



Behaviour Policy

2019 - 2020

Status	Statutory
Date presented to People Committee	1.5.18
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Published on school web site	Spring 20
Date of next review	Summer 21

Rationale

The aim of this behaviour policy is to ensure that children access a full range of learning opportunities in a calm, supportive and positive environment. As a Catholic school endeavouring to foster the gospel values, a focus on the quality of relationships is at the heart of the school's ethos. It is in this context that we aim to help the children to develop caring and positive ways of behaving. The school has a legal duty of care towards pupils and must determine measures with a view to encouraging good behaviour and respect for others on the part of pupils.

Aims

- To raise pupils' self esteem.
- To promote/develop empathy and respect for self and others.
- To develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- To develop an awareness of and adherence to appropriate behaviour.
- To encourage pupils to value the school environment and its routines.
- To ensure that pupils are confident of their right to be treated fairly.
- To empower staff to determine and request appropriate behaviour from everyone.
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To encourage the use of good manners.

How do we implement our Behaviour policy?

- School Ethos
- Expectations of the school community
- Curriculum
- School Systems
- Support Systems for Individual Pupil Need, Staff and Parents

Expectations of the school community

Staff and Governors

- To lead by example.
- To be consistent in dealing with pupils fairly and respectfully.
- To encourage the aims and values of the school and local community among the pupils.
- To have high expectations of the pupils.
- To meet the educational, social and behavioural needs of the pupils through a challenging and interesting and relevant curriculum and individual support.
- To create a safe and pleasant environment, physically and emotionally.
- To encourage regular communication between home and school and to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.

Pupils

- To respect, support and care for each other.
- To take responsibility for their own actions and behaviour.
- To do as instructed by all school staff (teaching and non teaching) throughout the school day.
- To be tolerant of others irrespective of race, gender, religion and age.
- To work to the best of their abilities and to allow others to do the same.
- To take care of property and the environment in and out of school.
- To help formulate and keep class and school rules.

Parents

- To be aware of and support the schools values and expectations.
- To be actively interested and supportive of everything the children do in school.
- To make the children aware of appropriate behaviour in all situations.
- To encourage independence and self discipline.
- To foster good relationships with the school.

Curriculum

The aims of the policy are pursued through the curriculum. The PSHCE / Citizenship curriculum addresses our ethos and expectations directly. The Social and Emotional Aspects of Learning programme offers children the skills, attitudes and understanding that helps them to develop positive relationships with each other. Through Circle Times we promote the children's ability to sort out their own conflicts by encouraging them to listen to each other without interrupting, to be assertive and clear in saying what others have done to upset them and how they want them to behave in the future.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their

own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities.

School Systems

- The School Rules are: Always Caring, Always Ready and Always Tidy. They are applicable throughout school: in every class, in corridors, in the hall, and in the playground.
- Relentless Routines
 - We do not assume that children know how to behave; regardless of age we teach them the rules that operate in the classroom and precise routines and rituals for individual activities.
 - We use positive language when drafting rules and routines; identifying the behaviours that we want to see rather than those which we don't want.
- Recognition Boards

Each class sets a target to put on a recognition board based on the school rules. When the teacher sees the child achieving the target their name / photo is moved onto the Recognition Board. If all children get onto the board, a short token reward is enjoyed by the whole class eg a quick dance to a favourite tune.
- Response to poor behaviour
 - We use a scripted response to encourage calm, consistent adult behaviour and a reminder to the child that they are well capable of showing good behaviour.
 - We deliver the script to a child in private and move on without looming over them – allowing both parties to maintain dignity and get back to work without delay.
 - If a child continues to ignore the school rules they are asked to stay after the lesson to discuss the situation with the teacher. Should the incident be more serious, restorative approaches are used.
 - Individual Behaviour Plans and Behaviour Passports can be used to support children with significant behaviour problems.
- Restorative approaches teach the behaviour we want children to learn.
 - We plan about 5 questions from the following ...
 - What happened?
 - What were you thinking at the time?
 - What have you thought since?
 - How did this make people feel?
 - Who has been affected?
 - How have they been affected?
 - What should we do to put things right?
 - How can we do things differently in the future?
 - We try to Listen and prompt ... and we try to avoid lecturing.
- We continually monitor our practice to avoid negativity and whole class punishments.

