



# St William's Catholic Primary School

## Behaviour Policy

2016/2017



At St William's Catholic Primary School our core values underpin every aspect of school life.

### **Mission Statement:**

*"By following Jesus' example, standing side by side,  
we will nurture each other to fulfil our hopes and dreams."*

### **THE AIMS OF THE SCHOOL:**

Develop trusting relationships  
Respect, love and forgive all  
Encourage curiosity and confidence  
Aspire to be the best we can be  
Make a difference working together

Our policy is based on the respect for each person created by God. God created each person in his image. Our behaviour policy reflects a positive approach with the gospel value of reconciliation at its heart. All members of the school community have been consulted regarding this policy.

### **Mission Statement**

By following Jesus' example, standing side by side, we will nurture each other to fulfill our hopes and dreams.

### **Principles**

St William's is a Catholic primary school and the governors provide the following principles to be encouraged after consultation with staff, parents and pupils.

- ✓ Good behaviour is promoted through an ethos of kindness and cooperation.
- ✓ Every member of the school community advocates an atmosphere where everyone feels happy, safe and secure.
- ✓ Each member of the school community is valued and respected.
- ✓ Everybody is treated fairly and in a consistent way.
- ✓ Good relationships are encouraged so that all can work together helping everyone achieve.

**Rights and responsibilities** agreed after consultation with all parties

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**Pupils' rights:**

- To be treated with respect
- To be safe
- To learn
- To be listened to
- To be happy in school

**Pupils' responsibilities:**

- To be willing to learn
- To allow others to learn
- To cooperate with adults and children
- To do their best

**Staff rights:**

- To be treated with respect and courtesy
- To teach without disruption or intrusion
- To be happy
- To be safe
- To have access to appropriate resources/working areas
- To be supported

**Staff responsibilities:**

- To treat children and adults with respect
- To be a positive role model
- To let every pupil achieve their potential
- To be prepared for work
- To create a safe and secure environment for learning
- To foster positive relationships

**Parental rights:**

- That children are treated fairly and with consistency
- To be respected by all members of staff and children
- To be informed as soon as possible about concerns over behaviour or welfare

**Parental responsibilities:**

- To support the school's application of this policy.
- To keep the principles in the home-school agreement
- To support children at home

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### **Teaching positive behaviour:**

Pupils will be taught behaviour expectations through the following curriculum areas:

Religious Education

PSHE/C

SEAL

Circle time

Daily Act of Collective Worship

All curriculum areas

### **School rules:**

There are an agreed set of rules, following the R-Time approach

These are displayed in class and shared with all adults e.g. Teaching Assistants, Welfare Assistants and volunteers.

All rules are based on the following principle

**"treat others as you would like to be treated"**

### **REWARDS AND SANCTIONS**

All staff model appropriate behaviour in their relationships with each other and with children.

Children are provided with positive encouragement and are rewarded when they demonstrate positive behaviour.

All rewards and sanctions must be age appropriate and should reflect the level of behaviour exhibited.

Rewards and sanctions are used throughout the school day, including playtimes and lunchtimes.

Each classroom has the school's classroom plan, for approaches to behaviour, displayed clearly.

### **REWARDS**

#### **Nursery/Reception/Year 1/Year 2**

#### **Rewards include:**

- ✓ A smile from an adult or other child
- ✓ Positive comments and praise
- ✓ Puzzle pieces in the jar
- ✓ House points
- ✓ Smiley faces, stickers, stars and badges and other class rewards
- ✓ Sent to the Head, Deputy or other adult for praise
- ✓ Reporting of good behaviour to parents through the reading record or verbally
- ✓ Star of the Day - reward = jobs/extra responsibility

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- ✓ Star of the Week/ Worker of the Week

## **Years 3/Year 4/Year 5/ Year 6**

### **Rewards include:**

- ✓ A smile from an adult or other child
- ✓ Positive comments and praise
- ✓ Smiley faces, stickers, stars and badges and other class rewards
- ✓ Special responsibilities given
- ✓ Sent to the Head, Deputy or other adult for praise
- ✓ Reporting of good behaviour to parents through the reading record system or verbally
- ✓ Puzzle pieces in the jar
- ✓ House points
- ✓ Star of the Week/Worker of the Week

### **SANCTIONS**

Class teachers may detain pupils at lunchtimes for no more than 20 minutes if necessary. During this time, the children will be asked to complete a reflection activity, identifying what their behaviours were, how they affected those around them and how they could be improved.

