



St Edward's R.C. Primary School  
Behaviour policy  
January 2014  
SCHOOL POLICY STATEMENT

Our school is St Edward's Roman Catholic Primary School with a central purpose and Mission – to provide for our children an education in which the values taught to us by the great teacher, Our Lord Jesus Christ, are seen in every aspect of our school. It is our hope that our curriculum, our relationships, our play, our work all reflects this message of love and wonder, from the beginning of the day to the end. We praise God, we give thanks for the gifts we all have, and we ask for His blessing every day as we grow and develop.

We marvel at the uniqueness of each one of us, each one so special, and each one so different. And so we try to reflect the way of the Lord with compassion, tolerance, support and the celebration of the successes and achievements of everyone in our school. We set out to do our best with the gifts we are given, knowing that God gives us our potential and knows each one of us in great and small detail. We want to be a beacon of hope in our community, where the Spirit shines through us, to all who come to know our school.

We have a special Mission Statement celebrated with our Parish Community which appears in this Policy. We hope it tells you about the special way we see our school.

“I come that they may have life and have it to the full” (John 10:10)

## **Aims**

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

**“Good Behaviour doesn’t happen by accident-  
It is planned!”**

**Our aim is to ensure that all of our pupils develop into mature independently thinking young people; people who will make a positive contribution to their communities and society.**

### **If A Child Lives With**

If a child lives with criticism.....he learns to condemn.  
If a child lives with hostility..... he learns to fight.  
If a child lives with fear..... he learns to be apprehensive.  
If a child lives with jealousy..... he learns to feel guilt.  
If a child lives with tolerance..... he learns to be patient.  
If a child lives with encouragement..... he learns to be confident.  
If a child lives with praise..... he learns to be appreciative.  
If a child lives with acceptance..... he learns to love.  
If a child lives with approval.....he learns to like himself.  
If a child lives with recognition..... he learns that it is good to have a goal.  
If a child lives with honesty.....he learns what truth is.  
If a child lives with fairness..... he learns justice.  
If a child lives with security..... he learns to trust in himself and others.  
If a child lives with friendliness..... he learns the world is a nice place in which to live.

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It is planned!”**

### **Behaviour management.**

Visitors to our school often describe the behaviour of the children as ‘outstanding’. This comes from the high quality of relationships in the school – where children are listened to, treated fairly, given responsibility and ownership and see high expectations at all times.

Being aware of the differences in individual children and special needs, we differentiate the behaviour policy accordingly. There is a set of general guidelines laid down for all to follow but staff retain flexibility in dealing with individual cases of misbehaviour. It is our aim to anticipate rather than react to disruption both in and out of the class situation. Each staff member has a toolkit of strategies to be used as appropriate. We promote a positive behaviour system with a wide variety of rewards.

### **STANDARDS OF BEHAVIOUR**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on their individual differences, differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the principles, taught by Jesus Christ, of love, honesty, respect, consideration and responsibility and reconciliation. It follows that acceptable standards of behaviour are those which reflect these principles.

### **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasize the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability( in accordance with the legal duties of the Equality Act 2010)
- show appreciation of the efforts and contribution of all
- to know they are loved and valued as God’s creations.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

## **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

### Rewards:

School strategies to encourage good behaviour include:

- Praise (genuine and immediate)
- Displaying work/ positive comments in marking
- Stars/stickers/individual achievement/star of the week
- Golden Book
- Clearly displayed and understood class and school rules
- Well organised classrooms and lessons
- Speaking to parents to confirm positive behaviours
- Reconciliation as shown by Christ
- Good News assemblies
- Always children and rewards

School sanctions may include:

- A cooling off period
- Completion/repetition of work
- Loss of privilege e.g. playtime /Golden Time
- Reflection and repair- this may lead to an act of restorative justice such as tidying the classroom, library, putting right any damage to property etc
- Referring the child to another adult/line manager. Where a child is asked to be removed from class to for longer than a brief minute, the teacher must complete the *Behaviour Log Form for classroom exclusion*.
- Consultation with parents
- Establishing a conduct contract/Governors' contract – The Home School Agreement.

Children need to be made aware of the offence and the resulting punishment. This should be proportionate to the offence.

We know positive behaviour management and praise works best. Wherever possible we will be proactive in managing positive behaviour rather than reacting to inappropriate behaviour.

As always we will be sensitive to the individual needs of children and respond professionally and appropriately. We would only need to intervene with physical contact when there was a risk of harm or injury to the child or others. Parents would always be informed if a physical intervention has been necessary.

Class teachers, as always, at the start of the year negotiate a set of Golden rules and standards of acceptable behaviour with their class. Children will be lavished with praise and rewards for maintaining and upholding these rewards. All children will be recognized as “always children” and this will be displayed in the classroom. A child who remains an always child all week will receive all their golden time at the end of the week ( and possibly extra raffle tickets, a note home etc- whatever the teacher feels appropriate).

