



## St Michael & St John's RC Primary School

### BEHAVIOUR POLICY 2019 -2020

#### Context

SSMJ is a Roman Catholic School. The school, home and parish work together for the benefit of every child. Each child is valued as a unique individual made in the image of God the Father, Son and Holy Spirit. As a school, we encourage the children to be kind and helpful to each other and to forgive one another as our faith tells us to. We treat each other with respect and encourage every child to be the best that they can be in all aspects of life.

At SSMJ we believe that high standards of discipline are achieved through high expectations. Working together as a team, all staff, parents, children and governors support each other with a common goal.

#### Aims

The primary aim of our behaviour policy is to encourage children to accept responsibility for everything they do, as their actions are their **own choice**.

#### **We aim to:**

- encourage a calm, purposeful and happy atmosphere within the school.
- foster positive caring attitudes and relationships towards everyone where achievements at all levels are acknowledged and valued.
- encourage increasing independence and self-discipline so that each child builds up their resilience and learns to accept responsibility for his/her own behaviour and learn how to self-regulate it.
- have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- make boundaries of acceptable behaviour clear and to ensure safety.
- raise awareness about appropriate behaviour.
- help pupils, staff and parents have a sense of direction and feeling of common purpose.

#### Mission Statement

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

### **What does our mission statement mean to our children?**

It means that we are to follow the teachings of Jesus within the framework of the 5Ws (Word, Worship, Witness, Welfare, Welcome)

### **What will this look like in our school?**

We live it out through the fruits and gifts of the Holy Spirit, Christian values and the 5Ws)

Love, Joy, Peace, Patience, Kindness, faithfulness, gentleness, self control, goodness  
(Galatians 5:22-23)

And we ask ourselves – WWJD (What Would Jesus Do?)

Love the Lord your God with all your heart and with all your soul and all your mind.

Love your neighbour as yourself. (Matthew 22:37-40)

Do to others as you would have them do to you ( Luke 6:31)

### **School Rules**

RESPECT – God/ property/ oneself and others

TRY HARD – in work and play

Be polite | Work hard | Be kind and thoughtful | Be honest | Look after property | Do listen,  
Be safe

### **Rights**

We believe that every member of our school community has a right:

- To learn and to teach without unnecessary interruption
- To feel safe
- To be treated with respect
- To be heard
- To be treated fairly
- To have a nominated 'adult to talk to'

“Pupils behave sensibly at all times. This includes when moving around the school, and during play and lunch times. Pupils are courteous and considerate and always ensure that no one is left without a friend. “Pupils are very considerate, caring and respectful towards each other and their teachers. They are well aware of the importance of the school’s ‘5Ws’ of ‘welfare, witness, word, worship and welcome’. They act in accordance with these principles, particularly when recognising people less fortunate than themselves, and when conducting themselves within school and the wider community.” (Ofsted April 2015)

Our school prides itself on the warm relationships between staff and children and this is made possible by only appointing staff who display warmth, cheerfulness and a level of consistency in their personality and by also having efficient systems in place, as well as having high levels of supervision.

Through a structured and clear system of behaviour rewards and sanctions we will achieve very high standards of behaviour, always emphasising the importance of learning and concentration in classes and being reflective.

By addressing any low level behaviour we reduce the likelihood of more significant behaviour issues.

Typically in schools poor behaviour is often found when there are loose or poorly supervised transitions, e.g. movement to and from the playground, getting changed for P.E., or changes between lessons. Also, questions need to be challenging and stretch the thinking of all children in the class. This all helps to develop a climate of concentration and an efficiency around school, focused on learning.

We are a happy school and we strive to have no-one feeling lonely on the playground. You will seldom hear shouting from staff in our school and the children have a strong sense of what is right and wrong and are encouraged to reflect on their behaviour and the impact it has on others.

In PHSE lessons, we provide children with the opportunity to learn about behaviour, feelings and emotions. We discuss different emotions and different situations and talk about how to respond at different times.

### Routines

These may differ from class to class but should be discussed with the children when they start a new class in September.

- How are the children expected to enter/leave the classroom?
- Routines for lining up, staying in places etc.
- What are the routines for answering questions- hands up/ don't shout out etc.
- Class organisation: routines of where things are kept
- *When the Hand Up signal is used it is important that the adult **gives only one clear verbal reminder**. It is also very important that **all other adults in the area respond immediately to the signal**.*
- For special needs children, routines may form part of their support plan targets.

