

St. Clement's Catholic Primary School

Behaviour Policy

September 2014

Mission Statement

Through the love of God and the person of Jesus,
our aim is to develop the wholeness of everyone,
striving for excellence in all that we do.
We seek to be a welcoming and caring Catholic community,
respecting and accepting each other,
as we journey together in love and faith.

Philosophy

As a Catholic school, our role model is Jesus and his life and relationships with others. Justice and reconciliation are fundamental to our approach to misbehaviour. If children misbehave, they must be treated fairly and consistently and accept the consequences of their actions. But they must always be able and encouraged to be sorry and to make a fresh start.

Aims and Objectives

1. To provide the best possible Catholic education, inspired by gospel values, where Catholicity permeates all aspects of school life.
2. To provide an ethos marked by a welcoming, caring and friendly environment, where children feel happy, safe and secure. A place where excellent behaviour is expected and everyone feels valued and encouraged to develop a sense of worth, dignity, security and belonging.
3. To encourage children to become independent, self-motivated and self-disciplined and prepare them for the opportunities, responsibilities and experience of adult life inspired by the spirit of Christ.
4. To promote mutual respect for all, so that all members of the school community behave in a caring, considerate way towards others.
5. To treat all children fairly applying this behaviour policy consistently, acknowledging our legal duties under the Equality Act 2010.
6. To promote excellent behaviour and work, through consistently high expectations, positive examples and rewards by all staff.

The role of the Governors

1. The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines and may give advice to the headteacher about particular disciplinary issues.
2. There is a Governors' Pupil Discipline Committee to deal with extreme pupil behaviour and its consequences. Parents of children who fall into this category are invited to a meeting to discuss their child's problems. The Governors expect a commitment from the parents to work to improve their child's behaviour.

The role of the Headteacher

1. It is the responsibility of the headteacher, under the School Standards and Framework Act 1998 and Education Acts 2002 and 2006; to implement the school behaviour policy consistently throughout the school; to report to governors when requested, on the effectiveness of the policy; to ensure the health, safety and welfare of all children in the school.
2. The headteacher implements the policy on a day-to-day basis, by setting high standards of behaviour and work and by supporting staff in their use of the policy.
3. The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
4. The headteacher ensures that new or inexperienced staff, including NQTs and students, receive appropriate support and training in behaviour management.

The role of the Class teacher and other Staff

1. The class teachers in our school have high expectations of the children with regard to behaviour and work, and they strive to ensure that all children behave and work to the best of their ability.
2. The class teachers are responsible for ensuring that the school rules are enforced in their classes, and that children behave in a responsible manner during lessons.
3. The class teachers implement the school behaviour policy consistently and fairly, treating all children in their classes with respect and understanding.
4. If a child misbehaves in class. The class teacher deals with incidents him/herself following normal school procedure. However, if misbehaviour continues, the class teacher seeks help and advice from the KS leader or the headteacher.
5. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
6. The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent if there are concerns about the behaviour, work or welfare of a child.
7. It is the responsibility of all support staff (including TAs and MDAs) to have high expectations of the children with regard to behaviour and work and to ensure that school rules are enforced when children are under their care or supervision.
8. Serious incidents of misbehaviour are recorded by the staff involved in the Pupil Incident Record for KS1 or KS2. Parents may be informed depending of the severity of the incident.

The role of Parents and Carers

1. The school works actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
2. We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.
3. We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents and carers immediately if we have concerns about their child's behaviour or welfare.
4. If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process to the governors can be implemented.

Pupil Support Systems

St. Clement's considers the safety, welfare and care of its children to be our highest priority. All members of staff provide excellent pastoral care. We also have a 'nurture' group to support children with behaviour or emotional problems, which is led by an experienced TA. We also subscribe to the Chrysalis Bereavement Service, for children who are going through a major loss in their lives.

We provide appropriate support when children join St. Clement's, either in Reception class or in-year, particularly pupils with SEN, EAL, LAC, FSM or medical needs.

We also have established processes to support children at times of transition. When transferring to High School, vulnerable pupils are given additional support by school and local authority.

School Rules, Rewards and Consequences

The List of Rules, Rewards and Consequences are displayed in each Classroom.

