



St Laurence's Catholic Primary School

Policy Statement

For

Behaviour

This policy was adopted on	December 2016
By name	Mr John Holmes
Position	Chair of Governors
Signature	On behalf of St Laurence's Primary School ANNUAL REVIEW

ST LAURENCE'S CATHOLIC PRIMARY SCHOOL BEHAVIOUR POLICY

Philosophy

At St Laurence's we aim to provide an education that enables each child to reach their full potential. We believe this can only be achieved by creating an atmosphere where all are valued. All gifts and talents are celebrated and the gospel values of love, respect and justice are at the heart of all we do.

The above statement permeates all aspects of our school. Our emphasis is on encouragement, praise and rewards. We aim to ensure that all our children are happy and well motivated.

We believe that good behaviour is achieved by ensuring all of the above are put into practice.

Aims

In order to fulfil this policy, all staff involved will be guided by the following principles.

- To expect high standards for behaviour at all times.
- To be firm, fair and consistent with an awareness of particular circumstances where appropriate including home background.
- To encourage positive self esteem through praise to build confidence.
- To set a good example and positive role models in a happy and secure environment.
- To give the children opportunities to take responsibility for themselves and for others.

We also believe that children have a responsibility to:

- Come to school on time and be ready to start lessons.
- Work hard at all times.
- Treat others in the way they would like to be treated.
- Not accept unfairness, bullying, racism or sexism.
- Treat property and their environment with respect.
- Wear their uniform with pride.

The School Rules

At all times:

- Children will remember their manners.
- Respect everyone and their belongings.
- Walk quietly and sensibly around the school, allowing younger children and adults to pass by.
- Try hard and be proud of yourself and your school.

In the playground children will:

- Play games that cannot hurt others or damage school property.
- Take care of their belongings and never borrow something unless the owner allows them to.
- Behave sensibly in the toilet area.
- Go into school only if given permission.
- Always speak politely to everyone.

In the Dining Room children will:

- Listen to and respect all staff.
- Always talk quietly.
- Remain in their seat when eating and raise their hand for help.
- Eat their food sensibly.
- Clear their dishes and put our litter in the bins.

Class Rules:

These will be drawn up by individual classes at the beginning of each academic year.

CODE OF CONDUCT

We would ask all pupils to follow the school's Code of Conduct in order to create a safe, healthy and respectful environment and would ask all parents to support our Code of Conduct.

- Correct school dress must be worn unless there is a particular explained reason. This includes PE.
- Children should not run inside the school. They should move around the building in a safe and sensible manner.
- At break time, children may eat a piece of fruit or a healthy snack.
- Sweets and chewing gum are not allowed in school.

- After leaving the hall at lunchtime, children should not re-enter the school building without permission.
- Children will show respect to all adults in the school.
- No abusive language is tolerated.
- Jewellery, apart from a wrist watch or stud earrings, is not permitted.
- Nail varnish should not be worn.
- No mobile phones will be allowed in school without permission.

PRAISING AND REWARDING

Every adult will help to raise children's self esteem by rewarding good behaviour and hard work through:

- Individual praise and encouragement
- Appropriate written comments on work
- Awarding of Dojos, stickers, stamps and certificates.
- Public commendations for good behaviour and work in class and assembly
- Rewards will be given in every lesson in a consistent manner.

We believe positive reinforcement of good behaviour is the best way for managing behaviour. Praising of good behaviour helps to reinforce the message to all children. Throughout the school day children are rewarded for displaying: good behaviour, good work, good manners and caring for others. As well as sticky badges, smiley faces and general praise, the following reward systems are used:

Certificates

At a weekly assembly each teacher from YR to Y6 will nominate three pupils to receive an English, Maths and Star of the Week certificate. The Headteacher will give out these awards.

Headteacher Award

Children may be sent to the Headteacher throughout the day for a Headteacher's award for good behaviour or good work. The children will be given a sticker and their work recognised.

Dojos - R to Year 6

Children from Reception to Year 6 are awarded Dojo points for their good work and behaviour.

Politeness Award

This particular trophy is used to promote good manners and politeness. Children are nominated by teachers, non-teaching staff or visitors to the school. They are awarded the trophy in assembly in front of their peers.

PUPIL RESPONSIBILITIES

Children are expected to follow the school's Code of Conduct. In addition to these responsibilities, older children are given additional responsibilities in recognition of sensible behaviour. These include head boy, head girl, register monitors, dinner monitors and school council representatives etc.

CONSEQUENCES

From time to time it may be necessary to use sanctions to reinforce the school rules. When disciplining a child, the child will be told which rule they have broken, ensuring a consistent message. Other children will also hear a recognised rule being reiterated and therefore reinforced.

Consequences may involve measures that ensure the child makes some form of reparation for his/her behaviour. An effective sanction is one which most often stops or discourages careless, poor work or behaviour. It also enables a child to reflect on and modify their inappropriate behaviour/poor work. We recognise the importance of discussing the child's behaviour with the child and setting future targets for the child.

Good to be Green

We use a card system within school from Years 2 to 6 with the children. A GREEN card shows that the children are behaving in an appropriate manner and are following the school rules.

If a child is disrupting their own or others' learning (talking, shouting out, chatting, not listening etc) they will be given a reminder of acceptable behaviour.

