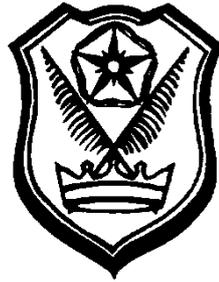


ST MARGARET CLITHEROW



**We live to love, learn, respect
and follow Jesus who says,
“Love one another as I have loved you.”**

Behaviour Policy

Legal Status: Statutory
Version Date: September 2016
Last Review: September 2015
Next Review: September 2017
Responsible Person: Governing Body

These are the school rules –
Tell the truth
Have respect for yourself, others and property
I will listen and take turns
Nice words only
Keep safe and walk

These are the playground rules -
Stop when the bell goes
And walk to the line when called
For class points, walk quietly
Everybody walk safely into class

In addition Key Stage 2 also abide by a "Rights and Responsibilities" code which is displayed within their classroom.

Tokens will be awarded by any adult from the school community. These tokens will be placed in the designated token box in the hall and be counted by the class prefects before the good work assembly each week.

Tokens will be lost for breaking the playground rules at the discretion of the class teacher.

The behaviour expected from our pupils derives from the Mission Statement and the School Rules.

Each class formulates its own rules at the start of the school year.
The understanding of parents is essential.

AIMS

Gospel Values:

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

And to put into daily practice CHRIST'S GOLDEN RULE:

“Love one another as I have loved you.”

POSITIVE PROMOTION OF GOOD BEHAVIOUR

It is essential to praise and encourage children to behave well, not just on one occasion, but continually. A whole variety of methods are used: stickers, certificates awarded at assembly, sharing good work with the Senior Management Team and verbal praise are just some examples. Various strategies for encouraging good

behaviour are used at St Margaret Clitherow. Reward certificates are awarded at a weekly Good Work Assembly to children who make great efforts in or out of class.

"Class of the Week" points are awarded to individuals and groups of children for their class using the token reward system. The token display box is positioned in the hall and the amount of tokens is clear for everyone to see. The number of tokens is converted into class points which are displayed for everyone to see; the winning class each week is announced at Friday assemblies. This class will receive extra playtime on Mondays.

Golden Time is an opportunity for children to enjoy the benefits of their hard work by having an opportunity to choose activities to enjoy on a Friday afternoon. Each child begins the week with 30 minutes and minutes can be taken away for inappropriate behaviour by any member of staff. Once lost, minutes cannot be regained. All adults can take off golden time (up to 5 minutes). Judgment has to be used as to the amount. For instance, where the rule break warrants a larger amount of minutes, the child must be referred to the classteacher. In addition, each class has its own reward systems which are detailed in their curriculum guidelines.

There is no doubt that such positive encouragement increases a child's self esteem and self motivation to do well.

In the instance of serious rule breaking, detention (or a same day time out for Key Stage One) may be given, or the procedures outlined below followed. Detention is for 30 minutes and a letter is sent to parents informing them of the detention and why it has been given (See Appendix 2). Serious rule breaking might constitute unacceptable name-calling, fighting or play fighting or any behaviours which might hurt or injure another child or cause serious upset. This includes incidences of retaliation. It is important that children realise the appropriate step is to report unacceptable conduct to an adult to deal with. In addition persistent occurrences of minor rule-breaking e.g. non completion of work etc may result in detention. Detentions can only be issued by a member of Senior Management. Non completion of work is dealt with by each individual teacher and a detention cannot be given for this.

WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their own actions and behaviour
- We set, through example, standards of behaviour
- We praise good behaviour, both privately and publicly
- Where appropriate home-link books are used to monitor behaviour.

HOW CHILDREN CAN SORT OUT THEIR OWN DIFFICULTIES

Children must be encouraged to take responsibility for sorting out their own conflicts. This means that we must take responsibility for teaching them and modelling strategies for doing this. Children should be encouraged to be assertive, to express their feelings and to resolve conflict in an appropriate and positive way. Circle Time

is used to reinforce positive behaviour so children can discuss issues. There is a time-out zone in the playground and children are given cooling off and thinking time where appropriate in class also. As we are a Catholic School, children are reminded that the correct course of action is not to retaliate in any situation.

Prefects

Year 6 are given a special job of "Prefect" by application and interview. This role involves special responsibility around the school and the opportunity to stand for "Head Boy" and "Head Girl".

PROCEDURES

To address incidents of unacceptable behaviour in class the following procedures are used:

Foundation Stage

1. Immediate discussion with the child in a calm manner
2. Reflective time / time out
3. Discussion with parents

Years 1 & 2

1. Verbal warning in a calm and controlled manner. Shouting at a pupil is **NOT** a practice at St Margaret Clitherow School.
2. Loss of golden time
3. Time out to think (child is sent to Senior teacher and time is spent discussing what has happened followed by a time for the child to think themselves about what they have done)
4. Discussion with parents

Years 3 to 6

1. Verbal reprimand in a calm and controlled manner. Shouting at a pupil is **NOT** a practice at St Margaret Clitherow School .
2. Loss of golden time
3. Detention which is on a Friday from 12.45 to 1.15pm
4. Discussion with parents

In all cases:

1. If the behaviour continues a member of Senior Management will reconvene a meeting with the parent / carer as necessary.
2. Involvement of Pre-exclusions Officer with target setting programme.
3. Temporary exclusion in accordance with the LA /Diocesan guidelines.
4. Permanent exclusion in accordance with LA/ Diocesan guidelines.