- Children are engaged in supporting each other's good behaviour through acting as: Wet Play Monitors, Playground Leaders and Playground Buddies.
- Rewards are used to encourage good behaviour, eg House Points, stickers, verbal praise, positive reports to parents and Head Teacher's Certificates.

When are parents informed?

If a child needs to be kept back by a teacher on more than one occasion, or if a more serious incident occurs, the teacher uses their discretion to decide on whether to inform parents.

If the incident has bullying overtones it should also be recorded on a Prejudice-related bullying incident recording form (Warrington Borough Council Appendix 6). The Head Teacher will retain this information.

Support Systems

- Where a child is placed on an IBP, all staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. circle of friends, peer buddies/mentors etc)
- The staff are supported in dealing with their pupils' behavioural needs in a variety of ways. The staff meetings are an opportunity for staff to discuss children who are experiencing difficulties, to inform each other of any issues and to seek advice from colleagues. The Safeguarding Supervision meeting also discusses children whose behaviour is a concern. NQTs are offered support in behaviour management through Professional Reviews with their Induction Tutor. Teachers with a child with particularly complex needs can request to go on training courses to help them to support those children.
- School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Trauma Informed Approaches

The school responds to behaviour and bullying with an awareness of the impact of trauma. We accept that behaviour is a form of communication and that there is a significant co-occurrence of social, emotional and behavioural disorder in children who have experienced unmitigated adverse childhood experiences.

Exclusions

Where exclusions are used the school will follow statutory requirements:

<https://www.gov.uk/government/publications/school-exclusion>

Fixed period exclusions

A child who gets into serious trouble at school can be excluded for a fixed period of time. Schools can exclude a child if:

- they have seriously broken school rules
- allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils

Some other points to bear in mind are that:

- only the Headteacher or Acting Headteacher can exclude a child
- your child can't be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year
- if your child is excluded for longer than one school day, the school should set work for them and mark it

The school should call you on the day the exclusion is given and follow up with a letter including information on:

- the period and reason for exclusion
- your duty during the first five days of any exclusion to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent or not
- any arrangements made by the school that apply from the sixth day of the exclusion

Permanent exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil for a 'one-off' offence.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Monitoring, Evaluation and Review

As this policy is a statutory policy it will be reviewed by the Governors annually. The review will be conducted by the People and Education Committees and reported to the Full Governing body for ratification. The revised policy will be communicated to parents and staff via the web site, and it will be promoted and implemented throughout the school.

Signature of Chair of the Education Committee: _____

Appendix 2

Pandemic Amendments to the Behaviour Policy

The children will be taught and given support to follow additional routines and rules to help limit the spread of the virus. These include:

- Follow the beginning and end of the day routine: stand by the marker by the gate, walk into school in an orderly line, and maintain social distancing.
- Follow instructions on hygiene, such as handwashing and sanitising thoroughly when asked to.
- Follow instructions when moving around the school, for example: keeping in an orderly line so that bubbles don't cross going out to play.
- Use tissues when you can if sneezing or coughing, then wash your hands and put the tissue in the bin. If you can't find a tissue sneeze or cough into your elbow.
- Tell an adult if you feel poorly.
- Don't share any equipment or other items including drinking bottles.
- Stay in your own bubble's area at play and lunch times.
- Only go into the toilet with your class on the door in KS1. Only go into the toilet with no more than 3 children from your bubble in KS2.
- Do not cough or spit at or towards any other person.

If a child deliberately fails to follow these rules and routines, the seriousness of the situation will be explained to them, and their parents will be contacted if a further breach occurs.

 Let's keep each other safe.	
 Wash your hands carefully.	 Keep your distance and don't touch anyone else.
 Cover your cough, then bin your tissue and wash your hands.	 Keep your equipment in your zip file. Don't touch anyone else's.
 Stay in line so you don't mix with another class.	 Use your foot to open the pedal bin. Don't touch it with your hands.

