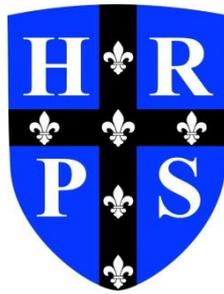


Holy Rosary Catholic Primary School



Behaviour Policy

“Building loving hearts and strong minds in with God and each other.”

Date: March 2018

Review date: March 2019

At Holy Rosary we pride ourselves on our strong Catholic ethos based on the Gospel values and teaching of the Church.

To this end we aim to maintain a high standard of behaviour. An important part of this is the support we receive from the families who share our values.

This policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff and all members of our school community.

Aims, expectations and principles

This policy reflects and supports the aims of our Mission Statement:

‘Building loving hearts and strong minds with God and each other’

At Holy Rosary School we believe that every individual is unique and made in God’s own image. We accept the trust the parents and carers have placed in putting their children into our care, as a privilege. Therefore, everything we do is aimed at developing each child to his or her full spiritual, academic and social potential.

I know the plans I have for you says the Lord,
Plans to give you hope and a future.
Jer. 29:11

As a Catholic School our religious education, based on the teachings of the Gospel and the Catholic Church, permeates every aspect of school life. Relationships and behaviour are integral to our happy, healthy and safe learning community as we seek to foster a positive attitude between all members of our school community showing mutual respect regardless of ability, gender, race or culture.

The main aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. **It aims to promote relationships which are happy, safe and secure.** This policy aims to help children to become positive, responsible and increasingly independent members of the Holy Rosary community. We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, not merely deter unacceptable or anti-social behaviour.

Central within the policy is choice. We refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of ‘choice’:

- It promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don’t accept / expect that some children will always behave in such a way) and;
- It avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices. Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships.

Throughout the school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to ‘catch’ good behaviour. If we become complacent, many good choices could be taken for granted and many children who always make good choices could become ‘invisible’.

Refer also to the Holy Rosary Child Protection and Safeguarding Policy and to Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings for important safeguarding procedures to which we all adhere.

Roles, Rights and Responsibilities

Pupils

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple rules to avoid bad choices:

- We follow instructions
- We keep hands, feet and objects to ourselves
- We use positive language (including body language)

Children from Year six are chosen for the role of prefect because of their exemplary behaviour and all children in year 6 model good values through their role as Prayer Partners to children in reception. They have a very important role within the school and will liaise with Mrs Dyche on a regular basis to discuss their roles and their importance within the school.

Within the curriculum, especially through RE, PSHE and child led liturgies, guided by the statements to live by, the theme of mutual respect is discussed. These discussions can often relate to particular incidents in school, to make them more meaningful and provide a context. During these lessons, time can also be given to issues such as consideration of people's different ethnicity, cultural beliefs, and the needs of particular groups, such as the elderly, the disadvantaged and those people with disabilities and special needs.

Class teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviours (including following school rules) and positive relationships – 'catching' pupils behaving well and celebrating their good behaviour is vital. The class teacher must work closely with support staff so that together they take responsibility for the behaviour of individuals and groups within the class and all are aware of any positive and negative behaviours.

With these principles in mind, specific responsibilities of the class teacher and support staff are to:

- praise children on an individual / group basis (public praise is very powerful), making explicit why, what behaviour they have followed, or what choice they have made
- follow our warnings system, making explicit why, always stating what rule they have broken, and note the incidents (Refer to Sanctions section)
- visual reminders {green, amber, red cards} and use of class dojo throughout all lessons are used to remind children of the consequences of their choices, which can be both positive and negative (see Consequences section below)
- be consistent with all consequences, being open to use examples of inconsistency as case studies
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around the school
- be a positive role model by demonstrating positive relationships with everyone in the school
- keep a record and any relevant notes if a child misbehaves and / or receives a warning
- having followed regular procedures and consequences, seek help and advice from a colleague (e.g. member of SLT)
- liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the SENCO and Behaviour Support or Educational Psychologist (with parental permission)
- report to parents about the child's social and emotional aspects of school life, including relationships and complete Pastoral Care slips as necessary.

