

St Vincent de Paul Catholic Primary School



Behaviour Policy

Mission Statement

*“We are called to be the hands and face of Jesus as we learn
love and grow together”*

Review date: Spring 2018
Next Review: Spring 2019
Reviewed by the Safeguarding Committee

Signature:


Chair of Governors

Ratified at Full Governing Body meeting

Date ratified: 13th March 2018

Behaviour Policy

Introduction

At St Vincent de Paul School everyone is a valued member of our community. We strive to promote all characteristics of human development – intellectual, physical, emotional, spiritual, moral and social. We are a community of faith based on relationships nurtured by the love of God and our neighbour.

We believe that every person in a school community has the right to expect and receive respect.

1. Principles

- The high behaviour expectations we have of the children, are reinforced by all members of staff - *when pupils are reprimanded, they know that it is their behaviour that is being criticised, not themselves. They should not feel humiliated or diminished. Forgiveness is given a high profile and a “new start” given every encouragement.*
- Most disciplinary matters can be dealt with by the member of staff supervising the children at the time of the misdemeanour - repeated and serious misbehaviour should be discussed with either the Head, Deputy Head (INCO) or Assistant Headteachers.
- Any sanctions should be appropriate to the misdemeanour - all discipline should be consistent and seen to be so by the pupils involved. All disciplinary procedures should be consistent with our Mission Statement (*“We are called to be the hands and face of Jesus as we learn love and grow together”*); in our Catholic school, each child must feel valued as part of a caring, loving community.
- Good behaviour and personal success will be rewarded and celebrated – Merit awards and stickers are given and more emphasis is placed on what is good behaviour rather than what is inappropriate. Praise rather than criticism should be generous and frequent.
- Every day must be a fresh start providing that prior behaviour has been dealt with - teachers should aim to deliver good news to parents regularly either through the reading / homework diary or through face to face contact. This makes it easier to engage with parents should the need arise for matters that are not so positive. We believe that every person in our school community has the right to expect and receive respect.

2. Aims of this Policy

We aim to create an environment that:

- expects and promotes positive behaviour as the basis for effective learning
- reflects our Catholic Christian tradition and values
- respects the uniqueness of every individual in our school community

We will fulfil our aims by meeting the following objectives – written and agreed by our pupils:

- ensure that everyone in our community feels welcome and a sense of belonging
- respect other people's beliefs, feelings and property
- help others who are in need
- be polite and well mannered
- listen to each other
- be kind to one another
- share with one another
- encourage others to be the best they can be

(objectives written by our pupils)

3. Rewards

Examples of some rewards used in the school are:

Merit points: leading to merit certificates
Reward charts in classrooms
Stickers / Stamps
Sent to another teacher with good work
Sent to the Headteacher with good work
Verbal praise to parent/guardian or note sent home
Whole class rewards as appropriate
Certificates designed by class teacher
Certificates designed by school
Recognition in assembly and the weekly newsletter

4. Expectation of Behaviour

At St Vincent de Paul School we have high expectations of behaviour within the classroom, which reflects our key principles. Successful learning is a responsibility shared by all pupils, staff, parents, carers and visitors. Pupils are encouraged and challenged in their learning as they strive for excellence. We are committed to helping each pupil to develop personal responsibility in school, by respecting self, others and all of God's creation. All children are encouraged to be independent in the regulation of their behaviour, making good decisions and responding to their environment appropriately.

We expect all staff to speak to children calmly, even when behaviour exhibited may not be acceptable. Children exhibiting extreme inappropriate behaviour are usually experiencing great anxiety and stress and need the reassurance of a calm adult to help them recover from the situation.

Throughout the school we use a simple traffic light system based on coloured cards to help ensure that all pupils respond to the challenging behaviour standards agreed.

