

# **Great Crosby Catholic Primary School**



## **Behaviour Leadership Policy**

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### **Introduction**

This policy is underpinned by the clear understanding that all behaviour is a matter of choice with a consequence.

All staff at Great Crosby Catholic Primary School are responsible for the implementation of the Behaviour Leadership Policy, throughout the school, and will be involved in its review.

The policy is reviewed through the Senior Leadership Team (SLT) and views from the staff, children, governors, parents and carers are sought.

The SLT are also responsible for the induction of new members of staff and this is monitored through the completion of the induction pack.

This policy should be read in conjunction with the policies for:

- Exclusions
- Bullying
- Care and Control
- Safeguarding
- Racial harassment

### **Aims and Objectives:**

To enable all to 'have life and have it to the full' and for effective teaching and learning to take place there must be good behaviour in all aspects of school life.

We seek to create a caring, safe and secure learning environment in the school by:

- Promoting positive behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Promoting a sense of pride in Great Crosby Catholic Primary School
- Ensuring fair treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and shared procedures.

## **The Code of Conduct**

The Code of Conduct was created by the whole school for the whole school.

The five statements of the Code of Conduct are:

- Use good manners
- Be safe and Sensible
- Treat everyone the way we want to be treated
- Try our best in everything we do
- Be friendly and cooperate with each other.

The Code of Conduct is annually sent out to parents/carers to sign. It is discussed with Children regularly and referred to daily. The Code of Conduct covers expectations in the classroom, resource areas, dining hall, playgrounds and out of school too.

## **School Organisation:**

Our school ethos/philosophy is central to establishing and maintaining high standards of behaviour. In order to promote positive behaviour we will:

- Create a caring, calm environment
- Have clearly understood and displayed Code of Conduct which is signed and agreed to annually by both parents and children.
- Communicate clear, consistent expectations throughout the school
- Recognise and reward positive behaviour
- Provide a stimulating and differentiated curriculum
- Promote the children's involvement and commitment to all aspects of school life
- Involve the school council

## **Classroom Organisation:**

It is the responsibility of the class teacher to implement according to whole school policy. If a child has to be removed from the class for any reason this must be at the discretion of the teacher in charge and should only be done to maintain a quiet learning environment for other pupils.

It is important that our children know the boundaries for acceptable behaviour. It is important that we have common expectations of the children across the school and that we are consistent in our responses. We will ensure that:

- We show respect for the children
- We give praise and rewards for positive behaviour
- We value every child
- We are fair and consistent
- We have high expectations of both work and behaviour
- We set clear, common guidelines and rules within the classroom , underpinning our Code of Conduct and these are understood by all appropriate adults, including supply teachers

- Where there are examples of inappropriate behaviour which need to be addressed we express clearly that it is the behaviour and not the child of which we disapprove e.g. we never tell a child that he/she is 'naughty', 'badly behaved', etc
- We allow the children to explain their negative actions and make reparations as soon as possible
- We will always be aware that a child needs to calm down after an incident and allow a Reflect Repair and Rebuild sheet be completed.
- We will establish a mutually respectful relationship with parents and carers.

### **Rewards for Good Work and Behaviour**

At Great Crosby Catholic Primary School we have a well developed system of positive reinforcements which pervades all our dealings with children. We have listed some below:

- Golden time for KS1
- Non verbal/verbal praise
- Written comments in books
- School 'You've Been Crosbied' system \*
- Sharing work with the class
- Roles of responsibility
- Stickers, stamps,
- Star of the Week
- Certificates
- Whole class compliments given by adults but not the class teachers
- Sharing work with parents/carers
- Direct praise to parents at the end of the day
- Sharing work with the Head Teacher/Deputy Head Teacher/Assistant Head Teachers
- Afternoon tea with the Headteacher- every half term
- Display of work
- Dining room stickers

\* You've Been Crosbied!

Children can be awarded 'You've Been Crosbied' by ALL STAFF in the school; they can be given for behaviour, kindness, politeness, good work, following the Code of Conduct etc. Children are verbally told why they have been given them unless it is for good work and it is written in their book. Children put 'You've Been Crosbied' in a box and these are brought to Star of the Week on Friday and prizes given in a draw.

## **Sanctions**

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined below and their use will be characterised by clarity of why the sanction is being applied and what changes of behaviour are required to avoid future sanctions. Sanctions should always be – fair, certain, and consistently applied.

Sanctions will not be used against the whole class, for individual children's misdemeanours. However, there may be times when a collective responsibility approach is needed.

