

OUR LADY'S RC PRIMARY SCHOOL



BEHAVIOUR POLICY



Our Lady's Mission Statement 2023

We welcome you into Our Lady's family.

We know that Jesus is with us and loves us no matter what.

We listen to the word of God and are called to do His good work,

We celebrate the uniqueness of everyone,

We work hard to develop our special gifts and talents so that we
can use them to show love for one another,

We work together to care for our 'Common Home' and support
our brothers and sisters around the world,

We pray together in good times and in bad times,

We are proud of our faith and try to follow the example of Jesus
every day.



***'Let the little children come to me, and do not hinder them, for the kingdom of
God belongs to such as these.' Mark 10:13-16***

At Our Lady's, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice.

INTRODUCTION

There is a whole school approach to behaviour management which underpins the school's Mission Statement and takes into account the views of Parents/Carers and the developmental needs of the pupils.

Our policy is based upon mutual respect, honesty and fairness and involves all staff and Parents/Carers.

Through the Behaviour Policy we hope to promote a sense of security for the children, staff and Parents/Carers and to create an environment in which good teaching and learning takes place, with the children developing responsibility for the way they behave.

All staff are equally responsible for the maintenance of good behaviour. Positive reinforcement of good behaviour and consistent handling are vital to the success of our Policy.

On child's admission to school, the Behaviour Policy is explained to Parents/Carers and fully discussed.

Parents/Carers are invited to come into school at any time if any aspect of their child's behaviour, or that of others which affects their child, concerns them.

Discussions generally result in a joint action plan involving agreed strategies/sanctions at home as well as in school.

Parents/Carers are kept fully informed of their child's progress and steps forward are given a high profile.

Parents/Carers are also invited into school for discussion with the teacher if there are signs of lapses or deterioration in the standards of behaviour of their child. If the behaviour continues, meetings will be held with the Key Stage Manager and then the Senior Management Team.

Emphasis is put on the sharing of responsibility between and school and the mutual support and action.

Where children have emotional and behavioural difficulties, help is sought with parental agreement, through the school health team and the psychological service.

Clear guidelines are given to all children about acceptable/unacceptable behaviour and the consequences clearly stated.

Particular attention is paid to the groupings, organisation, management and provision for the children, to ensure that they are in the most stimulating and enriching environment which contributes to a happy working atmosphere and reduces stress and antagonism for all.

Regular PSHE lessons, stories, assemblies, projects and activities highlighting 'understanding and managing emotions in a positive way' are used throughout the school.

Some children access the DESTY intervention programme which is designed to support children to build emotional resilience.

Staff act as good role models with respectful and caring behaviour to each other, to the children and to all who come into the school.

Once a child enters school and begins to understand and accept the school 'Code of Behaviour', any digression is usually corrected by a simple 'reminder'.

Generally, this reminder of the consequences, accompanied by encouragement, is sufficient to help the child to conform.

Staff are always looking for and acknowledging early signs of improvement e.g. more thinking before acting; improved self control.

The Aims of this Behaviour and Discipline Policy

- 1 To encourage the children to observe and imitate the example of Jesus Christ towards his followers and to embrace the ideal of reconciliation.
- 2 To maximize the amount of attention given for desirable and positive behaviour and to minimise the amount of attention given for negative behaviour.
- 3 To help to develop within the child a positive self image, self control and a consideration for others.
- 4 To try to change children's patterns of inappropriate behaviour.
- 5 To ensure consistency in our common approach to behaviour and discipline.
- 6 To clearly inform the children and parents of the standards of acceptable behaviour before they are violated and what will happen when these standards are violated.
- 7 To 'catch them being good' and use verbal praise

There is no physical chastisement or the 'demeaning' of pupils. If children learn behaviour from observing and copying, then as educators we must

help to shape a positive atmosphere in school in which the children will imitate the teacher. We should act as role models. Effective teachers are good at influencing the behaviour of their pupils in positive ways.

POSITIVE BEHAVIOUR AT OUR LADY'S RC PRIMARY

All classrooms will display the following rules linked to the UNCRC Rights of the Child.

- 1 Always show respect to people, property and the environment. (Articles 2 and 29)
- 2 Follow instructions without complaint.
- 3 Listen to others. (Articles 12 and 13)
- 4 Be in the right place at the right time.
- 5 Keep your hands and feet to yourself. (Article 19)

We must try to ensure that our actions promote the rights of others and don't hinder them from receiving their inherent right to be: respected, heard, educated and protected from harm.

Teachers must stress the importance of keeping the rules at all times in the classroom and wherever appropriate around the school.

All teachers shall try to focus on developing the positive behaviour and reward systems (positive consequences) should be encouraged at all times.

HOUSE POINTS

A whole school behaviour reward system has been adopted as an incentive to promote positive behaviour. All children across the school have been divided into team houses. The houses are named after: Saint Bernadette, Saint John the Apostle, Saint Josephine Bakhita and Saint Francis of Assisi. Points are given to children for positive behaviour. Each week the House points are counted and the winning team is awarded a trophy in assembly. The overall winning house, at the end of term, is awarded a special treat.

Examples of Positive Consequences:

- ✓ Golden time
- ✓ marbles in a jar
- ✓ stickers
- ✓ raffle tickets
- ✓ five minutes extra play
- ✓ five minutes extra PE time
- ✓ badges
- ✓ table points
- ✓ visit to the Headteacher to share good news
- ✓ treats

- ✓ showing work other staff and in assemblies
- ✓ House Points
- ✓ Star of the week certificate

It is important that positive behaviour is rewarded for all the children. For children who have excellent behaviour or have shown a huge improvement in their behaviour, there will be a reward of a half termly 'Joy Day.'

