

St. Helen's Catholic Primary School

Ysgol Gynradd Gatholig Santes Helen



**Policy for
Behaviour Management**

'Together we Believe † Achieve and Succeed'
Gyda'n Gilydd Credwn † Chyflawnwn a Llwyddwn

At St. Helen's we strive to provide an 'Inclusive Environment', where all children are able to thrive in a safe and happy school. We believe that success is dependent upon an atmosphere which is conducive to learning.

This document is a statement of the principles and strategies for our approach to positive behaviour management, in order that all stakeholders play their part in achieving an inclusive, happy and successful school.

This policy should be read in conjunction with policies on 'Anti Bullying.'

At St. Helen's we provide opportunities for children to understand and handle their own emotions in order to develop positive and wholesome relationships. We have high expectations for good behaviour throughout the school and at all times throughout the school day. This is closely linked with our ethos:

'Love One Another, As I Have Loved You'

STATEMENT OF INTENT

Our aim as a Catholic School is to adhere to the Catholic principles we value so highly. We will strive to maintain discipline in a positive atmosphere, where mutual respect and cooperation are evident in our daily work and play. We are committed to creating a welcoming and caring environment for children and adults.

The primary responsibility for implementing this policy lies with all staff, and relies upon the co-operation of parents for its successful implementation.

'Behaviour management' is a complex issue within schools. The needs of the individual must be balanced against the 'common good'. A child needs to understand 'positive' or 'good' behaviour means that the individual is functioning successfully within the agreed parameters.

Most children respond well to praise and therefore many issues are easily dealt with. Minor misdemeanors can usually be dealt with by a gentle reminder of appropriate behaviour. However, some behaviour incidents merit more rigorous procedures to deal with and it may be necessary at times, to involve parents.

The role of the parent is crucial in supporting and advising the child with regard to appropriate behaviour. Such behaviour patterns should be set within the home and parents should work to help their child to understand that society needs fair and just rules that must be adhered to.

1. THE ROLE OF THE SCHOOL – THE CODE OF BEHAVIOUR

At St. Helen's Catholic Primary school, we believe that:

- every child has a right to a safe and secure environment, free from physical and emotional threat;
- the school must function as an orderly, safe and caring community;
- this community must be supported and guided by the school's avowed 'mission' statement with its references to the gospel values of freedom, justice, forgiveness, compassion and love;
- pupils are encouraged to understand that the school has clear expectations in terms of appropriate behaviour;
- conditions must exist whereby the child is able to purposefully learn, achieve and develop;
- the child must develop self-esteem and self-confidence within the agreed code of behaviour;
- the child must be encouraged via the code of behaviour to develop self-discipline with regard to rights and responsibilities;
- the child must develop an understanding of appropriate behaviour with regard to school life;
- appropriate behaviour includes kindness and courtesy towards their peers, staff and others who visit the school;
- procedures should exist to reward 'positive' behaviour at various levels;

- some children for various reasons exhibit 'challenging' behaviour and close monitoring must take place in order to develop systems which are responsive to the needs of these children;
- procedures exist whereby 'negative' behaviour can be dealt with, including those which allow the child to reflect upon such behavioural patterns and make an effort to change;
- the role of the parent is important in supporting the school with regard to the above;
- the school must engage with the parent if 'negative' behaviour appears to be developing into a pattern;
- the school must apply enhanced procedures when dealing with a case of 'bullying'.

2. IMPLEMENTATION

All teachers staff share the responsibility for the successful implementation of this policy. Parents also have a role in relation to their acceptance of the school's 'Home/School Agreement'.

The 'Code of Behaviour' is encompassed in our School Rules:

- We try our best;
- We look after our school;
- We are good friends to everyone;
- We listen to everyone;
- We tell the truth;
- We are smart walkers.

