



Behaviour Policy

Committee Name:	Curriculum
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Person responsible:	Head Teacher

Aim

Our aim is to create a truly living and caring Christian community, where the values of the Gospel are lived and reflected in all aspects of the school's life. There will be an atmosphere of mutual respect, evident in the relationships between all members of our community; adults, children and visitors. Every individual should know and feel that they are a valued member of the community. Everyone deserves to be treated with courtesy and good manners. Cooperation and trust between adults will be reflected in the way children interact with each other. Adults should see themselves as models for the behaviour of children. It is our belief that the Gospel values and caring attitudes fostered at St Fidelis will prepare our children to embrace the challenges of life in the wider community. Excellent behaviour, particularly in lessons, is essential for good or better teaching and learning to occur.

St Fidelis – A Rights Respecting School

St Fidelis is following the United Nations Convention of the Rights of the Child. At St Fidelis this is visible in the quality of the relationships between children and children, children and staff and staff and children.

- In classrooms from year 2 to year 6, a charter is displayed showing the rights agreed by all children and the ways they will respect the rights of others.
- In the Foundation Stage and year 1 classrooms a 'Promise Tree' is displayed and will contain simple statements about how we can respect each other.
- The elected Rights Respecting Ambassadors will communicate their ideas about behaviour to their peers.

This convention provides a shared language and common understanding of how every individual's behaviour can affect the learning, culture and relationships of others in the classroom and school.

Responsibilities

All staff share a responsibility to ensure that our high expectations of behaviour are achieved. This includes within the classroom, on the playground, around the corridors or beyond the school gates. It includes all children whether under our direct care or not.

All teachers must manage behaviour effectively to ensure a good and safe learning environment. (Part 1, Standard 7, Teaching Standards at St Fidelis).

Equal opportunities and inclusion

At St Fidelis all children are treated with equal respect and fairness regardless of gender, ethnic origin or ability. All children will be made aware of the school expectations of behaviour and the consequences of not following them. Awareness is needed of children who might have particular needs and approaches, but there are no variations in expectations.

Classroom behaviour

Whilst each individual classroom will require its own particular promise tree or classroom charter, the school does have a common consistent set of basic expectations. These are:

- In whole class discussions pupils should raise their hand, so that all pupils have an opportunity to answer.
- The atmosphere in the room should be safe and calm, allowing every child to learn and make progress.
- Relationships between adults and pupils, and pupils and pupils should be characterised by mutual respect and an understanding that we are all formed in the image of God.
- All adults working within the classroom should be treated with the same level of respect as the class teacher.

All staff should realise that their use of language plays a central role in behaviour management. All staff should seek to devote the greatest proportion of their language to learning and teaching compared to behaviour. Appendix 5 shows a behaviour checklist to be used across the school.

Around the school behaviour

The school has clear expectations. These are:

- Whilst moving around the school pupils should always walk silently on the left of the corridors.
- Children should be encouraged to allow adults and younger pupils to pass through doorways first.
- Children and adults should greet others politely- children, staff and guests.

Playground and lunchtime behaviour

Playground charters are followed at all playtimes by all staff.

Lunchtimes will be social, energetic and happy times, because our systems will be clear, our expectations high and our relationships positive. Routines are set out clearly in the "Lunchtimes at St Fidelis" document.

From time to time, an incident may occur at lunchtime. Should this happen, the following steps should be followed:

- MDS should listen to each of the children involved, referring to the Rights Respecting Lunchtime Charter when discussing issues.
- MDS can apply the following sanctions: child walks with the MDS, child goes to the calm area (next to the first aid areas) or has time-out on the playground.
- If the MDS cannot deal with the behaviour incident two reliable children-not involved in the incident- should be sent to the Senior Leader on duty who will then decide on the next step.

The end of playtime and lunchtime signals a time for children to get ready to learn again in their classroom. To help facilitate this, staff will wait for children to be lined up outside their classroom quietly before entering calmly.

Recognising good behaviour

Verbal positive praise should be constant in all classrooms.

The Excellent Learners strategy is used in every classroom from Reception to Year 6 and provides the mechanism by which we as a school celebrate positive behaviours for learning.

The whole school and particularly phase "Proud" assemblies provide regular opportunities to explicitly recognise individuals and behaviours that demonstrate excellent learning.

The Head Teacher and Deputy Head Teacher also give Excellent Learner stickers to children whose exceptional work or attitude deserves recognition.

At the end of each term every class teacher will award five certificates to children in their class for sustained achievement in any of the fields mentioned above. Parents of the children to receive the award will be invited to attend. End of term certificates will be recorded on the schools SIMs information system.