If the misdemeanour is of a serious nature, the teacher may need to begin the process at a later stage in the procedure.

If behaviour occurs where a child is seen to be a danger to themselves, other children or adults, a teacher can request the removal of the child from the classroom. The teacher will send a red card to the office. A senior member of staff, who is not in the class, will oversee this action.

Where there are ongoing behaviour concerns, the child will be issued with a home/school behaviour record.

LUNCHTIMES

It must be remembered at all times that the emphasis is on praise and support of good behaviour. If inappropriate behaviour occurs in the lunch break, SMSA staff will refer the children to the member of Senior Management on duty. SMSA staff may impose a Golden Time penalty by referring to the class teacher.

First Aid is covered on a rota basis and a designated adult is responsible for this at all times.

At lunchtimes, it is important that SMSA staff know which children have permission to be in classrooms. These children will be the elected class prefects who will be given specific tasks to be completed at lunchtime. This information must also be written in the SMSA diary book or SMSAs informed. Any other child/children required to be in at lunch time will have to have a special permission pass which they can show to the SMSAs. Children must be supervised by the teacher who is responsible for the children being inside the school.

Children are not permitted to enter the building without permission. Red hats will monitor this.

Playtimes: Children are never allowed onto the playground unsupervised. If the duty teacher has not arrived, teachers should stay with their class until they appear. The teacher on duty will monitor the Red Hats who help with supervising the children and resolving conflict as well as award class tokens for suitable behaviour and lining up.

Children are expected to line up in single file and in number order. Line monitors from Year 6 will assist with this. The SAFE rules are to be followed and stickers and class tokens will be awarded for this.

WET PLAYTIMES / LUNCHTIMES

Infant Children: Play takes place in the classroom. Scissors or other sharp objects are not to be used or LEFT OUT. Children are to be given suitable activities, e.g. drawing, colouring, reading or board games. Children are allowed to go to the toilet (one at a time). They must be discouraged from loitering or playing in the project area. Five minutes before the next teaching session, children should be asked to tidy the classroom. Teachers are asked to make sure that the SMSA staff know what may and may not be used. Every class must have a wet play box and busy books.

Junior children: Year 6 prefects go to their relevant classrooms. Y3, Y4 and Y5 remain in their own classrooms. All classes are supervised by SMSA staff. Classrooms must be left tidy for the afternoon teaching sessions.

WORK ATTITUDES AND SENSE OF RESPONSIBILITY

Set realistic targets for children to achieve. We must consider the needs of each child when implementing Behaviour Management strategies. Allow sufficient time to complete the tasks.

Make sure the children know what is to be achieved in each session and state the consequences if they do not complete the work. If children do not complete an expected amount of work, then the work will be sent home with a letter to be completed (See Appendix 1- Non-completion of work letter).

CLASSROOM RULES

Class teachers encourage the children to follow the school rules and, in addition, in Key Stage 2, children have a "Rights and Responsibilities" code to follow. All rules are displayed within the classroom. The rules must be kept under constant revision but be emphasised at times of liturgical reflection, Advent and Lent. Systems such as silver time, raffle tickets and adjustments to the golden time provision are used for positive behaviour management in Key Stage Two.

In Key Stage One and Foundation Stage, star charts, stickers, raffle tickets and a traffic light system of warning for inappropriate behaviour are used. Where appropriate, time out to think within the classroom is given in Foundation Stage.

Good work assemblies: These will take place on a weekly basis. Children may bring a piece of work to share with the rest of the school. In addition, a "Star of the Week" and "Achievement" certificate will be awarded for many reasons – special achievement, politeness and helpfulness, sporting achievement, showing control in a difficult situation, playground behaviour. Gold certificates are awarded to adults by pupils for activities beyond the call of duty.

The system of certificates has been devised so that all members of the community can be involved, no matter their level of achievement. Teachers keep a record of certificates awarded to ensure all children have a fair opportunity to be rewarded.

Assemblies: Teachers should remind the class before leaving the classroom that they must be quiet, sit down and listen. ALL MEMBERS OF STAFF ARE TO LOOK AT ALL THE CHILDREN AND THEIR BEHAVIOUR, NOT JUST THEIR OWN CLASS.

Special Educational Needs

While we always strive to be fair and transparent, the school recognises that our response to inappropriate behaviour for some children, for example, those with a Special Educational Need or a disability such as Autism, may need to be differentiated.

Safeguarding

Children are regularly encouraged to report incidents of behaviour which break school rules or does not meet the general ethos of the School. Staff are also encouraged to discuss unusual changes in behaviour with the Designated Person for Child Protection as this could be a symptom of an underlying issue.