The school is not required to give parents or carers prior notice of this.

The school may confiscate items such as: mobile phones and sharp objects in certain circumstances. These items will be returned to the child at the end of the day.

### **The role of the class teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes and that their classes behave in a responsible manner during lesson time.

The teachers treat all children with respect and understanding and fairness.

If a child misbehaves in class the following procedure is followed.

1. A "look"
2. A verbal reminder of acceptable behaviour
3. A positive choice given to improve behaviour
4. Final verbal reminder Teacher may write name on the board as a visual reminder - this may be removed if behaviour improves
5. The pupil loses a maximum of 5 minutes of playtime (e.g. 1 -5 mins). This is spent in class supervised by a Teacher; children use a clock or sand timer to record the time.
6. If behaviour does not improve - Child misses the privilege of playtime or dinnertime play and spends a maximum of 20 minutes time writing or drawing, depending on the ability of the child, about the behaviour expected in our school. In the afternoon where this sanction cannot take

place parents/carers will be informed in the diary of the step reached and the sanction may be applied the following day.

7. The teacher informs the Headteacher who will speak to the child about the incident/s. There is an opportunity for the child to reflect on their behaviour and how to show they are sorry.

8. The teacher or Headteacher contacts parents and discusses pupil's behaviour. Appropriate action decided upon e.g. positive discipline programme involving child, parents and teachers working together with regular reviews.

9. If appropriate the Chair of Governors is informed. Consideration of involvement of outside agencies e.g. Behaviour Support Team, Primary Child Mental Health Team, Educational Psychologist.

10. Possible fixed term exclusion. Governing Body is informed  
School follows DES guidelines for permanent exclusion

On occasion the level of behaviour may mean that a more severe sanction is required without following all the steps above. These include:

- Physically hurting someone
- Wilfully disruptive
- Destruction of property or belongings
- Refusal to co-operate or follow instructions

At such times, the school will strive to provide a 'safe place' and will minimize any risk of self-harm or harm to others around, including members of staff. (See school's Positive Handling Policy for further information.)

### **In Foundation Stage and KS 1**

1. The "look" as a reminder

2. A verbal reminder of expected behaviour.

3. A positive choice given to improve behaviour

4. "Time out" to a maximum of 5 minutes as appropriate for the misbehaviour or loss of a maximum of 5 minutes of playtime (e.g. 1 -5 mins). This is spent in class supervised by a Teacher; children use a clock or sand timer to record the time.

5. If no improvement, the teacher will speak to the parents or carer at the end of the day. Staff, the child and parent/carer will work together and monitor the behaviour. Regular verbal feedback will be given to parents.

6. If there is no improvement the Headteacher will be informed if the class teacher is concerned about the level of inappropriate behaviour or if behaviour is repeated. The Headteacher and class teacher will discuss further strategies and the Headteacher will speak with the child.

Then see No 9 above.

On occasion the level of behaviour may mean that a more severe sanction is required without following all the steps. These include:

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- Physically harming other children eg biting
- Wilfully damaging property
- Swearing
- Stealing

### **The role of Teaching Assistants**

Teaching Assistants often work outside the classrooms with small groups, individuals or during PPA time. At these times, they will follow these procedures:

1. A "look"
2. A verbal reminder of acceptable behaviour
3. A positive choice given to improve behaviour
4. Teaching Assistant writes name on the board - this may be removed if behaviour improves.
5. If name appears twice on the board then the pupil loses 1-5mins of playtime (e.g. 1 -5 mins). This is spent in the classroom supervised by the Teaching Assistant. Children use a clock or sand timer to record the time.
6. If behaviour does not improve -Child misses the privilege of playtime or dinnertime play and spends a maximum of 20 minutes time writing or drawing, depending on the ability of the child, about the behaviour expected in our school. In the afternoon where this sanction cannot take place parents/carers will be informed in the diary of the step reached and the sanction may be applied the following day by the teacher.
7. If poor behaviour persists the child will be returned to class for the teacher to give a bad mark and continue the above steps. (During PPA time the deputy of Head Teacher will be involved)

### **The following procedures are in place in the outdoor environment**

All adults including Teachers, Teaching Assistants, Welfare Assistants, External providers and volunteers treat all children with respect, understanding and fairness.

All sanctions are proportionate to the transgression and comply with the school's indoor approach.

### **Staff Guidelines for Playtimes**

- ✓ Any rough or aggressive behaviour, including 'wrestling', name calling, play fighting, unkindness, etc which might cause harm or offence to others is not allowed.
- ✓ Picking up smaller children or carrying others on backs is not allowed.
- ✓ The bringing of toys or other attractive items to school for swapping or lending is not allowed.

