



ST ETHELBERT'S CATHOLIC PRIMARY SCHOOL AND NURSERY

Behaviour for Learning Policy September 2020

Date of Review: September 2020
Date of Next Review: September 2021

Behaviour for Learning Policy

Rationale and aims

At St. Ethelbert's Catholic Primary School, we recognise that Jesus is our greatest teacher. Following Jesus' example, we strive for our school to be a place where everyone is equally respected and unconditionally loved.

"Never be a dictator over any group that is put in your charge, but be an example that the whole flock can follow" (1 Peter 5:3)

As a Catholic school, the gospel values provide the foundation of everything we do and have shaped this behaviour policy. We strive to create an environment where every member of our community feels safe, loved, valued and respected and this is underpinned by our mission statement: ***Learning, achieving and growing together with Jesus***

To achieve this, we recognise the importance of having clearly stated and shared values. Rules are kept to a minimum and are based on self-discipline and respect for other people, for school buildings, equipment and resources.

We are fully committed to safeguarding the welfare of all children and young people. Our requirement is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop to his/her full potential and feel positive about him/herself as an individual.

Key principles

- **At St. Ethelbert's we do our best to follow the example Jesus gave us. We always try to make the right choices so that we can be more like Him.**
- Children are actively taught what acceptable behaviour is/looks like.
- Children are **positively** encouraged to demonstrate to high standards of behaviour, showing consideration and respect for other people and their property.
- Children are aware of the consequences of their actions if they choose to behave in an unacceptable way. Pupils are encouraged to understand the impact of their actions on others so that they take responsibility for the choices they make.
- Adults are positive role-models for pupils in the way they interact with each other and with children. **Everyone who is part of our community is equally respected and equally loved.**
- As a school, we believe strongly that our children should be able to show responsibility, self-control and high standards of personal conduct. To illustrate our expectations and to reflect our mission statement, *Learning, achieving and growing together with Jesus*, we have **5 Golden rules**. The five rules encompass all aspects of desirable behaviour and are phrased in positive terms. Through discussion in school, children will learn to use these rules to guide and support them in their choices of appropriate behaviour.
- The class teacher is largely responsible for the behaviour of children within their class and should use the five golden rules as the primary basis for setting expectations for behaviour and supporting children in making "good" choices. The Golden Rules are displayed in all classrooms.



St. Ethelbert's Catholic Primary School

Our 5 Golden Rules

At St. Ethelbert's we always do our best to follow the example that Jesus gave us. He is our greatest teacher.

We will use these golden rules to help us make the right choices

- 1. We show good manners at all times**
- 2. We care for everyone and everything**
- 3. We move around school quietly and calmly**
- 4. We listen and respond appropriately**
- 5. We keep our hands and feet to ourselves**

Rewards and incentives for good behaviour

We believe that children respond well to praise and positive encouragement to choose appropriate behaviour and we have a wide range of incentives and rewards in place.

Class teachers and adults within the school praise the good behaviour of all children frequently and have their own systems of rewarding individuals, groups and whole classes.

In most situations the adult's acknowledgement of appropriate behaviour will be the best reward. This may take the form of:

- Verbal praise for specific things
- Smiles, nods, winks or thumbs up to pupils
- Using pupils as good role models
- Awarding dojos
- Class reward systems such as marble jars

In addition to this there are whole school procedures:

House points

- All the children will be grouped into four houses; Matthew, Mark, Luke and John.
- They can be awarded house points by any adult working at the school as a reward for good behaviour or good work.
- During an assembly once a week, the total number of house points for each house will be shared and a weekly house winner announced.
- A treat will be awarded at the end of each half term for the house which has had the most wins over that period.
- A running total of wins per house will be kept throughout the year so that an overall winner of the year can be awarded a cup.

