

St Catherine's Catholic Primary School

"Loving and Learning Together as Jesus taught us"



St Catherine's Catholic Primary School

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Behaviour Policy

Date of policy review: November 2016

Next review: November 2018

Policy Reviewed & Passed by the Governors
Key Person Responsible: Maureen Kelly

Rationale – Why we need a Behaviour Policy at St Catherine’s.

To provide a secure and orderly atmosphere where effective teaching and learning can take place in an environment of mutual respect which strives to foster Gospel values.

Aims of Policy

- To ensure our school is a safe, caring and supportive environment where children can learn and teachers can teach.
- To define 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 shared and understood by all staff, children, governors and parents.
- To encourage the involvement of both home and school in the implementation of this policy.

Purpose – What we want to achieve

- We want children to value and support each other and all adults as individuals in a school community which strives to live by and foster Gospel values.
- We would like our children to promote positive behaviour such as honesty and courtesy through their actions.
- We want our children to develop relationships based on kindness, respect and understanding of the needs of others.
- We want children to treat everyone fairly regardless of age, gender, race or ability.
- We want our children to show appreciation of the efforts of all and the contribution of all.
- We want the children to develop strategies and skills, which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations.
- We want our children to take responsibility for their own actions and be aware of the choices and consequences that are available to them.
- Children will learn about justice and how there is a difference between major and minor issues through the clear use of sanctions and rewards.

Standards of behaviour

The pupils at St. Catherine’s bring to school a wide variety of behaviour based on differences in home values, parenting and attitudes. The school has a central role in the children’s social, emotional and moral development just as it does in their academic development.

In St Catherine’s we work towards standards of behaviour based on the basic principle of honesty, respect, consideration and responsibility. We are committed as a school to instilling the five British values of tolerance, respect for others and belief in democracy, rule of law and individual liberty.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective teaching and learning contribute to high standards of 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 potential for negative behaviour and incorrect choices.

Classroom Management

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

Rules and Procedures

Rules and Procedures should:

- Be positively stated.
- Be consistently applied and enforced by all members of the school community.
- Promote the idea that every member of the school community has a responsibility to follow the rules, for the good of the whole.

School Rules

- Wear the correct uniform and hairstyle at all times.
- No child should enter the school premises before 8.30am unless attending Breakfast club or Choir.
- Enter and leave assembly quietly.
- Only stay in class at breaktimes if you are supervised.
- The grass area is out of bounds during wet periods.
- Mobile phones – are not allowed in school. Older children can only carry a basic mobile phone (not a smart phone) to and from school following permission from the Headteacher.

St Catherine's Golden Rules

- ***Be gentle*** (respect for physical safety)
- ***Be kind*** (respect for emotional safety)
- ***Be a good listener*** (respect for other people's views)
 - ***Be honest*** (respect for truth).
- ***Be the best we can be*** (respect for learning)
- ***Be responsible*** (respect for property)

At St Catherine's the primary message to communicate is '***You own your own behaviour.***'

Pupil Support System

St Catherine's has a Pastoral support leader Mrs Isaacs who supports children and families throughout the school.

- Children are supported in their behaviour depending on the individual child's needs.

- Behaviour charts are used to encourage positive behaviour and children are rewarded with a sticker for each session or day and are given a reward at the end of the week e.g. to visit the Headteacher / Deputy's office for further praise and recognition.
- Arrangements are made for children who we know will find certain situations difficult. For example they are informed ahead of the event and are given time to ask any questions they may have.
- We have a Friendship Stop for children who find it difficult to initiate an interaction or join a game.
- The prefects, playground leaders, school council members and house captains are trained to lead by example in the playground and the classroom and are encouraged to lead by example.

Class Expectations - The role of the class teacher

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- We believe that an appropriately structured 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 feedback 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. Feedback and Marking can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.
- The adults in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

Class Expectations – The role of the pupil

- To show respect to all adults by looking at the person when speaking to them
- To listen carefully to adults and peers without interrupting
- To think carefully about what has been said before responding
- To complete their work within a set time
- To stay focused on a task
- To be proud of their learning
- To understand that presentation is important. To always try their best and to have a go
- To be independent learners who take responsibility for their learning in the good behaviour choices they make

- To appreciate that every day at school matters in terms of their learning and progress

Class time Rewards

Our emphasis is on a reward system to reinforce good behaviour. The commonest reward is praise – informal, formal, public and private.

The following class strategies are used to recognise and promote good behaviour.

- **House stars – *will be used in every class in the school.*** Stars are given by all staff for a child's excellent effort, excellent behaviour or for challenging themselves in their learning. They can be given out in every teaching session. The children's name will appear on the class star chart and the individual child will put their star in their House jar.
- **Achievement Assembly** – certificates are presented to individual pupils in recognition of excellent effort and consistency following the Golden rules. The winners of the playtime and lunchtime golden ticket will also be announced.
- **Personal Awards for each class** -Class teachers will use a variety of class strategies to praise the children for showing positive learning behaviours e.g. ladders, marbles in a jar, paper chains
- **Headteacher and Deputy Head stickers.** Children are sent to the Head or the Deputy for praise and a sticker if the child has made a superb effort in their learning or has behaved brilliantly. They are also able to distribute the jewelled stars which are worth 5 points for their House.

