

St Clement's Catholic Primary School

BEHAVIOUR POLICY

Mission Statement



Growing in God's love.

Together we welcome and respect others.

Loving, sharing, celebrating.

Learning to be the best that we can be.

Ethos

Our school is a special place where each child is encouraged to be caring and thoughtful and has the opportunity to grow and develop in God's love. We strive to ensure that each child can be 'the best that they can be' in all areas of school life. We nurture individuals, promote positive attitudes and instil high standards of behaviour; we want our children to be confident and to treat all members of the school community, and beyond, with high levels of respect.

Aims and Objectives

We aim to promote good behaviour and the emotional health and well being of all children through use of praise, approval and rewards. We endeavour to deal with all behaviours with a calm and controlled manner and voice. At St Clement's School we ensure that everyone at St Clement's School will:

- To have clear expectations of good behaviour and strategies to ensure they are met.
- Show respect and listen to teachers, adults, supervisors and each other when we are being spoken to.
- Respect each individual person and value the special contribution they make to our school community.
- Behave in a quiet and orderly way within the school.
- Respect the property of others and treat our own belongings with care.
- Respect our surroundings and care for our environment.
- Behave on the playground and around the school in a safe, sensible way.
- Develop strategies for dealing with various forms of conflict.
- To provide a consistently high quality of teaching and care, motivating children to learn both academically and socially.
- To be fair and to be seen to be fair.
- To maintain good communications with parents/guardians and to require their support of this policy.
- To be prepared and ready to work to the best of their ability.
- To be kind and friendly to everyone.

This policy covers all aspects of school life including trips/residential trips, sporting events and any time which a pupil is representing the school.

Strategies for Promoting Good Behaviour

All the staff share the responsibility for ensuring good behaviour and addressing inappropriate behaviour and will expect to work in close co-operation with parents.

Important factors in maintaining good behaviour are:

- Setting a good example.
- Having high expectations.
- Dealing fairly and effectively with poor behaviour.
- Listening to pupils.
- Using teaching and learning styles that encourage positive behaviour.
- A good relationship between adult and pupil.
- Good communication with families.
- Providing support for children whose behaviour may be affected by personal circumstances.

The children and staff have worked together to draw up class and school expectations for behaviour.

Incentives for Positive Behaviour:

In order to encourage pupils to behave well, teachers will let pupils know when they have seen them behaving well and suitable rewards of praise and acknowledgement will be given. The reward system recognises social and academic achievements and effort and we strive to catch the children being good. Rewards used enable teachers to acknowledge success at different levels and may include:

- ❖ Non-verbal praise such as smiles, winks and thumbs up signs.
- ❖ Verbal praise, which we believe to be a key factor in creating a positive atmosphere and good behaviour. Verbal praise can range from a word in the ear of an individual to 'public' recognition in class. Verbal praise can be given for any number of reasons related to behaviour in and out of the classroom. Praise for a specific part of Mission Statement.
- ❖ Display is a way in which we acknowledge success in the classroom and elsewhere in school.
- ❖ Privileges or jobs are given to those who "deserve" them (taking messages, handing our books etc).
- ❖ We share successes with other classes, members of staff and, in school Anchor Assembly, with the whole school community. Raffle tickets, House points, stickers, informal conversations with parents, child being sent to Headteacher or SLT and nomination for the termly Book Prize.
- ❖ Special postcard sent home by the Headteacher on recommendation of a class teacher to acknowledge consistently positive behaviour.

Disincentives for Inappropriate Behaviour:

We also recognise that it is sometimes necessary to sanction inappropriate behaviour. These sanctions must be consistently and firmly applied in order to clearly mark the boundaries and therefore to promote good behaviour.

It is important to remember to criticise and target the behaviour and not the child.

As with the incentives, there are different levels, though there will be certain situations that do not progress through each level and some levels may be jumped. These may include:

- ❖ Praise for those children sitting nearby showing appropriate behaviour in class.
Non-verbal - the glare, shake of the head, wag of the finger, a slow walk towards the child.
A verbal reminder of the rules, if possible one to one without distracting the rest of the class.
Warning – a clear and concise message: "X', if you carry on with 'Y' behaviour then 'Z' will happen to you."
- ❖ Time out, in a different seat in class or taken to another buddy classroom by a reliable child, where they will be expected to complete a specific task.
Class teacher may discuss the behaviour with the child's parent.
Lose break time.
Notes being made in the class Behaviour Log.
- ❖ Talking to parents – monitoring of individual behaviour.
Logging in the behaviour book
Setting up of reward and/or report cards

- ❖ Involvement of a member of the Senior Leadership Team
- ❖ Serious and/or regular incidents of misbehaviour will be recorded in the Behaviour logs and reported to parents. Meetings about the child's behaviour should be conducted in a positive atmosphere, attempting to find out the reasons why the pupil's behaviour is inappropriate and seeking parents' co-operation in setting acceptable standards of behaviour in school as well as at home. Parents should be made aware of the measures taken by the school to promote self-discipline and good behaviour. The inappropriate incidents should be discussed together with the sanctions applied. The aim must always be to seek the parents' support for the school in the action they are taking. Where, despite this, parents prove to be uncooperative, it might be appropriate for there to be a formal interview between parents, Head and Chair of Governors. The standards of behaviour considered unacceptable should be explained and the steps that will follow unless behaviour is moderated. It should be normal practice before such meetings that parents are fully informed of the incidents which have led to the meeting being called.
- ❖ In extreme cases, pupils may be excluded temporarily or even permanently from our school.

