

# St Nicholas Catholic Primary School



## Behaviour for Learning Policy

## OUR MISSION STATEMENT

**At St Nicholas School we are called together to *love, live, learn* with Jesus Christ.**

- Love God, ourselves and each other.
- Live life in response to God's call.
- Learn to achieve our best in everything we do.

**Our Behaviour Policy assumes that:**

- children have the right to learn and teachers must be enabled to teach them
- no child has the right to affect the learning of others
- success should always bring plentiful praise, recognition and positive reinforcement
- all pupils and staff will behave appropriately

In developing this policy, the Academy Committee have taken account of the Education and Inspections Act 2006, Chapter 40, Part 7 - Discipline, Behaviour and Exclusion.

### **A. Role of staff**

**Teachers must take a clear leadership role in the classroom:**

- be assertive
- always give and expect to receive respect
- have high expectations
- have a clear and consistent approach to classroom organisation
- be positive (telling pupils what to do rather than what not to do)

**All School Staff and adults in school should:**

- apply school rules consistently and fairly
- always praise positive achievements and behaviour
- always impose consequences automatically
- once earned never remove rewards and equally a consequence once earned is not removed
- aim to praise a pupil before giving a warning to another child

**Teaching Staff will endeavour to:**

- make sparing and consistent use of reprimands

*This means being firm rather than aggressive, target the right child, criticise the behaviour not the child, use private rather than public reprimand whenever possible, avoid sarcasm and idle threat and always be fair and consistent.*

- make sparing but consistent use of consequences

*This means avoiding whole group punishments that children see as unfair. Avoid punishments that humiliate, for example making children look ridiculous*

*EVERY DAY IS A FRESH START*

## **B. Rewards**

It is important that rewards given to children reflect the achievement that they have gained. Whole class effort should be rewarded with whole class rewards, whereas individual effort should be rewarded with individual awards.

“If a child lives with praise. . . . .he learns to be appreciative.”

### Individual Rewards

For effort, good work and good behaviour children receive individual merit marks, which should be displayed in the classroom where all children can see them.

A good piece of work, real effort and good behaviour should receive 1 merit mark.

When giving Merit Marks, children should be rewarded for their achievements (progress and performance in relation to their ability).

An exceptional or outstanding item should receive 2 merit marks.

### Affirmation Postcards

Children are chosen at the start of every half term to receive a postcard from a member of staff (including TAs), praising them for excellent behaviour, achievement, progress or attitudes in the previous half term.

### Spontaneous rewards

As 10 merit marks can take time to accrue it is essential that we recognise that instant praise is important to motivate children. Instant rewards are a good way to achieve this. These can be awarded on the spot for children who show an aspect of behaviour which embellishes the school rules, e.g. a unilateral act of kindness, courtesy, honesty or simply a good day's work. Suggested rewards are:

Well-done stickers

Raffle ticket

'Ask me what I did today badge.'

Star of the day

Name recorded on happy side of the board

Class cuddly toy to take home.

Visit to another class to share work

Visit to the Head Teacher to share work

Approaching the parent/ carer at 3:30pm to inform them

Lots of praise.

There are many other individual rewards class teachers may use.

Sweets are not given as rewards.

#### Individual rewards (during lunchtime)

During lunchtime the lunchtime supervisors can reward children with:

- Raffle tickets for the Friday draw
- Stickers for "good eating" in the dining room.
- Informing the class teacher of good behaviour

#### Class Rewards

When the whole class perform well, it is more convenient and indeed more appropriate for the whole class to receive a reward. This is encouraged at St Nicholas' and varies from year to year. See appendix 3.

We aim to promote positive behaviour at St Nicholas school where expected behaviour is modelled and clearly sought.

### ***EVERY DAY IS A FRESH START***

#### **C. How do we manage inappropriate behaviour?**

1. The Look. Very often a stern stare is all that is required to modify inappropriate behaviour
2. If behaviour persists, a verbal warning should be given where the appropriate behaviour is demanded.

