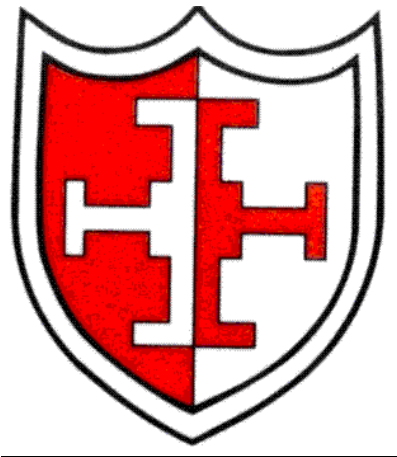


ST. CHAD'S CATHOLIC PRIMARY SCHOOL



POSITIVE BEHAVIOUR POLICY

# POSITIVE BEHAVIOUR POLICY

## **Introduction**

### **Aims**

As a Catholic school our emphasis will always be on forgiveness. We believe it is important to promote a caring and supportive environment to enable all members of the school community to feel respected and safe.

We aim for our school to be happy and harmonious. We expect all members of the school family to respect and help one another. In all that we do we try to foster good self esteem in children, recognising that this leads to positive and responsible behaviour. The best results in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focussing on shortcomings and failures. We look to parents, carers, and Academy Committee for their support and advice in helping the school to be a happy and caring community.

### **We aim:**

To ensure good care for all the children in school, upholding our belief that every person has value to apply discipline fairly and consistently using the restorative justice approach to treat everyone - staff and children - with respect to make our expectations of acceptable behaviour clear to everyone to help all children acquire good social and emotional literacy through the SEAL programme.

### **Code of behaviour**

At St. Chad's Catholic Primary School we recognise that inappropriate behaviour will arise. We accept that this is normal when children are learning and testing the boundaries of acceptable behaviour. However, we assert that children have a right to learn and that teachers have right to teach. No-one should be prevented from learning by the poor behaviour of others.

### **School Rules**

At St Chad's Catholic Primary School we encourage the children to follow The Diamond Rules. These rules are discussed with the children at the beginning of each term. The Diamond rules are-

Rule number one: Show respect and good manners at all time

Rule number two: Follow instructions with thought and care.

Rule number 3: Care for everyone and everything.

These rules are displayed in classrooms and around the school and are referred to throughout the day, to promote positive behaviour. The children are encouraged to -

Consider

All

Respect

Everything

### **Health and safety rules**

Children should walk round the school quietly.

Children should not go onto the playground or field without permission

Children must ask permission to come into school at playtimes

Children must wait with a member of staff for their parents at the end of the day, unless they are in Y6 and have written permission to walk home.

### **Promoting positive behaviour**

We aim to be positive and proactive in encouraging good behaviour and all staff play a role in this. Using the SEAL programme, all staff work to promote the social and emotional aspects of learning throughout the day and in specific SEAL lessons. We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie. They also need to know what sanctions will apply if they misbehave. Staff use praise and positive reinforcement to promote caring attitudes among the children. By giving children responsibility and a chance to make decisions, we try to build self esteem and the foundation of good citizenship. Older children are trained as playground buddies and help to sort out disputes between younger children while modelling positive behaviour. We do expect children to be courteous to all members of staff and to each other and to respond promptly to instructions given by adults. We believe that punishment is most effective if it is applied fairly and calmly. Children are given the opportunity to explain the reasons for their actions. Only the smallest effective punishments are used. Pupils need to know why they are being punished and are given the opportunity to make amends. Any punishments are applied in a way that maintains self respect, not used to humiliate.

On occasion it does prove necessary to make use of sanctions. Different methods work for different children and staff will judge carefully the most appropriate approach. It is important to state that the majority of children conform willingly to our code of behaviour and enjoy their life at school to the full. Some children, however, need to be corrected. A few children do need a specific behaviour programme planned to meet their needs and help them

behave acceptably and gain the most they can from school life. These children have an Individual Behaviour Plan (IBEP) written in consultation with the Special Needs Co-ordinator, the class teacher and the child's parents.

### **Rewards**

In any disciplinary system the emphasis should be always on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. Criticism should always include advice on how to improve and should be constructive in its approach.

Class teachers develop a good relationship with their pupils and often a word of praise and their teacher's approval is the best reward for a pupil. However, the following rewards are used to encourage and motivate children.