Continuance of the above will result in the child being asked to place the orange 'warning' card in front of their green card.

If behaviour improves and is exemplary, they will return back to green after a period of time. However, continuance of incorrect behaviour will result in the orange card being replaced by red, at which point the child will have to report

to the Headteacher or Learning Mentor, and parents will be contacted by letter.

All cards are on green at the start of every day.

Rudeness and all incidents of violence or total lack of respect for an adult will result in moving 'straight to red'.

Persistent, low-level disruptive behaviour that reaches orange, is then corrected for just long enough to return to green, but then re-occurs on a regular basis, will result in going to red.

Teachers will deal with issues within school in the following ways:

- Tactically ignore, and praise closest good behaviour.
- Give the child a non-verbal sign to stop e.g. eye contact.
- Make reference to the rules, remind pupils of agreed rules.
- Give the pupil a warning- remind them that they will be choosing to face a consequence.
- Move the child to an 'orange' WARNING card.
- Make the child work in isolation.
- Move the child to a 'RED' card.
- Remove from classroom to another teacher.
- The child is referred to the Head Teacher.
- With the assistance of the SENCO an Individual Behaviour Plan is drawn up for the child and the parents are informed.
- A home school diary is introduced.
- The child is kept after school for a period of time with a member of staff.
- The child is suspended for a fixed period.
- The child will be subject to fixed-term exclusion and the LA informed.
- A negotiated transfer will be arranged to another school if there isn't any improvement.

The level at which a teacher should sanction the pupil depends on the seriousness of the child's actions. In cases of serious misdemeanours the parents will be informed immediately.

Children will be asked to reflect on their consequence in a number of ways including:

*Writing an apology letter

*Reflective sheet

*Reflective faces

*Task within class set by the teacher

Cases of bullying will be immediately referred to the Learning Mentor and Headteacher (or Deputy Head Teacher in the Headteacher's absence).
(Definition: Bullying is the wilful conscious desire to hurt, threaten or frighten someone. It also includes thoughtlessness and unconscious hurt through action, comments or verbal abuse.)

The supervisory assistants during lunchtime will refer a child to the child's Class teacher or a senior teacher as appropriate. The following teachers will be the named behaviour leaders in each of the Key Stages:

Foundation - Mrs Middleham

Years 1 and 2 - Mrs Barr

Years 3 and 4 - Mrs Phillips and Mrs McClelland

Years 5 and 6 - Miss Rimmer and Mrs Sutton

The Headteacher and or Learning Mentor will deal with any serious incidents or unacceptable behaviour.

Children with Behaviour Difficulties

It is recognised that some children do suffer from behaviour difficulties and need very specific guidance and management of their behaviour. Set out below is guidance for teachers to follow on how to deal with the behaviour these children display.

Key Points:

- A working relationship is established with the child.
- The teacher does not take the child's behaviour personally.
- The teacher clearly communicates in a direct discrete way, using straight forward language.
- The teacher will make polite suggestions rather than demands.
- The teacher will remain calm and try not to get into a critical or cross mode.
- The teacher will try to ensure the work is broken down into small achievable steps that allow frequent opportunity for reviewing progress/giving encouragement and rewarding success along the way.
- The teacher will avoid allowing the child to become over dependent on him/her and will expect the child, in time, to cope alone without him/her using a teaching assistant where necessary.

- The teachers will be positive in their approach. They will look for positive things which are happening or about to happen. The child's self esteem will be built up by celebrating their strengths.
- If a child displays angry outbursts, the child will be given time to restore his/her dignity.
- Clear boundaries will be established for the children. The teacher will check the children understand those boundaries, the rewards and the time-scale of the work expected.

EXCLUSION

The school follows the DFE Guidance.

Only the Headteacher can exclude a pupil from school, including exclusion at lunchtime. Exclusion would not be decided in the heat of the moment, although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- the pupil seriously breaches the school discipline policy in a violent way;
- a range of alternative strategies have been tried and failed;
- if allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Headteacher will:

- Consider the evidence. If there is doubt that the pupil actually did what is alleged, the pupil will not be excluded.
- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DFE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the child is required to follow an education programme at a school.

The HeadTeacher will in turn inform the Chair of Governors of the decision to exclude. The Headteacher will inform the parents, by telephone of the decision to exclude, and confirm the exclusion in writing.

Parents do have the right to appeal to the Governors against the decision to exclude the child if the child is excluded for more than five days. If parents wish to appeal against a decision to exclude, they will be assisted in the appeal process. If the decision to exclude is upheld the parents have the right to appeal to an independent appeal panel.

Bullying, including Cyber Bullying, Racist Remarks or Physical Harm

Any incidents will be immediately referred to the Headteacher/Deputy who will see the pupil(s) concerned. The Headteacher will ask to see the pupil's parents to discuss incidents. The Headteacher will decide on appropriate sanctions to be used.

A record of such incidents will be kept by the Headteacher/Deputy, completing Incident Report sheets.

(See separate policy on anti-bullying)

REVIEW OF POLICY

The effectiveness of this policy will be reviewed annually by the Senior Leadership Team and every three years by the Governing Body. If changes are made to the policy, the Governing Body will ratify amendments.

This policy was reviewed:

Signed:

Designation:

Date: