



St Bede's RC Primary School

Behaviour Policy May 2016

1. Introduction

We aim to develop and nurture a positive self-image for each individual. At St Bede's RC Primary School we believe that each child is a gift from God, made in His image and likeness and therefore entitled to be valued and respected as a unique individual.

It is a key aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our school behaviour policy is designed to promote positive behaviour and encourage consistency in dealing with poor behaviour.

Our priority is to promote positive relationships with all members of our school community, so that staff and pupils can work together effectively. We acknowledge this in our school Mission Statement:

"We Love and Learn Together in the Light of the Lord.

Sharing together. We are one family.

Trusting and respecting all.

Being the best we can be.

Enriching our love of learning.

Discovering our potential.

Embracing the teachings of Jesus.

Safe and secure in our school."

2. Principles: Why we need good behaviour

- To enable effective teaching and learning
- To keep the school community safe and secure
- To develop increased self-esteem
- To promote emotional well-being
- To give consistency and structure
- To foster mutual respect and understanding
- To develop good social skills
- To create a relaxed and enjoyable climate
- To develop a positive reputation in the community

3. Sharing our rules

3.1 Classroom Rules

- I do as I am asked first time
- I speak politely and kindly to others – I call people by their proper names and say please, thank you and excuse me
- I keep my hands and feet to myself
- I listen carefully when other people are speaking
- I put my hand up when I want to speak
- I work and talk quietly and let others concentrate on their work
- I always do my best and try to finish on time
- I help look after our school and other people's work and belongings
- I walk quietly in the corridors and the classroom

- I respect all adults in school.

3.2 Playground Rules

- I do as I am asked first time
- I speak politely and kindly to others – I call people by their proper names and say please, thank you and excuse me
- I keep my hands and feet to myself
- I ask if I need to go to the toilet
- I stay inside the safe area of the playground
- I help to keep the playground free from litter
- I use the playground equipment safely and respectfully
- I ask a teacher to help if I am having an argument
- I line up silently when the second whistle blows

3.3 Our Dining Hall Rules

- I stay in my seat and at the same table
- I put my hand up if I need something
- I only eat my own food
- I use a quiet voice
- I help keep the dining hall clean and tidy
- I walk quietly in the hall and the classroom

3.4 At the start of each school year, class teachers discuss the school rules and class routines. These rules will be reinforced regularly by school staff through praise and rewards and through the use of sanctions, if necessary. These rules will be displayed in each class and in the dining hall. In addition, each class will agree and publish a set of rules for wet break times.

4. Links with Other Areas of the Curriculum/Circle Time

4.1 Our Behaviour Policy has strong links with areas of the curriculum notably PSHE and RE, where issues of self-esteem, moral and spiritual development are addressed. It also has strong links with English, particularly the area of speaking and listening.

5. Rewards

5.1 The first focus is on good behaviour with positive comments being common place for those behaving well i.e. rewarding good behaviour. It is essential that staff refer to rules frequently and reinforce them through the 'Good to be Green' school behaviour system. Ultimately we want children to be aware of what comes from presenting good behaviour. However, many children need interim steps towards this in the form of tangible rewards to recognise all forms of social and academic achievement.

5.2 Rewards used include:

- verbal praise
- approving signs/acknowledgements
- stickers/points
- certificates
- 'public praise' in collective worship
- children aim to stay on the green card for behaviour tracking. If they have stayed on this all week they earn a 'Good to be Green Sticker'
- children can earn extra points for good behaviour
- every half term the children with the agreed points can visit the 'St Bede's Shop' where they can choose a pencil, rubber, wrist band, certificates etc
- once a term the children with the agreed points earn a 'Reward Day' eg climbing wall.

