



Part of the Nicholas Postgate Catholic Academy
Trust

BEHAVIOUR POLICY

Behaviour Policy Statement

The Behaviour Policy of St Pius X Primary School forms part of the overall aims of the Nicholas Postgate Catholic Academy Trust (NPCAT) which promotes positive behaviour between all members of the Trust and its communities.

NPCAT believes that all people are gifted and talented in their own unique ways and capable of being successful in their learning. We aim to ensure our academies offer a safe, orderly and respectful community in which all children and young people's talents can be developed and used to the full.

Relationships are at the centre of our Christian faith. They are a reflection of the mutual love of the Father, Son and Holy Spirit. At the heart of our Catholic communities is the high quality and enriching relationships that exist between our children, young people and our staff.

Our emphasis is on recognising and celebrating effort and success so that all members of the Academy community feel valued. We teach pupils to take responsibility for their own actions and to recognise the consequences of their choices.

Each academy's Behaviour Policy and its implementation is a key element in a child or young person's moral development. Through it, children and young people will be helped to determine what is appropriate and acceptable and what is not.

Behaviour, Pupil Discipline & the Use of Reasonable Force at St Pius X Primary School

Aims

At St Pius X Primary School we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour, emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.

Rights and Responsibilities

We firmly believe that everyone in our school community has rights and responsibilities to ensure that school is a safe place in which to learn, work and play.

Children have the right to learn, work and play in a friendly, safe and helpful school and the responsibility to help others learn, work and play in a safe and friendly environment.

Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community and staff has the responsibility to foster a positive learning community.

Parents and carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school and a responsibility to support the school to make sure their children follow rules to foster a safe and friendly learning community

Roles and Responsibilities

It is the responsibility of the **Local Governing Body (LGB)** to establish a policy and procedures for Behaviour and Discipline and to monitor the effects of the procedure.

It is the responsibility of **the Head of School** to:

- encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual;
- address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.

It is the responsibility of all **staff** to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards. In particular staff should:

- be punctual for lessons;
- ensure that pupils enter and leave the classroom in an orderly manner;
- display good classroom management;
- establish a stimulating learning environment;
- provide adequate supervision during lessons;
- mark and return work promptly and regularly;
- be courteous and polite to pupils and avoid the use of sarcasm or scathing remarks;
- praise, encourage and reward pupils wherever possible and consequently encourage appropriate behaviour rather than rely on negative sanctions;
- make it obvious that each pupil is of equal importance and that praise, rewards and sanctions are used equitably; and
- seek further help and guidance from other members of staff and regard this as an appropriate strategy rather than an admission of failure.
- recognise that through their own behaviour and manner they will demonstrate and encourage high standards.

It is the responsibility of **pupils** to develop positive relationships in the school and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual.

It is the responsibility of **parents/carers** to support the School in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

Monitoring and Review

The Head of School monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements

St Pius X School Strategies and Procedures for Positive Behaviour Management

At St Pius X Primary School we have adopted a positive behaviour programme called 'The Traffic Light System.' (Ref: Appendices 1 & 2)

When children are following school rules and behaving in an appropriate way, we say that they are showing 'green behaviour'. (Ref: Appendix 2) Our expectation is that everyone in the school community aims to show this behaviour (or even better - 'star behaviour') at all times.

School and Classroom Rules

Our school and classroom rules are displayed around the school and in all classrooms. The rules are regularly referred to in assemblies and throughout the school day.

Why positive behaviour management?

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

Rewards

Staff work to promote positive behaviours at every opportunity. School assemblies provide a focal point for talking about and reinforcing aspects of school ethos. Staff holds regular key stage assemblies to revise positive behaviours. Children are rewarded with:

- Certificates, e.g. Star of the week, Star of the Term and Star of the Year
- Privileges
- Small treats
- 'ARBOR and Twitter' messages home allow staff to share activities and rewards easily and quickly to promote good behavior and learning.
- Annual Achievement Awards (At the end of the Summer Term, Trophies, Shields and Cups are awarded to individual pupils who have achieved particularly well during the school year. We try to inspire our pupils to work hard for these awards, show that they are achievable, and celebrate endeavour. Improving behaviour is implicit within each award, as we are showing that energy used effectively achieves longer lasting, higher profile and tangible rewards.)

House Points

We have adopted a house points system which fosters a sense of belonging and identity for our school. Children are divided into one of four Houses (siblings are placed in the same house): Matthew, Mark, Luke and John. House tokens can be awarded by staff for any other form of positive behaviour including good learning behaviour and displaying resilience. Each week house tokens are counted and the winning house is revealed during celebration assembly and receives a collective reward

Class teachers should regularly review the Behaviour Policy with the children to ensure that everyone is clear about our expectations.

St Pius X Primary School acknowledges all the efforts and achievements of children, both in and out of the school.

