

ST MICHAEL'S CATHOLIC PRIMARY SCHOOL



BEHAVIOUR POLICY

Mission statement:

“I came so that you may have life, life in all its fullness” John 10:10

St Michael's Catholic Primary School is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever changing world.

At St Michaels we acknowledge that good behaviour and conduct is integral to a child's success as a learner. Although there may be reasons as to why a child is making the wrong choices and has chosen to not behave appropriately, we also believe that good quality teaching and good classroom management should result in good behaviour for the children as they are actively involved in their learning.

In class we look for:

- ⊕ On-task learning
- ⊕ Respect for other's rights
- ⊕ Self control
- ⊕ Personal accountability

Our aim is to develop a self discipline in each child and build self esteem. The ethos of our school is such that this aim is most likely to be achieved through praise, recognition of worth, encouragement and mutual respect.

Our objectives are:

- ⊕ Children will move quietly and sensibly around the building
- ⊕ Children will be expected to sit quietly and listen where necessary and to make every effort in completing the work set out for them
- ⊕ Children will be expected to show respect for one another and all adults with whom they come into contact.
- ⊕ Children will address adults and each other by name.
- ⊕ Children are encouraged to have opinions and to express them politely. Respect for other's views and opinions is a skill which needs to be learnt early and practised often.
- ⊕ Children are expected to have respect for personal and school property.

Rewards for good behaviour

Through the following of our Circle Values which underpin our ethos, we reward and praise children by using stickers, distributing certificates and “golden ties” to one child in each class at every Friday morning celebration assembly, and by giving the children house points using our E Praise system.

In addition we acknowledge that all members of staff have a critical role to play in minimising behaviour problems.

- ⊕ Within our school all staff use praise and reinforcement of good behaviour to achieve a working friendly atmosphere where effective learning and teaching can take place.
- ⊕ Each teacher at the beginning of the year will guide their children into the making of 4 or 5 positively worded rules of acceptable conduct in their classrooms. These are displayed in a central place in the classroom.
- ⊕ A behaviour chart is also made and displayed in the room. This has every child’s name on it and a display of the behaviour points they have earned as a result of adhering to the class rules. When a child has earned 5 points they are eligible for a star. Once 15 points or 3 stars have been awarded then the child is given a reward which is agreed between the teacher and child. The child will also be sent to the Headteacher for praise.
- ⊕ Good behaviour exhibited by the whole class as a collective body will result in the teacher “putting a marble in the jar”. This is displayed in the classroom. Once the marble jar is full the whole class will receive a reward of the class teachers choosing.

Sanctions for unacceptable behaviour

A positive approach results in acceptable behaviour in most cases. However where behaviour remains unacceptable or a class rule is broken the following sanctions will be taken.

- The child’s name is put on the board which should be done with the minimum of fuss so as not to disrupt the lesson or class activity.
- If another rule is broken on the same day an X will be placed beside the name on the board and the child must sit on their own in the classroom for a specified amount of time.
- A further misdemeanour will result in a second X which means that the child misses their play and stands on the steps while all the other children are in the playground.
- If the second cross is applied in the afternoon either in KS2 when there is no afternoon play, or in KS1 when play is finished then the child will be sanctioned instead by being the last to be dismissed at the end of the day.
- A third X means that the child must leave the room to complete a piece of work in another agreed teacher’s classroom until the work is completed.

The arrangements being:

1. Children with 3 X’s in Reception class will be sent to Year 2
2. Children with 3 X’s in Year 1 will be sent to Year 3
3. Children with 3 X’s in Year 2 will be sent to Year 4
4. Children with 3 X’s in Year 3 will be sent to Year 1
5. Children with 3 X’s in Year 4 will be sent to Year 5
6. Children with 3 X’s in Year 5 will be sent to Year 6

7. Children with 3 X's in Year 6 will be sent to Reception class

A fourth X results in the child going to see the deputy head when she will speak to the child and the child's parents at the end of the day.

On the very rare occasion of a child having a fifth X or if a child misbehaves in a serious way that is not listed as one of the class rules the child is sent to the Headteacher and the parents are immediately notified by phone and will be called into the school for a formal meeting.

The above procedure applies during lunch playtimes when a sanction can be issued by a midday supervisor which could count as an X and would then be transferred to the class at the teacher's discretion. The midday supervisor would advise the class teacher at the end of lunchtime if appropriate.

At the end of each day the child's name and crosses are wiped off the board so that the child is coming back to school to begin a fresh day.

Exclusions

There may be occasions when a child exhibits totally unacceptable behaviour, such as fighting or verbal and physical assault towards another child or an adult. The last resort in all incidences of unacceptable behaviour will be exclusion of the pupil from the school. This may involve an internal exclusion where the child works under supervision of an adult but away from the other children. It could also involve the child working under supervision with another adult in another school for a short period of time under a local agreement with another school in the zone. It may take the form of a fixed term exclusion whereby a child has been excluded from the school for a period of up to 5 days. In this case the parent would always be informed by the headteacher in person or on the phone of the details of the exclusion and the conditions of it before an exclusion letter is given.

There may be further incidences of fixed term exclusion with a permanent exclusion in extreme circumstances. Governors would always be informed of any fixed term exclusions which would also be reported to the LA. Internal exclusions or exclusions involving another school would also be informed to the governing body as part of the Headteacher's report to the Full Governing Body.

In summary:

All incidences of good behaviour are treated positively with rewards. Unacceptable behaviour is treated fairly and impartially as in keeping with the Catholic ethos and principles of our school.

September 2017