ST. DOMINIC'S CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY

In Jesus, we love, learn, hope, trust and care.

At St. Dominic's 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.

The articles referred to in this policy are taken from the UN Convention on the Rights of the Child which our school fully supports and promotes. This convention sets out the rights of all children and young people under the age of 18.

Article 28
All children have the right to an education.

Rights and Responsibilities

Everyone within our school community has rights and responsibilities to ensure that St. Dominic's Catholic Primary 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 caring school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the 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.

Code of Conduct

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

Article 29
The purpose of education is to develop every child's personality, talents and mental and physical abilities.

At St. Dominic's Catholic Primary School we have adopted a behaviour programme called 'Stay on Green'. We work towards standards of behaviour that are based on the basic principles of our Mission Statement: love, learn, hope, trust and care. When children are following school rules and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in our school community aims to show this behaviour at all times.

Article 29
Education should prepare children to live responsibly and peacefully in a free society.

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.

> **Article 37**
> No child should be punished in a way that humiliates or hurts them.

We believe that children respond best to praise and encouragement. We endeavour 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.

> **Article 14**
> Parents should help children learn what is right and wrong.

Green Behaviours

- Staff work to promote 'green behaviours' at every opportunity.
- School assemblies provide a focal point for talking about and reinforcing aspects of our school ethos.
- Senior staff deliver assemblies to revise with children what is meant by 'green behaviours' and what this will look like.
- Class teachers discuss 'green behaviours' with their pupils and ensure that the school rules and Stay on Green behaviour charts are displayed and used consistently. Class teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

> **Article 12**
> All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

School and Classroom Rules

Class charters are collaboratively created at the beginning of each school year. The charters place emphasis on behaviours that respect the rights of all children in the classroom to be able to learn and play together.

Children learn that each of us has a responsibility to respect the rights of others. This supports the pupils' understanding of 'green behaviours'.

Whole School Behaviour Policy: Stay On Green

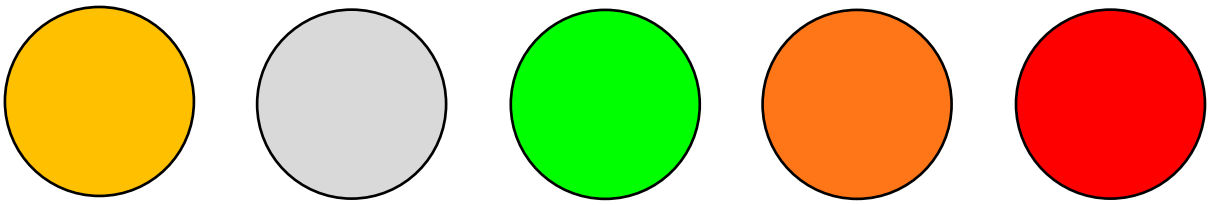
Overview
The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills

- Pupils who consistently follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour (see Appendix One)
- Teaching of specific behaviours and routines



Praise is the most powerful form of influencing children's behaviour

Classes have a weekly green points target. Green points given to individual children are added to the class total. In addition, the number of children who have remained on green until the end of each day will be added to the green points target for the week. The class may exceed this number through consistent excellent behaviour. On reaching their weekly green points target they earn a 'green time session' on Friday afternoon.
Children are moved to silver and gold for recognition of super effort in work or exemplification of Mission Statement behaviours.

An achievement assembly takes place each Friday to celebrate academic and positive behaviours both in the classroom and in the playground. Children receive a sticker for 'super effort' in work in the classroom and a 'Shine' certificate for being a role model of positive behaviour, e.g., sharing, helpful, inspiring, neighbourly or empathetic.

Article 31
All children have the right to relax and play, and to join a wide range of activities.

In-class Consequences

- Teachers use least intrusive skills to redirect behaviour.
- If they decide to move a child's name to the amber or red they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least two warnings are always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move back to green and beyond.

The following colours are consequences:

Green	First Warning This provides the opportunity for a pupil to start making the right choices so they can stay on green. Second Warning This again provides the opportunity for a pupil to start making the right choices so they can stay on green. Staff look for opportunities to keep pupils on green.

Amber	Reflection Time in the classroom for up to 10 minutes. Pupils will move to the reflection area and use a timer. On successful completion of 'Reflection Time' the pupil moves back to green.
Red	Repeated amber behaviours will require out-of-class consequences which moves the child to red. Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences. <u>Reflection Time In Partner Class With Reflection Sheet</u> The 'Reflection Sheet' is used and once completed this is brought to the Deputy Head of School to be read and discussed. This information is recorded on a tracking sheet. When pupils return from an out-of-class consequence they remain on red. The teacher will look to move the pupil towards green as soon as possible. <u>Leadership Team Involvement</u> If pupils continue to make the wrong choice about their behaviour they will be referred to the Deputy/Assistant Head teacher. Pupil behaviour will be discussed with the pupil with a view to one of three outcomes. A. Reflection time with SLT (using restorative conversation) Pupil thinks of strategies to repair the situation and reports back to the Deputy or Assistant Head at the end of the day. B. Phone call or letter home Parents/carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. C. Parent / Carer meeting This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan with the support of all staff working with the child.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking sheets from class teachers and SLT will be collated by the Deputy Head to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- A school support plan and/or an Educational Health Care Plan (EHCP).
- Pastoral Support Programmes
- Support from the Re-engagement Unit.

Article 3
All organisations concerned with children, for example, schools and the health service, should work towards what is best for the child.

If a pupil is excluded from the school this will be undertaken within the Hackney Exclusion Guidelines. On return to the school a plan will be developed to support the pupil's reintegration into the classroom.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. St. Dominic's 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.

Only the Headteacher 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 Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, either she, the Deputy Head or the Assistant Head informs the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher will write to parents informing them that their child has been excluded.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within the school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- Posing a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Appendix One

Strategies to help children 'Stay on Green'

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring
  For short period of time.

- Tactical pausing
  Pause, emphasises attention and focus.

- Non-verbal cueing
  A clear, discussed cue that gives message.

- Name reminder
  Integrate name into teacher talk.

- Proximity praise
  Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.

- Behavioural direction
  Use name to initiate attention, focus on behaviour required rather that what is going wrong, finish with thanks, keep direction brief.

- Rule reminder
  Could ask a question 'What is our rule for……?'

- When……..then……..
  Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

- Partial agreement
  Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think…….. but I would like you to…….

- Stuck record
  I would like you to…… The rule is……..

- Direct questions
  'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.

- Directed choices
  Within known rules or routines- refer back to rights roles and responsibilities.

- Assertive comment / direction / command