- 1) Stars or stickers given by the class teacher for good work or effort.
- 2) Class or school certificates for good work or behaviour.
- 3) Visiting another teacher, or the Vice Principal or Principal to show good work
- 4) Mention in the Newsletter and being praised in the Friday assembly
- 5) Class teacher mentions the child's success to parents or sends a letter of praise home
- 6) Freedom to choose a favourite activity

In addition to this, children on a specific behaviour programme may be given stickers on a chart which records improving behaviour.

We recognise the effort a child has made to improve his/her behaviour and do our best to support children and their families.

However, in planning to meet the needs of an individual child, we also have to consider the effect on the whole school community of continued and serious misbehaviour. Parents of children with behaviour problems are expected to support the school fully, and to make clear to their child what sort of behaviour is required at school.

### **Y6 Passports**

Y6 have a special reward system called a Passport. This is similar to the reward system used in Bishop Milner and other secondary schools and has been introduced to aid transition.

The system works with our existing class behaviour. A child can earn a stamp for their behaviour over the week; when they submit their homework on time and extra stamps at the staff discretion. The stamps add up and the child will receive rewards, such as free disco tickets, pencils etc. Insufficient stamps may also result in being unable to take part in extracurricular activities or school visits. At the end of each term the child with the most stamps will receive a prize.

## **Pastoral Advice**

Pastoral advice forms an important part of the disciplinary framework of St. Chad's School and involves every teacher.

A prompt word of praise or the immediate checking of misbehaviour are important first steps in counselling.

The pastoral system provides that at least one member of staff, with specific responsibility, has time to spend sorting out behaviour and disciplinary problems raised by other colleagues and helping them with their understanding of the pupil.

## **Behaviour Cards**

For a few children a Behaviour Card may be used to support their behaviour. This is a card divided into small increments of time which will be high-lighted green, yellow or red to indicate the child's behaviour. These cards are taken home to enable the parents to work together with the school. The use of Behaviour Cards is seen as a short term measure as it will be success in supporting a child to improve their behaviour of further support may be necessary.

## **SANCTIONS TO SUPPORT GOOD BEHAVIOUR**

Traffic Light Behaviour Charts are used in all classes as a means of checking and monitoring pupils' behaviour. Every child begins the day with a green card. They change the card to yellow for an incident of poor behaviour. Repeated poor behaviour or a serious act of unacceptable behaviour results in their card being changed to red. A red card results in the child being sent to the Principal. Children get a fresh start every morning beginning with a green card. At the end of the week those children who stayed green all week are praised and receive some "golden time" e.g. extra playtime, extra computer time etc.

Those who have had yellow cards miss playtimes; catching up on work not completed; working alone; working in another classroom.

To promote positive behaviour, children can work towards silver and gold cards. A child can receive a silver card for exceptionally good behaviour or work. If the child continues to behave and work very well the silver card can be changed to gold. At the end of the day the children with a gold card receive a golden ticket, which is put in a special gold box in their classroom. The golden tickets

are collected on Friday and in Praise assembly a ticket is drawn. The child whose ticket is drawn receives a book of their choice.

## **SANCTIONS CODE**

Our sanctions code divides unacceptable behaviours into four levels. Each level has its own system of consequences.

### **Level 1**

Level 1 consists of three stages:

1. Warning. This may be a verbal or visual warning.
2. Move. This may be within the classroom or to another area of the school.
3. Loss of five minutes of playtime or time out if already outside.

#### ***Behaviour triggers for Level 1 sanctions***

Not getting on with work  
Stopping other children from working  
Talking when the teacher is talking  
Being cheeky to any member of staff  
Running inside the school  
Rough play in the playground

### **Level 2**

Level 2 involves the child being sent to stand outside the staffroom for the duration of the morning playtime.

The child will complete a "Thinking about my behaviour" sheet, stating what they have done that is unacceptable and how they will improve their behaviour.

If a child is sent like this on several occasions, a letter will be sent to his or her parents.

#### ***Behaviour triggers for Level 2***

Pushing other children  
Throwing things inappropriately  
Insolence to adults  
Name-calling  
Disobedience  
Disruptive classroom behaviour  
Being dishonest  
Not producing expected work in class

Running recklessly around the school  
Swearing  
Spitting  
Deliberately causing minor damage to property (first instance)  
Injuring others by thoughtless behaviour  
Unkindness to other children

### **Level 3**

Level 3 involves the child and his or her parents and the Principal, or Vice Principal

It consists of three stages:

1. The child is sent to the Principal (or the Vice Principal in her absence) to explain his/her behaviour. The child will be sent to sit outside the head's office and a letter (Letter A) will subsequently be either handed or posted to the child's parents, informing them of the incident and requesting them to discuss the matter at home and report back to the school using the return slip at the bottom of the letter.