Support Staff

It is the responsibility of teaching assistants, office staff, mid-day supervisors and all other adults in school to support the Headteacher and teachers in meeting the above objectives. All support staff need to work closely with the class teacher and liaise regularly on any positive or negative behaviour. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

Headteacher

In addition to the above, it is the responsibility of the Headteacher to:

- Support the staff by implementing and monitoring the policy, including the above objectives, and by setting the standards of behaviour
- Implement this policy consistently throughout the School, and to report to governors, when requested, on its effectiveness
- Ensure the health, safety and welfare of all children in the School
- Maintain a record of all reported serious incidents of misbehaviour and monitor completed Pastoral Care slips.
- Issue fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child after consultation with the governors.

Parents

The school works collaboratively with parents so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. The Home/School Agreement endorses this. Teachers and school leaders inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to:

- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the School community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Support the school's decision when applying school policy to deal with any specific incident / issue.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Maintain support by upholding their commitment to the Home/School Agreement.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy or Headteacher, and if still unresolved, the governors (see the Complaints Procedure available on the school website).

Working together for good behaviour in schools is a helpful document for parents, available on the following website:

<http://dera.ioe.ac.uk/9678/1/dcsf-00960-2009.pdf>

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Headteacher has the day-to-day authority to implement the Behaviour Policy, but governors may give advice to the Headteacher about particular disciplinary issues and work together with the Headteacher on matters of behaviour.

Consequences

Positive consequences

Each teacher and class are using class dojo points as a system for reward and praise, based on the behaviours for learning derived from the school's vision statement and following the aim of the mission statement to: 'Build loving hearts and strong minds with God and each other.'

These are:

Presentation

Independence

Never giving up

Kindness

Teamwork

Enthusiastic

Engaged

Enabler

Some of the positive consequences for the good choices and good behaviour that children show are:

- Regular verbal feedback to reinforce positive behaviour
- Reference to good role models
- Children are congratulated
- Stickers are awarded for the positive behaviours shown.
- Certificates given in public during Friday Achievement Assembly, reflects achievement and behaviour.

Each week, a child from Rec-Y6 is elected by their peers for having shown that they have gone 'over and above' in their demonstration of the Holy Rosary values. These children explain why they have been chosen and are presented with a 'Heart that Sees' certificate.

- Certificates are given for gaining a certain number of class points:

Points	Key Stage 1
50	Excellent work certificate
Key Stage 2	
100	Bronze certificate
200	Silver certificate
300	Gold Certificate
500	Headteacher's award

Assemblies, especially our Friday Assemblies, are an opportunity to publicly celebrate the good choices children have made in the school and to share some of the good work they have been producing through our writer and mathematician of the week led by the children.

Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

Attendance is also rewarded with a termly prize draw for good attendance and at the end of the year certificates are presented during Class Assemblies.

Negative consequences

Staff at Holy Rosary employ a consistently clear negative consequences behaviour system. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

Our expectations in class are that everyone is actively demonstrating the Holy Rosary behaviours for learning. Following a reminder {amber/red card} of these expectations, children will be given a neutral dojo against the behaviour for learning they need to improve. Class teachers will speak to any children who have been given an amber or red reminder about their behaviour for learning within the lesson before break. This will feature on their daily behaviour report to parents.

During break times, pupils are expected to follow the playground charter, designed by the school council. If pupils break the rules, they will either be given a warning to improve their behaviour, or be sent immediately to the

reflection room, if the behaviour negatively affects the safety or wellbeing of another member of the school community. (See Behaviour Reflection sheet.)

The Reflection Room is rigorously monitored, incidents are logged and comments are taken by an adult, the child and parents. The Reflection Room offers an opportunity to sanction the bad choice immediately, be honest and open about the bad choice and to learn from the bad choice that has been made to reduce the chance of it happening in the future.

