

Behaviour for Learning Policy

“At St Chad’s we grow in the light of Christ, to share his love and reflect the gospel values”

Statement of principles

Our Behaviour for Learning Policy stems from the school’s aims which are centred on the gospel values. In our Catholic environment, everyone has the right to be respected and the responsibility to respect. We have a commitment to improving outcomes for all pupils and eliminating all forms of discrimination as well as promoting equal opportunity. The purpose of this policy is to encourage and reward good behaviour. This policy is set out to ensure that all staff follow a consistent approach to managing behaviour. At the same time pupils need to realise that there are consequences for unacceptable behaviour.

Rationale

The staff at St. Chad’s School believe that positive behaviour is necessary to ensure that children can enjoy learning and teachers can teach effectively in a safe, secure and caring Catholic environment.

Aims

- To foster a safe atmosphere of caring for people, places and resources where everyone feels secure and valued
- To promote a deep respect for every individual, and through a broad balanced curriculum, encourage each child to strive for excellence and to achieve their full, God given potential
- To help the children in our care to grow and develop confidently in their spiritual and moral lives and to become more aware of the needs of others
- To promote conduct and behaviour rooted in Gospel values (*A3.12 Christ at the Centre 2005 Diocesan Schools Commission, Archdiocese of Birmingham*)
- To nurture in each child the personal qualities of high self-esteem, self-confidence and self-discipline
- To celebrate a wide range of achievement

Ethos

Children must always be aware of the Mission Statement and reminded of it in many areas of the curriculum. We must encompass a calm and positive atmosphere to enable children to make the most of their opportunities.

All members of the school community have the right to:

- Be listened to with respect and tolerance
- Enjoy an environment in which they can learn, teach and work effectively
- Be treated with respect
- Be treated justly
- Learn and teach in a safe environment

All parents have signed the home/school agreement and new families are invited to sign before their children start at our school. (See Behaviour code appendix 1)

EXPECTATIONS for PUPILS

- 1) I will take a full and active role in the Catholic life of the school
- 2) I will work hard, listen carefully to instructions and try my best at all times
- 3) I will talk to people at home about what I learn at school
- 4) I will ask the teachers or someone at home if I find my work hard and listen to their advice
- 5) I will read my books to someone at home and change my book regularly
- 6) I will do all of my homework and catch up with any work that I might miss
- 7) I will not miss school unless I'm ill and will do my best to be on time
- 8) I will keep the school rules, and follow the behaviour code and class rules at all times
- 9) I will be polite and helpful to other pupils and grown ups

EXPECTATIONS FOR SCHOOL

- 1) We will have God at the centre of all we do
- 2) We will encourage your child to work hard and do his/her best
- 3) We will contact you as soon as possible, if we are concerned about your child's work or behaviour
- 4) We will make every effort to get back to you as soon as possible if you write to us or phone us
- 5) We welcome parents/carers into the life of the school and keep you informed about general school matters via newsletters or the Extranet
- 6) We will let you know regularly how your child is progressing
- 7) We will set your child regular homework tasks including reading
- 8) We will offer a broad and balanced curriculum which meets the needs of your child and provides 'next steps' for learning
- 9) We will provide a range of extra-curricular activities designed to enrich the children's school experience

EXPECTATIONS FOR PARENTS

- 1) I will support the school's Catholic ethos
- 2) I will make sure that my child attends school regularly and is on time for school
- 3) I will encourage my child to work hard and do all the homework tasks and listen to my child read
- 4) I will see that my child wears the correct school uniform
- 5) I will collect my child on time after school or after a school club
- 6) I will contact the school as soon as possible, by phone or in writing, if my child is absent
- 7) I will work with the school to try and make sure that my child behaves well and get in touch if there are any problems at home that may affect my child's work or behaviour
- 8) I will attend parent's meetings or Special Needs reviews
- 9) I will reply to any school correspondence
- 10) I will reward positive behaviour at home and impose sanctions for inappropriate behaviour

All of these expectations will be met if we continue to reflect the ethos of the Mission Statement.

STAFF AND PUPIL SUPPORT

The school recognises the importance of teaching pupils to make the right choices as early as possible.

The school encourages pupils to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour.

Behaviour strategies and the teaching of good behaviour

We ensure that opportunities to learn good behaviour are plentiful and good behaviour is noticed, praised and rewarded

- Our SEAL and PSHE curriculum gives the children a chance to discuss positive behaviour and learn strategies for coping with challenging situations
- Our RE lessons and assemblies ensure that the children know that decency towards each other is central to the Gospel Values that we have in our school.
- Positive behaviour is reinforced in the classroom, during Key Stage assemblies and during whole school collective worship.

GUIDANCE ON REWARDS

Examples of individual rewards to celebrate positive behaviour

- Verbal praise
- House points
- Certificates
- Speaking to parents
- Notes home to parents
- Mentioned on our website
- Stickers, stamps and charts
- Visits to another teacher, deputy head or Head teacher with commendation
- Free choice of activity
- Target sheets and stickers
- The star of the week will be mentioned in the weekly newsletter

Group/ whole class rewards to celebrate positive behaviour

- Marbles in the jar
- Golden time
- Class certificate from the Head
- Extra playtime

Working in partnership with parents

Parents/ Carers will be contacted promptly by the school to notify them of any serious incidents of misbehaviour in which their child has been involved, with a view to correcting inappropriate behaviour.

