



**The Catholic Federation of  
English Martyrs, Oakham &  
St Augustine's Stamford Catholic Voluntary Academies**



## Behaviour Policy

### Review date:

#### 1. Ethos

This policy reflects the idea that God is central to all learning.

"Catholics believe that Religious Education is not one subject amongst many, but the foundation of the entire education process. The beliefs and values it communicates should inspire and unify every aspect of school life". (Bishop's Conference of England and Wales).

In our Federation we have a positive approach to behaviour - we recognise and celebrate good behaviour. Forgiveness is at the centre of our faith and means that everyone is given the opportunity to make a fresh start.

In addition this policy upholds our desire to ensure that every child has the support they need to achieve their potential in a safe, healthy environment. We understand the strong link between emotional well being and good behaviour. We work hard to ensure that child support systems are in place to ensure that all children have every opportunity to achieve emotional well being, learn well, develop high self esteem and therefore behave well.

We believe that good behaviour is essential to ensuring that children can learn well in a happy, secure and caring environment. We consistently expect a high standard of behaviour from children and expect all adults to be excellent role models for our children.

We will ensure our responsibilities are met:

- Procedures are used to prevent and respond to behaviour incidents

- The Head Teacher and School Leaders oversee the management of any behaviour incidents and monitor the needs of both victim and perpetrator, over time.
- Procedures are reviewed annually.
- We record all serious incidents in the Behaviour file in the Head Teacher's office.

## **2. Aims**

The main aims of this policy are:

- To ensure that all adults and children know what is expected of them and how to behave appropriately
- To promote good behaviour, self discipline and respect
- To foster the necessary behaviour and social skills to promote effective learning
- To ensure that children complete assigned work
- To enable children to feel safe and confident and to reach their full potential.

This policy applies to all members of our school community.

## **3. Expected Behaviours**

The following are examples of behaviours that are expected of all members of our school community:

- To treat all adults and children with respect
- To speak politely and to listen respectfully to adults and each other
- To move quietly and responsibly around the school and the school site with regard to other people
- To treat other people's possessions with care
- To share equipment and resources with others
- To be honest
- To show respect for the classroom and whole school environment
- To keep their own space and possessions tidy
- To be helpful and willing to help others when asked
- To show kindness and consideration to others
- To work as hard as they can in all areas of the curriculum
- To support others who need their help
- To be responsible for their own behaviour whether or not there is an adult close by.

#### **4. Unacceptable Behaviours**

Behaviours which are unacceptable include:

- Lack of care or respect for other people
- Affecting the learning of themselves and others
- Not completing tasks including homework (without good reason)
- Disregarding requests or instructions from supervising adults
- Speaking when you should be listening
- Dangerous play or playing in unauthorised areas
- Verbal abuse of any sort including name calling
- Physical violence/fighting of any sort
- Bullying or cruelty/ intimidation including cyber bullying and homophobic bullying (see our Anti Bullying Policy)
- Racism in any form
- Using inappropriate or bad language
- Being inside the building at break times without permission
- Not being truthful
- Acts likely to harm others or put someone's health or safety at risk
- Lack of respect for school property or others' belongings
- Stealing
- Poor standards of behaviour when moving around school or in the wider community

All incidents of poor behaviour are viewed seriously and will be dealt with accordingly.

#### **5. The Teaching of Good Behaviour and Use of Strategies to Ensure Good Behaviour**

Our ethos upholds Christian principles.

- We have consistent, high expectations of good behaviour.
- All staff endeavour to treat everyone fairly and equally.
- Regular assemblies about statements to live by help the children understand the importance of respect for all and ways of keeping everyone safe and happy.
- Collective worship, RE lessons and statement to live by lessons particularly help children to understand their own emotions and behaviours and the effect of these on other people.

Ongoing strategies which are used by all staff to encourage good behaviour:

- Good behaviours are verbally praised frequently by members of staff.
- Individual class reward systems such as raffle tickets are in place to recognise and reward good behaviour.

