

St John Vianney Catholic Primary School

BEHAVIOUR AND RELATIONSHIPS POLICY

2017-18



Seeking Growth Together

Updated 2017

This policy has been shared and agreed with Pupil Voice.

At St John Vianney Catholic Primary School we aim to encourage the children to practise good behaviour by operating a system of praise, rewards and sanctions. This is for all children.

The discipline in school is fair and firm and based on a small number of standards that we expect the children to keep. These standards or expectations are based on the need for us all to care for other people's safety, health and wellbeing.

We expect children to be friendly and polite, not act in an aggressive or dangerous manner, and show respect for other children, teachers and other adults who work in, or visit the school.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

'We are made in the image of God, 'Seeking Growth Together' in a caring Catholic community, where faith, tolerance, confidence and independence are nurtured and promoted. We are aspirational and every achievement makes us proud.'

Aims

- To create an environment that encourages and reinforces good behaviour.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- To create a consistent approach to behaviour management throughout the school.
- To ensure that the school's expectations and strategies are widely known and understood.
- To work in partnership with parents in dealing with any behavioural issues.
- To lead by example in that way that we treat each other and the children in our care and follow the example of Jesus.

We believe that adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we should aim to:

- Be consistent in dealing with individual children and following the policy (however, there may be a difference in approach when dealing with children with particular needs)
- Follow the protocol of rewards and sanctions
- Deal with problems or incidents calmly
- Make children aware of appropriate behaviour in all situations
- Ensure that each child has work appropriate to their ability
- Work in partnership with parents in line with the Home School Agreement
- Act as a role model for desired behaviour, treating all adults and children with respect
- Focus on catching good behaviour and positive reinforcement to raise self esteem
- Display the expectations, rewards and sanctions and mention them frequently
- Escort the class when moving around school, ensuring all children are monitored – stop the children at regular intervals, walk towards the middle of the line so all children can be seen at all times
- Create a calm working atmosphere in the classroom, with well-established routines
- Work closely with the SMT and outside agencies in implementing advice for children with behavioural difficulties

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

- Classrooms are organised to develop independence and personal initiative. Displays help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment.

All classrooms have agreed protocols for:

- Entry procedures, seating plan, strategies for attracting the teacher's attention, noise levels, exit procedures.
- When everybody knows the expectations for these five areas, clear boundaries are set and this is the basis of good classroom management.
- Additionally, we see positive relationships as being key to our daily work with children. Teachers especially try to engage with pupils who may be disaffected, and build positive relationships with them.

St John Vianney's school rules:

- We work hard – We do not waste our own or other people's time.
- We are kind and helpful – we do not hurt the feelings of others.
- We look after property – We do not waste or damage things.
- We are honest – We do not cover up the truth.
- We listen to people – We do not interrupt.
- We are gentle – we do not hurt anybody.

Our rules can be seen around school and they are visible in each classroom.

The expectations have been designed to make clear to the children how they can achieve acceptable standards of behaviour. They are discussed regularly with the children and are turned into a classroom charter.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

We have a House Team system, which uses the names of 4 well known saints; St Aiden, St Bernadette, St Columba and St Mary Magdalene. Team points can be earned for friendship, behaviour, or learning. These add up to make the Bronze, Silver and Gold Awards which are transferred into points for the Team. Good Samaritan certificates also are awarded with house points. Awards will be presented publically as part of the celebration assembly on a Monday (KS1) or Tuesday (KS2). House point totals will be recorded weekly, with the winning house team each term being awarded a special privilege.

Other rewards available to the children include:

Stickers; star of the day/week; certificates; whole class awards; extra play during the afternoon; visits to other classes (by arrangement)

Celebrations assembly; Parable of the Talent award; Good Samaritan award, Headteacher awards, attendance awards.

Sanctions

The use of sanctions should be characterised by certain features:

It must be clear why the sanction is being applied

It should be the behaviour rather than the person that is punished

A behaviour system is used in class to show children how they are doing in terms of following the class rules. If a child needs a warning and they do not heed that warning, then they will move onto a rain cloud, which will result in loss of one playtime. Children are given every opportunity to move back up again by demonstrating good choices following these incidents. Each day will start with all children being moved back to the neutral cloud.