Children must be regularly reminded of the school 'Code of Behaviour' and be encouraged to work towards its successful implementation. They must be encouraged to understand that the 'Code of Behaviour' works for the common good. This can be done in a variety of ways:

- during normal classroom and playground life;
- during school, year or class assemblies;
- in the course of RE or PHSE;
- in the course of normal lessons;
- before school trips or visits;
- before a visit to the school by performers etc.

In addition, individual classes should examine their own practices early in the school year and if they choose to, further develop the whole school code of behaviour, into a 'class code of behaviour / Class Charter' – these should form a class code with rules, rewards and consequences and act as a target for behaviour within that class. These 'codes' can be periodically reviewed throughout the school year and amended as appropriate.

Rewarding good or 'positive' behaviour is the key to success. Teachers and other staff must be constantly aware of opportunities to praise positive behaviour in a variety of situations. At all stages, teachers and other staff must ensure that all children are rewarded at some time and that no child feels excluded. Opportunities must be sought whereby the 'obvious' children are not always chosen for rewards.

The emphasis is on positive behaviour management through recognition and praise. Recognition and tangible rewards are given on an individual, group and whole class level in order to promote a sense of both individual and common good.

Foundation Phase

- Praise of individual and / or group recognition;

- Stickers – either worn by child, or collected on a chart or card;
- Positive recognition to parents at the end of the session/ day;
- Showing work to another adult / class / DHT / Headteacher;
- Collective whole class rewards: Each class has the opportunity to collect for example ‘marbles in a jar’ or stickers on a chart for positive behaviour, hard work or meeting class targets. A full jar or chart leads to a whole class treat or ‘special time’ as agreed between the teacher and children;
- Achievement both academic and social will be celebrated during Friday’s whole school assembly – Friend of the Week, Learner of the Week.

Key Stage 2

- Praise of individual and / or group recognition;
- House points - Each class will display a house point board;
- Showing work to another adult / class / DHT / Headteacher;
- Each class has a ‘success ladder’ where each child has a named peg and if they display positive behaviour/attitudes to learning they will be asked to move their peg up the ladder, aiming to reach ‘merit’ where they may be chosen to have a merit slip which is taken home explaining the reasons for this award to the parents. When a child reaches 5 merits, the pupil is able to negotiate a reward that is suitable;
- Achievement both academic and social will be celebrated during Friday’s whole school assembly – Star of the Week, Playground Behaviour Award.

Some behaviour will inevitably be more ‘negative’ and swift action must be taken to deal with it. In the majority of instances, the Code of Behaviour will be put into action, possibly with reference to these sanctions:

- a warning will be given;
- child moved away from peers in the class (time to think);
- 2 minutes off break;
- 5 minutes off break;
- sent to a senior teacher and go on report ‘Behaviour Record’;
- Headteacher and the parents informed.

With persistent disruptive behaviour or extreme behaviour incidents, children will be expected to fill in a Traffic Light sheet. This will be kept on file along with the incident record sheet. If appropriate, consequences may also involve making reparation for the unacceptable behaviour, e.g. writing a letter of apology. In Foundation Phase Traffic Lights will be sent home for parents to comment and returned to school.

In some cases, the behaviour will be more serious or may be seen as being part of a pattern that seems to be developing. In the first instance, and if felt necessary, the behaviour / incident must be logged (SIMs). At the discretion of the teacher/ midday supervisor/other staff and in an effort to effect early intervention strategies, the child is to be sent to the Headteacher for explanation. If there is no improvement, the parents are to be informed and invited to discuss the matter with the school. This procedure is at the discretion of the Headteacher– if earlier co-operation with the parents is required, the parents will be invited as a matter of urgency to plan a joint home/school approach. In the case of ‘bullying’ or similar allegations, refer to appropriate policy. All the above is to be explained to the child as the procedure develops.

