



Saint Alban & Saint Stephen Catholic Junior School

Behaviour Policy

Agreed	September 2019
Review	September 2020

SS Alban and Stephen Catholic Junior School **Behaviour Policy**

Rationale

We believe our school to be:

- A caring, Christian community where each individual feels loved and cherished.
- A united community working together towards the aims of the school, recognising that each individual has a unique contribution to make.
- A happy and safe environment conducive to learning and striving for the best.
- A place where all the members of the school will be respected and in turn be respectful of others and their property.
- A place where individuals are proud of their appearance, school and achievements.
- A welcoming and friendly environment where each pupil is encouraged and supported to reach their full potential.

Aims:

- To encourage ownership of the behaviour policy by involving all groups of the school community in its development.
- To develop a sense of commitment to and responsibility for creating a positive and healthy school environment.
- To enable adults and children to form and to develop trusting relationships which promote self-esteem and mutual respect.

Objectives

To develop children's:

- sense of responsibility
- skills and abilities in a safe environment
- self-discipline
- self-motivation

To show:

- respect for themselves, others and property
- appreciation of differences

To recognise:

- that each individual is unique and special.
- that their actions affect others.

To enhance:

- their social skills and understanding of others' points of view.

To develop:

- maturity in their action towards others.
- an understanding of the right to say no.

Guidelines

The staff will:

- Promote the school's aims and beliefs with the support of the parents, treat all pupils equally.
- Listen to each child respectfully and/or encourage them to record their version of every serious incident and act on the information with discretion.
- Playground incidents that need to be reported to the Headteacher or Deputy Head are kept in a file in the head's office and or uploaded on to SIMS.
- Gather all information from relevant children and/or adults.
- Discuss discrepancies.
- Find ways forward.
- Agree solutions and strategies to prevent re-occurrence.
- Be consistent in their responses to the needs of each individual pupil, acknowledging the misdemeanour, encouraging and accepting apologies and giving them an opportunity to start afresh.
- Be responsible for ensuring that the children have a safe and happy learning environment.

- Administer the rewards and sanctions fairly, taking into consideration the needs of each individual.
- Have another adult present when discussing the incident. Any incidents of a serious/sensitive nature should be discussed in the presence of another adult.
- ONLY use physical intervention when dealing with difficult behaviour if that behaviour is likely to lead to people or property being in serious danger of injury/damage. (See Policy on Restrictive Physical Intervention). When reprimanding children for poor behaviour, adults must select their words carefully and appropriately.
- Wherever necessary, and in consultation with all stakeholders children will be placed on a behaviour plan.

Establishment Phase

“You cannot step twice into the same river, for other waters are continually flowing in.”
Heraclitus, Fragments (c 500BC)

‘When a group of students sits down for the first time in a classroom with a teacher standing at the front, there is a group readiness. The students are ready to see how, what and in what way, leadership, teaching and learning will take place in this class; what the limits (if any) are; and how the teacher will communicate and enforce any limits.’

Bill Rogers 1997.

What we are trying to achieve in the establishment phase:

- Sense of order and purpose
- Positive tone in teaching, learning and social exchange
- Clarity on roles, the rights basic to those roles and routines for the smooth running of life in our classroom
- Expectation that students are responsible for their behaviour, especially in how it affects others basic rights, such as the right to learn without undue pressure, interference or interruption (by other students); the right to be treated with respect and dignity (whatever one’s race, background, gender or other circumstances) including respect for property; and most of all the right to feel (and be) safe in our school
- Our teaching and management style which conveys respect with appropriate assertive leadership

Consistency

'Children need consistency if they are to learn and learn good behaviour. Baseline good practice must be implemented.' –Sir Alan Steer 2006.

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger bad behaviour.

Children must have a clear understanding of our expectations of them and how they can be rewarded and the consequences of breaking the rules. If this is the same in every classroom and in every area of the school then there is very little room for the 'why should I?' or the 'it wasn't me, he did it' response.

House Point and Reward System

Children will awarded house points for displaying positive behaviour, learning or attitude. Every house point awarded is counted towards the child's individual chart and their house total.

Each child will have a point card to record their own personal house points. These will not be on public display and must be kept safe by each child. When a child has been awarded 50/100/150/200 points the house captains will distribute prizes.

Every week, House Points will be tallied and be recorded class by class by the House Captains. Totals will be recorded for each half term and the winning house will receive a reward such as a non-uniform day, an afternoon in Clarence Park, a movie and popcorn afternoon etc.

A weekly running total will be displayed in the hall to recognise and reward effort.

One house point will be awarded at a time unless it is for an exceptional piece of work / homework.

To clarify:

1HP = 1 sticker for the house total and 1 for the child's book

2HP = 2 stickers for the house total and 2 for the child's book

Star of the Week Award

Each week the teacher will choose a child/children to receive the Star of the Week award. This can be awarded for excellent attitude, work or marked improvement in their studies. Parents are invited to attend the Monday assembly when the certificates will be presented. All names must be given to the office by Thursday so a parent notification can be sent.

Headteacher award

When a child does an exceptional piece of work it will be brought to the headteacher. The children will receive a certificate, sticker and 3 points.

Attendance award

Each week, the attendance figures are noted and the winning class receives 15 minutes extra play on Friday.

End of Year certificates

At the end of the year attendance certificates are given out to those children who have had 100% attendance for the year.

