**Much Woolton Catholic Primary School**

*‘With Jesus we love, learn and grow.’*

**BEHAVIOUR MANAGEMENT POLICY**

**2019**

It is the aim of the school to:-

* Create a positive, encouraging climate where children feel happy and secure, fostering strong Gospel values of caring, sharing, reconciliation and respect for others.
* Create the conditions for happy community in which effective learning can take place, where there is mutual respect between all members of the school’s community.

The school believes that such aims are achieved amidst a relaxed, pleasant atmosphere in which pupils are able to give of their best and are encouraged and stimulated to fulfil their potential. The importance of praise as a motivator cannot be overemphasised.

The school operates a system based on rewards and incentives which varies appropriately in each of the three primary phases.

The school believes that its code of behaviour should be clearly understood, consistently and fairly applied in order to be effective.

On occasions when a child has demonstrated accepted levels of behaviour all staff believe it is important that the child understands fully that it is their behaviour which is unacceptable and not themselves. Concerns over individual children are noted in a progressive way and parents are encouraged to involve themselves with staff in the mutual support of their children.

Good Behaviour Expectations:-

We expect pupils to:-

Follow the school rules (devised by the school council)

Arrive at the right time and be ready to work and behave sensibly

Do the work that is set and allow others to do the same

Treat others with fairness and respect

Act in ways that do not endanger themselves or others

Take responsibility for their behaviour and learning

Avoid inappropriate behaviour which makes other people uncomfortable.

This policy:

 Identifies the roles and responsibilities of members of the school community in relation to

encouraging and promoting good behaviour.

 Identifies the roles and responsibilities of members of the school community in relation to

discouraging unwanted behaviour.

Explains clearly what Much Woolton’s expectations are and the shared values on which these expectations rest.

Promotes and encourages positive patterns of behaviour in which values of respect, responsibility, kindness and honesty are embedded.

 Describes the shared and agreed identification of what we consider to be unacceptable behaviour and encourages a firm, consistent approach across Much Woolton.

Provides a framework in which those whose behaviour does not meet the standards expected are dealt with consistently, fairly and firmly in a way that supports the individual but demonstrates clearly that certain patterns of behaviour are unacceptable.

Sets out rewards for good behaviour and sanctions to correct behaviour which falls short of the expected standards.

Makes clear that all rewards and sanctions must be applied fairly and consistently. None of the school’s punishments will be degrading or humiliating.

Roles and Responsibilities

**Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of

discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head in adhering to these guidelines.

The Acting Head of School and the Deputy have the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may offer advice about particular disciplinary issues. This advice must be taken into account when making decisions about matters of behaviour.

The Head Teacher informs the Governing Body immediately about any serious matters resulting in permanent exclusion, and about any fixed-term exclusions.

**Head Teacher**

Determines the detail of the standard of behaviour acceptable to the school consistent with the Mission Statement.

 Promotes self-discipline and proper regard for authority among pupils.

Encourages good behaviour and respect for others, and acts to prevent all forms of bullying among Pupils.

**Deputy/Assistant Head**

Ensure that the behaviour management policy is implemented consistently across the school, to ensure the health, safety and welfare of all pupils.

Review the policy on an annual basis.

Arranges training in behaviour management for staff.

**Key Stage Lead**

Ensures that the behaviour management policy is implemented consistently across the School, to ensure the health, safety and welfare of all pupils.

Reviews the policy on an annual basis.

Supports all School staff in the implementation of the policy.

Investigates incidents and determines appropriate sanctions.

Records reported incidents of misbehaviour.

In the event of an alleged serious breach of discipline which may lead to exclusion, advises the Head Teacher.

**Staff**

Are responsible for discipline and the smooth running of the school at all times, not only when teaching or undertaking a specific duty.

Embody these aims in their relationships with pupils, each other, parents and all members of the school community.

Ensure that they respond to the needs of individual pupils in line with the curriculum and mission of the school. Well planned, interesting and demanding lessons make a major contribution to good discipline.

Act as role models for pupils and set examples of hard work, and respect for self and others.

Promote positive patterns of behaviour and self-discipline amongst pupils, and deal appropriately with any unacceptable behaviour.

Are consistent in dealing with pupils.