The school will investigate as appropriate the reported incidents to establish the facts from all parties. Consequential actions will be determined on that basis. The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigation, including the recording of incidents and witness statements for incidents which incur Level 2 and above. (appendix 3)

The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons, ensuring confidentiality, together with recommendation for action.

S.E.N

The Behaviour for Learning Policy must work within the boundaries of the LA's Special Needs Arrangements. Teachers will normally start the process at 'School Action' which will involve themselves using other measures for specific children which are above and beyond the needs of the majority of children in the class. 'School Action Plus' involves the actions of other teachers on an advisory or support basis. Should this stage show signs of failing to improve the behaviour of the child, the Headteacher should be informed and a more formal approach will need to be agreed.

Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills: and those presenting challenging behaviours arising from other complex special needs, may require help or counselling for some, or all, of the following:

Children at School Action and Early Years Action, should have access to:

- Flexible teaching arrangements
- support with development of social competence and emotional maturity
- support in adjusting to school expectations and routines
- support in acquiring the skills of positive interaction with peers and adults

In addition children at School Action Plus and Early Years Action Plus should have access to:

- provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- specialised behavioural and cognitive approaches
- re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- provision of a safe and supportive environment

The LA will need to consider, on an individual basis, whether these interventions can be provided through School Action Plus or whether the LA needs to undertake a statutory assessment. (*SEN Code of Practice 7.60*)

It is essential that all of the children in our school are treated fairly but as each of our children is an individual, they cannot all be treated the same.

Exclusions

Good discipline in school is essential to ensure that all pupils can benefit from the many varied opportunities provided by us. A fixed term exclusion (1-5 days) may be imposed for serious breaches of the schools behaviour policy. The school follows the guidance as Laid down by the DfE document 'Exclusion from maintained schools, Academies and Pupil Referral units in England 2012'. The Head teacher and Governing Body takes account of the Statutory duties in relation to Safeguarding and Special Educational Needs when administering the exclusion process. (Equalities Act 2010)

EXCEPTIONS TO THE STAGED APPROACH

There are very few exceptions where the staged approach will not apply.

- If any child continues to defy a member of staff or in any way attempts to strike, kick or verbally abuse them, they will proceed immediately to Level 4
- Bullying will immediately result in Level 3 and the child will go to the Deputy Head teacher
- Racist, sexist or anti-disability language or behaviour will again, immediately result in Level 3
- Children who hold an **Individual Behaviour Plan or have specific individual needs**, which propose alternative means of managing behaviour, will be managed according to that Plan.

Physical intervention

All member s of staff have the legal power to use reasonable force. This applies to any member of staff at the school. Staff may use reasonable force to –

- Remove a disruptive child from the classroom where they have refused an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through a physical outburst

MONITORING AND EVALUATION

Is the responsibility of the Senior Management Team. This Policy will be reviewed in accordance with our School Self Evaluation Cycle. Policy will be reviewed in 2015

Links –

Disability Discrimination Act 1995
Education Act 2002 & Education act 2011
SEN policy
Anti Bullying Policy
Race equality policy
United Nations Conventions on the rights of the Child
Social and Emotional Aspects of Learning (SEAL)
School Complaints procedure
Equality Act 2010

Guidance –

DfE Behaviour and Discipline in schools, a guide for Head teachers and staff 2012

DfE Exclusion from Maintained schools, Academies and Pupil referral units in England
2012

Further documents

Lunchtime and Behaviour (Appendix 2)

Behaviour and consequences (Appendix 3)

Strategy for Behaviour Support document (Appendix 4)

Appendix 2

Lunchtime and Playtime Behaviour

With regard to the Playground rules, these need to be reinforced too as do our expectations of the children at the end of break times. This is also dependent on staff responding promptly to the bell and meeting classes as they are sent in.

Dining Hall Rules

We queue calmly.
We stay in our seat.
We face the table.
We eat sensibly.
We keep food on the plate.
We swallow our food before leaving.
No food outside.

Our Caring Playground Rules

We play together and look after each other.
We follow instructions the first time, given by an adult.
We play without fighting, play fighting or being rough.
We use kind words and actions towards each other.
We call other children by their real names.
We are polite to everyone.