Celebration Assembly:

- Weekly celebration assemblies are held when selected children receive special certificates for good work or showing a good attitude to their learning based on the weekly Gospel themes or half termly 'Learning Power'
- A 'Writer of the Week' for each class will be awarded a certificate each week. The Writers of the Week are named in the weekly newsletter
- Readers of the Week are awarded certificates in Key Stage assembly each week.
- 'Well done' certificates are printed on card with the reason for the award
- **All** adults working in school are encouraged to give house points for good behaviour and also to nominate children for a celebrations certificate.
- Celebration assembly is a time to celebrate other achievements and to foster positive relationships and attitudes

What happens if a child's behaviour is inappropriate or unacceptable?

If, at times, a child's behaviour is inappropriate or unacceptable (i.e. he or she breaks one of our 5 Golden Rules) we will then use a Steps system in class

The aims are:

- To provide a clearly defined disciplinary procedure with progressively severe sanctions for children whose behaviour does not reflect our 5 Golden Rules
- To provide clear procedures which are clearly understood by all members of the school community.
- To ensure that all pupils will be dealt with fairly and consistently by any member of staff.
- To establish a channel of communication through which teachers inform parents of undesirable behaviour on the part of their child.
- To involve parents as partners in tackling undesirable behaviour in children.
- To enable the school to monitor long-term patterns of behaviour in individuals and the school as a whole.
- To ensure that the child understands that they have a choice in the way that they behave and to guide them to make the right choices.

The “Steps” system is used to deal with low level but potentially disruptive behaviour (see *Appendix 1 for examples of low level behaviour in class and in the playground*). There are three steps or warnings given before a child is required to take some time out in another classroom. Children begin each day with a fresh start.

Children at St Ethelbert’s are taught that they make choices in their behaviour. They know the standard of expected behaviour and understand the sanctions. They are then encouraged to understand that they have a choice in which way to behave. ***At all times the behaviour is criticised and not the child.***

The system builds in time for the child to re-evaluate their choice of behaviour and to refocus. The child should be praised for making the right choices.

Using “Steps” to manage low level disruptive behaviour

If a child chooses inappropriate behaviour (e.g. shouting out, disturbing others) that does not meet our expectations as set out in our 5 Golden Rules, then the teacher will apply the “Steps” system:

Step 1. The teacher reminds the child how to behave and the peg is placed on the step 1 board.

If the child persists with the behaviour.

Step 2. The teacher reminds the child of the rule he/she is breaking and explains what the correct choice of behaviour would be, the name is moved to step 2.

If the child persists with the behaviour.

Step 3. The child is sent to another classroom until the end of the session. This step is then recorded on the school CPOMs electronic system.

Step 4. If a child persists with this behaviour within the same session, then they are sent to a member of the SLT. The Senior Leader will speak to parents along with the class teacher at the end of the school day. The incident and record of the meeting with the parent is recorded on CPOMs.

- Teachers use their professional judgement to allocate an appropriate class. Children are accompanied to the class by an LSA when necessary
- This process needs to be brisk and calm.
- The class teacher adds records of Step 3 incidents on CPOMs
- Once in the other classroom, the child should be allowed to sit and be left quietly to “reflect” on their behaviour. The other children in the class should be encouraged to get on with their own work and not engage with any communication with the child.
- When the child returns to class their name is wiped from the board and s/he should be allowed to continue with a fresh start.
- If a child is put on steps by an adult other than the class teacher, that adult is responsible for ensuring the class teacher is made aware of the incident and that the child’s name has been placed on the steps board in their classroom.

Positive Steps

All children start the day on the ‘Ready to Learn’ step. For those children who are choosing to make good choices and follow the rules, class teachers have positive steps that the children can move up.

- Good choices
- Excellent Effort
- Outstanding

A small reward such as house points, a marble for the class reward jar or verbal praise is given to children who move up the steps in a positive way. Verbal feedback may be given to parents about children who are regularly showing ‘Outstanding’ behaviour, and certificates awarded in celebration assemblies.

“Fast Track” for Serious Incidents

Most behavioural issues that arise can be resolved by the class teacher with support from lunch time controllers/LSAs by talking things through with the pupils and where appropriate imposing a sanction and informing the parents of the outcomes at the end of the day.

