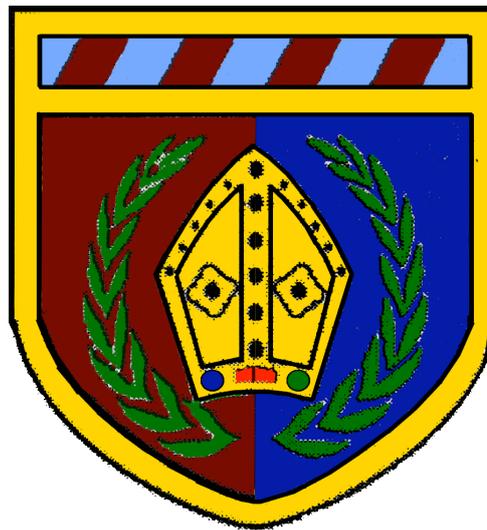


St John Fisher Catholic Primary School



Behaviour Policy

"To live, love and learn and learn in our caring community"

St John Fisher Catholic Primary School



BEHAVIOUR POLICY

St. John Fisher Catholic Primary School Mission Statement explains its aim as being

"To live, love and learn in our caring community."

The General Aims of the School

This policy on behaviour has evolved in response to a fundamental aim of supporting the growth and development of the whole person. The purpose of the policy is to support the educational and other aims of the school and to ensure that the conduct of all members of the school community is consistent with the values of the school.

This policy includes guidelines intended to support staff and to help pupils achieve appropriate behaviour and effective social interaction, both within and outside of the classroom.

It outlines a system for rewards, and where necessary sanctions or consequences, so as to encourage each child to fulfil expectations of honesty, mutual respect and consideration for others, conscientious work, love and understanding. It is hoped that the children will adopt these values for themselves and thereby reflect Christ's message in their own lives, as they grow toward adult life.

Rights and Responsibilities

The rights are based on the values held by the school. They include:

- Mutual respect
- Respect for property
- Fairness and honesty
- Self-respect
- Care and consideration to others
- Self discipline

The rights implicit in such values include:

- The right to be safe
- The right to be heard
- The right to fair treatment
- The right to be treated with respect
- The right to teach
- The right to learn

Rights do not exist in a vacuum and depend on others taking responsibility to protect those rights.

E.g. Responsibilities of pupils might be: letting other pupils get on with their work.

Responsibilities of teachers might be: Providing appropriate work.

Principles

As concluded in the Elton Report, "Every organisation depends on people behaving in certain ways to achieve its purpose." Our rules have been devised in consultation with children, staff, parents and governors. We believe that the following rules will provide a safe, calm and happy environment in which everyone can both work and relax, as appropriate:-

At St John Fisher Catholic Primary School we....

Aim to make the right choices.
Are honest and fair.
Use kind words and actions.
Listen to and respect each other.
Work hard and try our best.
Take care of our school and our belongings.

(These rules are displayed around the school see Appendix A and B)

Both parents and staff need to work together to encourage pupils to make these choices for themselves by asking children to think about their words or actions, for example,

What should you be doing now?
What do you need to do to finish your work?
Which rule did you not follow?
What could/should you have done?
How do you think X feels? (Because of what you have done)
How can you put this right?

Underpinning the principles embodied in the School Rules and the procedures, which aim to help the children achieve these objectives, are the beliefs of equality and justice. Consequently, St. John Fisher School Staff are totally committed to ensuring that no member of their community behaves in an aggressive manner particularly where race, disability or gender are the issues. In addition, the Staff

believe that it is their duty to ensure that this community remains a safe and secure environment, which means that they remain vigilant of bullying.

The following guidelines are intended to support the children in fulfilling the expectations of St John Fisher School rules.

"The objective (of our Behaviour Policy) is to tell pupils how they should behave rather than how they should not."

They cover conduct during the school day in a variety of situations, from the classroom to moving around the school to playtimes.

Rules and Code of Conduct

At St John Fisher Catholic Primary School we recognise that inappropriate behaviour will arise. We accept that this is normal when children are learning and testing the boundaries of acceptable behaviour. However, we assert that children have a right to learn and teachers have a right to teach. No one should be prevented from learning by the poor behaviour of others.

