

St. John the Baptist R.C. Primary School

Behaviour policy



Approved by:

Lisa Campbell

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This policy sets out the expectations of behaviour at St John the Baptist Roman Catholic Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement of our school:

love of learning
and playing together
one community
aiming high
helping each other
and praying together
On our journey with Christ

This policy also links to the school Anti-bullying policy.

Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members –pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Playtime and lunchtime provision
- Personalised programmes managed and led by the Inclusion Officer

- Support from outside agencies

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour, and that the provision of a high quality curriculum incorporating interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

Staff Responsibilities

- To model good behaviour and positive relationships, based on Gospel values
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions. This is linked to our British Values work: Tolerance and Mutual Respect
- Show appreciation of the efforts and contributions of everyone

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

At the start of the school year, classes will negotiate and agree a number of rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. This is linked to our British Values work in school: The rule of Law. All rules will be clearly displayed in the classroom and referred to regularly.

Recognition

We believe that every child is a Child of God, and that it is our responsibility to nurture the God-given talents and potential of every individual in school. Pupils should learn to expect recognition

for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. **All systems are flexible to take account of individual circumstances.** The emphasis is on positive behaviour management through **recognition** and **praise**, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility:

- Praise and positive individual or group recognition
- Stickers – either worn by child, or collected on a chart or card
- Positive recognition to parents at the end of the session/ day
- Showing work to another adult/class/Headteacher
- Certificates (presented in our Celebration of Talents assembly)
- Collective whole class rewards
- Phone calls home
- Postcards home

Dealing with unacceptable behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

Every member of staff is required to ensure they seek out and consider the context and precursors to any incident of unacceptable behaviour prior to imposing any sanction.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

In the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour. However, extreme behaviour such as physical aggression towards others will result in immediate removal from the classroom and/or being sent to the Headteacher. The emphasis at each stage is on the child being re-engaged in the lesson and their learning as soon as appropriate. **No stage in the consequences hierarchy may be missed: a child cannot be given time out in the classroom without first having been given a verbal reminder of the expected behaviour; they cannot be made to miss 10 minutes of break time without first having been made aware that they are to lose 5 minutes.** (*extreme behaviours, such as those that risk causing harm to the pupil or to those around them, or behaviours that risk damaging school property, will be fast-tracked to stage six – being sent to the headteacher*).

- Verbal reminder of the expected behaviour/ school rule
- Time out within classroom
- Miss 5 minutes of playtime to make up for learning time missed
- Miss 10 minutes of playtime to make up for learning time missed
- Miss 15 minutes of playtime to make up for learning time missed
 - Repeated incidents resulting in break times being regularly missed will be reported to parents as soon as possible, either in person, by letter or phone call
- Pupil sent to speak to headteacher/assistant head
- Time out working away from class for rest of session
- Meeting with parent arranged and recorded
- Possible use of timetable modifications to support integration into correct classroom routines and behaviours

Extremely unacceptable behaviour will be reported to the Headteacher or Deputy Headteacher immediately. A letter will be sent home or a phone call made to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class. Any fixed-term or permanent exclusions will be imposed in line with the school exclusion policy.

Playtimes and Lunchtimes

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. This includes the play equipment for each key stage and structured games, with the focus on co-operative play, good communication and teamwork. Play leaders are nominated to start up different activities and encourage teamwork.

Where problems between children arise, a solution-based approach is used, helping children to resolve their arguments, empathise with the other person and secure a positive outcome.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults.

Consequences

At play and lunchtimes there is a three stage hierarchy of corrective interventions and consequences.

- Rule/ expected behaviour reminder
- Timeout for 5 minutes
- Timeout with headteacher/assistant head. If this third stage is reached more than once then parents to be informed.

All incidents of unacceptable behaviour will be followed by a private conversation focusing on a solution to the issue and on the child taking responsibility for their own actions.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, a child may be given a lunchtime exclusion. Details of this are to be found in the school exclusion policy.

Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school council (Team for the Common Good) will play an important role in communicating and reviewing aspects of the behaviour policy.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. The school aims to work collaboratively with parents so that children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We expect parents to behave in a reasonable and civilised manner towards all school staff, and to understand that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers will be reported immediately to the Headteacher and/or Governors who will take appropriate action to ensure the safety and welfare of every member of the school community.

Special Educational Needs

We recognise that the whole school behaviour system may be inappropriate for a small number of children. It may be necessary to devise a more personalised approach for these children, based on their individual needs. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate.

This policy will be reviewed annually, with opportunities for consultation with staff, pupils and parents.

Next review: May 2025

