



St Gregory's Catholic Primary School Behaviour Policy

AIM

To promote positive behaviour, which is based on kindness, fairness and mutual respect; enabling a safe, happy and stimulating learning environment in which good relationships can flourish, high standards are achieved and all children are encouraged to achieve their best.

PRINCIPLES

- We believe that all children have the right to learn without fear of disruption or aggression.
- All teachers and support staff have the right to teach and carry out their duties without disruption.

In order to meet these principles we will:

- Establish a base line of acceptable behaviour supported by our expectations.
- Establish clearly defined and agreed strategies for the management of inappropriate, disruptive or bullying behaviour.
- Celebrate consistently good behaviour with positive recognition.
- Review this policy at least every 3 years and update it in line with recommendations.

It is expected that all staff will support this policy by:

- Promoting respect for the individual and leading by example.
- Providing an interesting, challenging and varied curriculum.
- Creating a stimulating classroom environment.

It is expected that parents/carers will support this policy by:

- Ensuring a child's regular and punctual attendance at school.
- Supporting the rights of every child to feel safe, to learn and be treated with respect.
- Supporting the school's uniform policy.
- Maintaining good communication with the class teacher.

It is expected that pupils will support this policy by:

- Respecting the rights of other individuals.
- Showing care and respect for their own and other's property.
- Demonstrating behaviour which conforms to the expectations outlined below.
- Informing appropriate adults of concerns and worries, particularly bullying.

There are five ‘superstar’ behaviour expectations for the children, which will be role-modelled by all adults in school:

1. We respect everybody and everything.
2. We do our best in everything.
3. We are kind to everyone.
4. We listen when someone speaks.
5. We do as the teacher asks.

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (this includes Cyber-bullying).
- Aggression towards pupils and adults.
- Swearing.
- Rudeness.
- Stealing.
- Leaving school without permission.

OVERVIEW

At St Gregory’s we believe that responsible behaviour underpins and facilitates good progress and high standards of achievement. We believe teaching staff, non-teaching staff, governors and parents are responsible for and can influence, either directly or indirectly, the behaviour of pupils. For behaviour to be effective it needs to be consistently applied throughout the school by all staff and supported by parents and governors.

- We believe that high-quality teaching promotes effective learning and good behaviour.
- All staff, including midday assistants/ supervisors, must be exemplary role models and lead by example.
- Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued.
- We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices.
- We will adopt a zero tolerance approach to bullying or **any discrimination** by adults or pupils, and any such incidents will be dealt with promptly and firmly.
- According to government guidelines, the school may use reasonable force or make physical contact with a child to ensure his/her safety.
- For safeguarding reasons the school has the power to discipline beyond the school gate.
- Searching pupils may come into action if it is the school’s belief that items which are identified in the school rules as banned may be on the child’s person. The School has the right to confiscate any such items.
- At the beginning of each academic year pupils are reminded of the rules, rewards and sanctions.
- Parents/carers are encouraged to support the policy through the home-school agreement.
- The school is required to provide pastoral care for school staff who are undergoing investigation for alleged misconduct.

Bullying (see children's own Anti-Bullying Policy)

Children are encouraged to speak to a teacher or mid-day assistant if they have been involved in physical aggression or have been the victim of threats of bullying.

We attempt to minimise bullying by:

- creating a climate of trust and confidence, so that children can talk about their own problems to the staff.
- helping children to feel able to tell staff about difficulties being experienced by other children.
- tackling issues, eg. racism, LGBT issues, through classroom discussion and assemblies.
- supporting the victim by taking the incident seriously.
- explaining the hurtful nature of the action to the perpetrator.
- ensuring that the perpetrator makes amends wherever possible.
- taking steps to minimise the chances of repetition by being extra vigilant.
- logging significant incidents in a 'Bullying Book' in the office.
- discussions with pupils about choices, through focused sessions – RE. and class based talk time.
- Annual Anti-Bullying week.

We tackle bullying by encouraging parents to inform us and children to speak out against it so that we have a partnership of parent, child and school staff to tackle any potential problems.

POSITIVE REWARDS SYSTEM

To ensure continuity throughout the school, and to build upon the already well established sense of community, the following are used to reward positive behaviour:

House points can be awarded for anything that the whole staff, including Teaching, Teaching Assistants and SEN support staff and lunchtime supervisors, deem fit. This can range from behaviour, effort and attitude as well as achievement. An individual's points contribute to their house/ team. The total of the house points will be collected each week by the captains and will be added up and given out at our Celebration Assembly. Winners receive a small sweet eg. starburst.

Stickers will be used to encourage expected behaviour e.g. special helper, tidy up monitor, I have been kind today, etc, that teachers can use individually for rewards for children to wear for a day as well as 'Head Teacher's Gold Award' stickers for children who are sent to Mr Daley for outstanding work. The Headteacher also uses a certificate for 'Head Teacher's Award' for children to take home and show their parents/carers.

Friendship/Learning Buddies

Year 6 children and Reception children buddy up for once a week reading sessions as well as helping with a settling-in period, teddy bear picnics and playtime buddies – to give older ones responsibility and make younger ones feel safer and happier...and help them become better readers!

Certificates

These are in regular use and are very useful for rewarding good behaviour as well as achievements.

SANCTIONS

Pupils and parents are consulted fully over the rules. A copy of the rules is sent home annually (in the form of the Home-School Agreement) and signed by parents and pupils who are expected to observe them.

Traffic Light System

This system is now embedded and a great success. Children are positively encouraged to demonstrate the 5 'superstar' behaviours. If they do not do this the following happens:

Stage 1: a verbal warning and they move from green to amber.

Stage 2: they are given a 'red card' and age related time out instantly/during break/lunch time/as appropriate.

Stage 3: they are sent to Mr Daley.

Stage 4: parents/carers informed usually at a pre-arranged meeting.

Stage 5: A Multi-Agency assessment should be considered for pupils who display continuous or disruptive behaviour.

EXCLUSIONS:

The exclusion of pupils should only be considered when a risk assessment shows that there is an immediate danger to the pupil or others, where there is evidence of the misuse of drugs, or as a last resort when all other sanctions have failed. Close liaison with the Education Welfare Officer from the LA will ensure that legal requirements are met and that there is close contact with parents/carers.

Member of staff/link governor responsible:

Alison Ellis

Date policy approved:

January 2018

Date to be reviewed:

January 2019