

## **St. John's Cathedral Catholic Primary School**

### **Behaviour Management Policy**

At St. John's we believe that all pupils should feel that they are valued members of the school and that all members of the school community have the right to be treated with courtesy and respect. A child's behaviour is likely to be better if:

- a pupil's work is valued and plenty of praise and encouragement are given
- staff by example set good standards by their attitude, manner, approach to each other and the children.

The aim of this policy is to engender an acceptable form of social behaviour by pupils. This aim will be achieved in the context of developing social responsibility and caring personal relationships. Children will be encouraged to establish self discipline, respect for themselves and each other and an awareness of their actions in relation to their local environment. To further this aim, staff will encourage and develop consistent, positive, sensible and sensitive standards of behaviour.

In accordance with the values expressed in the school's mission statement all children are special and should be valued as such.

Pupils' positive achievements and successes will be shared and celebrated. We believe that emphasis should be put on rewards as children respond and behave better in a positive environment. There will be clear sanctions for unacceptable behaviour which will be understood by parents and children.

Class rules will be established throughout the school and be on display in each room. These will be based on the following expectations.

#### **We expect our pupils to:-**

- be thoughtful, kind, considerate and listen to others
- have respect for each other and all adults whatever their age, race, creed or disability
- be polite and use manners in appropriate situations
- be aware that comments and behaviour can be hurtful to others
- be able to give a point of view in a polite and positive way
- be truthful and honest
- take a pride in themselves and their work
- try their best
- conduct themselves around the school quietly and sensibly
- share and take care of resources

#### **Staff will:-**

- show the above standards of behaviour by example
- praise children

- actively reward positive behaviour
- have a sensitivity to pupils' needs
- assist children in taking responsibilities for their actions
- where difficulties occur seek to establish the child's point of view, giving support to resolve a situation.

**We ask parents to:-**

- support us to implement the policy
- help us in establishing a positive atmosphere, sharing and celebrating in the praise of pupils' behaviour, and achievement
- support us when sanctions have been applied and talk them through incidences with their child to help improve behaviour
- discuss with us any concerns and anxieties about their child's behaviour

**Rewarding Positive Achievement**

To establish a positive atmosphere with good behaviour so children have a better chance to learn successfully pupils will be rewarded. Children will be encouraged and motivated in the following ways:-

- be given verbal praise
- written work comments
- merit stamps/stickers
- receive seal of approval and merit certificates
- have success cards for conduct and work to take home (Appendix A)
  - (i) Key Stage 2 - success notice
  - (ii) Key Stage 1 - special award
  - (iii) Class success record sheet
- take part in whole class reward systems to establish group and team relationships
- staff will keep a record of children's rewards in the class behaviour file.

**Responding to Unacceptable Behaviour**

The majority of children will behave well most of the time. However if a child misbehaves the following responses will be made, the sanctions becoming more strict if a child's behaviour does not improve.

If a look or simple reminder by an adult is not effective children will:-

- be given a minute detention in class
- be moved to another class for a period of time
- be kept in at playtime
- write a report about their behaviour
- complete a behaviour reflection sheet (Appendix B)
  - (i) My response sheet
  - (ii) Personal response sheet
  - (iii) My Behaviour Report
- be given a detention during a lunchtime

- be given a 'formal' warning by the teacher
- be sent to the Headteacher after a second 'formal' warning.

The teacher will keep parents informed of consistent misbehaviour. If a child persistently misbehaves the Headteacher will invite the child's parents/carers in to discuss the problem. A behaviour programme and/or ABC (Antecedent Behaviour Consequences) records, will be set up and reviewed at regular times, to support the child in remedying their difficulties.

These procedures interrelate with the SEN policy with behaviour IEP (individual education plan) targets or individual behaviour management plans that will be set up in discussion with parents. The SENCO (special educational needs co-ordinator) will also advise and help to set up appropriate targets.

Outside support agencies may be consulted for advice for dealing with particular pupil problems, but will only have contact with the child after a parent has given permission. Such agencies would include:-

EWO (Education Welfare Officer)  
 EP (Educational Psychologist)  
 The School and Family Support Team

### **Definition of Unacceptable Behaviour**

At St. John's School the following behaviour has been recognised as totally opposed to our Mission Statement and always unacceptable:

- kicking and biting in any circumstances
- unprovoked physical attacks on a child or adult
- swearing and using bad language
- defiance of an instruction given by an adult
- deliberate damage to school property or the property of others
- taking other people's property without permission
- lying

### **Guidelines on Procedures Following Unacceptable Behaviour**

If a child consistently behaves in an unacceptable manner the following steps will be taken:-

1. On the first occasion a 'formal' warning to be given by the class teacher or other member of staff and reported to teacher.
2. On the second occasion the child will be sent to the Headteacher. (If necessary another child should be sent to ask the Head/Deputy to come to the classroom to remove the child.)
3. On the third occasion proceed as 2. The Head will invite the child's parents to discuss the problems. A Behaviour Programme and ABC records will be set up, which will be reviewed after 1 month. (Earlier if necessary.)

Physically violent behaviour continuing after Steps 1-3 will lead to exclusion.

## **Children's Behaviour Charter**

The Children's Behaviour Charter will be clearly displayed in classrooms and signed by class representatives each year, to re-affirm required behaviour. Prior to this signing procedure the charter will be agreed by all the pupils, when class rules are also established for the school year.

