

**St Margaret Clitherow**  
**Catholic Primary School**



**POSITIVE BEHAVIOUR POLICY**

March 2018

## OUR MISSION

**Our mission is to create a safe and happy school with a Catholic ethos in the heart of the Brixham community. Pupils and staff are encouraged to reach their full potential, in faith and learning, in a nurturing, stimulating and rewarding environment.**

**We aim to deliver our mission by:**

\*

- \* Promoting and encouraging a Catholic ethos throughout the school and the community
- \* Continuing to pursue excellence in academic study by:
  - Identifying academic areas of improvement
  - Encouraging independent study
- \* Encouraging excellence in creative, aesthetic and physical abilities
- \* Developing a culture of shared good practice amongst all staff
- \* Enhancing the welfare and guidance offered to pupils, families and staff
- \* Developing a culture of activity for all
- \* Enhancing the partnership and communication between school and parents, governors and local community.

## **Positive Behaviour Policy Definition**

The Governing body, staff and pupils at St Margaret Clitherow Catholic Primary School aim to create an environment that fosters positive attitudes and encourages good behaviour. This policy sets out the expectations of behaviour at St Margaret Clitherow Catholic Primary School, the incentives for good behaviour and the consequences of unacceptable behaviour.

This school aim is reflected in the school's Mission Statement and Code of Conduct, both of which promote a positive, safe and consistent environment in the day-to-day life of the school.

Our Code of Conduct is integral to all members of our school community and refers explicitly to the behaviour of children and adults at St Margaret Clitherow Catholic Primary School.

### **The School's Positive Behaviour Policy is based on these Principles**

#### **Aims**

**The school should, along with the home and the parish, aid the development of children who:**

- Are respectful towards their peers and to adults
- Have a positive self- image
- Are polite
- Are proud of their own achievement and celebrate those of others
- Can co-operate with friends and other peers
- Are knowledgeable about Jesus' teachings to love one another
- Are tolerant and kind
- Are motivated to do well in their learning
- Are sensitive to others' feelings, knowing how to forgive and be forgiven
- Are self-controlled

#### **Means to achieve our aims**

- Notice and publicly praise children "being good"
- Include children in rule setting
- All adults in school to be positive role models in their own behaviour towards children and each other
- Monitors and buddies given the responsibility of being role models for younger children
- Inform parents when particularly pleased with a child's behaviour
- God Matters lessons, Circle Time, PSHE (Personal Social and Health Education) and Social and Emotional Aspects of Learning resources
- Role-play and turn taking games

- Shaking of hands after games
- Celebrate and reward children for general 'being good' ie Golden Time, green on traffic light system
- Celebrate random acts of kindness as being a 'Witness of the Week'.
- Securing parental involvement and support starting with the Home School Agreement

## **CODE OF CONDUCT**

We will always try to:-

- to do our best in everything we do.
- treat others as we would like them to treat us.
- take good care of ourselves and our school.
- join in lessons fully and allow everyone to learn.
- walk quietly and safely around school – keeping each other safe.

## **ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL COMMUNITY**

### **Children and the School Positive Behaviour Policy**

It is vital that all children know and accept that the promotion of good discipline and sanctioning of unacceptable behaviour is the responsibility of all members of staff.

This policy is referred to constantly within the school's learning and recreational environments. Children and adults are reminded of the most important detailed steps on a regular basis.

### **Parents and the School Positive Behaviour Policy**

The school works collaboratively with parents so children receive consistent messages about how to behave at home and school. The School Positive Behaviour Policy traffic light chart is communicated to parents and reiterates the importance of a consistent and shared understanding of how acceptable and unacceptable behaviour is managed at St Margaret Clitherow Catholic Primary School,

*It is important that parents and guardians work together with staff and children as appropriate towards consistent management of behaviour in school.*

## **Governors and the School Positive Behaviour Policy**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher and Assistant Heads in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

The Governors should follow the normal grievance procedure in cases of complaint.

## **Staff and the School Positive Behaviour Policy**

All staff 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. All staff treat each child fairly and enforce the classroom code consistently. The teachers and support staff treat all children with respect and understanding. All staff and supply teachers should enforce the behaviour policy. An appropriate reward or sanction can be given by any teaching staff or authorised person e.g. trainee teacher. TAs can reward with stickers/housepoints and can recommend a movement on the traffic light system to the classteacher.

The role of the Mealtime Assistant – see **Break /Lunchtime Policy Statement**

## **The Role of the Head Teacher**

It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of the children in the school.

The Head Teacher supports the staff by implementing the policy, by setting standards of behaviour and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported, serious incidents of misbehaviour. The Head Teacher has 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 Head Teacher may permanently exclude a child. Both of these actions are only taken when the school governors have been notified.

## **PROMOTING, REINFORCING and MAINTAINING ACCEPTABLE BEHAVIOUR**

**Our Positive Behaviour Policy aims to reward good behaviour and uses incentives when necessary to help children maintain their good behaviour.**

**Promoting Positive Behaviour is the responsibility of all.** The most important fact to consider is that we should expect all children to behave appropriately and must, therefore, not focus too much on negative (bad) behaviour. We must not forget that the majority of our pupils will behave as we expect them to. This is supported by our 'Traffic Light System' which promotes a high standard of good behaviour and recognises inappropriate behaviour.

We, as a staff, strive to keep every child within the boundaries of the behaviour policy. Particular circumstances i.e. Children with an EHC plan and/or social & emotional & behavioural difficulties, may result in the implementation of additional measures of support to ensure the sustained education and learning of the child in question and of others around them. It is important that staff and children alike understand and empathise with these additional systems, as a question of fairness.

