

ST GREGORY'S CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY

1. Rationale

1.1 A calm, orderly environment is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment in order that children and staff can make effective use of learning time for the real purpose of education.

1.2 It is, therefore, worthwhile spending time setting the ground rules and asserting the school's code of conduct as a prerequisite to curriculum delivery. This document provides the framework to enable an orderly environment to prevail and to allow members of the school community to concentrate upon its core purpose.

1.3 It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

1.4 The importance of recognising the need sometimes for a multi-agency approach to behaviour management is central. As a school we recognise the lead we may be required to take in consulting and communicating with other agencies.

2. The behaviours we are seeking to develop within the catholic community of St Gregory's:

2.1 To value each child not only for what they achieve, but for who they are:

- to value and acknowledge the efforts and achievements of others
- to respect and value each other as individuals

2.2 To develop mutual respect and successful co-existence:

- to show sensitivity to the feelings of others
- to be caring
- to be helpful
- to be courteous and polite
- to be tolerant
- to empathise with each other
- to share with each other
- to have a sense of humour
- to include others
- to be trustworthy and honest
- to communicate appropriately with others
- to resolve problems non-aggressively
- to show forgiveness
- to move quietly about the school

2.3 To help each child learn how to learn:

- to show patience
- to develop independence
- to persevere in effort with or without success
- to be active listeners

2.4 To help each child enjoy their school work and find in it, both satisfaction and a sense of achievement:

2.5 To help each child to pose questions and reason

2.6 To develop an attitude of care and concern for the environment, both locally and globally:

- to take responsibility for one's belongings and property
- to respect others' property
- to respect the school environment and keep it tidy

2.7 Each class, through discussion and 'circle time' will work through the kinds of positive behaviours we are seeking to develop. We will always remember:

- to remain as positive as possible at all times
- to provide a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- that positive behaviours do not simply happen – they have to be worked at
- not to ask for double standards by expecting children to behave in a way we do not ourselves
- to set high standards of speech, manners and dress
- to encourage pride in the school by encouraging tidiness through example
- that our success is to be judged not by the absence of problems but by the way we deal with them
- that we are all different and that there is no 'best fit' model for a human being.
- Use our "Assembly Themes" as recognised "values" for the week recognising the importance of Christ's Gospel message in our daily lives

3. Promoting Good Behaviour - Rewards

There will be a number of means within the school of rewarding and celebrating achievement and good behaviour. Rewards for academic, sporting, creative and social achievement will be given equal status:

- Positive comments, smiley faces, stickers and 'stamps' are awarded in children achievements;
- Positive behaviour is demonstrated by using the "Behaviour Ladder" to promote and recognise good behaviour.
- All children have their learning achievements displayed within the school;
- Public praise and encouragement is given to children in front of their peers e.g. in their own class, going to other adults including the Assistant Headteacher, Deputy Headteacher and the Headteacher to talk about and show their achievements;
- Headteacher Award certificates and Gold Award certificates are given in assembly and publicised as St Gregory's Angels;
- Opportunities are provided for greater responsibility in school e.g. helping other children, being given a special job to do, being a member of the School Council where children become familiar with the responsibilities of citizenship;
- Weekly Class Attendance Award, where public mention and note is made of the class in the Infant Department and the class in the Junior Department who have achieved the highest attendance in the preceding week. At weekly assemblies, the two classes are awarded a special trophy that they retain in class for the week. Additionally their success is reported in the school newsletter.
- At the end of the academic year, children are awarded special certificates for their attendance. Certificates are awarded to children who achieve full attendance each term.

4. Sanctions

4.1 It is of vital importance that our system of sanctions are understood by everyone and applied consistently by all members of staff. When dealing with any problems, school staff will always ensure that it is the behaviour that is labelled and not the child - we will never humiliate nor embarrass children in front of their peers or use sarcasm. We will always ask the child to analyse his/her behaviour to enable him/her to take responsibility for it. Following either individual/group/class investigation, whole groups of children will not be punished so as to avoid the resentment of the innocent.

4.2 Class teachers will ensure persistent misdemeanours or any single breach of the school's code of behaviour are recorded – where applicable, the "victim's" name should also be recorded. Class teachers will ensure parents are kept fully informed.

4.3 Misdemeanours: The adult responsible for the child will deal with any misdemeanours, carrying out sanctions that match the offence to ensure effectiveness:

- a non-verbal signal such as a look or a frown
- a verbal reprimand
- Placed on the orange or red section of the "Behaviour Ladder" to denote poor behaviour
- withholding praise, if it is not deserved
- temporary removal from place of problem e.g. sent to another class
- loss of playtime; sitting in reception area
- loss of playtime: writing lines
- an apology, in writing if appropriate, after reflection
- loss of privileges and responsibilities e.g. attendance at clubs, sporting events, attendance on school trips, including residential trips (after consultation with the Headteacher).

Misdemeanours include:

- not following the class rules
- not following adult instructions
- inattention or distractive behaviour
- running in school
- not moving quietly around school
- inside school at playtime without permission
- unkindness to another pupil; physical or verbal
- non compliance with school uniform

4.4 The flow chart in 4.16 details the steps to be taken should the sanctions detailed above not lead to an improvement in behaviour, additionally information will be added to the pastoral file.

4.5 An adult can only lift a sanction/restore a privilege that s/he has applied or removed e.g. a five-minute loss of privilege applied by a School Meals Supervisory Assistant cannot be restored by the class teacher.