Must be aware of those pupils who experience difficulty in managing their own behaviour, and exercise professional judgement in handling potentially confrontational situations with firmness and sensitivity.

Report to parents about the progress of each child in their class, in line with the whole-school policy. The Key Stage Lead may also contact a parent if there are concerns about the behaviour or welfare of a child.

Discuss behaviour in class and PSHE lessons.

**Parents**

The school actively collaborates with parents, who are consulted in formulating policy, so that pupils receive consistent messages about how to behave at school and at home.

Expectations are set out in the Home School Agreement.

**POSTIVE REWARD SYSTEM**

 We celebrate all achievements whether in school or out because every child has some attribute which can boost their confidence and self-esteem when praised.

The following actions are taken to establish a climate where each child feels valued.

Promoting Good Behaviour in Much Woolton

We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of strategies within the school of rewarding and celebrating achievement and good behaviour. These include:

Teachers offer:

* We believe that careful classroom management and organisation substantially reduces discipline and behavioural problems including providing children with appropriate levels of work.
* Each class develops its own set of classroom rules at the beginning of the year which are clearly displayed and understood by all members of the class.
* Children’s work must be carefully displayed within classrooms and throughout the school, thus creating a stimulating and attractive learning environment.
* Praise, and the public display of those children who have been praised.
* Bringing good work and behaviour to the notice of the Head/ Deputy/Assistant Head/other teachers/parents and pupils.
* Rewards such as House Points and Head’s certificates
* Extra privileges in class e.g. giving additional jobs or responsibilities.
* Recognition of achievements through display, in the school’s regular publications and on the School website.
* All children must have work displayed to increase a sense of belonging and ownership and to raise individual’s self- esteem.
* Teachers are aware of the need for all children to be praised.
* Class discussion about things that may be going wrong. This may be done through circle time, PSHE.
* No long lists of prohibitions – more models of behaviour, consistency and understanding of rules and their reason.
* Emphasis on rewards/praise rather than punishment.
* Punishing innocent with the guilty is discouraged.
* Humiliation in front of others is avoided wherever possible.
* Praise in front of others, sending commendable work to other members of staff and encouraging written teacher comments on good work

The school offers:

 Recognition of achievements at assemblies and the opportunity for children to show good pieces of work and talk about their achievements and interests.

Weekly awards of the House Point

Opportunities to celebrate, for example: musical evenings and concerts, sports.

Children's achievements out of school, e.g. music or swimming certificates are also recognised in assemblies and school publications.

Recognising pupil ability by awarding whole school responsibility such as: House Captains, Head Boy and Girl, School Council.

Recognition of achievements in the weekly Newsletter to parents.

Other children who are to be congratulated for particular achievements, competitions etc.

At the end of Term a reward will be given to the House Team which has received the most house points.

On Prize Day, at the end of the School Year, a prize giving ceremony recognises pupils ‘achievements.

All parents receive an Annual School Report including the achievements of all

children.

**Key Stage 2:**

* The children are placed into 4 House Teams. Children are awarded house points for good work, positive behaviour, being kind, setting a good example etc.
* The children can receive a maximum of 2 house points, which they add to their house point chart.
* The house points are collected by the House Captains at the end of the week.
* The teams are awarded 10,8,6,4 points depending upon who has the most house points at the end of the week. This is announced in Assembly on Friday.
* At the end of the term, the team with the most points will receive a prize.
* House points cannot be removed once given by a member of staff.
* Staff are also encouraged to communicate with parents in order to notify them of good behaviour, hard work etc.
* The Head Teacher/Deputy also awards stickers for any commendable characteristic that may have been observed during the school week.

**Key Stage 1:**

* The children are placed into 4 House Teams. Children are awarded house points for good work, positive behaviour, being kind, setting a good example etc.
* The children can receive a maximum of 2 house points, which they add to their house point chart.
* The house points are collected by the House Captains at the end of the week.
* The teams are awarded 10,8,6,4 points depending upon who has the most house points at the end of the week. This is announced in Assembly on Monday.
* At the end of the term, the team with the most points will receive a prize.
* House points cannot be removed once given by a member of staff.
* Use of Peg System within classes to demonstrate good behaviour.
* The Head Teacher/Deputy also awards stickers for any commendable characteristic that may have been observed during the school week.