Playtime and Lunch time Rewards

- Raffle tickets will be given out by TAs and MTSs at playtime and lunch time as a reward for great behaviour. These are put into a golden box and 5 tickets are drawn during the Celebration Assemblies. These children will be recognised as Golden children for the week and their names are put in the newsletter.

Dealing with inappropriate behaviour

This is a cascade model. It involves dealing with disruptive and rule breaking behaviour. It is important that children and the parents know the consequences of their actions and that all sanctions are applied consistently and fairly. The primary message to communicate is:

'You Own Your Own Behaviour.'

Sanctions

St Catherine's employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The children recognise that for every action there is a consequence. Every day is a new day and children learn to own their behaviour.

These sanctions will be used consistently throughout the school by all staff.

- Each child will be given a reminder if they are not following the Golden Rules as they should. The adult will then move the pupil's name onto the yellow reminder.

Behaviour that causes the teacher to stop teaching and therefore stops children or the individual child from learning is not permitted.

- If the behaviour persists the child / children will be moved onto the orange warning.
- If the behaviour continues to persist the child's name will be moved onto blue time out and they will be given a blue card and will be asked to go to a designated class. This will last for 5 minutes.
- All classrooms will have a designated time out area; the children will carry their blue card with them and hand it to the adult in the room.
- Foundation Stage children have time out in their own class using a 1-5 minute timer.
- When a child is issued with a blue card the incident is logged on behaviour tracker and the parent is informed. Teachers will maintain the blue card tracking sheets. If a child receives 3 blue cards the child will miss the following lunch time in the designated zone.
- The pastoral leader will monitor the behaviour tracker weekly. If there are children who have been sent out several times for their behaviour the Pastoral Leader will make an appointment with parents to discuss strategies to support their child.
- Low level behaviour will not be tolerated in class and parents are asked to support the school in supporting their child to focus and listen to the adults.
- After each learning session in the day (there are approximately 4) the individual child has a fresh start. Their name taken off all cards to start again. Any names on the star are taken down and all the children have another opportunity to impress the adults and their peers with their behaviour and learning behaviour.

Playtime and Lunch time Sanction

- The Meal time supervisors will issue a child with a warning if their behaviour appears to be unkind or harmful. If it is repeated a warning will be given. If the behaviour persists the child will be given 5 minutes in the time out zone. If the behaviour is repeated again during the same playtime session the child will be asked to stand by the clock for the rest of the play.
- Meal Time Supervisors and Teaching Assistants must deal with rewards and sanctions on the playground as far as possible using the golden ticket, House stars and time out methods. Any swearing, fighting, or act of aggression which has led to a child being physically hurt must be referred to a member of the SLT immediately and recorded on behaviour tracker.
- When speaking to a child about their behaviour all Meal Time Supervisors, Teaching Assistants and Teachers...
 - Must make it clear to the child why the sanction is being applied.
 - Must be clear to the child about what changes in behaviour are required to avoid future punishment.
 - Provide a clear distinction between minor and major offences, and sanctions should be proportionate.

Communication and Parental Partnership

- We give high priority to a positive working relationship with parents. We encourage parental partnership in many aspects of school life. This is 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 are aware of those concerns, and of the steps being taken in response.
- Early warning of concerns should be communicated to the Pastoral Leader.
- The school will communicate our policy and expectations to parents.
- Where behaviour is causing concern parents will be informed at an early stage and given the opportunity to discuss the situation.
- Parental support will be sought in carrying out the Behaviour Policy. It is sometimes difficult to understand why a child has misbehaved and it is often easy to seek blame elsewhere. At St Catherine's we are committed to teaching children that it is their responsibility to behave and each individual child "owns their own behaviour".
- Any behaviour that is persistent and causes concern will be treated with sensitivity. The child and the parents will be supported by the Pastoral Leader or if necessary by the Inclusion Leader who will be able to provide advice or if appropriate make referrals to the Educational Psychologist, the High Incident Support Team in Barnet or Children and Adolescent Mental Health Service.

Exclusion

If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term.

A child will also receive fixed term exclusion if the incident in the opinion of the Head teacher is serious enough for the child to be immediately excluded without prior strategies being in place.

Fixed term exclusions are in accordance with legislation.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

The school will work closely with parents, the victims and perpetrators to ensure there is a positive outcome.

Children and adults will ensure that relevant staff are aware, so that it can be dealt with quickly.

The children involved in any bullying incidents are monitored to ensure a recurrence is minimised.

A record is kept of all bullying incidents which is reported termly to the Governing Body. The log is kept in the Pastoral Leader's office.

The role of the Headteacher and Governing Body.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The school keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of 3 members from the Catholic Life Committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

This policy links to:

- Safeguarding Policy
- Anti-Bullying Policy
- Attendance Policy
- Equal Opportunities Policy
- SEND & Inclusion Policy
- Teaching & Learning Policy

Miss Kelly
Headteacher

Mrs Ainger
Deputy Headteacher

Mrs Isaacs
Pastoral Leader

Miss Matteoni
Inclusion Leader

November 2016

To be reviewed November 2018

Tracking

DfE Stat Policy	Best Practice	Web	MyUSO	Signed by Staff	Version
✓	-	✓	-	-	1.0
✓	-	✓	-	-	1.1