Exploring incidents

Despite all of the above, children will from time to time make the wrong decision and poor behaviours will result. These behaviours should be investigated, by any member of staff, fully and fairly with all involved individuals:

- What happened?
- How did it happen?
- Who was affected?
- What can you do to make it better?
- Are you happy with how this has been resolved?

Steps

Sanctions will not be physical or humiliating. They will be implemented, in the vast majority of cases, by the class teacher. Sanctions will be proportionate to the seriousness of the issue.

The following list of sanctions is not exhaustive, but gives a clear indication of the types of sanctions that may be used:

In interactions with pupils all staff should try to follow the following sequence:

- Non-verbal signals.
- Either... or... choice sentences.
- Individual seating within the classroom.
- Restorative punishments (for example cleaning up a mess, however such sanctions have to be carefully thought through before being applied, for example COSSH regulations).
- Classroom detentions supervised by the class teacher at the beginning of play/lunch for a specified amount of time.

Parents as partners

At St Fidelis we work in partnership with parents with the common aim of developing the moral character of each of our children. Parents are made aware of the expectations of school with regard to behaviour and attitudes of all children and staff in the school.

Parents should be informed of developing or serious concerns that staff have. This will usually mean that there will be communication in the first instance with the class teacher, and then jointly with the class teacher and phase leader (Mrs Clumpha, Miss Atherton or Mr Kennor). At this point a "behaviour book" may be started, providing a tool for home and school to monitor the behaviour of the child. An example this is shown at the back of this policy.

If the issues are significantly serious and/or sustained then the communication will be between the class teacher, phase leader and DHT or HT (Miss Quirke or Mr Hannon). At this level of escalation, the decision will be made as to whether these behaviours result in a formal letter being placed in the child's pupil record, with a copy being passed to the governor with particular responsibility for behaviour.

If after this escalation process has been followed, there is no clear improvement and there are continued incidences of unacceptable behaviour, then a formal Behaviour Support Plan will be drawn up.

Exclusion

If the Behaviour Support Plan fails, or in the event of persistent breaches of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of themselves or another member of the school family, then temporary (fixed) exclusion may be necessary. Return to school after an exclusion must be preceded with a meeting with the Head Teacher or his representative. If all other avenues of support have been tried the school can take the decision to permanently exclude a child.

See the following documents for further guidance:

- Appendix 1 – Behaviour Support Plan
- Appendix 2 – Managing Behaviour in St Fidelis Catholic Primary
- Appendix 3 – Behaviour Checklist
- Appendix 4 – Pupil Record of Incident



Behaviour Support Plan

Name of pupil: Date: Year: Monitoring teacher: Class: Review date: 1 Areas of concern2 Resume of support/behaviour modification to date3 General target4 Action required (detail whether by pupil, parent, school or Behaviour Support Services)5 Agreement

We the undersigned agree with the above targets and actions. We are willing to co-operate and make every effort to ensure the successful completion of the pastoral support plan.

Pupil: Date: Parent: Date: School: Date: 6 Monitoring of actions required to complete targets including rewards and sanctions:



Managing Behaviour in St Fidelis Catholic Primary School

St Fidelis is following the United Nations Convention of the Rights of the Child. This will be evident in the relationships between staff and children and will be clear to see in the management of behaviour.

At all times staff should encourage good behaviour through modelling appropriate behaviour, praise and positive actions. The Excellent Learner's Poster will acknowledge positive behaviours for learning. Circle Time will be used to promote good behaviour and explore issues that are relevant to the class.

Steps

Step 1

Application of restorative justice / classroom detention.

Step 2

Further application of restorative justice / classroom detention.
Parents informed of and involved in the process.

Step 3

Exceptional circumstances which require a senior leader to visit the classroom and intervene immediately.
Class teacher, parents and senior leader are informed of and involved in the process.

- Class record to be kept of date and type of incidents.
- Any serious incident, which impacts on the wellbeing of others, should be reported to HT or DHT as soon as possible.
- The parent of the child who has been hurt should be notified on the day, in addition to the parent of the child whose behaviour is of concern.
- Ongoing low level behaviour should be discussed with the parent as soon as it is noticed so that it does not become more of a concern.



Behaviour Checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom
- Display rules in the class and ensure that pupils and staff know what they are.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Have a plan for children who do not stick to the rules.
- Ensure other adults in the class know the plan.
- Have a clear understanding of pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour – let them know about the good days as well as the bad ones.

Example of "Behaviour Book"

The behaviour book should be based around one agreed objective which the child is working towards meeting. Before its implementation, the book is shared with parents by the class teacher and to ensure its success, parents and school sign each day.