Additional Learning Needs

We recognise that for some of our children, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. Some children exhibit behaviour that is difficult to define within the 'norm'. As psychological research has developed within this area, awareness has grown that these children may have differing needs with regard to behaviour management. Children who were once consigned to merely being excessively 'naughty' children are now being recognised as individuals who, due to various medical conditions, require additional support. The school must try to support these children but accept that, the needs of the majority of children must be balanced against the needs of the behaviourally challenging child. They may need an Individual Behaviour Plan and Risk Assessment agreed between the pupil, parents and staff. When appropriate, consultation should take place with the Behaviour Improvement Team to establish whether it would be appropriate to enter the child on the register of 'Special Educational Needs' at 'School Action' or 'School Action +'. At 'School Action +' outside advice will be required – sources include 'School Improvement Inclusion Service – Behaviour Improvement Team' and the Educational Psychologist.

The playground presents different problems from those in the class. All staff are to be vigilant when on duty. Problematic behaviour may require the child to be removed from the playground:

- as a response to negative behaviour in class;
- as a response to negative behaviour around the school;
- as a response to negative behaviour during break times.

Teaching staff are to be informed of incidences of inappropriate behaviour by midday supervisors on a regular basis.

Staff will accompany children from the yard into the building to ensure a safe transition.

Role of Parents

Parents play a vital role in their child's education, supporting their child's learning and working in partnership with the school. The school works with parents, so children receive consistent messages about how to behave at home and school. It is important for all adults, including parents to model positive behaviour at all times and in their interactions with each other.

We expect parents to behave in a reasonable manner towards school staff, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression towards staff by parents/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority guidance.

3. MONITORING AND EVALUATION

It is the responsibility of the Headteacher and Deputy Headteacher to ensure that the policy is successfully communicated to staff, teaching and non-teaching, governors, parents and children.

The policy will be discussed periodically both formally and informally.

The policy will be reviewed periodically by the Senior Management Team and at staff meetings, including non-teaching.

A summary of his policy will be included in the school prospectus. The full version will be available for parents to consult.

APPENDIX 1 – PROCEDURES FOR EXCLUSIONS

This is intended as a summary of procedures. Further guidance can be obtained from 'A School Governor's Guide to the Law' and from LA exclusion guidance.

1. The Education Act 2002, Section 52 and associated regulations and amendments (2003, 2004) govern the exclusion of pupils in relation to all maintained schools.
2. 'Exclude' means to remove the child from the school on disciplinary grounds for a 'fixed period' (meaning a number of days/weeks) or permanent (meaning that the child is permanently removed from the school roll). Lunchtime exclusion is counted as a fixed period exclusion.
3. Appeals procedures exist for parents and governors with regard to permanent exclusion.
4. Exclusion either fixed or permanent should only be used in response to serious breaches of the school code of conduct and only after various intervention strategies and advice from external agencies has failed.
5. Procedures exist for the Headteacher to exclude permanently after a 'one off' offense relating to aspects such as serious or threatened violence, sexual abuse or assault, possession or supply of illegal drugs or use or threatened use of an offensive weapon.
6. Informal or unofficial exclusion (those not relating to established and legal procedures) are not permitted.
7. Only the Headteacher has the power to exclude. Fixed periods may not exceed 45 days in any given school year, but the Headteacher has the power to convert the fixed period into a permanent exclusion if this is deemed to be necessary.

Procedures for exclusion including those relating to:

- Actions by the Headteacher are contained within 'The School Governor's Guide to the Law' Chapter 15, paragraphs 25-30.
- Action by the Governing Body is contained within 'The School Governor's Guide to the Law' Chapter 15, paragraphs 31-32.
- Actions relating to the Discipline committee of the Governing Body are contained within 'The School Governor's Guide to the Law' Chapter 15, paragraphs 33-36.
- Actions relating to the Independent Appeals Panel are contained within 'The School Governor's Guide to the Law' Chapter 15, paragraphs 37-42.
- Actions relating to any remedial action or complaint against the appeal panel are contained within 'The School Governor's Guide to the Law' Chapter 15, paragraphs 43-45.
- Financial matters relating to exclusion in terms of pupil funding are contained within 'The School Governor's Guide to the Law' Chapter 15, paragraphs 47-48.