The child's name, a copy of the letter and the subsequent reply slip will be logged in the Behaviour file. If a reply is not received from the parents, a telephone call will be made or reminder letter will be sent.

2. If there is repeated bad behaviour, the child will again be sent to the Principal (or the Vice Principal in the Principal's absence) and then be kept in for the next play time(or series of playtimes depending on the offence). A letter (Letter B) will be sent to the parents requesting that they make an appointment to discuss the matter with the Principal or Vice Principal.

The child's name and a copy of the letter will be kept in the school Behaviour file. If the parents do not respond to the letter, the Principal or Vice Principal will contact them as soon as possible.

3. If there is continued bad behaviour, the child will be sent to the Principal, or, in her absence, the Vice Principal. A letter which is more formal and explains that the next step is an exclusion (Letter C) will be sent to the parents insisting that they make an appointment to discuss the matter with the Principal or Vice Principal.

### ***Behaviour triggers for Level 3***

Throwing things in a dangerous manner  
Persistent insolence  
Using violence towards others  
Threatening or intimidating others  
Persistent name-calling or teasing, including homophobic and racist taunts  
Persistent use of inappropriate language or obscene hand gestures

Deliberately causing damage to property  
Persistent disobedience  
Stealing  
Spitting at others  
Persistent dishonesty  
Leaving school premises without permission  
Bringing anything dangerous into school

#### **Level 4**

Level 4 is the most serious and will warrant instant and permanent exclusion.

Behaviour triggers for level 4

Using severe violence towards any person in the school

For persistent poor behaviour the child is referred to the Principal, who liaises with the Special Educational Needs Co-ordinator and other appropriate people to set up a Special Behaviour Plan. Sanctions include fixed term, indefinite or permanent exclusion under the 1986 Education Act.

If all the above systems break down, a child may be referred to a Special Behaviour Unit run by the Local Authority.

Exclusion depending upon the circumstances. (NB In certain circumstances, if the offence is particularly serious or a repetition of a previous serious incident, a fixed term exclusion may be imposed without stages 1 and 2 being undertaken).

### **Violent Behaviour in School**

#### **Pupil -v- Pupil**

The first duty is of care. Participants are separated as quickly as possible, using the minimum amount of force necessary. Medical attention to injured pupils is then given priority and when that necessitates the attention of a Doctor, the parents of the injured are informed immediately of:-

- a) the incident;
- b) any first aid treatment administered;
- c) where relevant, the hospital to which the child has been taken.

Where pupils are emotionally disturbed every effort is made to ensure a 'cooling off' period in a quiet place under the supervision of a responsible adult.



Decisions as to any sanctions imposed are dependent upon the seriousness of the incident, previous conduct and the co-operation of the parents.

### **Pupil -v- Member of Staff**

The Principal has the responsibility of supporting staff in the reasonable exercise of their professional duties.

**Verbal abuse** towards a teacher or any non-teaching member of staff by a pupil results in the immediate removal of the pupil to a place of isolation for a 'cooling off' period during which suspension / exclusion is considered.

**Physical assault** on a member of staff should be followed by the immediate exclusion of the pupil until investigations have been completed. In such cases the Diocesan Schools Commission, the Chair of Academy Committee and the L.A. should be informed as soon as possible with a written report to follow, a copy of which should be kept on file. A further copy should be given to the injured person with advice to contact his / her own professional union. The staff member should be given the opportunity of a period of quiet for recovery. All staff should be made aware of the incident.

It should be made very clear that neither abusive nor violent behaviour will be tolerated and that either will result in serious disciplinary action.

### **Parent -v- Staff or other adult**

Abusive or violent behaviour by parents should not be tolerated under any circumstances.

Abuse should initially be met with a calm and professional response and an indication that it can have no place in discussion. Continued abuse should result in a request to the parent to leave the premises. Physical assault must be reported to the Police with a request for action.

The Diocesan Schools Commission, Chair of Academy Committee and L.A. should be informed as soon as possible with a written report to follow. Staff involved should inform his / her own union. Principals should inform the guilty party that:-

- a) The L.A. and the Diocesan Schools Commission have been informed;
- b) The Police (where relevant) have been informed;

- c) They are not to visit School premises again without a prior appointment.
- d) A court injunction may be sought to stop the parent from entering school grounds and premises.