- Certificates are given at the weekly assembly to mark good behaviour
- Children can be sent to another class or to a Senior member of staff for praise for good behaviour.
- All children who have behaved well and worked hard take part in Golden time on a weekly basis.
- Expected behaviours are proactively taught in lessons and reinforced by adults on a regular basis.
- Class teachers involve the children in establishing rules for behaviour within the classroom at the beginning of the year. These rules are phrased in positive terms, "We will..., we always..." and they are displayed prominently in the classroom so that they are a visual reminder for children.

## **6. Procedures if Behaviour is Unacceptable**

When managing poor attitudes and behaviour adults should make sure that the child understands what he/she is doing wrong and why it is wrong. Action should be taken when clearly understood class or school rules are broken.

### **Possible actions for minor misbehaviour:**

- Adults may speak to the child about their behaviour and its consequences / the effect their behaviour has on others. Give the child an opportunity to reflect and to focus on what they should be doing.
- Receiving a yellow card
- Missing break time. This time could be spent completing a task or simply as time to reflect on their behaviour.
- Writing an apology to the person/s to whom his/her behaviour has most upset.
- Separating child from their peers within the classroom for a short time or sending them to another classroom.
- Standing child by playground wall for a fixed "cooling off" time.
- Loss of some or all of Golden time.
- If minor misbehaviour persists a Pupil Behaviour Report Form may be used.

### **Possible actions for more serious and/or persistent misbehaviour:**

- Any of the actions listed above for minor misbehaviours.
- The teacher will record the incident in the incident file in the Head Teachers office.
- The child will be sent to speak to the School Leader or Head teacher.
- Parents will be informed on a regular basis.
- A Child Behaviour Book may be used.
- There may be loss of privilege, such as participation in school trips, after school clubs, opportunities to represent the school at sporting or other opportunities (e.g. school council).

## **Possible actions for very serious and continuing misbehaviour**

These are behaviours which involve racism, homophobic bullying, physical violence, threatening behaviour, bullying or persistent poor behaviour. They will be dealt with as quickly as possible.

- The child will be withdrawn from class to speak to the Head-teacher or school leader
- Parents will be invited to school to meet with the Head or in her absence the school leader. This meeting may result in a written contract or agreement between the Head Teacher, the parent and the child specifying agreed behaviour target with a review date set.
- If the child continues to misbehave and the written contract or agreement is broken, parents will be invited to attend a meeting at school with the Head Teacher where the eventual option of using exclusion may be discussed.
- In cases of extreme, serious or continuing misbehaviour an immediate exclusion may be used.

When the child returns to school after the fixed term exclusion if the behaviour which caused the exclusion remains, then Permanent Exclusion may take effect. This will only happen as a last resort.

At any stage a Report book can be used to support a child to improve their work or behaviour. The book enables a child to be monitored throughout the day for a minimum of a two week period. It helps children to see their own progress towards achieving a goal. Parents are involved as soon as a Report Book is put in place.

Any accusation of misconduct of a member of staff will always be taken seriously and will be investigated thoroughly and dealt with in line our Complaints Policy and Safeguarding Policy. However, children who are found to have made untrue accusations against school staff will also be dealt with seriously. The Head Teacher will decide on an appropriate course of action depending on the child's age and the circumstances of the accusation. (This includes incidents which may have taken place off the school premises, such as inappropriate use of texting and social networking websites).

## **7. Behaviour Strategies for children with Special Educational Needs**

Special considerations need to be made for children with special needs. Positive reinforcement is essential.

Suggested strategies may include:

- The use of clear signs/symbols to help them manage and monitor their own progress.

- Behaviour Targets on Individual Education Plan (IEP) used alongside a reward system which is specific to the child.
- Giving plenty of warnings/time to explain the consequences of their actions.
- Giving time out to calm down.
- All of the above strategies should be implemented with support and input from the Special Educational Needs Co-coordinator.

We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### **8. Liaison with Parents/Carers and Other Agencies**

Parents/carers play a vital role in the education and care of their children. They can assist greatly in promoting good behaviour.

We expect parents and carers:

- To enable their child to be punctual and have as high an attendance as possible.
- To emphasise to their children the importance of appropriate sociable behaviour.
- Not to encourage inappropriate behaviour or physical violence in or around school at any time.
- To be open to the suggestion that their own child could be involved in poor behaviour and to work positively with school to change behaviour.
- In the event that sanctions are given, to support these and make clear their disapproval of poor behaviour.