Within school we celebrate good behaviour in many ways. We use praise, stickers, smiley faces, golden walls, assemblies, letters home, sharing good news with other

teachers, a word with parents, prize draw tickets, sticker charts, golden time and many more strategies. We have introduced the concept of “Always” children and merits. We seek to recognise those children who are always good and lavish these children with extra praise and rewards.

Our whole school expectations are as follows:

Always respect other people and property  
Always be co-operative  
Always be your best  
Always be in the right place at the right time  
Always give 5 (Eyes looking, ears listening, mouth quiet, body still, mind awake)

These have been introduced and are used across the whole of the school and throughout the school day

When children follow these expectations they will receive merit marks- when they earn 25, 50 and 100 merit marks they will receive a reward/prize for their good behaviour.

Also in class a chart will be displayed in class that has stages children must pass through to get to the ALWAYS stage. Once children get to the ALWAYS stage they receive a special badge which entitles them to extra privileges and an end of term treat.

Children in KS2 can also earn stars which are celebrated in Family group time and lead to a family group treat.

Good behaviour at lunchtime is celebrated by midday supervisors. Each week they pick 2 children who have followed our whole school expectations and they sit on the Captain’s table with a member of the SLT.

If a child displays inappropriate behaviour then we aim to make our sanctions clear to these children.

Stage 1- Children will be given a warning

Stage 2- Following a warning, children will then be moved down the Always chart.

Stage 3-They may then have to make up lost learning time, miss a break or dinner time or in KS2 be given a stripe which they have to explain during Family group time.

Stage 4-If children continue to misbehave then parents will be involved and an appropriate sanction will be established and the behaviour will be closely monitored over an agreed period of time.

In this way, as our school council pointed out, good behaviour can be celebrated and rewarded but equally children will know what will happen if they don’t follow school expectations. They will have to make up their lost learning time!

We all know that the effect of excellent behaviour will help us continue to make great progress and bring with it excellent learning

Records will be kept of each meeting and actions to be taken. This is a vital part of the process as it assists support/ funding and helps to support action the school deems necessary.

Inappropriate behaviour can be detailed as behaviour not complying with class rules and further examples can be found in the code of conduct (see appendix 1)

#### Serious incident

It may be that some behaviour may be deemed to be a serious incident such as fighting, bullying, unsafe or rude behaviour. These incidents may go straight to stage 2/3/4 whichever the teacher feels is appropriate. It may be if a child is seriously disrupting the learning that they spend some time in isolation or in very serious cases be excluded from school for a fixed term. School will always inform and communicate with parents following serious incidents.

For further information on Bullying please refer to our anti bullying policy.

#### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Policy Review- This policy will be reviewed every 12 months to ensure it reflects current practice and is kept up to date and relevant to all.

Date of review

## Appendix 1

### Code of conduct

- We will RESPECT other people, grown up and children by caring about their feelings and their property.
- We will remember to RESPECT other people by remembering to use polite words such as PLEASE, THANK YOU, SORRY and EXCUSE ME
- We will RESPECT other people by never calling them names, teasing or bullying them.
- We will RESPECT other people by listening to them, by not interrupting them and by waiting for our turn.
- We will RESPECT ourselves by trying to do our best at all times, by being honest with ourselves and others and accepting responsibility for our actions.
- We will RESPECT our school by caring about its appearance, its resources and materials and its reputation.
  
- We will all work as a team, adults and children, so that everyone can make the most of their abilities and talents.
  
- We will follow these rules to keep our class, school and playground safe, happy, special and lovely places to be in.

### Some examples of good or outstanding behavior

Many children often ask, “Am I being good?”

What does being good mean?

Children are often taught to think about and reflect on their behavior

- I am being good when I...
- Respect all of God’s creations
- I am kind to my family, friends and the adults who care for me.
- I am loving towards my family, friends and adults who care for me
- I am faithful to the teachings of Christ and I think before I act
- I show goodness towards others my doing good deeds in actions and words
- I show self control and I remain calm when I am angry and upset
- I am a peacemaker and not a peace breaker
- I show patience towards those who tease and challenge me
- I bring joy to others my making them happy



- I am gentle towards others and I think about their feelings and try to make them comfortable

If your actions demonstrate the fruits of the Holy Spirit then you are being good.

#### Examples of unacceptable behaviour

- Bullying
- Fighting
- Physical harm to others
- Persistent bad manners
- Calling hurtful names
- Disobedience/telling lies
- Defiance
- Racial remarks
- Swearing
- Spitting
- Not listening
- Answering back/arguing
- Destruction of resources
- Damage to school building
- Theft
- Stopping others from working
- Non completion of work through own misbehaviour