Sanctions

A number of sanctions may be used to enforce school rules, (Ref: Traffic Light System – Appendix 1 & 2) and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished by a withdrawal of privileges, such as leisure time. If a child repeatedly acts in a way that disrupts or upsets others, the School contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents. The class teacher discusses the rules with each class. In addition to the school rules, each class also has its own classroom charter and playground charter. The charters are agreed by the children and displayed inside the classrooms. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

**It must be remembered that a minute or two is a long time for a child and can be more effective than a longer time out of a learning activity, game or play. The accepted approach is to impose a short 'time-out' for the first offence and add extra minutes for non-co-operation, repeated offences or escalation. As soon as the time becomes non-retrievable for the child, then they know it isn't worth bothering any more. By being able to negotiate time against behaviour and apology / remorse we can have a greater control of both the short-term and long-term outcomes. Obviously a more serious offence would normally equate with a longer time out, but could still be redeemable by the child fully realising the situation and making appropriate amends.*

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind of hurt from others. (Ref Anti-Bullying Policy)

Reflection Time / Reflection Sheet

A 'Reflection Form' and or some reflection time out, is sometimes used for the child to reflect on what has happened, how things could have been different and how the child can make amends. It is also used to help staff have a clear picture of what may have happened. We look to resolve any incidents as quickly as we can.

The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self- control have been exhausted and it will be carefully graded. Only teachers who have been trained in Team Teach techniques will use these to de-escalate behaviour. Parents/carers will be informed if such techniques have been used.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

A CPOMS record will be completed following any behaviour incident.

Fixed –Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Statutory Guidance on School Exclusions (September 2012). We refer to this guidance in any decision to exclude a child from school.

The Executive Headteacher (and in her absence, the Head of School) has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive Headteacher may exclude a child permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Appendix 1

The Traffic Light System

Every class from Reception – Year 6 uses the same 'traffic light' system for recording and reporting good and inappropriate behaviour. The same system is used in assembly and at playtimes and lunchtimes. It is a visual system that all children and staff can monitor and the system allows children to reflect upon their behaviour and to make improvements. Ref: Appendix 1 for green, amber and red behaviours.

The 'upside down' traffic lights are displayed in each classroom
Every child's name will start each day in the green section of the traffic lights
Alongside the traffic lights are descriptors of behaviours Ref: Appendix 1

Green	–	Expected behaviours
Amber	–	Behaviours that would cause your name to be moved into this section
Red	–	Behaviours that would cause your name to be moved into this section

Procedure

- It is expected that the majority of pupils for the majority of the time will keep their name in the green traffic light.
- Any pupil who makes an extra effort, or pupils who are 'always doing the right thing' will have their name moved into the star above the green section of the traffic light. Pupils who achieve this will have their effort recorded and will be rewarded at the end of each half term.
- If a pupil misbehaves a member of staff will initially use the least intrusive method possible to redirect behaviour e.g. a verbal or non-verbal (frown) warning. They will indicate what behaviour they are unhappy with and outline the consequences of continuing with this behaviour.
- If the inappropriate behaviour continues a final warning will be given.
- If the behaviour continues, the adult will move the pupil's name down to the amber traffic light. Staff must be clear with the pupil what they are doing, and what the pupil can do to ensure their name moves back to the green circle.
- If the pupil persists in this same inappropriate behaviour, his/her name will be moved to the red traffic light. Again staff will continually help pupils make the right choices to move their name/photo back to green and beyond, (star for extra thoughtful behaviour).
- If a pupil continues to persist with the inappropriate behaviour he/she will be taken to a member of the Senior Leadership Team, or the Head of School, who in turn will make a decision as to whether the pupil can return to the classroom or will have to work in isolation.
- Zero tolerance is given for swearing, physical assault (deliberate kicking, punching, hitting etc) or damaging property. Any of these behaviours will result in a pupil moving immediately to the red traffic light and discussing his/her behaviour with a member of the Senior Leadership Team and parents.
- Pupils who have had their names moved to the amber or red traffic lights can work their way back up the traffic light system to green by addressing their inappropriate behaviour and rectifying the situation. If they are seen to be behaving well, working hard and making an effort, the adult will move their name back up to the next traffic light.
- At the end of each day staff will log the names of any pupils whose names are in the amber or red sections of the traffic lights, along with a description of their behaviour.
- At the start of each new day all the children's names will begin in the green section of the traffic lights.
- At the end of every week, children whose names have not appeared in the Behaviour Log will receive a small reward. and at the end of each term a larger reward will be given to all children who have behaved well throughout the term.
- Staff will follow the same traffic light system at lunchtime. At the end of lunchtime, staff will record any pupil's names in the amber or red traffic light sections on CPOMS with a short description of behaviours.

Appendix 1 - Types of Behaviours

GREEN BEHAVIOURS

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having your reading book in school
- Having the correct equipment to work
- Handing in homework on time
- Looking after school equipment
- Keeping the classroom tidy
- Using manners

AMBER BEHAVIOURS

- Being distracted and distracting others
- Talking when other people are talking
- Not following instructions
- Saying unkind things
- Being rude and answering back
- Not having your reading book in school
- Not handing homework in on time
- Not looking after school equipment

RED BEHAVIOURS

- Swearing or being verbally aggressive
- Being physically aggressive
- Deliberately damaging school property
- Repeated amber behaviours