APPENDIX 3 – BEHAVIOUR AND CONSEQUENCES

Levels	Example of behaviour	Responses	Sanctions
Ladder	<ul style="list-style-type: none"> •Wandering about •Calling out •Interrupting the teacher •Talking at inappropriate times •Pushing and shoving in the line •Irritating other children •Interrupting other children •Low level disruption 	<ul style="list-style-type: none"> •Speak to the child •Eye contact •Reminders •Give the child choices about their behaviour e.g. Make the right choice •Change seating arrangement (Class Teacher responsibility) 	<ul style="list-style-type: none"> •Move down the ladder •Asked to apologise for behaviour •Keep child back for private chat with teacher at next break
One	<ul style="list-style-type: none"> •Swearing/verbal abuse (heard by an adult) •Leaving the classroom without permission •For three consecutive low-level offences (persistent offenders who don't reach a Yellow card – parents to be contacted by the teacher on the same day) 	<ul style="list-style-type: none"> •Talk to child •Discuss consequences of behaviour •Separate child from scene or other children involved •Class teacher inform parents of yellow card. •In conversation refer to Home/School agreement 	<p>YELLOW CARD</p> <ul style="list-style-type: none"> •Child completes work during the next break time •Withdrawal from class privileges •Time with Learning Mentor to complete work •Use of ABC sheets/intervention sheets
Two	<ul style="list-style-type: none"> •Fighting •Deliberately throwing objects to hurt •Deliberately damaging property, not respecting it •Serious challenges to authority, shouting at a teacher •Verbal defiance, answering back 	<ul style="list-style-type: none"> •Referral to DHT •Red card sent to DHT who keeps a record of red cards. •Incidents recorded on the Incident log 	<p>RED CARD</p> <ul style="list-style-type: none"> •Child misses all breaks for 24 hours •DHT telephone parents and meets with them and class teacher as soon as possible •Exclusion from classroom for a period of time (internal exclusion) •Possible referral for consideration on SEN register at School Action for emotional and behavioural difficulties – SENCOs decision and Individual behaviour plan considered •Individual positive handling plan to be completed by SENCO/teacher •Use of ABC sheets/intervention sheets
Three	<ul style="list-style-type: none"> •Continuous Yellow cards •Biting •Verbal abuse toward any staff (swearing at, name calling) •Vandalism – ie permanent damage •Bullying • •Repeated red card offences •Two red card offences in a week 	<ul style="list-style-type: none"> •Alert Senior Learning Mentor to arrange for immediate removal of the child. In Early Years the TA will remove the child from the classroom •Immediate involvement of the Deputy Head teacher •School to record all incidents 	<ul style="list-style-type: none"> •DHT telephone parents and meet with them as soon as possible •Lunch time exclusion for Level 3 behaviour during lunchtime •Fixed term exclusion for repeated Level 3 behaviours in a half term. •Withdrawal of privileges for one week such as representing school etc •Refer for consideration on SEN register at School Action plus for emotional and behavioural difficulties if not already actioned •Use of ABC sheets/intervention sheets
Four	<ul style="list-style-type: none"> Racist remarks •Extremely dangerous or violent behaviour •Stealing (with proof) •Leaving school buildings •Physical abuse against any member of staff 	<ul style="list-style-type: none"> •Immediate involvement of Headteacher (or deputy if Head not available) •School keeps a record of Incidents •Consideration for referral to ESD team 	<ul style="list-style-type: none"> •Fixed term exclusion considered •Pastoral support programme set up after a fixed term exclusion •For repeated Level 3 behaviours, longer fixed term exclusion may be considered

APPENDIX 4

Behaviour Support

- There are 5 levels
- The policy is based on promoting positive behaviour through the 'It's good to be green' scheme

How it works

- Each class has a 'It's good to be green' ladder with every child having their name displayed on the ladder
- Every child starts every day on 'Green'
- If a child behaves well throughout the day they will be moved to 'Gold' on the ladder
- In line with the new consequence policy, the first consequence will result in the child being warned by the teacher and have their name moved to the first stage of the ladder. If the child persists with this behaviour they will be moved to 'Yellow' on the ladder. At this point the child will be reminded that any further misbehaviour will result in a yellow card.
- A child may also be given a yellow card for more serious misbehaviour such as Swearing/verbal abuse (heard by an adult) or leaving the classroom without permission (level 1)
- More serious misbehaviour such as fighting or serious challenges to authority will result in the child having a red card (level 2)
- Teachers may reward improved behaviour by inviting the child to move their name back up the ladder, however they cannot move up to Gold during that day
- Persistent moving up and down the ladder will result in a Yellow card

Levels

- 'Ladder' is a warning – all children will receive this in order to remind them of our first school rule – 'to be kind, considerate and polite'
- Level 1 is a Yellow Card
- Level 2 is a Red Card – referral to DHT
- Level 3 and Level 4 – child sent to DHT or HT according to policy

Recording of Yellow/Red cards

- The teacher will record the names of those children on a Yellow card and tick the relevant misbehaviour on the card. This will be handed to the senior member of staff for recording in the 'Behaviour Book' at the next break time. At the end of each week the names of children and type of misbehaviour will be recorded on the behaviour tracking as a means to identify children who may need additional support for their behaviour.
- At the end of each day, the teacher will inform the parents that a yellow card has been given and ensure that the child attends the 'Behaviour Room' the following break time with this card, where the child will complete appropriate work set by the class teacher.

- Other more serious incidents according to the Behaviour Policy guidelines will be recorded and dealt with by a senior member of staff, in line with the policy. Those children who receive Level 3 consequences will lose their right to represent the school in any way for the following 5 days.