All adults take simple steps to ensure a high standard of good behaviour is maintained, where possible, by:

- making sure all children wear the school uniform and have their correct PE kit in school
- making sure children move around school sensibly and safely in an orderly manner
- ensuring that children enter and leave assemblies/Mass in silence
- encouraging children to make way (where appropriate) for an adult when walking through a doorway
- encouraging children to display good table manners when eating their lunch and to maintain an acceptable level of noise in the dining hall for fire safety
- greeting children in a pleasant manner - Staff recognise the importance of saying 'please' and 'thank you' to the children, treating them as we would expect them to treat us, and thereby modelling good manners!
- dismissing children from their classrooms in a calm, controlled and quiet way
- making sure that the classrooms, hall and other working areas are left tidy and clean at the end of each session
- encouraging children to bring their belongings into school and to look after carefully - Separate systems are in place for this in each class.

The emphasis should be on rewards to reinforce good behaviour, rather than failures. Rewards have a motivational role, helping children to see that good behaviour is valued. The most common 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. Rates of praise for good behaviour should be as high as for good work.

## **A CONSISTENT APPROACH TO BEHAVIOUR**

### **The 'Traffic Light System'**

We place the emphasis on being good and celebrate 'goodness'. A traffic light system with the added opportunity to 'go for gold' is operated in each class. We

have just recently added 'Silver' in order to balance the system. Movement on the traffic light system is recorded and monitored by the Head Teacher. Behaviour is monitored weekly through a system of behaviour ratings. These ratings must be submitted to the Head Teacher by Friday lunchtime.

- 1 means being trouble free all week.
- 2 means in a spot of bother but gained some redemption.
- 3 means a more serious breach of the rules such as rudeness and other unacceptable behaviours.

Each half term the children have 'Golden Time' in their classes as a reward for their positive behaviour. Those children whose behaviour has been less positive will take part in a 'Resolve & Reflect' workshop.

We also reward specific and significant 'Acts of Kindness' through the award of 'Witness of the Week' and one child per class is given a special mention during Friday's Key Stage Celebration Assemblies.

#### **OTHER INCENTIVES INCLUDE:**

- Stickers
- Rewards
- House Points are awarded to children for good work and positive attitudes to learning. The children are in Houses and each week the winning house is announced at Friday's assembly.
- Golden Time
- Postcards home

All classes/teachers may also use their own behaviour strategies to encourage the children to work well and show kindness to those around them

### **Managing Unacceptable Behaviour**

It is important for all staff to deal with unacceptable behaviour in a calm and professional manner. Whenever possible, we should deal with the misbehaviour at the time of the incident.

Remember:

- Be specific – what did the child do wrong?
- Establish the facts if they are not immediately clear – were others involved and who exactly is to blame?
- Acknowledge honesty but still let the child know if a wrong has been committed
- Do not ridicule the child
- Do not attack on a personal level – deal with the child's behaviour.

- Deal with the child in front of a witness if confrontation seems likely.
- Remove the child who is misbehaving from the classroom, unless it is better to remove the rest of the class, should an upsetting scene develop.

### **Support**

It is recognised that some children find being 'good' much harder than others. For these children liaison with the Special Educational Needs & Disability Coordinator (SENDCo) will result in Individual Behaviour Plans being put in place to help children overcome or at least manage their difficulties better.

Some staff are trained to support children experiencing difficulties including managing their behaviour. This may be one-to-one support or through a nurture group.

There is support available through Referral to outside agencies aimed at addressing particular problems children are experiencing.

### **Bullying/Unfair treatment – see Anti -Bullying Policy**

Please refer to our Anti-Bullying policy for information on how all forms of Bullying dealt with.

If a child considers that they have been treated unfairly by an adult or child within our school, they are encouraged to air their frustrations with an adult, or a member of the Senior Leadership Team that they trust, and at a time that they can talk freely. We feel that this is an important step within our children's development to be able to take the opportunity to manage maturely their own behaviour and be able to talk to an adult on equal terms to assisting in resolving the issue efficiently before it becomes unmanageable.

*see separate Anti-Bullying policy*

### **Exclusions**

Exclusions can be for a fixed term (including just lunchtimes) or permanent. Exclusions will only be used in the most extreme of circumstances and will always be carried out according to the guidelines given in the *Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion 2012*. All exclusions are reported to governors. In the rare event that a child is given a fixed term exclusion, the school will work towards successful reintegration for the child when he or she returns to school. The school is committed to avoiding permanent exclusions whenever possible.



## **Screening and Searching Pupils**

### **Department for Education Guidance**

**Staff should be aware of Government guidance on issues that may arise when implementing this policy.**

School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Use of Reasonable Force – see Use of Reasonable Force Policy**

All school staff have 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 staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules. The school has a separate policy on the use of force to control or restrain pupils.

*DFE Guidance on Use of Reasonable Force*

### **Allegations of Abuse Against Staff**

Allegations of abuse must be taken seriously, and schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

*see separate policy - Managing Allegations*

## **Pupils' Conduct Outside the School Gates – Teachers' Powers**

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for: misbehaviour when the pupil 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

or 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

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Monitoring**

The Head Teacher and the staff monitor the effectiveness of this policy. Reports are made to the governors and recommendations for improvements are made if necessary.

Serious incidents of unacceptable behaviour are recorded on CPOMS by the member of staff who dealt with/witnessed the behaviour.

It is the responsibility of the governing body to monitor the rate of exclusions and ensure that the school policy is administered fairly and consistently.

Signed \_\_\_\_\_ Head Teacher

Signed \_\_\_\_\_ Chair of governors

Date \_\_\_\_\_