



# Behaviour Policy

## Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules but the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the community to behave in a considerate way towards others as befits the school's investment in the SEAL programme.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.



## Rewards

Children are rewarded at every possible occasion. They are rewarded for good work or good behaviour, for caring for each other, politeness, attendance, punctuality and perseverance.

We use an extensive list of rewards from which individual teachers select. Some rewards are aimed at individual pupils, others at groups of children and some at whole classes. The list below is not comprehensive but shows a range of rewards in school :-

- ◆ Verbal praise from the teacher
- ◆ Written praise at the end of a piece of work
- ◆ A round of applause
- ◆ A special job to do
- ◆ Taking work around the school for others to see
- ◆ Displaying work
- ◆ Acknowledgement from senior staff
- ◆ A special note sent home
- ◆ Merit Award in Assembly
- ◆ Special Mention in Assembly
- ◆ Reception children—Prayer Award and Merit Awards in Assembly
- ◆ A 'You've been spotted doing something good' ticket (entered into a draw at the end of each week).
- ◆ At the end of each term the children in each class who have collected the most spots are rewarded with a special treat.

## Sanctions

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. Sometimes we feel it necessary to inform parents and discuss the best way forward. We employ each sanction appropriately to each individual situation. A list of sanctions that we use is as follows :-

- ◆ A look from the teacher
- ◆ A quiet warning
- ◆ In the Nursery children are given the opportunity to take time out from an activity to sit and reflect on what they have done with an adult
- ◆ Repeating the task
- ◆ Separation from other children in class
- ◆ Being sent to a senior member of staff
- ◆ Lunch time detention. Usually the DHT will talk through the behaviour that has occurred with the child and report back to Class Teachers, along with any decisions reached.
- ◆ Parents contacted regarding poor behaviour
- ◆ Use of Positive Behaviour Modification Book (monitored several times each day by school staff and sent home each evening)
- ◆ Attendance at a meeting of the Governors' Discipline Committee
- ◆ Contract of behaviour



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- ◆ Fixed/permanent exclusion. Permanent exclusion will only happen in exceptional circumstances or when all other possible options have been considered.



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The following rules are decided by classes at the beginning of the year and are often discussed.

### Example Classroom Rules for the Infant Class

- ◆ Put your hand up when you wish to ask a question or answer one
- ◆ Keep your hands and feet to yourself
- ◆ Treat furniture, books and equipment with care and respect
- ◆ Do not touch other children's belongings
- ◆ Sit in the place you have been given by the teacher
- ◆ Always listen and work hard

### Example Classroom Rules for the Junior Class

- |                                    |   |  |
|------------------------------------|---|--|
| <b>Communication</b>               | - | Put your hand up for attention/to speak  |
| <b>The way we TREAT each other</b> | - | Manners, keeping hands, feet and objects to ourselves<br>Respecting others' belongings, property, equipment                        |
| <b>Movement/Safety</b>             | - | There must always be a good reason for you to leave your place<br>Allow others to get on with their work<br>Use equipment sensibly |
| <b>Learning</b>                    | - | Listen, try your best in all activities  |



## **Code of Conduct Around the School**

1. When walking around the school, move in an orderly fashion and show good manners by holding doors and showing courtesy to adults and each other
2. In the cloakroom ensure that all clothing is hung up and bags are stored neatly
3. Toilets should be left in a clean and tidy condition

## **Playtime Behaviour**

### **Lunch Time Behaviour**

1. Line up quietly and sensibly at the serving hatch
2. Remember your manners, especially your table manners
3. Keep the noise down; talk quietly
4. Tidy away your own plate, cutlery, glass or packed lunch
5. Remember that the rules for safe movement and good conduct apply on the playground

### Consequences:

- Reminder of correct behaviour
- Cooling off period
- Being sent to senior staff
- Lunchtime Detention

### **Lunch Time Detention**

If a child misbehaves and their teacher or other adult deems it serious enough (e.g. violence towards another child) they will be sent to the Deputy Headteacher for a lunchtime Detention. During this period the child will be given a task to do that allows them to reflect on what happened and how they might have better responded to the situation they found themselves in.



## **Serious Misbehaviour**

In certain cases it may be necessary to side step the normal system of consequences. Disruptive behaviour, violent or aggressive behaviour and continued undesirable behaviour will always involve the Headteacher and the parents/guardians of the child.

Every effort will be taken to provide a successful behaviour modification plan. This will require the cooperation of parents/guardians, staff and the Headteacher.

The following procedures, in ascending order of gravity, will be used :

1. A daily Report Book
2. A target to address specific behaviour problems
3. Involvement of one or more outside agencies such as Nurse, Education Welfare Officer, Educational Psychologist or Special Educational Needs Support Service
4. Fixed exclusion from school for up to 5 days
5. A meeting of pupil, parents/guardians and Headteacher at a Governors' Disciplinary Committee Hearing

A return to school will require a meeting with the child and parents/guardians to discuss the way forward and integrating the child back into school.

The meeting will emphasise that normal rewards will still apply.

6. Permanent exclusion of the pupil

All efforts will be made by the school to encourage and support good behaviour with positive reinforcement and praise.

Parents/Guardians are reminded of their Rights of Appeal against the findings of a Governors' Disciplinary Hearing and/or against any temporary or permanent exclusion from school.

## **Positive Handling**

All Teachers and Teaching Assistants have received training in Positive Handling (TeamTeach) and the school follows the procedures as laid out by KMBC Trainers.



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