### Responsibilities

Children have a responsibility to allow others to get on with their work and sort out any disagreements without fighting. Children should be encouraged to take responsibility - it is up to them to make the right choices. They should be encouraged to develop a "team spirit" where they are made aware that wrong choices affect and reflect on their class and their

class teacher. The children need plenty of encouragement to make the right choices and **should be thanked and rewarded when they do.**

### **Praise and Positive Rewards**

Often what means more than extrinsic rewards and sanctions are comments from staff and smiles. We value the impact of stopping a child and saying "I noticed just how kind you were to ..." , "thank you, that was really nice of you",

### **Positive Consequences (Rewards)**

At SSMJ we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are also necessary and appropriate.

We use the following positive rewards:-

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and to the head teacher
- Stickers; star charts, star of the week prizes
- Achievement Certificates in Friday's Achievement assembly
- Head teacher Awards
- Top Table Reward
- Lining Up Soldiers
- Positive note home to parents
- Displaying work
- Individual dojo points
- House Team dojo points
- Other class specific rewards can be used to encourage co-operation, team work and cohesion.
- Termly the winning house (dojo points) will receive a 'house treat'
- Individual children who do not need to complete a 'think sheet' across the whole year will be rewarded at the end of the year.
- When individuals meet designated dojo targets they will receive a bronze, silver or gold badge.

All classes use a traffic light system of green, amber and red. All children start on the green **every lesson**. If children do not respond to verbal reminders they will have their name moved to amber. If the child chooses not to correct their behaviour at this point they will move to red. This will result in a short amount of time spent with the teacher at the next break time either completing a think sheet or reflecting upon/discussing their choices. If on amber the child chooses to correct their behaviour they move back to green.

In EYFS children gain reward time for completing their rainbow activities during continuous provision throughout the week.

- Dojo House Points are awarded for good behaviour and work. The members for each house are divided equally according to abilities across a range of aspects including sport, academic ability and behaviour. When the children have been allocated a team they will then stay with this house for their entire school life. Dojo House Points can be given by any staff member across school and are provided to Year 6 pupils on a Thursday lunchtime for celebration during Friday assembly. Each week the winners are announced in assembly and a cup presented to the winning house, then displayed in the hall. The running totals are displayed and at the end of each term the winning house receives a treat.
- The Wow Wall - The star of the week can then display their photograph.
- Writer of the week – the child receives a certificate and their writing is displayed on the board for a week.
- Timestable Rockstar board celebrates individual and team 'Rockstars'
- Theme of the Week – As determined by school priorities, certificates may be awarded to children for specified focus subjects e.g. reader of the week, sports person of the week.
- Children are presented with special achievement awards, medals and certificates during the Friday assemblies. These recognise the diversity of achievement in school. For example, children receive swimming certificates, and football medals, and their achievement is celebrated by all.
- Children may also bring awards they have achieved out of school. These may well relate to sporting achievements, or any other activity which they have achieved success out of school.
- Head teacher awards are presented weekly. These are awarded to groups, classes or individuals for exceptional effort, attainment, achievement, behaviour/conduct or improvement in any aspect of school.
- Attendance is celebrated weekly.
- Attendance Certificates are awarded termly for those children who have 100% attendance. At the end each term children with 100% are entered in to a prize draw with one winner per class.

If a child chooses not to make the right choice, there are consequences - see SANCTIONS.

## **Negative Consequences (Sanctions)**

In order to discourage children from making poor choices we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask him or her to stop the behaviour and explain why it is inappropriate or unacceptable. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At SSMJ we do this through 'Traffic lights', 'Coloured Think Sheets' and 'dojo points' ) within our system of logical consequences designed to teach children that there is a consequence to inappropriate behaviour or poor choice. Consequences are linked to the inappropriate behaviour and should be set within the context of the school community.

*- At all stages below an apology is also expected.*

E.g - when one child has been unkind to another we use phrases such as "You know you don't feel happy about this and nor do they, so how can you fix this?" "What can you do next to repair this /make things better?" another useful phrase is: "Don't tell me who started this, tell me who was able to stop this first?"

At all times, it is the behaviour or actions which are being criticised and **not the child**.

If behaviour is unacceptable and interrupting learning or the good order of the class/school, approaches such as these are used:-

- Non- verbal techniques such as facial expression or gesture.
- Verbal acknowledgement of unacceptable behaviour.
- Verbal reprimands, preferably on a 1:1 basis.
- Movement on the traffic lights
- Time out.
- Removal of some time to talk to the teacher at playtime or complete a think sheet
- Referral to the Deputy head teacher.
- Payment for loss/damage to property.
- The setting of a task to do e.g. a letter of apology.

## **Structure for Sanctions**

Teachers will manage behaviour in their own classrooms to suit the needs of their particular children in relation to school policy. Behaviour management will relate to the School Code of Conduct.

Rewards and sanctions in each individual class must be awarded fairly and consistently.

Teachers' responses need to be appropriate to the level of seriousness of the behaviour.

