BEHAVIOUR POLICY

SAFEGUARDING
The Behaviour Policy at Our Lady's Catholic Primary School forms part of our Safeguarding Policy Portfolio and demonstrates our commitment to safeguarding the wellbeing of all our pupils.

1 **Rationale**

1.1 A Catholic school is a place where every child is known and loved, where co-operation is preferred to confrontation and where compassion and forgiveness are in abundance.

2. Purpose

2.1 The Behaviour Policy at Our Lady's Catholic Primary School forms part of our Safeguarding Policy Portfolio and demonstrates our committment to safeguarding the wellbeing of all our pupils.

2.2 As a staff we strive to make these the hallmarks of our dealings with the children, particularly in matters of discipline. The children need to experience love and forgiveness if they are ever to come to know how much God loves and cares for them. We need at all times to preserve the good order essential to teaching and learning and by establishing a common known policy in the school, we create and maintain a stable and effective learning environment for all the children.

3. Guidelines

3.1 We seek at all times to encourage good behaviour and take a positive approach but staff need clear guidelines on how to deal with the situation when a problem arises. Individual children will, from time to time, disturb the atmosphere in the classroom to such a degree that normal teaching and learning are not possible.

3.2 There may be times when a child's PEP (Personal Education Plan that must be in place for all Looked After Children), Individual Education Plan (IEP), Individual Behaviour Plan (IBP) or Statement of Special Educational Need identifies a particular behavioural need and individual support programme. In these situations the school may decide that strict enforcement of the school's behaviour policy is inappropriate and other arrangements will be made. When other arangements are made these will be communicated to all staff and other agencies working in the school by the class teacher.

3.3 The children in the Foundation class, along with Barn-a-b's Pre-School have guidelines to ensure that the Foundation Stage Partnership Unit operates appropriately within this policy. (See Appendix 3)

4. Behaviour for Learning

4.1 In fostering positive behaviour in the school, warm and positive communication is central.

4.2 The school ensures that an environment of positive behaviour supports the children in making the correct choices in terms of attitude and behaviour.

4.3 Good behaviour and high self esteem are built by creating success, and then noticing it.

4.4 Staff teach explicit behaviours for learning by:

- Providing a well ordered and organised environment.
- Modelling, recognising and praising good behaviour at all times.

- Providing a challenging, creative, interesting and relevant curriculum designed to engage and enable all pupils.
- Agreeing class rules and expectations at the beginning of each new academic year.
- Providing regular opportunities for pupils to discuss appropriate behaviour through discussion and circle time.
- Implementing additional targets and incentive schemes as appropriate to individual classes.
- A PHSE curriculum that allows regular opportunities across school for work on relationships, feelings, child protection issues and bullying.
- Explicit teaching of our expections for good behaviour
- Teach and model strategies to help children sort out their own conflicts. (Appendix 2)

5. Strategy

5.1 Rewards and sanctions must be applied consistently and fairly by all staff.

5.2 Good behaviour has to be modelled by all staff in their interaction with each other and all pupils.

5.3 Strategies need to be developed at four levels:

- **Individual** – see 3.2
- **Classroom** – each class is to have a system whereby the children will be rewarded for good behaviour or good work.
- **Whole school –** all staff in the school will use an agreed progressive system of sanctions.
- **Playground** – all staff will use an agreed system of behaviour management.

6. Rewards

6.1 Each class staff is to have a system in place whereby the whole class can be rewarded for good behaviour or good work; this may be extra playtime, extra choosing time or a class 'treat'. Class reward systems should be regularly reviewed and adapted to ensure a positive impact on pupils' behaviour and motivation.

6.2 The following practical strategies are used in school to encourage and reward positive behaviour:

- Code of conduct displayed in all classrooms
- The giving of responsibility
- Displays of work
- Praise and rewards: certificates, citizen of the week cups and stickers.
- Celebration of achievements at assemblies.
- Staff to have positive expectations of their ability to influence children's behaviour.
- Staff are aware that children need limits and they are prepared to set them.

6.3 The Principal will send 'a letter of commendation' to parents of a child who has received three award certificates, in one year.

7. Punishments and sanctions

7.1 At all times adults are encouraged to explain to children how their behaviour falls short of the school's expectation and standards. Children are encouraged to consider and discuss how they can improve their behaviour. Safety issues are paramount.