There may be incidents when a child is ‘Fast Tracked’. This is when their behaviour is deemed to be **very serious** and may include incidents such as:

- **Deliberately** and/or **unprovoked** aggressive behaviour towards another child (e.g. hitting, kicking, slapping)
- Abusive name-calling or use of inappropriate language
- Stealing
- Racism or other hate language
- Deliberate damage to property or equipment
- Bullying
- Evidence that prohibited items have been bought into school (see appendix for a list of prohibited items).

A ‘Step 4’ incident is for persistent poor behaviour (e.g. where a step 3 has been imposed and the behaviour has continued or worsened.)

Recording Fast Track and Step 4 Incidents

It is essential that clear and accurate records are kept recording behaviour incidents. This is to ensure that they are dealt with appropriately and that the school is able to spot patterns of poor behaviour and implement strategies to deal with this effectively.

- The member of staff who has witnessed this incident must investigate the situation thoroughly by speaking to *all* the children and adults involved and record all of the evidence **prior** to referring it up to a member of the SLT.
- It is essential that all children involved are given an opportunity to explain what they saw or did.
- All incidents should be recorded on CPOMs under the appropriate category by the members of staff involved and the appropriate SLT member and Pupil well-being Officer should be notified.
- If for any reason, it cannot be recorded on CPOMs then a written record should be made and added to CPOMS at a later time. The appropriate member of SLT and the Pupil Well-being and Safeguarding Officer (Kerry Slattery) should be notified and tagged into the incident

Referring “Fast Track” or “Step 4” incidents to a member of the senior leadership team

- Fast track or Step 4 incidents should always be referred on the same day to enable the incident to be resolved as soon as possible.
- In the first instance, alert the **Pupil Well-Being and Safeguarding officer: Miss Kerry Slattery**
- In the absence of Miss Slattery, refer directly to **the staff member indicated below.**

- | | |
|--------------------------|-----------------------------|
| • EYFS: | <i>Miss Emma Harper</i> |
| • Years 1, 2 and Year 3: | <i>Miss Alyssa Mercer</i> |
| • Years 4, 5 and 6: | <i>Mrs Natasha Harrison</i> |

- If the relevant member of staff is not available, then it should be passed to Mrs Harrison (Deputy Headteacher). In the absence of all staff above, alert the head teacher (Mrs Maynard).

Imposing appropriate sanctions/consequences for “Fast-Track” or “Step 4” Incidents

- It is important that children are taught to understand that inappropriate behaviours will have consequences as this will help them manage their behaviour and make “good choices”.
- For this reason, the member of the senior leadership team who deals with the incident will impose an appropriate sanction (see below) and inform parents. There may be a time when the class teacher or LSA is asked to feedback to parents about what has happened.

Sanctions may include

- *Missing part of a playtime/lunchtime during which they will be required to reflect on the choice they made and the impact of this on their learning and/or other members of our community*
 - *Being required to write a letter of apology*
 - *An internal exclusion – where a pupil is required to work in another class for a period of time (e.g. a morning or afternoon, see information below).*
 - *For extremely serious incidents, the headteacher also has the authority to exclude a child on a fixed-term or permanent basis. (refer to information provided below)*
- The sanction imposed will reflect the age of the child and the seriousness of the incident. These are at the discretion of the headteacher or senior leadership team dealing with the incident.
 - On some occasions the child may be required to miss a playtime and complete a 'reflection' sheet. In this instance the child will be supervised by Miss Slattery, the Welfare and Family Support Officer, or the teacher who has imposed the sanction
 - If a child is Fast Tracked by an adult other than the class teacher, that adult is responsible for ensuring the class teacher is aware and logging the incident on CPOMs.