Certain kinds of behaviour, e.g. vandalism, fighting, verbal abuse to staff, bullying, leaving a school premises without permission, would mean a pupil would be dealt with by the SLT and have a more serious consequence. The incident would be logged on C poms by the member of staff dealing with it and the incident would be communicated to the parent.

The child will complete a 'think sheet' appropriate to their level of ability and when appropriate discuss the incident in a restorative manner to repair harm

Low level behaviours: these behaviours should be dealt with by the **Class Teacher**:

Moderately serious behaviours: these behaviours should be dealt with by the **Class Teacher**; In addition a think sheet would be completed.

Serious behaviours: these should be referred to a member of **SLT**. (The DHT in the first instance).

(NB The word persistent is used in a school context. Persistent means daily.)

Serious behaviour can also refer to persistent low level behaviour at level 1 and level 2 that could become a much more significant problem).

**This level of behaviour requires the involvement of the SLT and a letter will be sent or a phone call made to request parents/carers to attend at a meeting.**

In the following tables we have listed **examples** of inappropriate behaviours and a range of negative consequences which **may** be used, as deemed necessary.

Low Level	Moderate Level	Serious Level
Shouting out	Consistently shouting out	Serious assault
Teasing	Persistent poor effort	Vandalism e.g. extreme damage to school property / toilets
Time wasting/poor effort	Telling lies	Refusal to follow instructions.
Running in school	Being cheeky or unco-operative	Serious physical / verbal threats made to staff
Pushing in line	Bad Language	Drugs / solvents
Chewing gum	Distracting others	Violent outbursts, verbal
Unintentionally hurting another person	Intentionally hurting another person	
Borrowing without	Threatening / aggressive	

permission Leaving work area untidy Any persistence of low level behaviours would move into the moderate level	behaviour Poor attendance Unprepared for work (continuously) Non uniform/jewellery Fighting Stealing Disrespect Vandalism – graffiti etc <b>Repeated incidents of          any moderate          behaviours – Head          teacher informed.</b>	/ physical Leaving school without Permission Putting others safety in jeopardy.
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Table 2 – Sanctions and Procedures - examples

Low	moderate	Severe	
Verbal reminder Withdrawing attention Repeat activity properly Sit alone / stand out Reward others Warning – use the traffic lights Related sanction e.g. completing work, cleaning up mess. 1:1 discussion Loss of time	Think Sheet – reflection – (time deducted from free time to complete think sheet). Sit alone at their desk Standing out at wall at break time / lunchtime (facing the play) Buddy system Phone call or letter to parents from class teacher Loss of privileges Referred to teacher on	As moderate plus (as required): Involve parents Involve Inclusion Manager (SEND) Implement Support Plan Weekly behaviour report Involve outside agency Chronology on c poms.	

	Senior Leadership Team		

### **Lunch time behaviour**

The same rules apply at lunch time as during the rest of the school day. Lunch time welfare should be treated with the same respect as other adults in school and have access to the school system of rewards and sanctions. The Lunchtime staff will report any incidents to the Class Teacher.

### **Lunch time rewards**

- Verbal approval- “you’ve followed the Golden Rules today”/ “you made good choices today” etc
- Stickers
- Extra responsibilities
- Lunch time certificate
- VIP table, the child can invite a friend to sit alongside them
- Dojo points

### **Lunch time sanctions**

- Verbal reminder of rules
- Distraction/diversion
- Time out, **with reason explained**
- Removal from the football pitch/game
- Refer to Class Teacher
- For serious /significant incidents, refer to Senior Leadership Team

**When informing the class teacher of the incident, decide (together) if a think sheet is required.**

***NB. It is essential that Class Teachers are kept informed about significant or persistent behaviour incidents during lunchtime.***

### **Recording**

Each class teacher logs incidents of poor choice or unacceptable behaviour on c poms.

The number and frequency of think sheets and children being 'on the red' is monitored by the Headteacher and by governors (in an anonymised format).

### **Parental Contact**

Positive feedback will be given to parents as often as possible, both informally and formally (through reports, parents' evenings, celebration assemblies, dojo, twitter, facebook and the school website).

When a pupil's behaviour becomes a concern, parents will be invited into school to discuss the issue with the class teacher or with a senior leader as appropriate.

Where concerning behaviour continues in spite of the above procedures the child will be referred to the Senco who will work with the class teacher and parents to develop an appropriate behaviour support plan which will be discussed at a meeting with the child, the parents, the teacher and the Senco.

The plan will be reviewed regularly and updated appropriately. Where necessary the Senco will make a referral to a specialist teacher or outside agencies.

In very exceptional circumstances the procedures for fixed period and permanent exclusion may be initiated, by the Head teacher, following LEA guidelines.

