

St. Winefride's Catholic Voluntary School



Positive Behaviour Policy

Date: Jan 2017

To be reviewed: Jan 2018

Approved:

Date:

POSITIVE BEHAVIOUR POLICY

(1) MISSION STATEMENT

We relate everything we do to our Mission Statement.

We pray, we live, we play, we learn

We welcome all children and aim to give each child the opportunity to develop academically, physically, emotionally and spiritually in the way we pray, work, play and learn each day.

(2) AIMS

We aim to

- have pupils who are considerate, courteous and who will relate to each other and to adults.
- encourage pupils to take responsibility for their own actions appropriate for their age and maturity.
- encourage the development of self-esteem and self-discipline.
- Promote good behaviour and ensure all staff do not ignore unacceptable behaviour
- ensure that pupils are aware of the rules.

This policy is designed to promote positive behaviour rather than merely deter anti-social behaviour.

(3) ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary
- Be aware of and understand his/her rights and responsibilities (see Appendix II)

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

All Staff will:

- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model
- Reward/praise positive behaviour
- Use the behaviour log when necessary
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Be aware of and understand their rights and responsibilities (see Appendix II)

Pupils will:

- Respect and care for others in line with our Catholic ethos
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of the environment
- When necessary reflect on their own behaviour
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

Parents, Carers and Families will:

- Support the school when reasonable sanctions to punish a child have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the headteacher then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities (see Appendix II)

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of misbehaviour – class log, lunchtime break logs, headteacher's records, home/school link records.

Trips

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable and they have moved to stage 3 of the sanctions procedures, they will not be accepted on a trip.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

APPENDIX I - Rewards and Sanctions

Rewards:

To reinforce good work/learning, behaviour and attitude we use:-

- Verbal praise
- House points
- Weekly merit certificate given out during school assembly
- Pupil's work is displayed throughout the school
- Children sent to head teacher or subject co-ordinator to show their work.
- Classroom rewards

Sanctions:

Stage	Example of Behaviour	Possible Sanctions	Comments
Stage 1	Swinging on chair Interrupting/calling out Losing concentration Running inside the school building Being in the wrong place at the wrong time. (e.g. In school during lunch break) Ignoring instructions (must be followed first time) Silly noises Pushing in line	Quiet reminder Non-verbal signals (e.g. Eye contact, pointing) Change of seating Move name on behaviour chart – after 3 warnings in a day move to stage 2	Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving.
Stage 2	Persistent stage 1 behaviour Rudeness Affecting other pupil's learning Inappropriate remark to other pupils Minor challenge to authority Damaging school's/pupil's property Leaving class without permission Harmful/offensive name calling	Miss playtime Child may be sent to a member of the Leadership team Move name on behaviour chart	Incidents to be recorded in class sanction book Headteacher to check the sanction room register half-termly and speak to persistent offenders. Parents informed if children in the sanction room more than 3 times per half term
Stage 3	Persistent stage 2 behaviour Persistent swearing Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious	Sent to the Headteacher Telephone call to inform parents Loss of playtimes/lunchtimes	Behaviour log to be filled in.

	cheek/challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children		
Stage 4	Persistent stage 3 behaviour Bullying Fighting Racism Violence Very serious challenge to authority Leaving school without permission Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil	Headteacher informed Meeting with parents Loss of playtimes And ban on representing the school and/or trips outside school – fixed period Internal exclusion from lesson Exclusion for morning or afternoon to include a lunchtime – fixed period Exclusion for a fixed term	Situation to be monitored by teachers and Headteacher
Stage 5	Repeated stage 4 behaviour	Governor disciplinary subcommittee convened. Permanent exclusion from school	

All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.

APPENDIX II - Rights and Responsibilities

Staff

Rights	Responsibilities
To be supported by colleagues and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognize and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches

Pupils

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self safe
To learn	To be willing to learn To allow others to learn To attend school
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents/Carers

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns
To have concerns taken seriously	To share concerns constructively

This document was approved and adopted by the governing body

Date

Name of the Chair of Governors

Signature of the Chair of Governors