7.2 To ensure consistency for all children, class staff use a progressive system of sanctions:

- **Verbal warning**
- **Time out (work missed to be completed with break time)**
- **Go to another class (with work)**
- **Sent to Principal**
- **Consult parents**

7.3 The sanctions are progressive; but are not carried over. E.g. If a child fails to behave after a verbal warning, they would be sent out of the class. If they continued to misbehave, whilst outside the classroom, they would be sent to another class. However, if a child misbehaved in the morning and got to no. 3 but then chose to behave and was sent back to class where they worked appropriately, misdemeanours later in the day would start from 1 again.

7.4 Class staff should speak to parents if pupils were frequently getting to 2 or 3 of the sanctions. The sanctions will be displayed in all classrooms.

7.5 In Sporting World lessons, the sanctions differ slightly to be appropriate to the lesson:

- **Verbal warning**
- **Time out (sit out of the coaching session)**
- **Go to another class (accompanied by another child)**
- **Sent to Principal**
- **Consult parents**

7.6 It is also recognised that there may be some occasions when it is necessary to bring a matter directly to the attention of the Principal, by-passing the staged progressive approach detailed above.

8. General

As a general guiding principle praise should be public and punishment should be private, however, 'behaviour incidents' are by their nature social and negotiation, accepting responsibility and reconciliation are corporate acts.

9. Break times and lunch time

9.1 Behaviour management should follow the principles of this policy.

9.2 Please see Appendix 1 for detailed procedures for lunch time

9.3 At any stage it is recognised that it may be necessary for anyone on duty to call for the Principal or the Assistant Head.

10. Management of Serious Incidents

10.1 If a serious incident occurs, staff must remain calm and purposeful. Other children and adults must be removed from possible danger in an orderly fashion and the perpetrator given an opportunity to calm down and change their behaviour.

10.2 Running after, or following, a child is not encouraged, whilst moving attention away from the child and observing from a distance is a much more effective approach. Angry or agitated children will feel under less threat, and are therefore less likely to commit further damage. When the child is sufficiently calm an approach may be made.

10.3 In extreme cases exclusion from school may be necessary. This is a

serious and formal procedure and fully involves parents. The Local Authority has formal procedures in place if exclusion of a pupil from school is being considered and it is our school policy to follow these.

EQUALITY AND DIVERSITY

This policy has been written and reviewed with due regard to the legal duties set out in the Equality Act 2010, to ensure that no member of our school community suffers discrimination or disadvantage regardless of age, race, gender reassignment, disability, civil partnership, religion and belief (or lack of belief), pregnancy and maternity, gender or sexual orientation.

APPENDIX 1 Lunch Time Behaviour Management

All behaviour management in the school must be in keeping with the school policy:

- To have a positive and consistent approach
- Co-operation over confrontation
- Compassion and forgiveness in abundance
- Warm, positive communication
- Dealing with unacceptable behaviour in a quiet and private, rather than public, way

Sanctions

Whilst we expect most children to follow the rewards system and enjoy the whole process, there are some individuals who will require strategies to learn to develop more positive behaviour habits. Sanctions are intended to help this small group and are designed to give children every possible chance to reflect and turn their behaviour around. Staff should try to offer strategies to these children to help them develop a more positive approach.

A 3 steps sanctions procedure is in place across the school.

Step 1	Warning given stating inappropriate behaviour
Step 2	Yellow card(Five minutes time out)
Step 3	Red card (stand outside the staff room door)

Staff are encouraged to move clearly and consistently through the steps in order to avoid escalation. This allows children time to take responsibility and reflect on and change their behaviour, and is a very effective behaviour management tool.

Communication

- When a red or yellow card is given the staff member must inform the class teacher.
- The class teacher will endeavour to inform parents if their child receives a red card.
- The class teacher will record the red card on School Pupil Tracker.

General sanctions guidelines

- The aim of sanctions is to discourage future misbehaviour
- Sanctions that are unfair, inconsistent or really unpleasant are counter-productive
- The effectiveness of sanctions comes through their being imposed following a warning
- Staff responses need to be appropriate to the level of seriousness of the rule being broken, rather than to their own tolerance levels
- Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect
- Staff must be clear that it is the behaviour they do not like, and not the child, thus enhancing the likelihood that the child will want to cooperate in future
- The severity of the sanction should always be kept to a minimum
- The real power of sanctions is the pupil having a clear picture of the dependable and inevitable progression through the hierarchy
- As a general rule, complaints about behaviour should be made in private and staff should avoid public rebukes if at all possible; telling someone off in public can leave everybody feeling told off and can have a desensitizing effect.