**Foundation Stage:**

* Regular dialogue with parents to celebrate successes.
* Stickers
* Gold/Silver/Bronze Chart

**Individual Assertive Behaviour Techniques**

* Reward timetables
* Home-school books
* Star charts

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**School Rules**

* **WE WILL** **TREAT OTHERS AS WE WOULD LIKE TO BE TREATED**.
* **WE WILL TRY OUR BEST TO LISTEN TO EACH OTHER AND TALK ABOUT THE THINGS WE DON’T AGREE ON.**
* **WE ARE RESPONSIBLE FOR OUR OWN LEARNING**
* **WE ARE ALWAYS POLITE AND CARING TO ALL.**
* **WE WILL AIM TO BE THE BEST WE CAN BE AND REACH FOR THE STARS.**

**THIS IS A SCHOOL FAMILY AND WE DEPEND ON ALL OF US TO LIVE HAPPILY TOGETHER**. The school reputation depends on you, both inside and outside school. Do not let us all down by bad manners, inappropriate behaviour or being cheeky.

*It is expected that parents would support our children's Code of Conduct by reinforcing its principles at home and encouraging their children to follow it.*

***It is assumed that parents who accept a place for their child at Much Woolton will accept the rules and standards as laid out and will encourage their child to support and follow them.***

Should there be any concern over a child that does not seem to be resolved by rewards, then it is school policy to implement a stepped sanction system.

**UNDESIRABLE BEHAVIOUR**

This is behaviour which is unpleasant or inappropriate. Pupils will be reminded that their behaviour is inappropriate and be requested to stop. If their undesirable behaviour is becoming unacceptable it will then be treated as more serious. Any continuation is unacceptable and this will be escalated.

We work on the principle of ‘on the balance of’ probability.’

Staff are expected to speak with the children in a calm measured and non-confrontational tone. Shouting should be avoided except in exceptional circumstances, when a child may endanger themselves or others.

As far as possible children should be able to start afresh after being reprimanded with the clear message that the punishment has settled their wrong doing.

Children will not be sent to the Head Teacher for unacceptable behaviour except for exceptional circumstances or by previous arrangement. If the usual procedures have failed, then a red card will be sent to the Head Teacher or Deputy which will bring them to the classroom.

Code of Conduct

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| --- | --- | --- |
| Stages of indiscipline procedure | Person | Action/Sanction |
| Stage 1:* 3 entries in discipline file eg continuous disruption of lessons

repeatedly answering back* Swearing (with intent)/obscene or inappropriate actions reported by a child
 | Class Teacher | * Payback
* Contact parents via letter. Parents acknowledge payback by signing return slip.
* Speak to class generally through circle time/PSHE
* Move place
* Use behaviour chart
* Class discipline File
 |
| Stage 2:* Continual incidents of bullying
* Continual poor behaviour at playtime
* Swearing heard by an adult
* Deliberately throwing objects
* 3 times on payback
* Vandalism/ deliberate wilful damage of property
 | Phase Lead  | * Contact parents by telephone/ post to arrange a meeting.
* Parents to sign form to agree punishment
* Lunchtime Payback for the week
* Speak to class generally
* School discipline file
 |
| Stage 3:* Verbal abuse to an adult heard by another adult
* Injuring another child – head-butting
* Fighting
* Bullying continually – verbally or physically
* Use of inappropriate language or actions – continual swearing (with intent) sexual /homophobic/racial
* Stealing money or valuables
 | Senior Leadership Team | * Contact parents immediately by telephone/post to arrange a meeting
* Follow recommendations on IEP
* Immediate lunchtime/playtime detention with Deputy Head Teacher
* Deputy to speak to class
* Lunchtime exclusion if necessary
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| Stage 4:* Hitting/abuse to teacher
* Continual verbal abuse to a teacher
* Seriously injuring another child purposely
* Stealing after stage 3 punishment
* Fighting with the intent to hurt/injure
 | Head Teacher | Exclusion:* Exited from the classroom
* Fixed term exclusion in days inc exclusion form lunchtimes
* Referral to Governors
* Permanent if necessary where no improvement in behaviour.
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Payback:

Will take place on Wednesday and Friday lunchtime supervised by members of the SMT.

