



# St John Vianney Primary School

## Behaviour Policy

September 2019

**“Love one another as I have loved you”**

**(John 15:12)**

Our behaviour policy is a key document in achieving the aims of the school. We are a caring, inclusive school at the heart of our community. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad and balanced curriculum. We believe that we make a difference by creating a safe and stimulating environment where our children and families feel happy and secure. We want every child to be able to engage actively in learning and reach their full potential in all areas of school life knowing that they are cared for and supported.

We believe that an understanding of shared values is at the centre of our life in school so we encourage our children and staff to think and reflect on their values and behaviour. We think about our behaviour through asking ourselves how we behave in the following ways:

- Caring: through empathy for others
- Critical: thinking through ideas, reasoning and making sound judgements
- Creative: solving problems and coming up with new ideas
- Collaborative: working together in teams, pairs and groups

The behaviour of the adults in school is a significant factor in creating success for our children. The care and nurture of the children by staff and the behaviour of staff towards each other is vital for the wellbeing and success of the school. Thus, being a positive role model and behaving in the way we would like our children to behave is central and shows our expectations in actions and words. The aim of our policy is to promote self-esteem, secure effective learning and ensure consistency in practice.

## Code of Conduct

There are codes of conduct for all children, staff and parents at our school. These were devised in collaboration with staff, children and members of the community. Foundation Stage, Key Stage One and Key Stage Two have Codes of Conduct using language appropriate to children's levels of understanding. These codes of conduct can be found on our school website and are displayed around the school for all children to see.

## Class Rules

We are proud to belong to St John Vianney Primary School and each class works together to create a set of class rules to make our school a special place where everyone is happy. All children will sign these rules and these will be spoken about as part of everyday practice.

### **Class rules will include these rules in some manner...**

1. We do as we are asked the first time. We don't hurt anyone with our actions or words. We are always in the right place at the right time doing the right thing.
2. We try hard with every piece of work – we concentrate on it without distracting other people, we work neatly.
3. We never take or damage anything that does not belong to us.
4. We always say please and thank you. We use everyone's proper name.
5. We give everyone a chance to speak by taking turns and we don't interrupt. We listen to what our teacher says the first time and ask for help if we don't understand.
6. We are good friends. We don't leave people out of our games, don't call them names and don't make them feel bad about themselves.
7. We never fight or hurt anyone to make them agree with us. If there is a problem we talk about it and if we can't solve it, we ask an adult for help.
8. We never call anyone by racist or sexist names or make anyone feel left out.

## Creating a Positive Ethos

We believe that the quality of relationships in our school is our biggest strength and the most powerful tool in behaviour management. Classrooms should always be calm, positive, secure places in which children feel valued and safe. Class rules are negotiated at the start of each year based on our School Rules and displayed clearly in each classroom. These focus on how children should behave rather than how they should not. Class rituals are essential in creating a sense of security – for example – a quiet time during registration and after lunch, regular circle time, lining up. It is also essential that teachers and staff are positive role models and are seen to follow the same guidelines as they expect from the children.

## Around the school we expect pupils to:

<b>In the classroom</b>	<b>In the Hall at lunchtime</b>
Try their best Work quietly and well Keep own desks tidy Listen! Speak pleasantly to each other Respect own and others property Treat each other as you would wish to be treated	Walk in quietly Be polite to one another Use appropriate voice level Use manners – please/thank you, use cutlery to eat hot meals. Do not leave a mess at your place Treat all staff with respect
<b>On the playground</b>	<b>Whole school</b>
Act safely Act sensibly Respect each other in actions and ways of speaking Play nicely Listen to Midday staff instructions Show respect to adults supervising on playground Obey rules about toilets Take care of equipment provided Do not play games such as play-fighting, hitting, punching, pulling	Wear correct uniform, no jewellery, nail varnish, false nails Move around sensibly, carefully and safely in single file in corridors and on stairs Use correct voice levels Listen to and be polite to <b>all</b> adults Listen to and be polite to each other Look after each other and our school Keep our school tidy Respect school property and the property of others Do not use inappropriate language ( racist/ homophobic/ foul language) DO NOT take part in any bullying behaviours

## Rewards and Sanctions

The aims for rewards are to raise self-esteem, to praise good behaviour which meets our School Rules and to celebrate excellent work.

**Rewards** will be:

- Given immediately after earning
- Given consistently
- Linked to behaviour targets whenever possible
- Proportionate to the achievement

At St John Vianney, rewards given include: -

- Star of the week for great work/great behaviour (given out at Friday Celebration Assembly)
- Speaking to parents at the end of the day
- Phonecall home
- Headteacher and special awards
- Attendance award – winning classes receive Sanjeev bear or attendance trophy and 5 minutes extra play the following week

## **Systems**

We use a reward system of House Points for all pupils (linked to the behaviour system that is bespoke to each class within school). Pupils who have earned milestone amounts of House Points will receive the following rewards.