### **Think Sheets**

These are used at lunchtime/playtime as consequences outside of learning time and by class teachers for behaviour management if necessary.

Think Sheet Level:

There are different types of Think Sheet which helps when analysing patterns. These are :

yellow = in lesson time

blue= social/physical

white = lying or "other",

red = rude to an adult/racist/let school down in public (disrespect)

Examples include:

- Continuous low level behaviours during lessons with no sign of improvement (yellow)
- Lied to an adult (white)
- Swearing (blue)
- Hit / kicked (blue)
- Rude to an adult (red)
- Racist comment (red)
- Breaking of school equipment, including deliberate ruler breakage (white)
- Poor behaviour whilst kept in at breaks or a similar sanction period (e.g. blatantly ignoring a member of staff / making rude gestures ) - red
- Let down the school in public e.g. shouting / poor choices at the swimming pool or during a trip out (red).

At Think Sheet Level the child will automatically miss the next playtime to complete it.

## **Responsibilities**

### **Staff Responsibilities**

It is the responsibility of the class teacher to ensure that school rules are upheld in their class and that the behaviour policy is applied across the school. All staff will endeavour;

- To be a good Catholic role model.
- To provide your child with the opportunity to develop Christian values in a Catholic setting within the framework of the 5Ws (Welcome, Word, Witness, Worship, Welfare) and the values: Love, Joy, Peace, Patience, Kindness, faithfulness, gentleness, self-control and reflect on our behaviour and conduct by asking ourselves WWJD (What would Jesus do?)
- To provide a happy, healthy environment where everyone feels cared for, included and secure.
- To treat all children fairly and with respect;
- To ensure that your child achieves his/her full potential as a valued member of the school community.
- To provide a creative approach to a broad and balanced curriculum and meet the individual needs of your child.
- To form positive relationships with parents and children;
- To recognise and value the strengths of all children;
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.
- To celebrate achievements within the school and the community.

- To promote positive attitudes and high standards of behaviour through building good relationships and developing a sense of responsibility.
- To support your child in their spiritual, moral, social and cultural development through encouraging fairness, honesty and co-operation and self-respect, self-motivation and independence.
- To be open and welcoming at all times and offer support and advice to all our families.
- To contact home if there is a problem with attendance, punctuality or any other concerns.
- To use positive and negative consequences clearly and consistently;

### Children's Responsibilities

- Show the Catholic values of Love, Joy, Peace, Patience, Kindness, faithfulness, gentleness, self-control, goodness and reflect on my behaviour and conduct, asking myself WWJD (What would Jesus do?)
- Be sensible, honest, reliable, polite and well behaved.
- Be safe in my work and play.
- Try my best with my work both in school and at home.
- Listen carefully to instructions.
- To show consideration for others
- To consider the effects of their actions on others
- Look after others and be a good and loyal friend.
- Keep the school tidy and free of litter.
- Respect God, all adults and children
- Respect the school environment, my property and other people's property.
- Ask if I ever need help or am worried about anything.

### Parents' Responsibilities

- To make children aware of appropriate behaviour;
- To encourage independence and self-discipline;
- To show an interest in all their child does in school;
- To support the school in implementing this policy; and
- To be aware of and support the school rules.
- To attend meetings as required, to discuss your child's behaviour.

### Head Teacher's Responsibilities

- To monitor the implementation of the behaviour policy to ensure consistency throughout the school.
- To keep records of all reported serious incidents of misbehaviour, including racial incidents.
- To consider fixed term suspensions for individual children for very serious acts of

misbehaviour.

#### Governors' Responsibilities

- To set down these general guidelines and review their effectiveness.
- To support the head teacher in carrying out the guidelines.
- The head teacher has the day to day authority to implement the school

behaviour policy but governors may give advice to the headteacher about particular issues. The head teacher must take this into account when making decisions about matters of behaviour.

#### **Links with Other policies**

##### **Acceptable use of technology**

Children are regularly taught about the acceptable use of technology and any serious misuse is dealt with promptly by the Head teacher with assistance from the I.T. Leader and Technician if necessary. There are separate guidelines for dealing with on line safety issues contained within the on line safety policy.

##### **Bullying**

All incidents of bullying are treated very seriously.

A separate policy on bullying details the school approach to bullying and the strategies adopted to combat it.

##### **Racial incidents**

All racial incidents, including racial comments or abuse, will be reported immediately to the Headteacher. Such incidents will be regarded as extremely serious and recorded. Anonymised information is reported to governors termly.

##### **SEN**

This policy will be reviewed annually.

This policy should be read in conjunction with the latest Department for Education Guidance – Please click on the link below:

#### **Behaviour and discipline in schools - Advice for headteachers and school staff January 2016**

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

**Reviewed September 2019**