Communication with parents

- Working in partnership with parents is crucial in supporting pupils learn how to manage their behaviour and make the right choices. Where there are concerns or there have been specific incidents of unacceptable or inappropriate behaviour, we believe it is essential that parents are informed so they can work together with the school and their child.
- If a child is issued with a "Step 1, 2 or 3" warning then this is considered as having being dealt with "in-house" and parents will not be informed. However, the class teacher and senior leadership team monitor patterns of behaviour and if there are concerns, then parents will be invited into a meeting to discuss ways the pupil can manage their behaviour more effectively.
- Depending on the nature or seriousness of the incident, the member of the senior leadership who dealt with the incident may ask the parent to come into school for a meeting to discuss the incident. Alternatively, parents may be informed by a phone call from the school.
- When a member of staff meets a parent, a record of the conversation (including date, time, people present, actions agreed) must be recorded on CPOMs. Any actions arising from this meeting must be followed up and recorded.
- If a child has been issued a Step 4 or Fast Track for a **second time** within the half term, parents will be invited in to school to discuss the child's behaviour with the class teacher and Head Teacher or a member of the senior leadership team.

Searches

Where evidence suggests that a pupil has brought a prohibited item into school, legislation states that the Head Teacher, Senior Leadership Team or a member of staff authorised by the Head Teacher, have the power to search pupils or their possessions without their consent where they suspect the pupil has a 'prohibited item.'

Prohibited items include stolen items, weapons, alcohol, drugs, tobacco / cigarette papers, fireworks and inappropriate images. If a search is necessary, the school will endeavour to conduct it with confidentiality and discretion. Two or more staff members will be present during the search.

Behaviour beyond the School Gates

This policy applies to all pupils taking part in any school-organised or school related activity off the school premises. This includes school trips, residential trips and representing the school outside of normal school hours, for example in a sporting event.

When a pupil is wearing the school's uniform he / she is indirectly representing the school. Parents and carers are asked to support the school by reinforcing the school's Behaviour Policy when travelling to and from school and when on the school premises at the start and end of the school day.

Internal Exclusions

These differ from being sent to another class for a short period of 'cooling off' time. An internal exclusion is applied by a member of the leadership time in response to Step 4 behaviour such as persistent rudeness to a member of staff, refusal to complete work, disproportionate responses to other pupils (verbal or physical), disruption to their class which prevents other pupils from working.

If an internal exclusion is applied, parents will be notified in writing on the same day. All incidents will be logged on CPOMs and the letter to parents scanned onto the system.

Fixed Term and Permanent Exclusions

It is for the Head Teacher to decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Examples of when temporary, fixed term exclusions may be used by the Head Teacher are:

- Specific one off incidents of poor behaviour, for example, unprovoked/deliberate physical violence towards pupils or staff (e.g. hitting, kicking), fighting, bullying and stealing.
- Repeated incidents of low level, disruptive behaviour which are in breach of our school rules as set out in the policy; and/or when a pupil has failed to respond to previous sanctions and his / her behaviour is having a negative impact on other pupils' learning, for example, persistent defiance.

Permanent exclusion may be used for extreme poor behaviour, extreme violence towards others resulting in significant injury and possession of prohibited items such as drugs, alcohol or weapons.

Behaviour in the Playground

The member(s) of staff on duty are directly responsible for pupils' behaviour. Positive strategies should be used to recognise and promote positive behaviour in the playground. Positive strategies include:

- To ensure that children know and understand which games are not appropriate and are dangerous games.
- To teach children lunchtime games. (PE: time allocated for each year teaching games and safe use of lunchtime equipment).
- Teach children strategies for resolving minor disagreements and ensure they understand where they should go for help.
- To ensure children are aware when they can use lunchtime play equipment and adventure playground.
- To teach children general rules and routines for playtimes and lunchtimes – e.g. they should not leave the playground without permission, lining up routines etc.
- To follow up serious incidents when on playground duty and inform the child's class teacher.
- To inform a class teacher when their class has been very well behaved on the playground.
- Verbal recognition/praise for good behaviour which is specific about why the behaviour is being praised
- Smiling or other physical recognition (e.g. nod, wink, a wave, a high-five, thumbs up sign)
- Awarding a house-point for good behaviour
- Use of stickers
- Teachers should inform staff on duty of any incidents or particular information which may affect play time and lunch time behaviour.
- To ensure that no children remain inside without adult supervision.
- To ensure that children know and understand that they require permission from an adult to go inside at lunchtime.
- If a child has a genuine medical reason to stay inside the class teacher should inform the lunch time staff: the child will be supervised in a suitable location.
- To consult with designated member of the SLT if a child has particular difficulties in coping with lunch times or is consistently causing concern or intervention.