The School Rules

1. **Care for everyone and don't hurt others.**
2. **Listen when someone else is talking.**
3. **Follow instructions the first time.**
4. **Work hard and always do your best.**

Classroom Rewards

Rewards must be seen as the positive side of discipline. In any disciplinary system the emphasis must always be on the positive approach of encouragement and praise rather than the negatives of punishment or criticism. Praise can be given in many ways and criticism should always be constructive in its approach. Staff use the following reward systems to encourage and reward good behaviour and work:

- Praise
- House points
- Stickers
- Special privileges
- Positive notes home (at teacher's discretion)
- Sent to other teachers / headteacher to show good work
- Behaviour award certificates
- Headteacher award certificates & star stickers
- Class rewards
- Text messages (whole class only)

House points are recorded on saver cards. Each child begins each new school year with a bronze saver card. During each week of the school year the children collect house points which are then converted (one house point for one stamp) onto their saver cards.

The saver cards change as they move through the following levels:
Bronze → Silver → Gold → Superstar

On completion of a saver card the children receive a certificate in assembly and a shield of the relevant level (bronze, silver or gold) is placed next to their name on the behaviour board which is situated in the Junior corridor. When a child completes a Superstar saver card, they receive a special certificate and a book token.

The table below summarises this process:

Bronze Saver Card	10 stamps → a mini 'You're On Your Way' Certificate
	25 stamps → Bronze Certificate and Silver Saver Card
Silver Saver Card	25 stamps → Silver Certificate and Gold Saver Card
Gold Saver Card	50 stamps → Gold Certificate and Superstar Saver Card
Superstar Card	50 stamps → Superstar Certificate and Book Token

Positive notes home and bookmarks can be sent home at any time during a week, but 2 or 3 per class per week is a good aim to have.

Classroom Consequences

If children do not respond to normal classroom management and positive rewards, the school uses a series of graduated steps, with increasing consequences as listed below. Each class teacher has a 'pre-printed' pad with the names of the children in their class, the days of the week and space to write the date. If a child breaks a rule this can be easily and quickly recorded and can be assessed at a glance. Abbreviations are used to represent where the child has reached.

Step	Consequence	Abbreviation
1	Verbal Warning	V (optional)
2	Written record on pad	W
3	Time off breaktime or lunchtime (length age dependent) Time away from group or class (EYFS or KS1 only)	√
4	Removal from class to KS1 leader, DHT or HT. Parents are always informed by phone or in person.	R

If a child persistently misbehaves or causes low level disruption, an Individual Behaviour Plan will be written and put into action for them. Specific, achievable targets will be set, backed up by individual behaviour systems.

In the case of severe misbehaviour, children are sent to the headteacher immediately, who will decide the consequences and contact parents. If exclusion is necessary, it will be carried out in line with Local Authority policy.

Severe misbehaviour includes:

- Fighting
- Swearing or abusive language
- Refusal to co-operate with a member of staff

The school will seriously investigate and take significant action against pupils, who are found to have made malicious accusations against school staff, whether verbal, written or online, including the full range of consequences detailed above.

Additional Rules, Rewards and Consequences

Dining Hall Rules:

- Go into the hall quietly and smartly
- Always listen to adults and follow their instructions
- Be polite and show good manners
- Talk sensibly and never shout
- Sit properly on chairs
- Try to eat all your lunch
- If you drop food, pick it up
- Never run in the hall
- Juniors must remember to scrape their trays
- Infants only leave the hall when given permission

Playground Rules:

- Collect items needed before entering the playground
- Ask permission to use the toilet
- Stay within the set boundaries
- Stop when the whistle blows/bell rings and line up in an orderly manner

Breaktime Rewards:

- Praise
- Stickers
- Reporting to teacher

Breaktime Consequences:

- Warning
- Time on the wall (length dependent on age)
- Sent to the teacher or headteacher

The Midday Assistants will record any serious incidents in the Incident Book.

Monitoring and Review

The Policy will be monitored on a weekly basis. It will be reviewed regularly at staff meetings and in accordance with the School Development Plan.

Signed: _____ Headteacher Date: _____

Signed: _____ Chair of Governors Date: _____