Playground Behaviour

Our policy statements apply throughout the school day and should be enforced by all staff. We have systems in place to promote and support positive break times throughout the school day including equipment, rotas for particular activities and Year 6 Prefects to support a calm return to the classrooms. During break times, sanctions may vary slightly - as stated earlier, the behaviour is criticised not the child. In addition to sanctions above, playground sanctions may include:

- A reminder of the playground rules, as agreed and signed by the children.
- Time out – x minutes
 - Standing by the wall/fence.
 - Staying with an adult.
 - Holding hands with an adult.
 - Brought to a senior member of staff
- Name given to class teacher with concise summary.

Once referred to class teacher or Headteacher it will be dealt with as per section 'Disincentives for inappropriate behaviour'.

Teachers have the right to search children or their belongings and confiscate prohibited items. In our school the reasons for carrying out searches are:

- If we believe items have been stolen
- If we believe there is an article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

At times it is necessary to sanction behaviour outside of school:

- If the child is in school uniform
- If their actions could have repercussion in school
- If their behaviour poses a threat to another pupil or member of the public.

As a school we will work closely with parents and outside agencies to help deal and manage behaviour that is particularly challenging.

Positive Touch

At St Clement's Catholic Primary School we do not touch children to punish them, however at times it is necessary to remove a child from a situation if there is a danger that they could harm themselves and others. All trained staff will follow guidelines set out in our Restrictive Physical Intervention policy.

Application of the Behaviour Policy

The policy is for all the school community and if it is to be effective, it must be used confidently and consistently by everyone.

Some children's need in the school might be such that personalised behaviour strategies are necessary to meet a child's specific needs.

Monitoring, Review and Evaluation

We will monitor the effectiveness of this policy regularly and will consider:

- a) Are our aims still valid?
- b) Are the rules still relevant and consistently applied?
- c) How effective are incentives and disincentives?

All concerned parties will be kept informed of any review outcomes.

Behaviour at Playtime

In our playground we will:

Respect other people in the playground.

Share the equipment with each other.

Be generous and allow others to play your games.

Be still when the bell goes.

Line up sensibly.

Always listen to adults – they are there to help you.

Be patient and take turns when doing an organised activity.

Make sure our playground is a safe place to be.

Be careful of others (especially younger children) when running around.

Be helpful when someone is hurt or lonely.

Expectations of behaviour in our school

Be kind and polite to other members of our school – both children and adults.

Always listen when someone is talking to you.

Be generous; share with others.

Be welcoming to visitors and new members of our school.

Treat our school environment well –

Keep everywhere tidy and clean

Never drop litter

Respect school and other people's property.

Always be the very best you can be.

Encourage others so we all feel safe to try something new

Listen carefully and try your best in everything you do.

BEHAVIOUR AT ST CLEMENT'S CATHOLIC PRIMARY SCHOOL

At St Clement's Catholic Primary School, we aim to provide the best possible Catholic primary education enabling our children to work at the best of their ability and to live useful, fulfilling and happy lives as they grow up. In order to achieve this, we aim:

- To provide a consistently high quality of teaching and care, motivating children to learn both academically and socially;
- To be fair and to be seen to be fair;
- To treat all members of the school community with respect;
- To have clear expectations of good behaviour and strategies to ensure they are met;
- To maintain good communications with parents and to require their support of our policy.

At St Clement's Catholic Primary School, children are expected

- To respect each other, themselves and our school environment;
- To be prepared and ready to work to the best of their ability;
- To listen and speak at the right time;
- To be kind and friendly to everyone else;
- To do as they are asked first time.

Incentives for positive behaviour:

- In order to encourage pupils to behave well, teachers will let pupils know when they have seen them behaving well and suitable rewards of praise and acknowledgement will be given. The reward system recognises social and academic achievements and effort. Rewards used should enable teachers to acknowledge success at different levels, from an encouraging sign or word.

Disincentives for negative behaviour:

- We also recognise that it is sometimes necessary to deal with bad behaviour. Sanctions will be consistently and fairly applied in order to clearly mark the boundaries and therefore promote good behaviour. We criticise and target the bad behaviour not the children. Again there are different levels of disincentives from a word or a sign of disapproval offering the child the choice to behave appropriately, to losing privileges and being reported to the headteacher.

Parents will be informed of serious or regular misbehaviour and in extreme cases; pupils may be excluded temporarily or even permanently from our school.

Any incidents of negative behaviour that happen out of school hours will be dealt with in conjunction with parents.

This statement has been discussed and agreed by the school staff, governors and parents and we would like to invite you to support us in our aims. We want to work in partnership with you and to be consistent in our expectations. We will share our successes and achievements with you, likewise, our concerns. Please feel able to come in and talk about any matters relating to behaviour or to read and discuss the full policy statement which is available from our website.

Behaviour at St Clement's Catholic Primary School

Please sign this agreement and return it to school by *****.

Guardian/Parent(s) name _____

I have read, understood and support the statement relating to behaviour at St Clement's Catholic Primary School and have discussed it with my child.

Child's names _____ Year _____

Signed (Parent/Guardian) _____

Signed (Child) _____