Warning/Amber	Red	Referral to SLT / Head
Telling Tales Noisy e.g. talking/shouting Failing to keep on task Unkind remarks Bad language (one off) Time wasting Pushing in line Distracting others from learning Non-uniform/Jewellery	Disobedience to a reasonable instruction/disregarding staff Consistently shouting or calling out Answering back/rudeness to staff Continually distracting others from learning despite a warning Deliberately damaging resources/spoiling others work Spitting	Any incident perceived as bullying Fighting/biting/kicking/ hitting Stealing Physical/verbal outbursts Vandalism e.g. extreme damage to school property Leaving without permission Threatening/ aggressive Behaviour Racist / sexist / homophobic comments Forming gangs Persistent significant distraction of other children's learning over time which is not changing Premeditated physical violence

These are to be used as guidelines – Staff will make a professional decision based upon individual circumstances and context. Significant incidents during playtime and lunchtime should be reported to the class teacher. If the incident is felt to be more serious it should be referred to a member of the SLT. Behaviours are not usually referred straight to the headteacher unless they are extreme or are part of a bigger pattern that has been tracked. There should be an escalation of response where pupils are directed to the different layers of leadership within the school

5. Parent Links

It is important to develop a good working relationship between teachers and parents through:

- Maintaining regular meetings and working together as a team
- Parents should be able to contact their child's teacher in addition to the regular consultations if there is an immediate concern that needs to be addressed quickly
- Teachers should discuss with parents any concerns or successes at an early stage.

Discussions should take place at a mutually convenient time but as soon as possible if there is a concern. If this is not possible due to children being child-minded etc, then a telephone call or letter home (delivered by a responsible adult) may be appropriate.

Positive links with parents should also be made, explaining where things have gone well. This makes the harder conversations easier to manage when needed.

6. Bullying

The School Behaviour Policy is designed to promote self-discipline and a proper regard for authority among pupils. All activities within the school must encourage good behaviour and respect for others. Bullying of any kind will not be tolerated. Every child and adult in our school has the right to feel safe. Bullying and hurtful behaviour infringes that right and will not be tolerated. The Anti-Bullying Policy requires that any incidents of perceived bullying are directed to the Headteacher.

(Please refer to the Anti-Bullying Policy).

7. Sanctions

Parents will be informed of any behaviour which causes concern. The Home-School Partnership is especially effective when a child knows parents and teachers are working together. Parents are expected to support the school's approach, working with the school to ensure continuity and successful outcomes.

Even in a well-ordered community, it may be necessary for sanctions to be applied from time to time. In all disciplinary actions it is essential that the pupil understands fully that it is the behaviour which is not acceptable rather than the pupil as a person.

In our school the following sanctions may be applied and incidents recorded at the discretion of the adult in charge:

- During a break time - time out (with opportunities to reflect)
- Report to the Headteacher/Deputy Headteacher/Class Teacher
- Involvement of parents
- Removal from the group
- Withdrawal from lunch or break time privileges
- Carrying out a suitable task in school.

When a child is placed in time out they will miss their playtime and will be given an activity to reflect upon their own behaviour and how they can improve it so they can make a new start when they go back into class. The SLT will monitor the data relating to time out and will, in consultation with the teacher, consider when a parent may need to be contacted in relation to it. If after any parental discussion the child's behaviour has not improved, then the matter will be passed to the appropriate phase lead Assistant Headteacher, Deputy Headteacher or Headteacher.

If a pupil's behaviour indicates that they are putting their own safety or that of others at risk they may be excluded from certain activities which are not curriculum based. As a very last resort when other sanctions have been exhausted, have not had impact or according to the severity of the incident an exclusion will be considered.

8. Exclusion (fixed term or permanent - includes lunchtime exclusion)

Incidents which may lead to exclusion include acts of violence and threats against other children or adults e.g., kicking, hitting, punching, spitting, verbal abuse, carrying of a weapon or persistent refusal to co-operate with staff requests. In particular where this would endanger their health and safety or cause detrimental effect to the wellbeing of others, eg, leaving the classroom without permission, refusing to stop an act of violence, the length of exclusion will be determined by the severity of the offence. Deliberate and frequent disruption to classroom learning will be treated as detrimental to other children's wellbeing and as a refusal to follow instructions.

Exclusion may only be initiated by the Headteacher or designated leader in their absence and must be recorded formally according to LA procedures.

Where a pupil is at serious risk of permanent exclusion, a pastoral support programme must be set up as soon as the risk is identified.

The Hertfordshire Guidelines on Pupil Exclusion (including lunchtime exclusions) must be followed.