Children in St. John's will:

- let people see their good side and not their bad side
- always speak to everyone with respect
- let people join in their games, especially those who are on their own
- share their belongings
- try not to play with people who make them silly
- respect each other's space
- walk away when someone starts a fight
- only go where they are allowed to go and where it is safe
- keep football to the marked pitch at the junior end of the playground
- take care of school buildings, grounds and equipment
- not touch anything that does not concern him/her.

Children in St. John's will never:

- kick or bite
- push, smack or punch
- pull hair or other people's clothes
- swear, use bad language or tell lies
- answer back or be rude
- swap things

### **Retaliation**

Children should know that they should not retaliate to provoke or continue a behaviour incident.

Children at St. John's should not:

'hit back' either physically or emotionally (by look or comment) and if an incident occurs an adult informed.

### **Detention**

- A child receiving a detention will be given a 'yellow card' (Appendix C) giving details of:
  - the incident resulting in a detention

- the activity to be undertaken i.e. letter of apology, reflection sheet, class work
- duration of detention
- A child having the equivalent of two full detentions (1 hour) will have a letter sent home. (Appendix D)
- Details of all detentions will be kept in a school file and held in the Headteacher's room.

**Exclusions**

The above policy ensures that we can deal with unacceptable behaviour and enables the child to improve their responses in school. In the event that a child's behaviour presents a severe risk to the safety and well being of themselves, staff or other children, it may be necessary to exclude the child for a fixed term or permanently. The parent will always be informed in writing, but initially the school will endeavour to discuss the situation with the parents. Parents are entitled to make representation about their child's exclusion. If they are still not satisfied after this they have the right of appeal to the Local Education Authority independent appeals panel. On the rare occasion of a pupil being permanently excluded from school the EWO will visit the family to discuss future education plans.

**Bullying - Honesty Policy**

The school defines and recognises bullying as:

- deliberate hurtful behaviour which may be repeated over a period of time
- unacceptable behaviour that is physical, verbal or indirect
- behaviour that makes a child feel distressed, uncomfortable and isolated because it is difficult for them to cope with the situation.

The school acknowledges that bullying incidents may be of an individual and/or group nature.

The children's bullying statement is:

'making someone afraid of you and unhappy about coming to school'

The children's statement for not bullying is:

'I will not do or say anything to another person that I wouldn't want them to do or say to me'.

This statement will be clearly displayed in classrooms and around the school.

To address bullying behaviour the school intends to:

- create an environment which promotes **honesty** so that children are able/should tell the truth
- establish the truth so children can identify their own part in the incident
- discuss all issues of the incident, individually and/or as a group
- establish what is unacceptable behaviour and encourage the child to recognise this and the consequences their behaviour has caused
- give children confidence that they are being listened to and their opinion has been valued
- discuss with the children involved how to prevent a re-occurrence of the behaviour

The discussion with the children will include:

- what they are going to do individually and/or as a group to improve the situation
- establish one target a child could work on over an agreed period of time e.g. a week (targets could be set individually, on a one to one basis, or agreed in a group situation)
- ensure that children have had all the opportunities to say what they need to and that sanctions or follow up is fair
- after an agreed period of time further discussion will take place to establish if targets have been realised.

The Headteacher should be fully informed of any incidents being dealt with and occurrences recorded in the Headteacher behaviour file or class records. Each class will have a behaviour file for recording both reward, sanctions and behaviour incidents.

Observations or behaviour records may inter-relate or be separate to Special Educational Needs information. The relevant forms are common to the behaviour and SEN policies. See Appendix

E: behaviour incident sheet:- for incidents to be recorded if Individual Behaviour Plans or Antecedent Behaviour Consequence Sheets are not in use. It can be used for individuals or as a class record and is also part of the Headteacher and Lunchtime Senior Supervisor Behaviour files.

F: individual behaviour incident sheet

G: parent interview sheet

H: observation sheet

Parents should be fully informed of incidents and have the opportunity to discuss the sanction and/or targets involved.

Interviews with parents should be recorded (see appendix G).

All staff should be aware of where bullying incidents in the school are more likely to occur i.e. toilets/cloakrooms, more isolated areas of the playground.

Children should be aware that their concerns will be listened to and that they can talk to any member of staff if they have worries.

### **Physical Restraint**

Physical restraint of a pupil will only be taken as a last resort and as part of a total management plan and would only be used to:

- prevent child putting himself at risk
- prevent child hurting other children
- prevent child risk of injury from property

The intention of physical contact by an adult is to protect the child and other children and not to inflict pain or punish the child.

Procedures taken will follow current LEA physical restraint guidelines. Any child being physically restrained should be held by 'long bone body areas' and not joints. All such incidents should be documented and an incident form completed (Appendix D).

The Behaviour Policies inter-relate with the Education for Personal Relationship Policies.

SMT  
March 01

**St. John's Cathedral Catholic Primary School**

**PERSONAL RESPONSE SHEET**

Name ..... Class ..... Date .....

**Report of Incident**

Why did it start?.....

.....

Who was involved? .....

.....

What happened? .....

.....

.....

Please use other side of paper if needed

**Reflection**

How do you feel about what you did? .....

.....

What could you have done to help? .....

.....

What rule did you break? .....

**Apologies**

Who do you need to apologise to? .....

.....

What do you need to apologise for? .....

.....

What will you do next time? .....

.....

Teacher's Signature

Comment

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