The leadership team will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

## **Playtimes and other Non-Structured times**

Playtimes and other non-structured times are important in giving the children an opportunity to develop social skills and peer relationships. They also serve to give the children a time to relax and have safe fun. However, in order for all children to enjoy this time they need to behave in an appropriate manner in accordance with the Code of Conduct.

Although the children are supervised some find these times difficult to manage. They will first be encouraged, then if necessary directed towards positive choices. Inappropriate behaviour will be monitored and should the behaviour continue then other sanctions may be used for example: removal from the situation, walk with an adult or sit on a 'time out' seat in a designated place. It will be necessary for this then to be shared with the class teacher at the end of playtime by the teacher on duty or member of non-teaching staff. If this is at playtime and the inappropriate behaviour continues then the SLT will be informed and he/she will take appropriate action.

## **Behaviour and the Special Educational Needs (SEN) Register**

Children who offer consistently challenging behaviours may, with their parents/carers permission be placed on the Special Needs register. The class teacher will with support from the SENCO develop behavioural targets for the child. It may be that a Behaviour Support Plan( BSP) is created.

## **Bullying**

This school recognises and affirms the right of every child to learn in a safe and secure environment.

Definition of bullying –

*Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups).*

***As described by the DFES10/95***

We take a proactive approach to bullying as well as responding when an incident occurs. As part of our approach we regularly provide opportunities through circle time, as well as assemblies or other times to reflect on what constitutes bullying and appropriate reactions to it. This is undertaken through Personal, Social and Health Education and SEAL (Social Emotional Aspects of Learning) materials.

Children who are the victims of bullying are encouraged and helped to:

- Feel able to speak to whomever they feel comfortable telling.
- Not feel guilty or ashamed.

Staff are aware of the signs of bullying and will record and monitor. All incidents will be recorded by members of the SLT. These steps and the cause will be discussed with parents/carers in order to achieve a successful conclusion.

### **Harassment**

Harassment including racial, homophobic, sexual and persistent teasing will not be tolerated. All incidents are considered serious and dealt with immediately according to the identified structures and have to be reported to the Local Authority annually.

### **Internal Exclusions**

Repeated inappropriate behaviour that does not improve following support programmes implemented by the class teacher or SLT, or one off incidents, may result in an internal exclusion.

These will be administered by a member of the SLT in consultation with the class teacher.

These will take place in a time out area either in another classroom or another area of the school.

These may include further loss of playtimes.

It may also be necessary for the Child to: have a Home/School Book in KS1 or go on a report card in KS2.

## **Formal Exclusions**

Repeated inappropriate behaviour, which includes bullying and racist incidents, that does not improve following support programmes, parental involvement or sanctions may result in a fixed term or permanent exclusion of the pupil.

One off, incidents of a more serious nature may result in a fixed term or permanent exclusion. These may include:

- Verbal and physical assaults on another person
- Damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school
- Inappropriate use of social networking sites and technologies.

The child's age and the nature of any disability will be taken into account when these decisions are made.

The decision to exclude can only be taken by the Head Teacher, or in her absence by the Assistant Headteacher.

In cases of exclusion a meeting will be arranged with the parents/carers detailing the reasons for the exclusion and the period of exclusion. The parents/carers should then contact the school to make arrangements for the collection and marking of work during the exclusion.

Parents/carers can appeal against the Head Teacher's decision by contacting the Governing Body who will arrange a panel to hear the parents/carers appeal within seven working days. Children's Schools and Families will be notified of the exclusion.

The child should be brought to the school following the exclusion to see the Head Teacher before being allowed to attend class. At this meeting an attempt will be made to resolve any problems and to impress upon the child and parents/carers the seriousness of the situation and an undertaking to modify the behaviour.

All protocols issued by Sefton are followed.

## **Off-site Visits**

This policy also applies when children are off-site. If behaviour becomes unacceptable and meets any of the above criteria or is likely to bring the school into disrepute, the child will be returned to school and the necessary action in accordance with this policy will be taken.

**Off school premises**

This policy applies to children when they are on school premises. However, any incidents that are brought to our attention, when the children are in Great Crosby Catholic Primary School uniform and could potentially bring the school into disrepute, will be dealt with in partnership with parents/carers.

**Physical Restraint**

All staff have a duty of care and therefore can use reasonable force to prevent a pupil from committing a criminal *offence*, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school. All staff receive Care and Control training every three years. Staff who work regularly work with children whose behaviour is challenging will receive further training.