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- ✓ Injured or distressed children must be accompanied inside by an adult.
- ✓ Staff should not deal with incidents concerning their own children or relations

### **Rewards will be:**

1. Proportionate to the achievement (small rewards leading to more complex / valuable ones)
1. A smile
2. Positive comments
3. Praise
4. Stickers
5. Reporting good behaviour to teachers
6. Good marks using the sticker system

### **SANCTIONS**

Any pupil who contravenes the rules will be subject to the following sanctions

A "Look"

A verbal reminder of appropriate behaviour

Present a final positive choice e.g. play nicely or leave the game

Standing/walking with the member of staff for up to 5 minutes

"Time out" of 1, 2 or 5 minutes on the terrace where they can be supervised

Name in the incident book and taken into school and reported to the senior member of staff on duty

#### **Reporting of incidents by Welfare Staff**

In most cases the sanctions given by Welfare staff on the playground will be sufficient and the matter does not need reporting any further.

Only serious incidents need to be reported to the class teacher/senior leadership team and/or written in the incident book. The report must be given by the welfare assistant who dealt with the incident in the first instance to ensure an accurate account is provided.

#### **Application of sanctions**

All adults in school are aware that every child is unique and that inappropriate behaviour takes many forms. The above procedure will be carried out wherever it is appropriate. However on occasion the level of behaviour may mean that a more severe sanction is required without following all the steps.

Children with Individual Behaviour Plans may need to be dealt with in a different manner as detailed on their plan. See later

Children with SEN or EAL may not fully understand what is expected or be able to explain their actions. Staff need to take this into consideration when applying sanctions

#### **Behaviour beyond the school gate**

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from

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school, on educational visits and the acceptable use of the Internet, digital recording devices and mobile phones

**Support available for pupils whose behaviour indicates significant problems** Support is available for any pupil in the form of a Pastoral Support Plan. This may be initiated if a pupil is at risk of exclusion. A CAF may also be considered in these circumstances.

### **Exclusion**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

[www.teachernet.gov.uk/](http://www.teachernet.gov.uk/)

Only the Headteacher (or a member of the SLT acting on behalf of the Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA and consider whether the child should be reinstated.

If the governors' appeal panel decides that a child should be reinstated, the head teacher must comply with this ruling.

### **Additional support**

The school SEN procedure can provide additional support for parents and pupils who have social emotional and behavioural needs.

If necessary pupils will be offered support through the use of SEAL Wave 2 group work. Some pupils who are offered this may also be at Early Years Action/ School Action stage of the Code of Practice for Special Educational Needs. An individual behaviour Plan will be produced by the

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class teacher and reviewed every half term. Parents are kept informed at every stage of the SEN process.

For pupils with more significant difficulties where Early Year Action Plus/ School Action Plus is necessary, the school will work in partnership with outside agencies e.g. Behaviour Support Team and the Educational Psychology Service.

The school may also consider the involvement of the school nurse, other health services and social care.

The local Standish and Aspull Children's Centre and Parent support Adviser may be able to offer further support.

Reasonable adjustments to the rewards, sanctions and teaching strategies within this policy will be considered dependent on the individual circumstances of each child. All staff will be made aware of the adjustments to be made.

### **Staff development**

All staff attend whole school INSET annually to review this policy and other relevant policies e.g. Child Protection, Safeguarding, Anti Bullying etc.

LA professionals provide INSET as required and staff needs are identified through the annual professional development interview or Performance Management cycle. The PSHE/C Coordinator attends network meetings and disseminates information to staff. The SENCO or other members of staff also provide training.

### **Positive handling**

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008) and (2011). All staff have had restraint training following the Team Teach model. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children, to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children.

### **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy each term. She reports to the Governing Body on the effectiveness of the policy and if necessary makes recommendations for further improvements.

Rewards and Sanctions are monitored termly by the Head teacher and Deputy

A copy of this policy is available on the website and VLN. The policy is given in full to all new parents of children starting St Williams's School. A paper copy is available to all who request it. Reminders are issued at the beginning of each school year.

The governing body reviews the policy every two years. The governors may however review the policy earlier than this if the government introduces new regulations or if the governing body received recommendations on how the policy might be improved.

The governing body will seek to ensure that no child is treated unfairly because of faith, race or ethnic background, gender or disability.

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Review date: September 2019

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