More serious events will be recorded on a behaviour incident sheet which is given to senior staff and a lunchtime will be lost. Parents will be informed of this.

All classes follow the same procedures for sanctions:

- Non-verbal reminder
- Tactical or planned
- Verbal reminder
- Behaviour rain cloud system
- Time out is used for children as appropriate using either a table outside the classroom in full view of the teacher or in the case of a more serious incident, the child will be sent to a year group colleague or a senior member of staff. Parents will be informed if a more serious incident has occurred.
- Loss of free time (morning break time or lunch break time)
- Loss of privileges – for continued incidents of above
- Individual Behaviour Programme – Once a child exceeds the above strategies then he/she should be referred to the SENDCo (Amanda Wooldridge). Parents will be informed and have the opportunity to attend a meeting.
- Internal exclusion - If the Headteacher or SENDCo feels that fixed-term exclusion is not the right course of action for a particular child, they can receive an internal exclusion for up to two days. This involves the child being in a room with a member of staff; there is no interaction with the rest of the children in the school and separate breaks and lunchtimes are implemented. Appropriate paperwork will be completed and parents informed.
- A referral to the Behaviour Advisory Team may be made if considered appropriate by the SENDCo.
- If there is no improvement in the child's behaviour (despite following agreed strategies and recommendations from Behaviour Advisory Team) the child may be referred for a 'SERF Placement' for a placement of up to two terms. This involves the child attending a Special Educational Resource Facility based at another school (Year R – Year 6).
- Exclusion – only as a last resort. Exclusion may be for a fixed term or, in extreme cases, permanent and can only be administered by the HT or Deputy HT. Appropriate paperwork will be completed.
- A child who has had any exclusion must have a clear target for his/her first day back in class to ensure reintegration. This needs to be discussed with the child as well as being discussed with the class teacher and TA. In some situations, the Learning Mentor will spend some time

with the child in class as part of their reintegration package. If a child's behaviour has reached this stage a multi -agency meeting may be held to decide the best course of action.

Strategies to support inclusion:

- Any child who requires support will be referred to the in school behaviour support team. This support will be differentiated to meet the needs of the individual child – this could involve 1-1 support on the playground, teaching strategies for developing and maintaining positive behaviour etc.

All punishments must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.

- Confiscation of inappropriate items

A member of staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances (see DFE document Feb 2014, Beh & Discipline in schools)

Power to search without consent for prohibited items including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (see associated resource – screening, searching & confiscation – advice for HT's, staff and Governing Bodies. However, force cannot be used to search for these items.

Sanctions for inappropriate behaviour at breakfast club or after school club

We expect children to conform to the same behaviour expectations at all times during the day.

If a child is unable to follow the rules at breakfast or after school club all staff must follow school procedure:

- Any incidents are passed onto senior staff. These could include; not playing appropriately with equipment; name calling; not behaving appropriately.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to senior staff so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership in line with the Home School Agreement is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation.

Home school Agreements

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents, children and school sign on entry into school.

Pupils' conduct outside the school gates – teachers' powers

Teachers are able to discipline pupils for misbehaving outside of the school premises 'to such an extent that is reasonable'

Teachers may discipline pupils :

Misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

Power to use reasonable force

- Member of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom
- HT's and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
(see use of reasonable Force – advice for school leaders, staff and Governing Bodies)

Please refer to the school's care and restraint policy with regards to the physical 'handling' of children, should the safety and welfare of the child or those around them be compromised.

We pay due regard the Prevent Duty 2015.

This policy has been reviewed by Mrs Elaine Allen in Summer 2017 in line with new legislation published by the DFE (Behaviour and discipline in schools – advice for HT's and school staff)

Ratified by Mrs Cathy Butterworth, Chair of Governors

It is published on the school's website.