Pupils should be taught to deal with their own problems successfully. Often by talking things through with the children, conflicts or disagreements can be resolved.

Playground sanctions can include:

- A discussion with all pupils involved, including discussions regarding why behaviour may not be appropriate or sensible and agree alternative positive behaviours
- Helping pupils to recognise the impact of their choices/behaviour on other pupils and when it is appropriate to apologise for this
- Being removed from playground for a short period – e.g. 5 minutes against the wall
- Walking around the playground for 5 minutes with a member of staff.

(See Appendix 1 for examples of low level disruption at play time and lunch time)

Serious incidents, including any concerns regarding racism or bullying, are deemed as “Fast Track” incident and must be referred to member of the senior leadership team. **The member of staff who has witnessed the incident or first became aware of the incident must**

record the details of the incident on CPOMs. It is essential that the member of staff who records the incident, ensures that all children involved in the incident are given an opportunity to explain their side of the story. Staff must be mindful not to scapegoat or pre-judge an incident, or to use emotive language or phrasing when describing an incident.

Bullying

Bullying in any form (including cyber bullying) is regarded as an unacceptable behaviour and is not tolerated. Pupils at St Ethelbert's are taught this through assemblies, PSHCE lessons, circle time, class and group discussions. Pupils are regularly taught and reminded that bullies can only thrive in secret and that "telling" can break the cycle of bullying. It is essential to provide opportunities for children to be able to confide in an adult and for children to feel safe to do so. Children should be reminded that all the adults in school would treat such disclosures seriously.

If bullying behaviour is reported:

- It will be treated seriously
- The Headteacher and the senior leadership team, the Pupil Wellbeing and Safeguarding Officer and Assistant Headteacher for Inclusion will be informed
- Parents of the victim and aggressor will be informed
- It will be tackled as soon as possible
- Incidents will be recorded, with follow up actions and outcomes
- School staff will be informed to increase vigilance
- Both the victim and the person demonstrating bullying behaviour will be supported
- The situation will be monitored

Definition of bullying behaviour

"Bullying: All children make friends, break friends, say horrible things to each other, are spiteful, tease and jostle for places in the pecking order of school and family. Bullying is something beyond that."

Keith Sullivan: The Anti-Bullying Handbook:

There are many definitions of bullying, but most consider it to be:

- deliberately hurtful
- repeated over a period of time
- difficult for victims to defend themselves against

Examples of bullying behaviour

Bullying can take many forms:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks

- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- using text messaging for the above
- inappropriate use of email and social networking sites

There must be a distinction made between bullying and bossiness and between bullying and boisterous play. Most young children grow out of bossiness as they become more self-controlled and learn the social skills of negotiation and compromise.

Research has shown that the school and the playground are the places where most bullying occurs. Bullying can take place several times a week/a day, for months or for years. It does not have to continue for a long time without damaging the victim or those children who have witnessed it.

Support for pupils that have been identified as vulnerable to extremism or radicalisation

St. Ethelbert's Catholic Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. St. Ethelbert's Catholic Primary School Prevent Strategy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions. It is also identifies how the school will support pupils who have been identified as being vulnerable to extremism or radicalisation including make a referral to Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Detailed guidance on Channel is available at <https://www.gov.uk/government/publications/channel-guidance>

St. Ethelbert's British Values statement sets out how the curriculum and ethos of the school promote British Values. These are very much in line with the school's distinct Catholic identity which values the individual and strives to support the most vulnerable. Our school ethos is one of tolerance, forgiveness and mercy.