Before such action, the staff will employ a wide range of strategies in order to avoid this action.

This progression of actions in response to their negative behaviour should be clearly communicated to the child in an *effort* to distract the child. All incidents of safe holding will be recorded in the Serious Incident Book and then the correct form will be completed.

**Conclusion**

Ultimately it is the child who chooses and is responsible for his/her actions. We work to make positive behaviour rewarding so that the resulting optimum environment is achieved for the benefit of all.

Head Teacher

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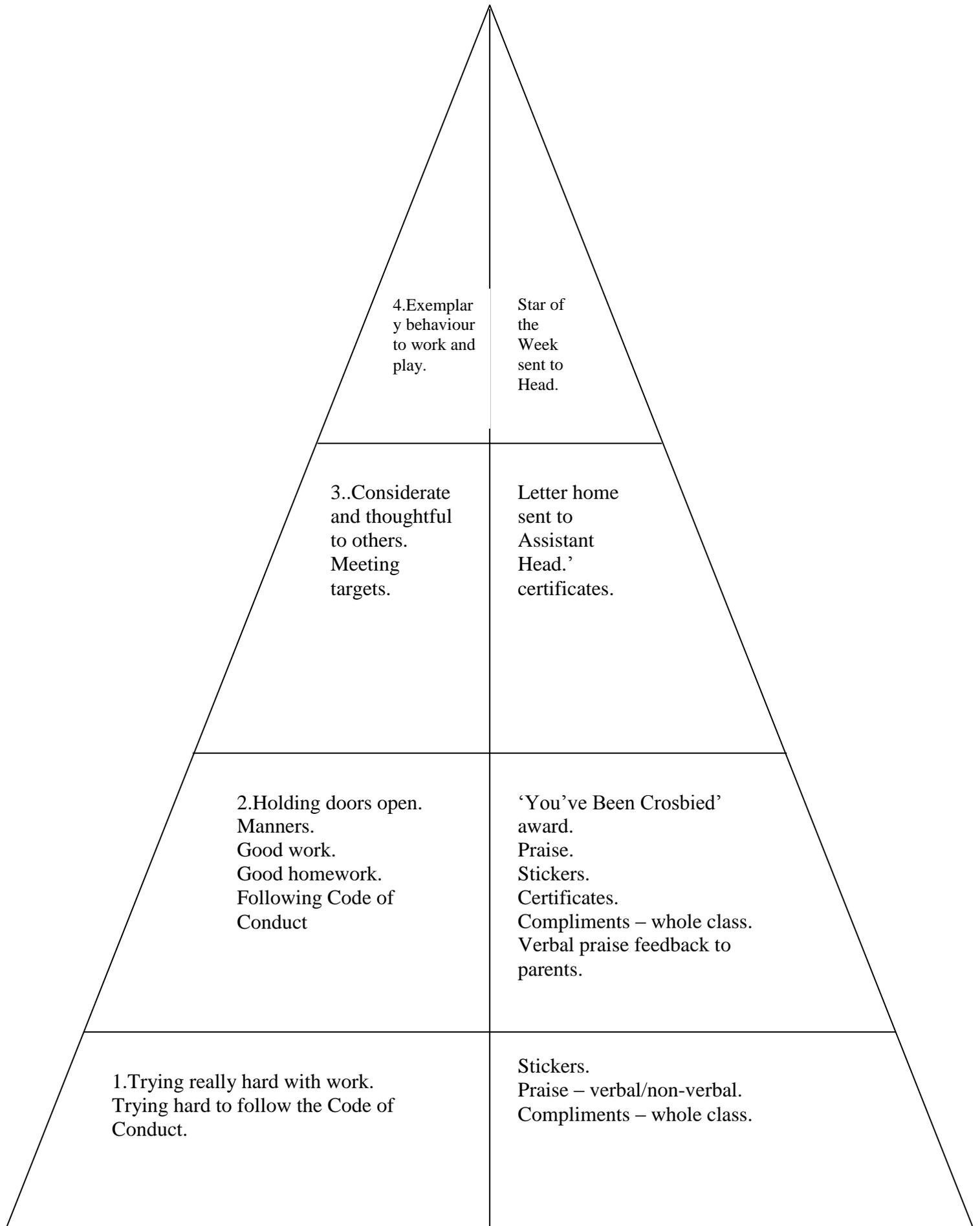
Chair of Governors

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Date December 2015.....

Next Review December 2017

**Examples of types of behaviour at each level and level of rewards**



## Examples of types of behaviour at each level and level of sanctions