Rules are for all in the community not just the children

Rules are effective when they are:

- Few, reasonable and fair
- Explained, discussed and taught to the pupils
- Simple and precise
- Enforced and enforceable
- Positive - describes the behaviour we want

Rules should cover:

- Noise
- How pupils get teacher's attention
- The way people treat one another
- Resolving difficulties and conflicts
- Movement and safety

Codes of Conduct

At All Times

- look at people when you speak to them
- use a person's name when you speak to them
- remember good manners: "Please", "Thank you", "May I", "I would like"
- wear full school uniform
- have a P.E. kit on your P.E. days
- take care of all the equipment you use
- be on time in the morning and after break times and lunch times
- be kind to other children, asking for adult help if there is a problem
- keep calm

Dining Room

School meals

1. Enter the dining-room in an orderly manner, with clean hands.
2. Wait quietly until it is your turn to be served.
3. Remember to say please and thank you to the staff.
4. Use your knife and fork properly.
5. Cut up your food and eat with good table manners.
6. Talk quietly to those on your table only when you have no food in your mouth.
7. Tidy any mess you have made.
8. Put your rubbish in the bin.
9. Carry your tray carefully and leave the dining-room quietly.
10. Show respect to your dinner ladies.

Packed Lunches

1. Enter the sandwich area in an orderly manner, with clean hands.
2. Sit down properly on your chair.
3. Keep your food to your part of the table.
4. Show good table manners as you eat.
5. Talk quietly to those on your table only when you have no food in your mouth.
6. Be careful not to touch another child's food.
7. Put left-overs back into your lunchbox.
8. Put your rubbish in the bin.
9. Wipe your table and tidy any mess you have made.
10. Leave the sandwich area quietly.
11. Show respect to your dinner ladies.

Classroom

1. Bring your reading folder/homework into the classroom.
2. Sit properly on your chair or carpet and begin to work.
3. Listen carefully to your teacher.
4. Put up your hand if you wish to speak to your teacher.
5. Speak politely and use your teacher's name.
6. Treat others with kindness.
7. Work quietly and do your best.
8. Take care of the school equipment and furniture.
9. Remember to continue working if your teacher is talking to another adult or child.
10. Line up sensibly.
11. Leave your classroom tidy.
12. Move quietly and sensibly around the school.
13. Enter and leave assembly and church in an appropriate manner.

Cloakroom and Playtime

1. Only leave the classroom for play when your teacher has asked you to.
2. Use the toilet properly and wash your hands.
3. Get ready to go out to play.
4. Use your manners and wait sensibly if you buy fruit at the tuck shop.
5. Play safely on the playground.
6. Put your litter in the bin.
7. Be kind to other children on the playground.
8. Speak politely to others and play gently.
9. Discuss any problem, straight away, with an adult.
10. Take care of play equipment, sharing it with others.
11. Respond promptly to the bell or whistle.
12. Enter school in an orderly manner.
13. Hang up your coat.
14. Keep your cloakroom and toilets neat and tidy

Wet Playtimes

1. Go to the toilet before the start of break.
2. stay on your seat.
3. Use only the activities, books or games you are allowed to use.
4. Make sure the classroom is tidy to begin lessons on time.
5. Put your fruit and rubbish in the bin at the end of break.

The Positive Policy

'Schools can and do make a difference. They have the capacity to lead, support and encourage pupils in developing good behaviour and in learning to play a responsible role both within school and in the wider world' (Elton Report).

Reward System

To promote these guidelines, the school uses a reward system.

"It is very important that the positive aspects of praise and reward should have great emphasis".
(Elton Report)

Verbal praise and stickers

Children are praised for positive behaviour. Teachers give stickers for good work and positive comments are written in books.

Visit the Headteacher

Children are sent to the Headteacher or SLT to show good work or to be congratulated for good behaviour.

Congratulation Assemblies

'Treasured Learning Assemblies' and 'Merit Assemblies' are held at the end of each term for Foundation Stage, Key Stage One and Key Stage Two. During each assembly the class teacher praises children, either for their good effort in any curriculum subject, or their good behaviour in class, or on the playground.

Each nominated child comes forward during the assembly and is presented with a certificate to take home.

The Merit System

The 'Merit' system was introduced in KS2 and 'Caught you Being Good' System in KS1 and EYFS. Merits or 'Caught you being good' tokens are awarded for good behaviour or work by any adult in school. Merits or tokens are totalled and children are issued with certificates at the Treasured Learning Assembly or at the Merit assemblies.

