriate techniques in which they have been trained.
- if parents do not agree to seeking professional help and do not co-operate with plans which could lead to improvement, the Headteacher may consider exclusion, following LEA and CES guidelines
- if a child's misbehaviour is so serious as to endanger the well being of pupils/staff, the Headteacher will consider exclusion, following LEA and CES guidelines
- if a child's misbehaviour at lunchtime is so serious as to endanger the child or others, the Headteacher will consider lunchtime exclusion.

### **Pupils with Specific Emotional/Behavioural Difficulties**

Pupils suffering from specific behavioural or emotional difficulties will have an individual behaviour plan drawn up by teachers and outside agencies, which will include support from the EMS.

## **Fixed term and permanent exclusions**

Exclusion is an absolute last resort and before excluding, the school together with the Local Authority will consider alternative options for supporting the pupil.

- Only the headteacher or head of School (or the acting headteacher/head of school) 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. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- If the school considers that parental influence could be better brought to bear to improve a pupil's behaviour a parenting contract may be offered – these are appropriate where a parent is willing to engage – the school cannot require a parent to sign a parenting contract as a condition of reinstatement or admission.
- In a fixed period exclusion situation the school will make provision (usually off site) for all excluded pupils from the 6<sup>th</sup> day of the exclusion. In the case of permanent exclusions it is the responsibility of the Local Authority to make provision from the 6<sup>th</sup> day. In both instances, parents are responsible for ensuring that their child is not found in a public place within the first 5 days and during this period the school will still be required to arrange for work to be set and marked. The Local Authority will be responsible for providing transport to off site provision if it is beyond the agreed distance at which the Local Authority meets transportation costs.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher/head of school.
- The governing body convenes a discipline committee, which is made up of, between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

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**DEVELOPMENT**

We will continue to explain school rules and expectations to children during assemblies and in PSHCE teaching time. We will continue to explore ways of developing appropriate play skills.

**REVIEW**

This document will be reviewed in December 2019 to assess the effectiveness of our policy on behaviour throughout the school. It is to be expected that modifications will be made through experience and statutory requirements.