6. Dealing with Difficult Behaviour/Sanctions

6.1 When dealing with difficult behaviour there are 3 main considerations:

- Care for the individual involved;
- Prompt, fair and consistent response;
- Consultation with parents if their child's behaviour is a cause for concern

6.2 If a pupil fails to follow set rules the following hierarchy of sanctions will apply

- verbal reminder to the pupil of the behaviour rule that they have broken
- reiteration of the rule and the pupil warned of the consequence with a yellow card
- pupil continues to behave inappropriately they are moved to a red consequence card
- the teacher will record the pupils' behaviour onto the school behaviour log
- inform parents
- pupils will miss 5/10 minutes of break/lunchtime in time out area
- Following two red cards in a half term pupils will be sent to phase leader
- the teacher will meet with parents
- a home school diary will be set up
- pupils will miss playtime for the whole day
- Following three red consequence cards in a half term pupils are sent to the Head Teacher or Deputy Head teacher
- Parents will be invited into school to talk about their child's behaviour
- Pupils will miss the school termly reward

6.3 Serious Incidents

Children can be given an automatic red card for the following incidents:

- fighting
- threatening behaviour
- bullying
- swearing directly at others
- stealing
- deliberately damaging school property
- verbal, written or physical abuse

Children will be sent directly to the Head Teacher who will contact parents immediately to discuss their child's behaviour.

7. Exclusion

- 7.1 At St Bede's RC Primary School, exclusion is seen as a last resort; after all other attempts to modify behaviour have failed. Exclusion serves several purposes, including:
- To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour
 - To maintain high standards of behaviour in school
 - To secure the well-being and entitlement of other children and staff in school
- 7.2 If the Head Teacher decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set.
- 7.3 There may be occasions, however, when domestic circumstances, or the child's disposition would warrant an internal exclusion (or seclusion) where he or she completes their school work in a designated workspace within school and has their break periods away from their classmates.

8. Children with Challenging Behaviour

- 8.1 Some children may need a personalised approach to their specific behaviour needs, and other programmes of intervention and support may be used in conjunction with external agencies.
- 8.2 Such children tend to have emotional or physical needs which are not, or are not yet, being met. They are often unhappy, angry or suffering from low self-esteem. Consequently, they believe they do not have a chance of being good so they do not bother to try.
- 8.3 As a school we aspire to help these children to break out of their negative pattern of behaviour. Like adults, children will be unhappy and suffer bad moods and they must understand that this is normal and that they can talk about it.
- 8.4 With children who do display challenging behaviour, staff must identify the areas of behaviour that need improvement and target these.
- 8.5 The use of star/ sticker/goal charts is sometimes helpful in managing a child's behaviour and encouraging the development of a positive attitude. When appropriate these charts are used between home and school in a mutually supportive way. They are not displayed in the classroom but are private incentives for individual children.
- 8.6 A child who regularly misbehaves and who does not respond to reasonable measures will be referred to the school SENCO and may be placed on the SEN register, Parents will always be part of this discussion. In certain cases we will seek advice from other agencies e.g. Educational Psychologist, EWO etc. and additional support and mentoring offered. It may be necessary to devise a 'special contract' for the child which includes achievable targets and consequent rewards. These may be included in a child's Pupil Passport / One Plan or Educational Health Care Plan.

9. Partnership with Parents

- 9.1 Class teachers play a pivotal role in ensuring strong partnerships with parents, and in ensuring appropriate behaviour of their pupils. Parents and school staff will work together to reward appropriate behaviour and apply sanctions for inappropriate behaviour. Our Home School Agreement clearly sets out our expectations for behaviour.
- 9.2 It is crucial that parents raise any concerns at an early stage with their child's teacher. We expect that early intervention and discussions with parents at an early stage will nip any issue in the bud. Early involvement will also make it easier to offer advice about how parents can support the school's strategies.
- 9.3 If there are concerns about behaviour parents will be contacted as soon as possible. Home/School Books detailing behaviour difficulties may be used where there is frequent inappropriate behaviour by a child. In cases of very extreme behaviour children may be sent directly to the Head Teacher and parents contacted.