Attendance Award

Each week the class in each key stage with the highest attendance receive 10 minutes extra play on a Friday afternoon. At the end of the academic year the names of the children from EYFS/KS1 and KS2 who have achieved 98%+ attendance are entered into a prize draw to win a voucher for £150.

Treasured Learning Display Board

Work and photographs from the treasured Learning assembly are displayed in the main corridor.

Star of the Week

Each week 1 or 2 children are chosen as the 'Star of the Week' for good work, behaviour or attitude.

Writers and Maths award

Each term 1 child from KS1 and KS2 is chosen to win a voucher for showing the most progress in writing or maths.

In addition to this, children on a specific behaviour programme at the discretion of the class teacher may be given stickers or complete individual charts

A Description of Unacceptable Behaviour

Below is a list of unacceptable behaviours - inconsistent with the rules. No unacceptable behaviours are acceptable but we recognise some behaviour is more serious than others:-

- Fighting
- Disruptive behaviour
- Not getting on with work
- Telling lies
- Unkindness
- Violent and aggressive behaviour towards anyone in school
- Bringing anything dangerous into school
- Preventing other children from working
- Verbal abuse
- Name calling
- Damage to property
- Stealing
- Harming other children or adults by biting, hitting or spitting
- Bullying (verbal, physical and cyber)
- Racial Abuse
- Swearing
- Disrespect or cheeky to staff

We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie. They also need to know what sanctions or consequences will apply if they misbehave. The staff use praise and positive reinforcement to promote caring attitudes among the children. By giving children responsibility and a chance to make decisions, we try to build self esteem and the foundation of good citizenship.

We do expect children to be courteous to all members of staff and to each other and to respond promptly to instructions given by adults. We believe that sanctions and consequences are most effective if they are applied fairly and calmly. Children are given the opportunity to explain the reasons for their actions. Pupils need to know why there are sanctions and

consequences and are given the opportunity to make amends. Any sanctions or consequences are applied in a way that maintains self respect, not used to humiliate.

On occasion it does prove necessary to make use of sanctions or consequences. It is important to state that the majority of children conform willingly to our code of behaviour and enjoy their life at school to the full. Some children, however, need to be reminded and encouraged to make good/right choices.

On those occasions when a child fails to respond to the positive encouragement of the reward system, then there is a sanctions and consequences system which operates throughout the school at the discretion of staff members.

This system was devised and agreed by staff, pupils, parents and governors. Its purpose is to deal effectively with behaviour which prevents the child from achieving his/her potential, or is a source of distraction for other pupils. The aim is to assist the pupil to take responsibility for his/her own behaviour.

Sanctions and Consequences

- Verbal reminder twice.
- Moved for 5 minutes thinking time within the classroom.
- 5 minutes thinking time at playtime.
- Complete 4 W's, **what** you did, **what** rule, **why** and **what** I need to do to make it right. (At teacher's discretion during the afternoon.) (See additional sheets.)
- Moved to the next classroom for thinking time.
- Teacher to speak with parents regarding concerns.
- Sent to senior leader, Miss Cawley (Y3/4) Mrs Edge(Y1/2) or Miss Cunningham (Y5/6)
- Senior Leader to speak with parents.
- Sent to Deputy, Mrs Finn to speak with parents.
- Sent to Headteacher, Mrs Mooney to speak with parents.
- Internal exclusion (withdrawn from classroom for at least 1 session, parents notified.)
- Fixed term exclusion. (At least 1 session - Local Authority, Chair of Governors and parents notified.)

The procedure is intended to encourage each pupil to work and behave in accordance with the school rules and guidelines. It is hoped to provide them with positive behaviour patterns and co-operative skills which they can take forward into adult life. At any point where there is a significant transgression then a member of staff can refer the matter to the Headteacher, at their own discretion.

Teach Team Approach

The care of children who display severe challenging behaviour presents both emotional and intellectual challenges.

We have adopted the Team Teach Approach which is committed to the term 'Positive Handling': using deflection, diffusion and de-escalation techniques before 'Positive Handling'.

Positive Handling is a range of risk reduction strategies which include non-verbal, verbal and where absolutely necessary, physical interventions. Positive handling is a holistic approach to behaviour supports and intervention.

The policy will be reviewed annually by the Headteacher and Governing Body for its effectiveness.

This policy is available on our school website and a hard copy is available upon request.

Headteacher:

Chair of Governors:

September 2013