<b><u>Number of House Points</u></b>	<b><u>Reward</u></b>
50	Prize from the headteacher's prize box
100	A book and a prize
150	Own clothes day on a day of their choice
200	Tea party with the headteacher

## **Sanctions:**

After positive strategies have been employed it may at times be necessary to implement sanctions.

Sanctions will be:

- Given immediately after last warning
- Given consistently
- Linked to behaviour targets whenever appropriate
- Proportionate to the transgression

Within school we use a Red, Yellow, Green positive behaviour system and children understand that it's 'Good to be Green'. Throughout school, teachers will use a range of strategies to engage children in their learning. If these strategies are unsuccessful, then the positive behaviour system will be used.

## **Positive Behaviour System Stages**

	All children will begin the day on GREEN
Stage 1	Verbal warning given as a reminder about how to behave appropriately
Stage 2	Move to YELLOW – miss 5 minutes playtime (2 yellows in one session means a move to RED)
Stage 3	Move to RED – miss 15 minutes of playtime and contact parents to inform them
Stage 4	Stay on RED – Sent to a member of Senior Leadership Team for a period of time
Stage 5	Continued 'RED' behaviour – Sent to headteacher and phone call home – child may also be asked to speak to parent/carer themselves

A child can be moved IMMEDIATELY TO RED if they assault another child/adult, damage property in school, steal or their behaviour is deemed to put others at risk of harm. Behaviour outside school (particularly in school uniform) may be dealt with in school if the headteacher feels it may have a detrimental effect on the behaviour of pupils within school.

## **Persistent and/or Serious Misbehaviour**

Each teacher has a CPOMS login to record any incidents that result in a yellow card or above and a separate bound and numbered book for positive handling. Logs made in this book will be scanned on to CPOMS. This book is stored in a locked cupboard.

When a child causes serious and persistent concern, the class teacher, support staff, parents and senior staff together with the SENCO - and external agencies eg. Behaviour Improvement Team (BIT) - if required shall meet to agree and implement supporting strategies, for example an Individual Behaviour Plan (IBP). These will be written by the class teacher in partnership with SENCO and monitored on a half termly basis. Internal or fixed term exclusion may be used when the Head teacher and the Senior Leadership Team feel that a situation is sufficiently serious to warrant such a response. The headteacher will then meet with parents/carers to agree a Return to School strategy.

Internal exclusion and Fixed Term exclusion will be considered in the case of the following behaviours:

- Persistent disruptive behaviour
- Climbing or running around or exiting out of the school building
- Threatened violence
- Dangerous or violent behaviour towards children or adults
- Repeated or aggressive verbal abuse of members of staff or pupils including racist, homophobic or sexual abuse and harassment
- Repeated or aggressive swearing
- Persistent bullying
- Serious damage to school property or personal property belonging to someone else
- Theft of school or personal property

A reintegration meeting with the headteacher will follow any Fixed Term exclusion.

Permanent exclusion will only be considered in extreme circumstances and would be in line with the DfE statutory guidance – ‘Exclusion from maintained schools, academies and pupil referral units in England’ (September 2017).

## **Mentoring**

We recognise that children can behave in ways that are challenging and disruptive for many reasons and for this reason we place a high value on the support of our pastoral leader in working with children who have emotional and behavioural issues. Children are referred to our pastoral leader by their class teacher although parents may also request a referral in discussion with the teacher or pastoral leader. Our pastoral leader aims to plan specific interventions with clear achievable targets that children have to reach within a time framework; these may then be reviewed and further targets set or the mentoring process may be complete. Careful notes of all mentoring sessions are kept as a record by the mentor who then reports back on progress to the class teacher on a weekly basis.

Early parental involvement is essential if there is a problem of any sort. We encourage parents to know that:

- They will be listened to and their opinions valued;
- Unless a teacher is made aware of the facts they may not know a situation exists;
- It is important to keep a sense of perspective;
- Under no circumstances must they take action against another child or parent, either physically or verbally.

A Parents version of the behaviour policy will be shared on admission to school and parents will also be asked to support our behaviour policy on signing the home school agreement.

## **St John Vianney Behaviour Policy**

**September 2019**

Monitoring and Review of Policy

To be reviewed September 2020

Remember: it is not a sign of weakness to seek help and advice from colleagues when dealing with behaviour and discipline issues. To seek advice shows strength. It indicates you have recognised a problem that requires you to resolve it professionally.