



St Aloysius Catholic Primary

In Jesus we learn, love and grow together

Behaviour Policy

Policy Revised: September 2017

Review Date: September 2018

Signed Executive Headteacher.....

Signed Chair of Governors.....

Introduction and Aims

Our Mission Statement and general aims set out the school's ethos and values:

To achieve this, we aim to:

- *Create a stimulating learning environment in which each child can hope to develop his or her full potential, regardless of ethnicity, gender, ability or background.*
- *Encourage the children to be independent, critical learners, enabling them to take full responsibility for their own actions.*
- *Build upon and strengthen the children's experience and understanding of faith, praying together each day.*
- *Teach the children to explore the beliefs, values and way of life of Catholic traditions and other faith traditions which will enrich their faith and help them to respect the beliefs of others.*
- *Function in an open, friendly and forgiving manner within our school. To use these principles in fostering links in all areas of our school and wider communities.*
- *Equip the children with knowledge, skills, understanding, self-esteem, and respect for others, to enable them to handle with confidence each stage of their educational and social development.*
- *Ensure parents have an awareness of the aims and principles of our good behaviour policy with the aim to keep their child safe from harm including bullying.*

Behaviour and Discipline Principles

Positive behaviour is a necessary condition for effective teaching and learning to take place, and an important outcome of education which society expects. We aim to promote positive behaviour by encouraging each child to value him/herself, through developing a deeper understanding of the Catholic Faith, his/her role in society.

We recognise that children live their lives in the wider community and are influenced by its standards and values. The most important of these external influences is that of parents or carers and the home environment. Without the support and co-operation of parents and carers the success of our policy will be limited. Therefore, parents will be required to sign a Home School Contract, declaring their support for our Behaviour, Discipline and Exclusion Policy.

In line with the Department for Education guidance on, "Exclusion from maintained schools, Academies and pupil referral units in England 2012" we accept that, wherever possible, exclusion should only be used as a last resort."

All members of the school community will be involved in the implementation of this policy.

Role of School Personnel

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- report and deal with all incidents of discrimination;
- report any higher level behavior incidents in the behaviour log file. – See appendix 2

Role of Pupils

Pupils are expected to:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- make suggestions about school behaviour via the School Council;
- obey all health and safety regulations in all areas of the school;
- listen carefully to all instructions given by an adult;
- treat others, their work and equipment with respect;

- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- be asked to take part in periodic surveys conducted by the school;

Pupils conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. Sanctions imposed will be similar to those if the behaviour or bullying had occurred in school.

The teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

Pupils at risk of exclusion

For those pupils who are at possible risk of exclusion a behaviour support plan is arranged. This involves the following process;

1. Identification of key behaviours acting as a barrier to the pupil's learning.
2. Meeting with pupil, parents, class teacher and Assistant Head teacher or Head of School

3. Daily communication with the pupil's parents regarding child meeting behaviour targets.
4. Work with the learning mentor on strategies to change the challenging behaviour.
5. Review meeting with parents after agreed time.

Special educational needs and safeguarding

Some pupils will be given an Individual Educational Plan (IEP) which will be discussed with the parents/carers and the child to ensure that there are clear targets for improvement and strategies for rewards and sanctions.

All staff will need to be aware of this plan to ensure consistency of approach.

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

Malicious accusations against school staff

If a pupil is found to have made a malicious allegation against a member of staff serious consideration will be given to appropriate sanctions. This may include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Use of reasonable force

The legal provisions on school discipline 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.

Head teachers and authorised school staff may also use reasonable force when conducting a search without consent.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' at the following link;

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Exclusion

Exclusion of a pupil is a very serious matter and will be imposed only after all else has failed. However, we recognise that some incidents are of such a serious nature for example - behaviour that may put another child or adult at risk, repeated unacceptable behaviour - which a prolonged or permanent exclusion may occur. We aim to ensure that all situations are investigated thoroughly and fairly and that the correct procedures are followed.

It is the Executive Head Teacher or Head of School alone who can exclude a child.

The Governing Body has established a Discipline Committee which must be convened in the following circumstances:

Permanent exclusion.

Fixed term exclusion which brings the total number of days of exclusion in one term to more than five.

Fixed term exclusion which would lead a pupil to miss a public examination.

Fixed term exclusion of five days or less where the parent has indicated that they wish to make a representation to the Governing Body.

The Discipline Committee when convened will include the parent and/or child and a representative of the LA.

Guidance on the procedures are set out in Section C of the Westminster Diocese Education Service's publication *The Exclusion of Pupils From School: Guidance for the Governing Bodies of Voluntary Aided Schools* (December 1999). The WDES publication should be read in its entirety in conjunction with the DfE Guidance on "Exclusion from maintained schools, Academies and pupil referral units in England 2012"

Behaviour procedure

All children to follow the five school rules – See appendix 1

Traffic Light System

Green – All Children begin everyday on green.

Yellow – One verbal warning given before moving to yellow. Pupils then have the opportunity to move back to green through correcting the behaviour.

Red – Pupils are given one verbal warning before moving to red. (Using teacher judgement a child may move directly to red for more extreme behaviour.)

- If a pupil moves through traffic lights and is on red once during the day. They receive 5 mins reflection time, timed, in the classroom in a quiet space, or in a quiet area of playground.
- If a pupil moves through traffic lights and is on red for a second time during the day – they are sent to the Phase leader and complete a behaviour reflection sheet – See appendix 3
- If a pupil moves through the traffic lights and is on red for a third time they are sent to an assistant head teacher.
- If pupils are on red once/twice in the day – class teacher speaks to parents at pick up/makes phone call home.
- Assistant head teachers will speak to parents of pupils sent to them.

Teachers need to keep a record of pupils who are on red. Use a class list per week – put a red dot against pupils on red. These will be handed in on Fridays to the learning mentor – See appendix 4

EXCEPTIONAL CLAUSE – when a child displays extreme behaviour/non-compliance use a red triangle to send for adult support.

Rewards

STAR - Pupils who remain on green and who display exemplary behaviour may move to the star.

Each teacher should set the reward for being on the green/star after class discussion.

Class Dojo – pupils can be awarded points at anytime during the day for following school rules or being helpful and kind.

In EYFS pupils can be given a sticker at the end of the day if they have received any dojo points.

Assembly Awards

- Each week the class with the most dojo points will be awarded ‘Class of the week’
- The boy and girl in each class with the most dojo points will be awarded star pupil.
- Teachers should also choose a ‘maths star’ and a ‘phonics star’ each week. (lower school)
- Teachers should also choose a ‘maths star’ and an ‘English star’ each week. (upper school)

Consequences

- Pupils miss 5 mins of play
- Pupils go to learning mentor/SENCo for reflection
- More serious behaviour will receive appropriate consequences.

Signed Executive Headteacher.....

Signed Chair of Governors.....

Date: 25th September 2017

Appendices

Appendix 1 – Whole school rules

Appendix 2 – Behaviour record

Appendix 3 – Behaviour reflection sheet

Appendix 4 – Red dot record sheet

Appendix 1

School Rules

- **We are kind to each other.**
- **We walk quietly through the school.**
- **We listen to each other.**
- **We keep our hands and feet to ourselves.**
- **We try our best in class.**