When appropriate we will work with parents to engage with outside agencies to support the improvement of behaviour.

### **9. Role of staff/ Staff Development and Support (See appendix 1 Behaviour checklist)**

- Teachers have a statutory authority to discipline children for misbehaviour which occurs in school and, in some circumstances, outside of school.
- Teachers have a statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction .
- The power to discipline applies to all paid staff with responsibility for children, unless the Head teacher says otherwise.
- Teachers can discipline children at any time the child is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can confiscate children's property.

All Staff have a duty, following any behaviour that is of more serious concern to them to report it to the Head or School Leader. All staff have a responsibility to exercise due care and supervision in their classroom and around the school. All adults have a responsibility to be a good role model to children.

Should any member of Staff, Parent or Governor feel they need further advice, resources and /or strategies to support behaviour improvement please speak to the class teacher, School Leader or Head Teacher.

## **10. The Role of Governors**

- The governing Body must ensure that the school has a strong behaviour policy to support staff in managing behaviour.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Governors have a role in monitoring the Behaviour Policy and its implementation in school.
- Governors make the ultimate decision on a permanent exclusion.

## **11. Monitoring and Evaluation Procedures**

In order to assess the effectiveness of our behaviour management strategies, evaluation procedures are in place.

We use the following standards as a means of reviewing behaviour:

- Incidents of bullying, racism or serious misbehaviour are reported on in the Headteacher's report
- The SLT and Governors regularly make learning walks some of which have a specific focus on behaviour.

This policy is available to Governors, staff parents and children on the school websites. Paper copies are available from the school offices upon request.

## **Behaviour checklist - Whole school**

Ensure absolute clarity about the expected standard of pupils' behaviour.

Ensure that behaviour policy is clearly understood by all staff, parents and pupils.

Display school rules clearly in classes and around the building. Staff and pupils should know what they are.

Display the tariff of sanctions and rewards in each class.

Have a system in place for ensuring that children never miss out on sanctions or rewards.

### **Leadership**

Model the behaviour you want to see from your staff.

### **Building**

Visit the lunch hall and playground, and be around at the beginning and the end of the school day.

Check that pupils come in from the playground and move around the school in an orderly manner.

Check up on behaviour outside the school.

Check the building is clean and well-maintained.

### **Staff**

Praise the good performance of staff.

Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

## **Children**

Praise good behaviour.

Celebrate successes.

## **Teaching**

Monitor the amount of praise, rewards and punishments given by individual staff.

Ensure that staff praise good behaviour and work.

Ensure that staff understand special needs of pupils.

## **Individual pupils**

Have clear plans for pupils likely to misbehave and ensure staff are aware of them.

Put in place suitable support for pupils with behavioural difficulties.

## **Parents**

Build positive relationships with the parents of pupils with behaviour difficulties.

# Behaviour checklist for teachers

## Classroom

Meet and greet pupils when they come into the classroom.

Display rules in the class - and ensure that the pupils and staff know what they are.

Display the tariff of sanctions in class.

Have a system in place to follow through with all sanctions.

Display the tariff of rewards in class.

Have a system in place to follow through with all rewards.

Have a visual timetable on the wall.

Follow the school behaviour policy.

## Pupils

Have a plan for children who are likely to misbehave.

Ensure other adults in the class know the plan.

Understand pupils' special needs.

## Teaching

Ensure that all resources are prepared in advance.

Praise the behaviour you want to see more of.

Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).

Differentiate.

Stay calm.

Have clear routines for transitions and for stopping the class.

Teach children the class routines.

## **Parents**

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

### **Rewards and Sanctions**

( Display these in each classroom and discuss)

Give out team points regularly for good behaviour.

All children on Green card to get points each am/ pm.

Points to be continued to be calculated onto next week to work towards certificates.

50 points Bronze

100 points Silver

150 points Gold

200 points Platinum- invited to afternoon tea.

Children have 2 warnings and then yellow card- yellow card means missing playtime ( send to CS classroom)

2 yellow cards in a day = Red card. Red card and 3yellow cards will mean a letter sent home to parents( letter on G drive, please personalise to parent and send copy to SH too.

3 red cards = parents invited in to school