Whole School

If a child is found fighting then immediate payback will be given. The child will miss the next playtime. Supervised by a member of SMT.

KS1

A weekly payback session during a lunchtime for 30 minutes will be given to children whose behaviour does not fall in line with the school policy - causing wilful damage of property, displaying threatening behaviour and language to other children and there has been a referral from phase leader following continuous low level disruption, then the child will be kept in for the whole of playtime. Children will have been placed in the behaviour management file 3 times. Parents will be contacted via letter and informed of this sanction

Each child will have a ‘fresh start’ each half term.

KS2

 A twice weekly 30 min payback session during a lunchtime will be given to children whose behaviour does not fall in line with the school policy - wilful damage of property, threatening behaviour and language to other children and referral from phase leaders following continuous low level disruption. Children will have been placed in the behaviour management file for their class three times. Parents will be contacted to discuss the payback session and a letter will be sent home with the child, identifying the misbehaviour and the date of the payback session.

If a child has 3 paybacks they will spend the next week of lunchtimes with a senior leader.

Each child will have a ‘fresh start’ each half term.

**Children can keep cannot be on payback for not completing work or homework. If a child has not completed work during the lesson, the class teacher can keep the child in at play to complete.**

Representing the school

If a child has been on payback three times in a half term they will not be able to represent the school in the next school activity/competitions.

In rare incidents where there are exceptional circumstances SLT will override the decision.

If a child is involved in a violent incident or using inappropriate language it is at the discretion of a member of Senior Management if the child participates in any immediate competitions.

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| --- | --- | --- |
| Name: | Date: | Time: |
| Details of Incident: | Stage: |
| My teacher has explained what stage the incident is and the reason why the incident has been entered into the behaviour folder.Pupil Signature: |
| Teacher Signature: |

|  |  |  |
| --- | --- | --- |
| Name: | Date: | Time: |
| Details of Incident: | Stage: |
| My teacher has explained what stage the incident is and the reason why the incident has been entered into the behaviour folder.Pupil Signature: |
| Teacher Signature: |

|  |  |  |
| --- | --- | --- |
| Name: | Date: | Time: |
| Details of Incident: | Stage: |
| My teacher has explained what stage the incident is and the reason why the incident has been entered into the behaviour folder.Pupil Signature: |
| Teacher Signature: |

Definition of Exclusion

Exclusion takes place when a pupil is prevented on disciplinary grounds, from attending the school. A pupil may be removed from the school site where there is sufficient evidence that a pupil has committed a disciplinary offence and if allowed in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.

The decision to exclude must be made in line with the principles of administrative law i.e that it is: lawful, rational, reasonable, fair and proportionate.

**Types of Exclusion**

Three types of exclusion are available to Head Teachers. These are:

1. Lunchtime Exclusion

An exclusion for a lunchtime period counts as half a day and should be counted towards a maximum of 45 days in a school year.

1. Fixed – period exclusions

Short- term exclusions for one or more periods provided that the pupil is not excluded for more than 45 school days in any one school year and that no public examination will be missed.

1. Permanent exclusions

An exclusion when it is not intended that the pupil return to the same school.

**THE POWER TO EXCLUDE**

Only the HeadTeacher has the legal power to exclude and this must be on disciplinary grounds. Exceptionally a member of the school’s management team, acting in the Head Teacher’s absence can exclude.

A decision to exclude must be based on the civil standard of proof, which is,

‘**on the balance of probabilities,’** That is to say , if it is more probable than not that the pupil has done what has been alleged the pupil may be excluded. However, the more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be. This is not the same as requiring the criminal standard of proof, but it does mean that when investigating more serious allegations, Headteachers will need to gather and take account of a wide range of evidence. In some cases this may extend to evidence of the pupil’s past behaviour, if relevant to the seriousness of the allegation.

**PRE-EXCLUSION PROCEDURES**

Schools should intervene as soon as possible to address emerging behaviour problems and try to identify whether there are any casual factors, learning difficulties or disabilities, and intervene early thereby minimising the need for permanent exclusion.

Permanent exclusion should be considered as a last resort in response to a serious breach, or persistent breaches of school policy and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Review: Feb 2020

Signed: