

# St Philip's Catholic Primary School



*Learning and working together*  
*through Christ*



## Behaviour Policy

## **School Philosophy**

‘The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values.

(Discipline in Schools – Elton Report, 1989)

Pupils have the right to teach and pupils have the right to learn.

(Canter – Assertive Discipline)

St Philip’s Catholic Primary School believes that the development and encouragement of good behaviour is at the centre of a happy and effective school. A consistent approach is important in maintaining an effective behaviour management policy. This can only be achieved as a joint partnership between all staff, children, parents and governors.

Our Mission Statement of the school contains the following aims:

- To provide a secure learning environment this ensures the health and safety of everyone in the school.
- To encourage respect and tolerance for all, regardless of race, culture, gender or disability.
- To maintain an ordered and disciplined community.
- To develop the whole child intellectually, physically, emotionally, socially, morally and spiritually.

We also aim:

- To encourage the development of independence and the fostering of self discipline, cooperation, tolerance and respect for others.
- To ensure there is a clear system of rules, rewards and sanctions which are known by staff, children, parents and governors.
- To teach appropriate values and attitudes through the whole school curriculum.

## **Behaviour Policy Statement**

Children learn best when they are happy, confident and secure in the knowledge that they are appreciated and valued. We actively seek to promote a caring community at St Philip’s in which responsibility, consideration for others and politeness are highly valued and encouraged. Maintaining this purposeful working environment means we have high expectations of everyone working in the school. Through the help, advice and leadership of all adult staff, pupils are expected to be aware of the following in order to encourage good behaviour within the school:

### ***Self Discipline***

The child is responsible for his/her actions and the controlling of their temper.

### ***Responsible behaviour***

Each individual is responsible for their own behaviour. Any actions taken by themselves will affect others. Example must be made of any extremes in order to point out to others how accidents/events can occur.

<b><i>Good manners</i></b>	Are essential to order, good practice and moral values for both school and working life.
<b><i>Bad language</i></b>	Will not be accepted and the removal of privileges will be given as punishments.
<b><i>Punctuality</i></b>	Is an important part of self discipline which leads to becoming a responsible person. The individual must learn to respect that times are important, re. appointments at dentists, doctors, the start of the school day, etc., and will continue to be so in the future for exams, job interviews, and other such commitments.
<b><i>Consideration and respect</i></b>	Are essential throughout each day in school and are the basis for life in the community. Courtesy is part of this area of self development, and must be developed in addition to good manners.
<b><i>Honesty</i></b>	Everyone must be encouraged to own up to any wrong which they may have done, and be commended when they do so.
<b><i>Respect for property</i></b>	Pupils must be taught, through example, to respect all items and resources within the school. They must learn to take pride in their surroundings, including the playground areas. They must be taught to use litter bins for the disposal of all rubbish in order to encourage pride in the area and community in which they live. Similarly, pupils should be taught that taking or destroying other people's belongings is unacceptable, and that fines or imprisonment can be imposed for undertaking such actions in adult life.

At St. Philip's, we have worked together to develop simple guidelines about behaviour, discipline, rewards and when necessary, sanctions to enable everyone to work and play successfully, safely and happily.

We have high expectations of pupils' behaviour in school and ask that the children follow five school rules:

### **Outline of procedures for Behaviour Management**

All classes will use the same **rules**:

- Call everyone by their given name.
- We listen to the person who is speaking.
- Keep your hands and feet to yourself.
- Walk everywhere in and around the school.
- Take care of, and have respect for everyone's belongings.

These rules should be used as positive statements when reminding pupils of them e.g. “are you walking” or “can you walk please”.

**Incentives and Consequences:** these will be divided into those for:

- Reception, KS1
- Y3, Y4, Y5 and Y6

### **Reception and Year 1**

A behaviour Guitar is used to encourage children’s behaviour. The children work their way through five zones to achieve green.

1. Green
2. Amber
3. Yellow
4. Blue
5. Red

### **Incentives**

1. Praise
2. Sticker
3. Housepoints
4. Class Reward
5. Golden Box Prize
6. Head Teacher sticker

### **Consequences**

1. Verbal warning
2. Miss five minutes play
3. Miss whole play
4. Sent to Paired Class
5. Meeting with parents

### **Y2, Y3, Y4, Y5 and Y6**

Each class uses a Zone Board to monitor behaviour throughout the school day where children’s names are moved up the board to achieve Gold.

1. Gold
2. Silver
3. Green
4. Amber
5. Red
- 6.

## Incentives

1. Praise
2. House point
3. Note home
4. Golden Time
5. Praise/Reward from Head

## Consequences

1. Name up - Verbal reminder of correct behaviour
2. Move zone - Five minutes working on their own
3. Move zone - Miss 5 minutes of break time
4. Move zone - Miss all break time
5. If inappropriate behaviour continues. - Miss lunchtime and note home
6. Sent to Paired Class
7. Meeting with parents

## House Points

There are four houses:

St George patron saint of England -	Red
Mother Teresa of Calcutta -	Blue
St Patrick patron saint of Ireland and Nigeria -	Yellow
Mary the mother of our Lord Jesus -	Green

The House System is used to **encourage a sense of cooperation and teamwork** within and across year groups. House points are awarded by all teaching and non-teaching staff to motivate both individuals and groups within the class. **Each class has a hundred square sheet for the four houses where collective scores can be collated. Weekly House winners are announced in Celebration Assembly. Individual certificates will also be awarded :-**

30 House Points – Bronze Certificate

60 House Points – Silver Certificate

100 House Points – Gold Certificate

## Continual or exceptional behaviour by individuals or the Class

Each class have their individual systems in place of table points, zone boards and housepoint systems to support good behaviour.

The whole class can gain these rewards by all:

- Following School Rules.
- Wearing school uniform
- For being polite and showing good manners to everyone, both in class and around school.
- For working hard and completing a fantastic piece of work.
- For meeting targets.
- For remembering to bring homework and reading books to school.
- For getting dressed quickly and quietly for P.E.
- For keeping the classroom and cloakroom tidy.
- For moving safely around school.
- For eating quietly in the dining hall and tidying away after yourselves.

### **Persistent or dangerous behaviour**

For persistent disruptive behaviour in class or at lunchtime or playtime or very serious incidents such as bullying, violence, racism, bad language or refusal to follow instructions, a 'fast track' referral is made to the Head or Deputy Head Teacher. This is recorded as part of the Head's procedures.

### **Monitoring**

It is the responsibility of the Senior Management Team (Head, Deputy, Key Stage Coordinators, SENCo) to monitor the weekly tracking sheets and Behaviour Incident books to examine trends and to intervene before problems become deep rooted.

Persistent misbehaviour is dealt with by the Head or Deputy Head Teacher. A referral will be made to the SENCo who is responsible for drawing up a School Action IEP in consultation with the child's class teacher. A behaviour contract is put in place for the child and targets are agreed with child school and home. This would normally involve the formulation of a behavioural modification programme, and parents **must** be informed.

The school also has a learning mentor when children are referred. If the child's behaviour continues to cause concern parents, governors and outside agencies are contacted. If the child's behaviour fails to improve a fixed term exclusion, in the first instance, may follow. Particularly in cases where the safety of staff or other children is at risk. The school follows the LA Good practise guide for exclusions.

Major breaches of discipline are dealt with by the Head, Deputy or Key Stage coordinators. Appropriate action is decided upon to remove the child from the point of conflict, and might take the form of:

- Withdrawal from the playground or classroom for the rest of the playtime/day;
- An immediate telephone call to parents/guardians informing them of the problem. If this is not possible, parents/guardians will be seen at the end of the school day;
- A meeting with parents and a warning given about the next stage unless there is an improvement in the child's behaviour;
- A child being placed on a behaviour contract for a period of two weeks to monitor a child's behaviour;

- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body and outside agencies.