Further action will be taken if children attend the Reflection Room on a regular basis or dojo records demonstrate consistently negative reports for particular behaviours for learning. This further action will be:

1. A meeting with the Parents and Class Teacher.
2. A meeting with the Parents and Deputy Headteacher.
3. A meeting with the parents and Headteacher

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement so children understand and accept the school rules.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, the class teacher may stop the activity and prevent the child from taking part for the rest of that session.

The School vision statement and behaviours for learning are displayed on the wall of each classroom and at various points around the school. In this way, every child in the school knows the standard of behaviour that is expected.

We do 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. (See Anti-Bullying Policy.)

Managing Children with Behaviour Difficulties

In more serious cases when children find it very difficult to behave appropriately, and habitually disrupt their own education and/or that of their peers, a more structured approach is necessary in order to manage and improve behaviour through the use of an Individual Behaviour programme, including slight variations from the rewards/sanctions system in place. The class teacher may find assistance in setting targets, rewards and sanctions from the Senior leadership team and the SENCO. These variations are to support the child, the class and the class teacher to maintain a positive and orderly environment. Support material can be obtained from the SENCO. The strategies outlined will be communicated to other members of staff to ensure consistency in approach.

A summary of the DFE Circular 9/94 on the Education of Children with Emotional and Behavioural Difficulties follows which includes the stages in the SEN Code of Practice for the identification and assessment of children with Special Educational Needs. At each stage the class teacher will keep a record of difficult behaviour using an ABC, action, behaviour, consequence, chart.

Exclusion

We hope that through our policy of positive discipline, an agreed Code of Conduct, and close consultation with parents over any learning and behaviour problems that no child at Holy Rosary Primary School would reach the level of needing to be excluded. We see exclusion as a final sanction, where warranted, which will only be used, after careful consideration, when all other possible sanctions have been tried and have been unsuccessful.

Permanent exclusion will only be used as a last resort, in response to serious or persistent breaches of the school's Behaviour Policy. The handling of exclusions of pupils from school is governed by Education Acts and guidelines.

Grounds for Exclusion

The principles which underline a decision to exclude a pupil from Holy Rosary Primary School are as follows:

- A need to avoid risk and danger to pupils and/or staff.
- Persistent and severe bullying.
- A single serious, major incident. In the case of a serious assault on another person occasioning injury, the Headteacher will first establish whether there are elements of self-defence or retaliation against an assault before determining the appropriate disciplinary action.
- Constant disruption.
- Verbal and physical abuse.

- Permanent exclusion will only be used when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of all children and incidents of misbehaviour that result in attendance in the Reflection Room. All slips sent home and returned are filed, stored and monitored.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. Racial or bullying incidents of any kind are reported and records of such instances are reported to Governors on a termly basis. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the policy is administered fairly and consistently.

Equal Opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way in accordance with the Catholic Ethos of our school and our Mission Statement.

Holy Rosary Behaviour Reflection Sheet



Name		Year/Class	
------	--	------------	--

Following a WARNING I have been sent to the reflection room for...	play fighting	
	being unkind, impolite or disrespectful	
	misusing equipment	
	entering the building without a lanyard	
	chasing (not tig) or hounding other children	
	disrupting others work, play or calm time	

IMMEDIATELY I have been sent to the reflection room for...	kicking	
	hitting	
	pushing	
	swearing	
	not listening to an adult or following instructions	
	not treating people equally	

I have missed...	5 minutes of my break (EYFS)	
	10 minutes of my break (KS1)	
	15 minutes of my break (KS2)	
	EYFS – 10 minutes KS1 – 20 minutes KS2 - all of my break	

Adult comment	
---------------	--

Child Comment	
---------------	--

Parent Comment	
----------------	--

Signed (Adult)		Signed (Child)	
Signed (Parent)		Date	