Support for vulnerable pupils or for those pupils who present with persistent challenging behaviour

In cases where a child presents with persistently challenging behaviour or their patterns of behaviour are causing concern regarding their well-being, class teachers will consult with the Safeguarding and Pupil Wellbeing Officer, the SENCo and the Head teacher. We believe that challenging or concerning behaviour is a form of communication and that it is the responsibility of the school to understand possible underlying causes of this behaviour.

Examples of concerns that may be raised include:

- Self – withdrawn, poor self-image, unable to accept responsibility, frustration, early signs of disaffection, over anxious, self-injurious, impulsive, unhappiness and stress
- Peers –co-operation/sharing, inappropriate language or aggression, overly possessive of equipment, rejection by peers, provoking conflict
- Adults – building relationships, accepting positive or negative feedback, following instructions, accepting support, inappropriate language or aggression, confrontational
- Work – avoiding tasks, self-direction, independent work, concentration, interferes/destroys work,
- Class – settling, accepting routine, coping with change, attention seeking, shouting out, abuses furniture and equipment, constantly on the move
- Social setting – participation, solitary, difficulty making friends, resolving conflict, provokes conflict leaving playground/ premises without permission

The SENCo, in consultation with the class teacher and senior leadership team will agree appropriate support and/interventions and these will be tailored to the needs of the child. Parents will be encouraged to work in partnership with the school to provide the right kind of support for each child. The Safeguarding and Pupil Well-Being officer will work closely with pupils and their families in this situation.

Where appropriate advice from outside agencies (such as the Behaviour Support Service or Educational Psychology Service) will be sought in order for the school to gain a better understanding of the reasons for the challenging/concerning behaviour and the strategies that can be used by the school/parents/pupil in order to support the child. Parents will always be consulted before any referrals are made to external agencies.

Staff Responsibilities

- To read the St Ethelbert's Behaviour Policy and understand the systems for managing behaviour.
- To use St Ethelbert's behaviour management systems consistently: (Steps, fast track, house points, rewards, circle time, promoting self-esteem.)
- To model, expect and reward appropriate behaviour recognising that "positive behaviour" does not happen by accident.
- To implement the schools' child protection policy to ensure that all children feel safe and secure

Appropriate and acceptable behaviour is one of the most crucial contributory factors to a calm, secure and constructive learning ethos. Our school community needs to remember

that positive behaviour does not happen by accident. It has to be taught, expected and rewarded. This cycle must be ongoing. Positive behaviour must be an ongoing teaching focus throughout the learner's time at school.

General behaviour

- To get to know the children to bring out the best in them!
- To ensure children know and understand the 5 Golden Rules and the sanctions associated with non-compliance. They are applicable from Nursery to Year 6, and are non-negotiable.
- To display the 5 Golden Rules in the classroom.
- Using the 5 golden rules as a basis, to ensure that children know and understand how they are expected to behave towards each other, towards others and how they should behave in the variety of situations during a school day.
- To teach the children that they have a choice in the way they behave and that if they choose inappropriate behaviour they are then choosing to receive a sanction.
- To use positive strategies for behaviour management - rewarding good behaviour more frequently than imposing sanctions. The focus should always be on noticing the "successes" first. Comments should be specific to what the child is doing well to help children understand what "good" behaviour looks like. In many cases, specific praise about what a child is doing well is best reward!
- To take great care to listen to all sides of the story to ensure that all children are treated fairly and consistently.
- Use strategies such as circle time as a useful way to teach and discuss aspects of behaviour.
- Deal with each other and all members of the school community in a polite and respectful manner. **Our rules apply to both adults and children.**
- To set up specific behaviour targets and rewards systems to support individual children with an aspect of their behaviour
- To ensure that children know and understand the school routines and systems, bells, lining up, permission required to go inside at playtimes etc.
- To welcome children warmly and bring them in calmly in the morning and at the end of each playtime session.
- To ensure a punctual start and finish to lessons particularly sets or groups.
- To teach children to move around the school quietly and calmly.
- To ensure that other classes are not disturbed by the movement of children to library, maths sets, etc.
- Ensure children know and understand the wet play rules and make available games and activities to play with on wet playtimes.
- Help children to understand how to deal with minor disagreements when playing, turn taking etc.
- Ensure that all behavioural incidents (including bullying) are recorded on CPOMs as required by this policy and that all appropriate staff are kept informed.
 - To liaise with SLT, SENCo or Headteacher as appropriate over any individual concerns.
 - Keep parents informed of any behaviour concerns, and remember to let them know when things are going well too!
 - Deal with situations as they arise, in all aspects of school life with all children in the school.
 - Avoid the use of judgmental language e.g. "You are very rude". Remember it is the behaviour that should be criticised and not the child.
 - Reflect upon the organisation of children to ensure that they are not put into a situation where they are bound to fail.