### **Short Term Exclusions**

These are administered by the Head Teacher for very serious problems, or perhaps the culmination of a documented series of lesser, persistent problems that were not resolved by setting short term behaviour targets. This would be discussed with the parents and the Governing Body. When a child returns from a temporary exclusion, they are placed on a Behaviour Record Sheet that forms a contract which is agreed with the child and their parents/guardians. This will list the behaviour expected of the child and the support required on the part of the school and the parents/guardians. A similar Behaviour Record is drawn up for any child excluded from school at lunchtimes for a fixed number of days in order to reintegrate and support them on their return. (See Exclusions Policy)

### **Permanent Exclusions**

When all other sanctions have failed and all sources of support available to the school for the child have been exhausted, the Head Teacher may seek the permanent exclusion of a child from St. Philip's. This is always seen as the last resort.

### **Parents**

Parents can help by:

- Recognising that an effective school Behaviour & Discipline Policy requires close partnership between parents, teachers and children;
- Knowing and respecting the fact that teaching and learning cannot take place without firm but fair discipline;
- Discussing school rules and personal targets with their child, emphasising their support of them and assisting when possible with their enforcement;
- Attending Parents' Evenings, parents' functions and by developing informal links with the school;
- Remembering that staff deal with behavioural problems patiently and positively, and that they have the needs of all the children in their care at the forefronts of their minds.
- Parents can also consult the Family Support Advice service for the learning mentor.

### **Intervention**

If a child attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary. This should only occur in the most extreme of circumstances. The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team. Ideally a member of the SMT will have been sent for and will remove the child themselves. In certain circumstances it may be advisable to allow the pupil a cooling down period before removal is taken. The member of the SMT will take **immediate** action to involve parents. The incident must be recorded in the Behaviour Incident Book and the situation

discussed with the Head or Deputy Head Teacher. The Head or Deputy Head Teacher will work with the member of staff and parents to devise an action plan to meet the child's needs. This may involve outside agencies such as Inclusion Support, Child & Adolescent Mental Health Service (CAMHS), Social Services etc.

### **Classroom strategies for Teachers**

At St. Philip's, we accept that staff need to observe and fulfil the following to ascertain acceptable behaviour within the classroom:

- Planning & organisation of both the classroom environment and daily tasks in order to reduce the opportunity of inappropriate behaviour; incorporating any relevant IBP targets for those children with Special Educational Needs or on the SEN Audit;
- Provision of an attractive and stimulating environment which recognises children's achievements and gives appropriate support for their learning;
- Preparation of differentiated tasks before the lesson commences;
- Setting and sharing of clear and appropriate expectations, e.g. required noise level and atmosphere for task, time targets, etc;
- Ample use of praise and positive reinforcement throughout each lesson;
- Mobility of teacher and Learning Support Practitioner as much as possible;
- Ability to deal with disruptions without effecting teaching & learning in the classroom;
- Consistency of approach and adherence to whole school policy for Behaviour and Discipline.

### **Playground Rules**

- We play together and look after one another.
- We allow other children to play their own games.
- We respect the grown ups who look after us.
- When the bell rings we stand still.
- We walk sensibly to our lines and quietly to our classroom.
- We always tell an adult if we feel frightened or sad.

#### Playtime Rewards

Dinnertime stickers

Positive behaviour rewards

House Points

See Head Teacher/Deputy Head Teacher

#### Playtime Consequences

Verbal Warning

Stand by the wall for five minutes

Incident form

See Head Teacher/Deputy Head Teacher



## **After School Clubs**

Each term St Philips offer after school clubs for the children across the school. Some clubs are off site .

We aim to provide :

- Clear and appropriate expectations for behaviour of our children.
- Widening children's experiences within the local community.
- Give opportunities for children to work with children from other schools.
- We actively seek opportunities for children outside school to experience and widen their knowledge and understanding of moral and social skills.

However, if the above is not adhered to, then parents will be informed if there have been any behavioural concerns during the club. If there have, you will be informed upon collection of your child. This may result in your child losing his/her place in the club and no monies paid will be refunded. This may also jeopardise his/her chance of attending any future clubs. Please be aware that all clubs adhere to the school's behaviour policy, which is available online.

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