4.6 Serious Breaches: The school will view the following as serious breaches of its code of behaviour:

- bullying, be it physical or emotional including internet or mobile phone* abuse
- violence to others
- comments of a racist or sexist nature including internet or mobile phone* abuse
- pupils acting in such a manner as to endanger their own safety or that of others
- stealing
- using bad language (including blasphemous language) including internet or mobile phone* abuse
- rudeness to any member of the school community
- persistent disobedience
- intentional damage to the school buildings, environment or equipment.
- internet abuse
- mobile phone* abuse

*the school does not allow mobile phones to be used within school by pupils and would regard the use of one within school as a serious breach of its rules in its own right.

4.7 Information in 4.16 details the steps to be taken with regard to serious breaches of the school's code of behaviour. It should be noted that in particular serious circumstances not all of the steps detailed would be taken.

4.8 Inappropriate behaviour during lunch break, when teaching staff are not on duty, could lead to children being excluded from school for the duration of the dinner break if it was determined that such behaviour was consistently applied. i.e. children would have to be collected at the commencement of the dinner break and returned to school at its conclusion by parents or carers.

4.9 A decision to exclude a pupil can only be taken by the Headteacher in line with the procedures detailed in sections 4.15 and 4.16 or if by allowing the pupil in school would seriously harm the education or welfare of the pupil or others in the school. Exceptional circumstances which can affect the discipline and well-being of the school community may lead to a child being permanently excluded for a first or 'one off' offence. These might include serious actual or threatened violence against another pupil or member of staff and carrying an offensive weapon.

4.10 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Headteacher will:

- Consult the Local Authority guidelines on exclusion
- ensure that an appropriate investigation has been carried out;
- consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies;
- allow the pupil to give his/her version of events;
- check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment;
- if necessary consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the governors' Discipline Committee.

4.11 If satisfied that, on the balance of probabilities, the pupil did what s/he is alleged to have done, the Headteacher may take the decision to exclude the pupil. The Headteacher will carefully follow the procedures set out in law and statutory guidance, which are designed to ensure fairness and openness in the handling of exclusions.

4.12 If a parent refuses to co-operate with a formal exclusion by sending the excluded child to school, or refusing to collect or arrange collection of him/her at lunchtime, the school will have due regard for the pupil's safety in deciding what action to take. If efforts to resolve the issue with the parents are unsuccessful, the school will contact Ealing Education Welfare Service as well as seeking the advice of the LA and Diocese about available legal remedies.

4.13 Bad behaviour outside school on school business, for example, on school trips, on swimming sessions and on away school sports fixtures, is subject to the school's behaviour policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in school.

Bad behaviour at morning, lunchtime or after school clubs is also subject to the school's behaviour policy and in these circumstances will be subject to the school's behaviour policy in consultation with Club Leaders.

For behaviour outside school, but not on school business, the Headteacher may discipline or exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.

Pupil's behaviour in the immediate vicinity of the school or on a journey to or from school, or abuse of the internet or mobile phone usage, for example, will be grounds for exclusion.

4.14 It is expected that any child on the Special Educational Needs Register who is regularly behaving inappropriately will have a specific plan that contains one or more specific behavioural targets. Statutory guidance on identifying, assessing and making provision for pupils with SEN, including those with behavioural needs, is given in the Special Educational Needs Code of Practice. For any pupil who has had three fixed term exclusions during any one academic year, the Inclusion Manager will be identifying realistic behavioural outcomes for the pupil to work towards as well as identifying the rewards for targets being met.

4.15 We believe that with the co-operation of pupils and parents, the guidelines outlined in 4.16 and 4.17 will lead to positive behaviour outcomes. However where a parent feels that either their child has been treated unfairly; or a parent whose child has been the "victim" believes that sanctions have not been rigorous enough, then they would be directed to the school's "Complaints Procedure" which is available upon request from the school office.

4.16 Procedures for sanctions as identified in 4.3:

1st Misdemeanour

- Class Teacher makes entry into class behaviour file.
- Class Teacher meets with pupil and agrees Sanction as outlined in 4.3.
- Class teacher informs parent.

2nd Misdemeanour: As 1st Misdemeanour with the addition that:-

- Key Stage Leader and Class Teacher meet with pupil.

3rd Misdemeanour: As 2nd Misdemeanour with the addition that:-

- Class Teacher informs Key Stage Leader who organises and chairs a meeting between parents and Class Teacher.
- Outcomes agreed which could include daily report signed by parents for a specified period.

4th Misdemeanour: As 3rd Misdemeanour with the addition that:-

- Class Teacher who informs Key Stage Leader who organises meeting between parents, class teacher and Assistant Headteacher or Deputy Head.
- Headteacher informed of meeting and outcomes.

5th Misdemeanour: As 4th Misdemeanour with the addition that:-

- Fixed term exclusion as directed by Headteacher.

4.17 Serious Breaches of the School's Code of Behaviour as identified in 4.6 –It should be noted that in particular serious circumstances not all of the steps detailed would be taken.

1st Serious Breach

- Class Teacher makes entry into Class Behaviour File (if applicable, racial/bullying/sexist incident form completed by class teacher and copy forwarded to Deputy Headteacher).
- Class Teacher informs Key Stage Leader who organises and chairs meeting with Parents/ Pupil / Class Teacher/ Inclusion Manager (if appropriate) – appropriate sanction/s agreed upon.
- Headteacher is informed.

2nd Serious Breach

- Class Teacher makes entry into Class Behaviour File
- Class Teacher informs Deputy Headteacher or Assistant Headteacher who organises (and chairs) meeting between Parents / Pupil / Class Teacher / Key Stage Leader/ Inclusion Manager (if appropriate) - appropriate sanction/s agreed upon.
- Headteacher is informed.

3rd Serious Breach

- Fixed or Permanent Exclusion
- If fixed, Deputy Head or Assistant Headteacher organizes re-integration meeting with Headteacher in attendance.

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