- Be aware of trouble spots and try to analyse what causes them so that it can be avoided or removed.
- Have high, appropriate expectations of behaviour in all parts of the school e.g. in corridors, toilets, school hall, playgrounds etc. All adults within the school are expected to reinforce the 5 Golden Rules even if pupils irrespective of whether that child is in their class or not.
- Observe children in order to undertake trigger analysis of problems and plan to avoid them to prevent inappropriate behaviour.

When a supply teacher is in your class

- Ensure that this policy is available to supply staff so that they can use the Steps and Fast Track system if they need to.
- It is essential that supply teachers are made aware of **specific** and general behaviour issues within the class e.g. thinking of the children who would be anxious, because of another teacher being in the class or if a child is on a behaviour chart.

Responsibilities of the Senior Leadership Team

- Ensure that the Gospel values lie at the heart of our school so that all members of our community feel equally loved, equally valued and equally respected
- To ensure that all staff are informed of the school behaviour policy and feel comfortable with it's implementation
- To ensure that all staff understand the school's systems for managing behaviour and use them consistently
- To support positive behaviour management through whole school celebrations and rewards, reinforcement in assemblies and praising good behaviour observed around the school
- To follow up complaints of incidents of bullying and racism and act in accordance with the school's anti-bullying policy
- To put in place systems to support the management of children who continually challenge
- To ensure that all staff are supported in their management of children with challenging behaviour and to be aware when staff feel under pressure
- To ensure that all teachers are kept informed of which member of the senior management team is available to support serious incidents
- To deploy support staff to support behaviour management as deemed necessary
- To support staff in meeting with parents of children who present challenging behaviour
- To regularly monitor incidents of behaviour recorded on CPOMs
- To ensure that all staff receive regular training in behaviour management of children and in dealing with difficult situations with adults
- To monitor and plan for improvements in managing congestion of the playground, organisation of lunch period, use of dining hall.
- To regularly monitor and review all systems and routines to ensure support for behaviour management.

APPENDIX 1

Low Level Disruptive Behaviour

Shouting out or calling out when an adult is speaking

Running in the corridor
Talking in assembly
Behaviour that is disrupting others
Negative attitude to learning including to refusing to comply
Misusing equipment
Being in the wrong place at the wrong time

Playground Low Level Disruptive Behaviour

Disagreements regarding friendships and resources
Accidentally hurting someone
Deliberately being in the wrong place
Being silly with food
Not tidying up after themselves
Not following instructions immediately
Being disrespectful to staff
Moving between the spaces at lunch in a way that could hurt people

Examples of Prohibited Items

Alcohol
Tobacco or tobacco related equipment
Fireworks
Matches/lighters
Stolen items
Weapons
Inappropriate images (including images stored on digital devices such as phones)



Behaviour Reflection

Your light must shine before others so they see the good in you

Matthew 5:16

Name:

Class:

You have made choices that you need to stop and think about

What was my behaviour?

What were the reasons for my behaviour?

How did my behaviour affect others?

Who do I need to apologise to?

What do I need to do in the same situation next time?