Chances, choices and consequences

Remember, where possible give the children the chance to behave, then give them the choice to change their behaviour and finally give a consequence. Some consequences are immediate, for example swearing.

If the behaviour is extreme then the parents will be spoken to at the end of the day either face to face or by phone.

In other instances, for example talking when they should be listening, remind the child of the rule, give them the chance to change their behaviour and explain the consequence of further talking. On the next instance of repeated misbehaviour it is up to individual teacher's decision to administer further warnings or consequences.

We need to convey certainty of outcome, not intentional severity of outcome. With harder classes the follow-up can weed out the merely challenging from the very difficult. It is important that we convey concern and offer support. Follow-up is not an

opportunity to 'win' at the expense of their losing ('How dare you think you can speak to me the way you did!' and so on).

- Follow up on important, not trivial issues. Some may merit an after-class chat and others may need a follow-through consequence
- Tune in to how child is feeling
- Focus on the behaviour
- Give a reminder of what the follow up will be (Reminder). In extreme situations / incidents involvement from the SLT must be immediate.
- Give the child an opportunity to reflect upon their behaviour
- Ensure the child understands why they are in trouble or what has gone wrong and what they need to do to demonstrate more positive behaviour / attitude
- Reframe what they are saying e.g. "is it my understanding that....can I just check with you that...."
- Refer them class rules / expectations
- Agree follow up time
- Separate amicably

The children will receive 2 verbal warnings, then a yellow card and then if they continue to disrupt they will receive a red card and will spend some time in a partner classroom.

If a child's behaviour is extreme for example fighting, they would of course receive a red card and be sent immediately to the Deputy or the Headteacher. As a result of this, the children will miss some of their break or lunch time to think about and reflect upon their actions.

Everyone has the responsibility to follow up disruptive behaviour.

OUR SCHOOL RULES

At the beginning of each term and when necessary, the school rules are discussed and shared with the children.

**BE KIND, BE SAFE, BE RESPECTFUL
BE THE BEST THAT YOU CAN BE!**

We are gentle

We don't hurt others

We are kind and helpful

We don't hurt anybody's feelings

We listen

We don't interrupt

We are honest

We don't cover up the truth

We work hard

We don't waste our own or others' time

We look after property

We don't waste or damage things

As a school we have also agreed the following rights and responsibilities:

OUR STATEMENT OF RIGHTS AND RESPONSIBILITIES

Children have the right to learn.

Teachers have the right to teach.

All adults have the right to carry out their job.

Everyone has the right to feel safe.

OUR RIGHTS

To be respected and appreciated

To be listened to and talked to politely

To express our opinions and feelings without
upsetting others

To be supported and looked after

To learn and have fun

OUR RESPONSIBILITIES

To show respect for others and ourselves

To listen to others and respond politely

To make everyone feel welcome and accepted

To help solve problems

To work well and do our best

Whole Class Reward System

Teachers will implement a whole class reward system if deemed necessary to maintain a positive learning environment. Where classes use a whole class system, rewards must be administered at the end of every half term to ensure consistency and fairness.

Circle Time

Each class has the option to have a Circle Time meeting. The purpose of these meetings is to make each child feel a more valued and committed member of the class. Through shared discussion and co-operative games and activities, each child has the chance to contribute and should feel listened to. .

Playground Behaviour

Children who become involved in unkind behaviour will be sent to the member of staff who is on Lunchtime Duty that day, who will follow it up accordingly.

Year 6 'Squabble Squashers' also help to mediate minor disagreements in the playground. A record is kept of the meetings and monitored by the SLT.

(See also the Anti-bullying policy eSafety Policy and the Responding to Racial Incidents policy).

Unfinished Work

Children who do not complete the work set in a lesson, should spend some of their lunchtime in class, supervised by the class teacher, in order to complete it. If it still remains unfinished, it may be sent home for completion.

Children should not miss their playtimes to finish off work.

Children with Special Educational Needs

We expect all children to follow the School Rules. As much as possible, we wish to keep the children with special educational needs within this approach. However, this will be more difficult for some children at certain times.

To support children with behaviour difficulties, to meet these expectations, additional measures include:

- Regular meetings between teacher and parents/carers.
- Home – school contact book (Eg. Good News Book)
- Setting targets for improved behaviour on their IPM.
- Involvement of external agencies
- Pastoral Support Programme for children at risk of exclusion
- Meetings with the SENCo to discuss progress.

Children who have an Education Health Care Plan may need expectations to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. It is important to note that we have a duty of care to **all** pupils; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other pupils

or adults the Head Teacher and Governors reserve the right to exclude pupils who put others at risk.

(See also the SEN and Inclusion Policies).

Covid 19 – Class rules addition

12. CLASS RULES – UPDATE TO BEHAVIOUR POLICY

(These must be shared with the children when they first arrive and displayed in the class)

1. Wash your hands when you arrive, before and after breaks and lunchtimes and at the end of the day.
2. Use hand sanitizer in between times.
3. Remember to throw paper towels carefully in the bins.
4. Remember if you cough or sneeze try to ‘Catch it, kill it, bin it!’
5. Try to avoid touching your face, eyes or nose with your hands.
6. Always work at your desk and only use your equipment.
7. Try to go to the toilet in the breaks you are given. Only have 1 in the toilet at a time.
8. Keep 2 metres apart as best you can even when you are outside.
9. You must not play on the climbing equipment or play share games.
10. Only bring a water bottle, snack and coat to school. Do not bring anything else from home.

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