### **Damage to Property**

Damage to School property, fabric of the building or items such as books which are broken, defaced or damaged, should be reported to parents with a request for payment for repair or replacement.

### **Lunchtime Behaviour**

The same Teaching Assistant that works with the children in their classroom stays with them through the lunch hour. This ensure continuity of behaviour management.

### **Exclusion**

Exclusion must be fixed term, indefinite or permanent. The power to exclude from School may be exercised only by the Principal. The legal responsibility for the pupil's actions rests with the parents when a pupil has been formally excluded from School.

A Local Authority cannot order an aided School to reinstate a permanently excluded pupil.

The Local Authority must set up a procedure for parents or Governing bodies to have recourse to an Appeals Committee similar to that for School admissions.

It may be appropriate to exclude a pupil for a first offence particularly if it involves violence. When considering whether to exclude a pupil, the Principal will consider the child's age and understanding, the severity of the offence and whether all other methods of dealing with unacceptable behaviour have been tried.

The Principal may exclude a pupil for one or more fixed periods not exceeding 45 days in any one School year.

Exclusions should be for as short a time as possible. Where they exceed one day, homework will be set and marked.

(Encouraging parents to withdraw their child from School is not an appropriate response to troublesome behaviour).

## Thinking about my behaviour.

**What happened?**

**What wrong choice did I make?**

**How did this affect others?**

**How do I feel about what I did?**

**What will I do to make things better?**

**Behaviour policy Letter A**

Dear .....

You will be sorry to hear that ..... has been in trouble at school for ..... . Please make an appointment to see me as soon as possible so that I can explain in more detail what has happened and discuss with you how we can both support ..... so that this type of behaviour does not happen again.

Yours sincerely,

Mrs. S. M. Mason,  
**Principal.**

**Behaviour policy Letter B**

Dear .....

You will be sorry to hear that ..... has been in trouble at school for ..... this morning / afternoon. As a result he / she has spent the day in isolation.

(Optional paragraph)

Please make an appointment to see me as soon as possible so that I can explain in more detail what has happened and discuss with you how we can both support ..... so that this type of behaviour does not happen again.

Yours sincerely,

Mrs. S. M. Mason,  
**Principal**

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St Chad's Catholic School

I acknowledge receipt of the letter informing me that ..... 's behaviour caused him to be removed from the classroom and placed in isolation on (date).

Signed \_\_\_\_\_ (parent/carer)

Date

\_\_\_\_\_

**Behaviour policy Letter B**

Dear .....

This is to inform you of the unacceptable behaviour of .....

As you are aware, the School policy as agreed by the Academy Committee is to suspend children who seriously disrupt the learning of other pupils. Your child has now been given a final warning in line with the School's Behaviour Policy and in the event of the situation continuing, this will be affected.

Please make an appointment to come into School to discuss the matter as soon as possible.

Yours sincerely,

Mrs. S. M. Mason,  
**Principal.**

***Suggested sample letter to Parents from the Principal  
Fixed Term Exclusion***

Dear.....

I regret to inform you that today ..... has been excluded from attendance at the School until.....

It has been necessary to take this action because:

(Reason for Exclusion)

(Reference to any previous discussion with the parents)

.....has been told not to come onto or near the School premises during this period of time and I should be grateful for your co-operation. It would be helpful if we could discuss this matter urgently.

(Suggest time for appointment)

You have a right, if you wish, to make formal representations concerning.....'s exclusion. This may be done through the Chair of the Academy Committee (name and School address).

These representations will be considered by the Academy Committee in consultation with myself.

Meanwhile, information on the procedures relating to exclusions is enclosed. I look forward to hearing from you.

Yours sincerely,

Mrs. S. M. Mason,  
**Principal.**



***Suggested sample letter to Parents from the Principal  
Permanent Exclusion***

Dear.....

I confirm that today.....has been excluded from attendance at this School permanently. It has been necessary to take this action because:

(Reason for Exclusion)

(Reference to any previous discussions with the parents)

He / she should not come onto or near the School premises from now onwards and I should be grateful for your co-operation in this matter.

Please contact the School to make an appointment to discuss the matter with me. You have a right, if you wish, to make formal representations concerning.....'s exclusion. This may be done through the Chair of the Academy Committee (name and School address) with a copy for the Chief Education Officer.

These representations will be considered by the Academy Committee and, if necessary, by the Local Education Authority.

Meanwhile, information on the procedures relating to exclusion which also outlines your right of appeal, is enclosed.

Yours sincerely,

Mrs. S. M. Mason,  
**Principal.**