

St John Henry Newman Catholic Primary School



Behaviour Policy

Approved: July 2022

Next Review Date: September 2024

Section 1 – Aims and Principles

Our Aims

- To promote an environment in which everyone feels respected, valued, happy and safe, and where learning opportunities are maximized.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To promote self-esteem, self-discipline and positive healthy relationships in recognition of the importance of this as a life-long skill.
- To provide clear, fair and consistent approach to behavior based on nurturing principles and restorative practices.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To allow everyone to work together in an effective and considerate way.
- To ensure that the school's expectations and strategies are widely known and understood by all stakeholders.
- To encourage the involvement of both home and school in the implementation of this policy.

At St John Henry Newman Catholic Primary School, we have high expectations for all pupils.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.' Paul Dix

Core Principles

- Behaviour is a form of communication
- Putting relationships first
- Maintaining clear boundaries and expectations around behaviour
- Not all behaviours are a matter of 'choice'

Section 2 - Creating an Environment for Positive Behaviour

Physical Environment

We know that the physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued.

This includes:

- ❖ Being good custodians, respectful of others' belongings and ensuring that the school/classrooms are kept tidy and welcoming.
- ❖ Being mindful of sensory overload in the classroom, particularly displays near the interactive whiteboard.
- ❖ Ensuring good quality displays of pupils work across all ability ranges and resources that reflect the varied ethnicities and abilities across the school and act as a support for learning
- ❖ Ensuring that resources are labelled and organised in a way that is practical and accessible to pupils of all abilities, whenever they have need of them.
- ❖ Careful consideration is given to where individuals sit and who they sit next to
- ❖ Furniture being arranged to allow for maximum learning to take place and enough space being made available for pupils to move around the classroom comfortably and access resources
- ❖ Teaching resources of good quality, adequate in quantity and text is large enough for pupils to read from a distance
- ❖ Adults establishing clear consistent routines for e.g. resource management, how books are given out etc.

Atmosphere

The way that adults speak to pupils, and about pupils, and the way that adults encourage pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that pupils have, which in turn impacts on the pupils' behaviour. All adults need to act as good role models for pupils including the way that they speak, dress, behave, etc. in every possible situation, e.g. class, playground, assembly hall.

Teaching Positive Behaviour

The best way to teach positive behaviour is through our own behaviour as role models, acknowledging good behaviours and reinforcing expectations. During RE and PHSE lessons, pupils are taught explicitly how to become good members of the community. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. Teachers and other adults support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism. School assemblies are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos. Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions. We encourage this through our Philosophy for Children approach which supports all subject areas.

Rewards

At St John Henry Newman Catholic Primary School we recognise and reward positive behaviour in a number of ways

- Verbal praise
- Class rewards; marbles in a jar, raffle tickets (depending on the class teacher's individual system)
- Positive written feedback
- Stickers
- Class recognition board (linked to that week's behavior skill e.g. listening or value)
- Work taken to headteacher or other teachers for praise
- Star of the week certificates
- StJHN Blue Star Badge

Section 3 – Restoration, Consequences and Sanctions

Restorative Approach

***'Punishment doesn't teach better behaviour, restorative conversations do.'* Paul Dix**

Every adult in our school is important and can deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child. At St John Henry Newman Catholic Primary School, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Consequences/Sanctions

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' Paul Dix

The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Behaviour Plan.

We use a three-tier intervention behaviour management system to help improve and manage children's behaviour

1. Redirect and refocus

Children who display low level disruptive behaviour are given a non-verbal or verbal reminder of expectations. Teachers may:

- ❖ Positive praise of pupils making the right choices
- ❖ Remind the pupil of expectations.
- ❖ Use positive cueing and redirection;
- ❖ Eye contact (stern stare, raised eyebrow)

2. Verbal/Visual Warning

Children who continue to disrupt may be:

- ❖ Given a private verbal reminder of the desired behaviour.
- ❖ Told specifically but privately to cease negative behaviour
- ❖ Individual Behaviour chart referred to (if used as part of a prior Behaviour Plan).
- ❖ Reminded of the choices and consequences of continued inappropriate behaviour.
- ❖ Set a time limit for finished work/ improved behaviour/choices.
- ❖ Moved to another seat/end of row in assembly

3. Consequences

If a child already has received a verbal/visual warning, but chooses to continue to misbehave, depending on the age of the child and nature of their behaviour, the teacher may choose to use one of the following sanctions:

- ❖ Loss of five/ten minutes' break
- ❖ Timeout to HT or AHT or another class
- ❖ Time out should always be followed up by talking to the child to reconnect and repair and to plan for better choices next time. This can only happen when the child is calm and ready to talk. Therefore, this may be up to 24 hours later.

All pupils start each new day with a fresh start.

Continued poor or disruptive behaviour will result in a phone-call or meeting with parents, by the class teacher. If the child continues to make poor choices, the AHT or HT will meet with parents.

Zero Tolerance Behaviour

There are certain types of behaviour that will not be tolerated by the school and for which there is zero tolerance. These include:

- ❖ Bullying
- ❖ Swearing
- ❖ Racism
- ❖ Verbal abuse or threats towards children or adults
- ❖ Aggressive or violent physical behaviour
- ❖ Vandalism
- ❖ Refusal to follow adults' instructions or deliberately ignoring an adult
- ❖ Any form of discrimination, including racial discrimination

Such behaviour may result in an immediate move to tier three consequences. The class teacher/Assistant Headteacher/Headteacher will telephone the child's parent to let them know what the child has done and to warn them that repeated incidences of the behaviour could result in an exclusion from school.

Exclusion (see Exclusions Policy)

On very rare occasions it may be necessary to exclude a pupil on a temporary or permanent decision. A decision to do this is not undertaken lightly, and is certainly not imposed without due consultation with all those involved with the pupil, and not without trying every possible alternative first. It is acknowledged that most pupils and their parents prefer to work towards a positive solution to difficulties and appreciate the opportunities the school can offer in encouraging a pupil to feel able to secure his/her own future within the school environment. A few children may get straight to this stage because of an isolated, very serious incident or because they have not responded at earlier stages and are still choosing not to try to manage their own behaviour

Pupils with Additional Behavioural Needs

It needs to be acknowledged that for a few pupils the sanctions and rewards of the school will be insufficient to ensure the well-being of the pupil and other pupils in the class. These children will have personal behaviour plans, developed in consultation with the teacher, the children and the parents. Rewards and sanctions for these children will be carefully tailored to meet their needs. Children who are on the Special Educational Needs (SEN) register for behavioural difficulties or have particular behavioural difficulties managing their own behaviour will have their own individual programmes in place. In these cases, the usual behaviour systems may not apply.

Section 4 – Responsibilities and Monitoring

The Role of Leadership

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Headteacher, Assistant Headteacher and members of the Senior Leadership Team have a responsibility to 'lead from the front'. The leadership team will assess staff needs and build into the school's professional development programme opportunities to discuss and learn about behaviour management. Senior staff will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and transitions between lessons/to and from assembly. Senior managers regularly walk around the building, going into classrooms etc

The Role of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, regularly informing parents of their child's successes, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home. If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If they remain concerned, they should then contact the Headteacher or Assistant Headteacher.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The class teacher keeps a record of behaviour incidents monitors this to ensure pupils receive the correct support. A record of time-outs and significant incidents that occur at lunchtimes is held. The Headteacher keeps a record of serious incidents, as well as records of bullying and racism, which are reported to Governors.

It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.