Whilst we aim to do everything possible to eliminate undesirable behaviour we do so with the understanding that there may be many complex underlying reasons for this behaviour and that each and every case is individual, which means we must adopt a flexible approach. There will be times when a child has a particular behavioural need and individual strategies may be in place.

Ultimately, a member of the Leadership Team is always available to support and work with lunchtime staff.

DO

- ✓ Build environment that enhances responsibility and cooperation
- ✓ Encourage, give positive feedback
- ✓ Separate behaviour from person
- ✓ Use "I" statements rather than "You" ("I feel upset" rather than "You have upset me")
- ✓ Approach child side on, not face to face
- ✓ Give a choice, rather than threat or demand
- ✓ Allow take up time (waiting, hand on hip, just doesn't work!)
- ✓ Reprimand privately, not publicly
- ✓ Avoid holding grudges/personality clashes
- ✓ Re-establish relationship after correction
- ✓ Replace "Don't" with "Do"
- ✓ Use assertion – not hostile – tone of voice
- ✓ Acknowledge and praise good behaviour
- ✓ Focus on primary behaviour – avoid argument
- ✓ Actively promote, teach and support positive behaviour
- ✓ Pass a problem on to someone else if you don't feel in control

DON'T

X Humiliate
X Use sarcasm
X Turn a blind eye
X Use unjust consequences
X Use unkind words
X Pass the buck!
X Allow feelings to get in the way
X Respond to secondary behaviour
X Struggle on in a situation you are finding difficult to manage – pass it!

APPENDIX 2

CONFLICT RESOLUTION

CHILDREN CAN SORT OUT THEIR OWN DIFFICULTIES

Children should be encouraged to take some responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching and modelling strategies for doing this, and for ensuring children can carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. In turn, adults should also be prepared to provide a platform through which children may respond, and to listen to their explanations.

Preferred 3 step conflict resolution strategy:

The adult is the referee, not part of the discussion, and is responsible for ensuring rules are followed.

Each child has a turn to say:

1	2	3
What the other child has done to upset them	How they feel about it	How they would like them to behave in future

- The others listen with no interruptions
- They are encouraged to maintain eye contact
- No-one is allowed to interrupt or argue
- Continue taking turns until each has finished
- If the children cannot resolve conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action, although this should always be re-checked with all concerned so that children understand justification for this action.

APPENDIX 3 - FOUNDATION STAGE PARTNERSHIP UNIT

BEHAVIOUR MANAGEMENT

Guidelines

We seek at all times to encourage good behaviour and take a positive approach but staff and volunteers need clear guidelines to ensure that a stable and effective learning environment is created for all children:

- All staff including students and volunteers do not use any form of physical intervention unless this is necessary to prevent children from causing harm to themselves to others or serious damage to property. Such incidents should be managed by a member of staff and be recorded and reported to management and parents on the same day.
- An EYFS (Early Years Foundation Stage) curriculum is provided that allows regular opportunities across the unit for work on social and emotional aspects of learning, development relationships and feelings.

Strategy

Rewards and sanctions must be applied consistently and fairly by all staff and volunteers. Good behaviour has to be modelled by all staff and volunteers in their interaction with each other and all pupils. Strategies need to be developed at three levels:

- **Reception and Barn-a-b's Classroom** –are to have a system whereby the children will be rewarded for good behaviour or good work and an age appropriate system of sanctions.
- **Outdoor Learning Environment** – all staff/ volunteers will use an agreed system of behaviour management to be on display in the unit.

Rewards

Both classes have a system in place whereby the whole class can be rewarded for good behaviour or good work. The following practical strategies are used in the unit to encourage and reward positive behaviour. An agreed Code of Conduct is displayed in the Reception classroom and a visual Code of Behaviour is displayed in Barn-a-b's.

Punishments and sanctions

Sanctions are necessary to ensure that our children learn to play and learn safely. At all times adults are encouraged to deal with negative behaviour at the earliest opportunity and explain to children how to retrace their footsteps to find alternative responses. Children are encouraged to consider and discuss how they can improve their behaviour.

To ensure consistency for all children, staff use a progressive system of sanctions:

- Verbal warning
- Time out
- Go to another class
- Sent to Principal/ Play Leader
- Consult parents

The sanctions are progressive; but are not carried over. However, for the very young children in Barn-a-b's, staff handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be time out of the immediate situation with support.

The sanctions will be displayed in the Foundation Stage Unit.

It is also recognised that there may be some occasions when it is necessary to bring a matter directly to the attention of the Principal and Pre-School Manager and/or play leader by-passing the staged progressive approach detailed above. At all times staff work in close communication with parents.