Children should be made aware of when they are breaking rules. If unacceptable behaviour persists then the following consequences are used.

- 1 Warning
- 2 Name moved from green to yellow on the traffic light
- 3 Warning
- 4 Name moved to red on the traffic light
- 5 Playtime reflection where children think about the impact of their behaviour on themselves and others and consider what they would do differently next time.
- 6 If there are still problems then send to the Key stage manager or Assistant Headteacher
- 7 Finally if a child still persists, they are sent to the Headteacher.

As a Rights Respecting School, the dignity of a child is always paramount. It is made clear that it is poor behaviour that is unacceptable, not the child. We have a restorative approach to moving forwards from behaviour that was harmful to others.

All children begin a new day with a new start.

HOT SPOT TIMETABLE – Appendix 1

For some of our pupils **INSTANT RECOGNITION** of good behaviour is needed at the end of each session – for those pupils a Hot Spot (visual) Timetable should be given as means of supporting behaviour on a daily basis, (see Headteacher).

Reflection Log File

Children who have gone into reflection time are asked to complete a reflection sheet which is logged in the reflection file for analysis.

Stages

As part of the Our Lady's Behaviour Policy, if a child misbehaves we have a system of informing parents

1. **Stage 1** Class teacher will communicate poor choices to the child and a text will be sent to let the parents know that they have been in reflection time

If unacceptable behaviour continues, then

2. **Stage 2** Meeting by SLT
3. **Stage 3** A meeting of concern involving the class teacher, SENDCo and Head of School and other appropriate agencies to discuss action needed to support pupil's behaviour in school, (Pastoral Support Plan).

Decisions reached may include

- Withdrawal of privileges
- Drawing up of a Behaviour Contract/Pastoral Support Plan
- Modified Timetable
- Internal exclusion from the classroom
- Exclusion from school (on a temporary or permanent basis)

Serious incidents, however, will require immediate action and the stages may be by passed. Serious incidents eg physical behaviour or refusal to leave the room should be referred straight to the Assistant Headteacher and subsequently the Headteacher if necessary.

Parental Involvement

It is essential that Parents/Carers are kept informed about their child's behaviour and are provided with the opportunity to discuss their concerns whenever necessary.

We must encourage Parents/Carers to work in partnership with the school, to be consistent in tier approach to dealing with behaviour and in supporting our School Behaviour Policy if we are to change patterns of inappropriate behaviour.

Behaviour Contracts and Exclusions

On occasion the school has to take the Behaviour Policy further. If a child is unable to follow the School Rules and Stages have not been successful, a Behaviour Contract/Pastoral Support Plan may be drawn up. This is a contract between the child, school and Parents/Carers, outlining the expected behaviour, its consequences and sanctions.

In the event of a child being excluded from school (either for fixed period or permanently), the DFE guidelines and procedures must be checked and followed carefully. Exclusions must be reported to the Governing Body.

De-escalation Strategy

Where children are emotionally distressed, the first response is to de-escalate the situation. Staff will use the skills acquired in training to assess each situation, speak to a child calmly, reassure a child that it will be okay and give a child space needed until the child is ready to engage.

Use of reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

What is reasonable force?

- ☐ The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- ☐ Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- ☐ 'Reasonable in the circumstances' means using no more force than is needed.
- ☐ As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

WHO CAN USE REASONABLE FORCE?

- ☐ All members of school staff have a legal power to use reasonable force.
- ☐ This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils.

WHEN CAN REASONABLE FORCE BE USED?

- ☐ Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use reasonable force to:

- As a punishment – it is always unlawful to use force as a punishment

Equal Opportunities

At Our Lady's RC Primary School all children are treated equally. Race, colour, gender, ability, special characteristics, will have no bearing upon the way in which a child is disciplined in school. We have high expectations of behaviour for all children.

Other Related Documents

- Equal Opportunities Policy
- Special Educational Needs Policy
- Religious Education Policy

SUMMARY

This **BEHAVIOUR POLICY** is based upon

- A Whole School Approach
- Positive reinforcement of **GOOD BEHAVIOUR**
- Clear guidelines and expectations

- Simple Script ... Child's Name, the required behaviour/action, Thank you. This will communicate to the child, the correct response which you are expecting from them. E.g. "Jessie, gentle hands, thank you."
- Encouragement and support, love and praise
- Clear statement of consequences of unacceptable behaviour
- Consistent handling
- Regular monitoring and assessment of needs, provision and organisation
- Full Parental involvement

Policy Review


This Policy is a working document which must be reviewed at least annually, (or whenever the need arises between times).

This policy is monitored by the Executive Head and Head of School who reports to governors about the effects of the policy on request.

Next Review Date:

Appendix 1

Hot Spot Timetable

 HOT SPOT TIMETABLE	Monday	Tuesday	Wednesday	Thursday	Friday
8:55 Registration 9:00 - 9:30					
9:30-10:30					
10:30-10:45					
10:45-11:45 11:45-12:15					
12:15-1:15					
1:15-2:15					
2:15-3:15					

We are monitoring your behaviour in each lesson .

At the end of each lesson your behaviour will be evaluated and recorded with your teacher.

You must report to a Senior Leader each day with your Hotspot Timetable.

GREEN = good behaviour **RED** = Unacceptable behaviour

Your target for behaviour is _____ out of _____ lessons filled in with a green spot.

NAME : _____ DATE: _____