

## **St James' Catholic Primary School**

### **Positive**

### **Behaviour Policy**

*"Good behaviour is a necessary condition for effective teaching to take place."*

(Education Observed 5 - DES 1987)



The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

### **Aims**

- To create an environment which encourages and reinforces good behaviour.
- To define and uphold acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### **STANDARDS OF BEHAVIOUR**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others according to Christian and British values (RE and PHSE time)
- ensure fair treatment for all regardless of age, gender, race, ethnicity, sexuality, religion, culture and ability;
- show appreciation of the efforts and contribution of all.

## **The Curriculum and Learning**

We believe that an appropriately structured and interesting curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. It is important to promote positive behaviour for learning.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide a environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment or humiliation.

## **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

## **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Rewards are age appropriate and can include:

- Verbal feedback
- Praise postcards
- Class rewards, stickers, tickets etc
- Pupil of the day/week
- Weekly certificates presented in Assembly
- Merits leading to individual merit badges
- Merits counting towards the House Cup presented weekly and with a half termly prize.
- Individual reward charts.

In the Infants our positive praise will take the form of a chart with a sun, 2 clouds and a rainbow on it. Each day will be a new start and the children will start on the sun. If they are praised they will move onto the rainbow. If they misbehave they will be given a verbal warning, further misbehaviours will result in being moved to first the white cloud then the grey cloud. Children who end up on the grey cloud will be sent to the Head or Deputy Head, their parents will be informed and will miss something that they enjoy.

### **Good to be Green**

In the juniors our positive praise will revolve around Good to be Green and Golden Time. It allows for recognition for pupils who behave appropriately, while keeping track of pupils who find it harder to follow school rules. It is based on three cards: green, amber (warning) and red (consequence). The children will be able to earn 5 mins of golden time each day for staying on green. Each day will be a fresh start. Enjoyable and attractive activities will be provided on Friday Afternoons. Children will be given a red consequence card if after a warning has been given, their behaviour does not improve or for more serious misdemeanours.

### **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- A warning must be given before a sanction is used
- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from

- Expressions of disapproval,
- Use of grey cloud in the Infants
- Missing of Golden Time in the Juniors
- Withdrawal of privileges.... playtime, lunchtime, sporting activities
- Exclusion from class to another class or to another adult (the excluded child must be sent with something that they can do independently)
- Referral to the Headteacher or Deputy Head.
- Letters/ phone calls to parents

The last resort will be exclusion (following the LA guidelines). Only the Headteacher can exclude children (or the deputy or member of Senior Management Team in charge if the Head is absent) No child can be sent home without them being excluded and the relevant paperwork completed and entered on SIMs  
Children can only be excluded for

- Physical assault against a pupil or adult
- Verbal abuse/ threatening behaviour against a pupil or adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drugs or alcohol related damage
- Theft

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent and sanctions alone are ineffective, behaviour will be recorded in the warning book and parents informed. Following two warnings children will be excluded.

With each exclusion, the amount of time excluded will increase. If a child is excluded for more than 5 days school will liaise with the BLIS team. If these sanctions don't lead to improvement school will consider a managed move to another school or permanent exclusion.

In such cases careful evaluation of the curriculum on offer, classroom organisation and management whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist may be necessary. This possibility should be discussed with the Headteacher and SENDco's.

Children will be supported on return from exclusion by Learning Mentor support and behaviour charts.

These sanctions also apply to breakfast club, lunchtime activities and after school clubs.

## **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents on the school website. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.