

St. Edward's Catholic Primary School



Behaviour Policy

Autumn 2017

Review Date: Autumn 2018

Aim:

We aim to:

- Celebrate our Catholic faith and to encourage children to be confident in their relationship with God.
- Provide a broad and balanced curriculum for all children, allowing them to develop their full potential spiritually, academically, physically and socially.
- Work in partnership with the Parish Community and our families to prepare children for their future life.
- Create a caring and secure environment in which learning and teaching can flourish for all children and staff.
- Value the professionalism of our staff, the dedication of our governors and the support of our parents and parish community.

Aims of this Policy:

- To create an environment where learning and teaching can occur effectively for all pupils and staff.
- To enable good discipline to be maintained and managed in a fair and equal manner throughout the school.
- To inform staff, parents, pupils and governors of the set procedures in maintaining good discipline throughout the school.
- To enable a whole school approach to maintaining good discipline in order for effective learning and teaching to take place.
- To promote a strong Catholic ethos of equity and respect.
- An acquirement of respect for all property, rules and people, in addition to developing some degree of self-discipline.

St. Edward's School Rules:

In St Edward's, Teddy helps us to be aware of the school rules and how to behaviour around the school.

Teddy's Rules for the corridor:

- We walk sensibly
- We stay in single file
- We use indoor voices
- We walk on the left hand side
- We keep our displays looking beautiful

Teddy's Rules for the stairs:

- We stay in single file
- We walk sensibly
- We use indoor voices
- We walk on the left hand side

Teddy's Rules for the playground:

- We stay in our playground
- We include others
- We play nicely
- We are always kind and considerate to one another

Following Christ we reach our goals.

St. Edward's Classroom Rules:

In the classroom, children should conduct themselves in such a manner that effective learning and teaching can take place.

At the beginning of each new school year, each class will agree 5 rules. All the children sign up to the rules and they will be displayed clearly in class.

Positive Behaviour Management:

Children will be rewarded in school for positive behaviour in a variety of ways. The aim is to ensure as many children as possible are rewarded for all aspects of good behaviour/work/attitude etc.

Rewards used throughout St. Edward's are:

- Certificates and stickers
- House points/table points
- Lunchtime behaviour rewards for good behaviour during lunch time
- For improved work and effort children can be sent to other classes for praise or to the Headteacher for praise/sticker.
- Golden Tickets (extra play session)
- Excellence Postcards sent home

Class teachers may also use other suitable rewards to support their positive behaviour management in class – class raffles, marble jar etc.

Sanctions:

As part of a classroom's behaviour management, teachers in Key Stage 1 and Reception use a happy and sad face system and Key Stage 2 use a Traffic Light System. All staff must take responsibility for dealing with all incidents in order for the children to see that everyone is working consistently together.

If a child is not following the expected class room behaviour, the teacher must make a judgement as regards to the severity of the response. Verbal warnings/discussions should be part of this and in Key stage 2, the child will work its way up and down the traffic lights. The teacher must also ensure that once the appropriate behaviour is being followed by the child, they return to green. Pupils should rarely go from green to red, unless there has been a significant disruption in the class e.g. physical attack (person/object) and there is a serious threat.

Should the child reach Red, there is a final warning to encourage the child to make the right decision and improve their behaviour and return to green, however if this is not the case the child will receive a Red form and the child will be sent for Time Out to their buddy class (listed in the Staff Handbook) with work to complete. In addition, child must be sent to Lunchtime Behaviour Rethink to reflect on their choices. A letter is then posted home to inform the parent of the incident.

Parents of children, who have been placed into Behaviour Rethink on 3 occasions within a term, will be invited into school by the class teacher to discuss strategies to help the child have a positive attitude to learning. Issues and outcomes discussed at this meeting must be recorded on a "Meeting with Parents" memo and a copy given to the Learning Mentor and the Head.

If a child has further incidents, then the Learning Mentor will arrange a further meeting with the parents and teacher, depending on the nature of the behaviour. This may also include the phase leader or the Inclusion Manager, who will set targets or a behaviour plan as appropriate.

A review meeting will be set and if there is no improvement, a referral to behaviour services or CFCS will be made.

Lunchtime Behaviour Management

There are 4 playground rules which are presented each new school year to the children at assembly and are displayed in the playground.

The lunchtime supervisor will carry a book in which she will record names of children, who break the playground rules. Each week, the learning mentor will collect the books and should a child's name be recorded on three occasions in a term, they may be subject to a lunchtime exclusion following a discussion with the phase leader. The learning mentor will record any such decision on a playground exclusion form which the phase leader will also sign.

If there is a serious incident on the playground, requiring the child to be removed from the playground, he/she should be taken to the learning mentor/Inclusion Manager. Following an investigation, a decision will be made as to next steps.

Exclusions

Every effort is made to ensure pupils at St Edward's remain in school and appropriate support and intervention is put in place, however there will be times when an action or warrants an immediate exclusion. In these incidents, the Head teacher / Lead Assistant Head teacher have the authority to exclude and will only do so in line with the DCSF guidelines.