3. If behaviour persists, the child's name is recorded and at a convenient time they explain their behaviour to the teacher.
4. If behaviour persists, a child's name is recorded a second time. It may be appropriate to send the child to another class for 15 minutes to reflect on their behaviour at this point (see appendix 7). The child should not be given work to do. The time is to be served as time out and reflection time. At this point the child's name should be placed in the behaviour log and an informal approach made to the parents to inform them of this.
5. If behaviour persists, inform the Head Teacher who will arrange for a formal meeting with parents to discuss the issue. At this point a Behaviour Correction Plan may be put in place for the child, including a Behaviour Record which monitors the child's behaviour at relevant times during the day e.g. in the classroom or on the playground, if this is where the inappropriate behaviour occurs.
6. If it is deemed appropriate outside agencies such as Behaviour Support Services (BSS) will be consulted or the parents may be referred to the school nurse. In some cases a representative from BSS may attend the meeting with the parents and Head Teacher.
7. If the inappropriate behaviour persists, despite the Behaviour Correction plan, the child will have an Individual Behaviour Programme (IBP) put into place in consultation with BSS, the Behaviour Coordinator and the class teacher. The parents will also be informed about the IBP and the targets their child has. This will be monitored and reviewed regularly until the child has consistently met their behaviour targets.
8. For instances of low incidence /high impact behaviour, revert to step 5 immediately. e.g. fighting, discrimination, swearing, stealing, deliberate damage to school/ personal property

## Exclusion

Although we will always strive to resolve behaviour problems using the strategies detailed above, the school reserves the right to issue exclusions. These may take the form of:

- a) Temporary, fixed term exclusion. This could be for a lunchtime (classed as half a day), half a day or full days, depending on the circumstances. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A fixed-period exclusion does not have to be for a continuous period.
- b) Permanent exclusion - for serious and/or persistent breaches of the behaviour policy.

If an exclusion is deemed necessary, parents will be notified in writing stating the reasons, when the exclusion is to take place and the duration. Parents are also notified of any right to appeal.

For all exclusions of 5 days or less, parents are required to keep the child off school and ensure that they complete work set for them by the school.

For exclusions longer than 5 days, the child will be accommodated at one of the schools in the St John Paul II Multi Academy from the start of the 6<sup>th</sup> day.

*Possible reasons for exclusion are:*

- physical assault against another pupil or an adult, which includes fighting, violent behaviour, wounding, obstruction and/or jostling
- verbal abuse and/or threatening behaviour against another pupil or an adult, which includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, or carrying an offensive weapon
- bullying, which can be verbal or physical, and this category includes homophobic and racist bullying
- racist abuse, which includes racist taunting and harassment, derogatory racist statements, racist bullying and racist graffiti
- sexual misconduct, which includes sexual abuse, assault and/or harassment, lewd behaviour, sexual bullying, sexually inappropriate language and sexual graffiti
- drug and alcohol-related behaviour, which includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol and/or other substance abuse
- damage, which includes damage to school or personal property belonging to any member of the school community e.g. vandalism, arson, graffiti
- theft, which includes stealing school property, stealing personal property from a fellow pupil or an adult, stealing from local shops on a school outing
- persistent disruptive behaviour, which includes challenging behaviour, disobedience and/or persistent violation of school rules

#### **D. Screening and searching**

At St Nicholas, children are not routinely screened, however if staff believe that a child has about their persons an item which could cause harm to either themselves or others, they reserve the right (with the permission of the most senior member of staff on duty) to search that child. If a child is to be searched, there must always be two members of staff present.

#### **E. Reasonable force**

Schools do not require parental consent to use force on a child however, in exceptional circumstances, reasonable force can be used to prevent pupils from hurting themselves or others or from damaging property. Force should always be proportionate and used for no longer than necessary.

If force has been used, the incident must be reported immediately to the most senior member of staff on duty and an incident log must be completed. Parents must also be informed.

When using reasonable force, staff at St Nicholas are aware of the needs of children with Special Educational Needs and will make reasonable adjustments for them as necessary.

#### **F. Power to Discipline beyond the school gate**

The Principal has the right to intervene and discipline pupils for more serious inappropriate behaviour beyond the school gate. The Principal also has the right to inform the police if the behaviour is criminal or poses a serious threat to another person. If there were concerns about the mistreatment, neglect or abuse of a child, the school would follow the safeguarding policy.

#### **G. Pastoral Care for school staff**

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Academy Committee should instruct the Principal to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers

and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Allegations that are found to be malicious will be removed from personnel records; and any that are unsubstantiated, are unfounded or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The School will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

#### **H. Continuous Disruptive Behaviour**

In the event of children exhibiting continuous disruptive behaviour, the school reserves the right to initiate multi agency assessment and/or involve other agencies, including Educational Psychology, specialist behaviour support or school health.