

Behaviour Policy

St Pancras Catholic Primary School

ST PANCRAS



Approved by:		Date:
Last reviewed on:		
Next review due by:		

Mission Statement

To work in partnership with parents, carers, the parish and the local community to secure the fullest educational, emotional, physical and social wellbeing of all our learners, reflecting gospel values, our freedom and responsibilities as Christians and the love God has for each one of us

Aims

1. To ensure that behaviour management is consistent with the mission statement.
2. To achieve high standards of leadership and example from the Headteacher and Head of School and the School staff.
3. To secure a first rate working relationship with parents in respect of the School's ethos and the principles and practices of this policy.
4. To achieve consistent, committed and prompt implementation of the Assertive Discipline techniques throughout the School.
5. To secure the optional involvement of all children in implementing and reviewing arrangements for Behaviour Management.
6. To contribute effectively to equal opportunities access for all children and to accord with the principles of educational inclusion.
7. To inform Behaviour Management approaches to groups and individuals with advice relating to underlying causes of unacceptable behaviour.
8. To ensure that rules, rewards and sanctions are agreed and understood and clearly related proportionately to one another.
9. To achieve high standards of pupils' behaviour.
10. To ensure full compatibility with the school's anti-bullying policy.

Assertive Discipline

The principal aim of the Assertive approach to behaviour management is to teach children to choose responsible behaviour, thereby raising their self-esteem and academic attainment. It is a programme that can help create an optimum classroom environment conducive to good teaching and learning.

Assertive discipline acknowledges that teachers have the right to teach and children have the right to learn in a classroom free from disruptive behaviour. An assertive response style is one in which the teacher clearly, confidently and consistently states their expectations to the pupils and is prepared to back up these words with actions. When a teacher, or any member of staff, responds assertively, they tell students exactly what behaviour is acceptable and what is unacceptable, what will happen when the pupil chooses to behave and what will happen when the pupil chooses not to behave. No questions. No room for confusion.

Our policy is based upon a mutual respect, to be in evidence in all that we do at the school:

- ❖ All members of the school community are expected to treat each other and all adults with in the school with respect and courtesy.

- ❖ Appropriate and positive behaviour will be celebrated with positive recognition and praise.
- ❖ Inappropriate behaviour will be identified and dealt with through consistent, agreed strategies.

Our Rules:

1. Listen with eyes and ears
2. If someone hurts you – by what they say or do – do not get your own back. Get help.
3. Always walk slowly, on the left
4. Silence in the corridors
5. Silence in the toilets
6. When some greets you, return the greeting
7. Build bridges, not walls
8. Be ready to say sorry

Positive Recognition

- ❖ Star of the week across all key stages
- ❖ House points and value cards
- ❖ Positive postcards
- ❖ Working towards a half termly reward
- ❖ Children on gold receive house points
- ❖ Children who stay on green for a whole half term get an extra play
- ❖ The Winning house has a non-uniform day each term
- ❖ Children sent to other staff members and head for praise

Good Behaviour

Good behaviour which reflects our school values is celebrated actively at St. Pancras. Courteous and generous behaviour, attentive listening and a proper code of personal and social etiquette ensures that children are free to grow, to learn and be happy and safe, uninhibited by disruption or bullying.

Unacceptable Behaviour

Behaviour that is seen as unacceptable includes :-

- ❖ that which prevents learning taking place (especially disruptive behaviour)
- ❖ that which places the pupil or others in danger
- ❖ bullying, including cyber-bullying
- ❖ deliberate damage to property
- ❖ Refusal to follow instructions from an adult
- ❖ any form of physical or verbal abuse (of staff, other pupils or other in school)

Consequences: Class Behaviour Flowchart

Every child starts the day on Green (Year 2 upwards) or Sun in EYFS and Year 1



1st Verbal warning

Child's name is moved down to yellow
Key Stage 1—2 minutes of the nearest playtime is lost.
Key Stage 2— 5 minutes of the nearest playtime is lost.
Children are given the option to redeem themselves and earn back this lost playtime.



2nd Verbal warning

Child's name is moved down to orange
Key Stage 1— another 2 minutes of the nearest playtime is lost.
Key Stage 2— another 5 minutes of the nearest playtime is lost.
Children are given the option to redeem themselves and earn back this lost playtime.



3rd Verbal warning

Child's name is moved down to Red
Key Stage 1— another 2 minutes of the nearest playtime is lost.
Key Stage 2— another 5 minutes of the nearest playtime is lost.
Children are given the option to redeem themselves and earn back this lost playtime. However if this happens in an afternoon session, the child will be given timeout and sent to another class to complete work. Children are sent to the age group of class adjacent to them eg. A Year 1 child is sent to Year 2 and vice versa, a Year 3 child is sent to Year 4 and vice versa, a Year 5 child is sent to Year 6 and vice versa.

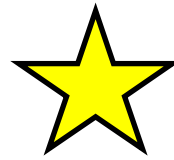


4th Verbal warning

Child is sent with a red card to the Executive Head or Head of School or member of SLT and phone call home is made to inform parents.

Serious incidents are referred straight to the Head or member of SLT.

Positive Recognition at St Pancras



House points and Value cards

Star of the Week

Positive Postcards

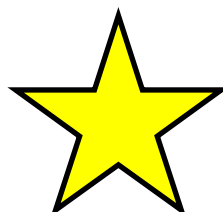
Half-termly class reward

Children on gold receive house points

Children who have completed outstanding work or shown great progress will sent to other staff members to show their work

Children who stay on green for a whole half term will get an extra play

Children in the winning house for each term will have a non-uniform day



Formal Procedure

Significant acts of misbehaviour, or ongoing acts of relatively minor misbehaviour, which are not felt appropriate to be dealt with under the above Warning system will be investigated and records kept. This may lead to the parents/carers being informed and/or invited to discuss the matter with the Executive Headteacher or Head of School. In some case, it may be deemed appropriate to impose sanctions, which may include:-

Lunchtime/playtime detention
Withdrawal from school visits or other special activities;
Internal exclusions;
Fixed term or permanent exclusion.

External Exclusion

At St Pancras, exclusion is seen as the last resort, after all other attempts to modify behaviour have failed. Exclusion may be for either a fixed term or permanent. It is the Executive Headteacher's and Head of School's responsibility to decide whether a child should be excluded. A decision to exclude will only be taken in response to serious or persistent breaches of this Behaviour Policy and if allowing the child to remain in the School would seriously harm the education or welfare of the pupil or others in the School.

If the Executive Headteacher or Head of School decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set for the duration of a fixed term exclusion.

Use of Reasonable Force

There are circumstances in which staff can legitimately intervene by using reasonable force in non-restrictive or restrictive physical interventions. The use of physical intervention should, wherever possible, be avoided. Staff must adhere to the school's 'Use of Reasonable Force' policy. Where it has been identified that physical intervention may be necessary in dealing with a particular pupil (for example a pupil with SEN) a risk assessment and behaviour plan will be developed and parents/carers will be informed. Under no circumstances should physical force or intervention be used as a form of punishment.

Practical methods to defuse the situation will be considered before restraint is used – keeping calm, offering verbal prompts, guiding, steering or retreat (if appropriate). In a serious incident leading to physical restraint or where physical restraint has been resisted, parents will be informed.

The Governing Body and the Policy

The Governing Body will receive systematic updates from the Executive Headteacher and Head of School in respect of pupil behaviour.

These updates, together with Governing Body monitoring activity, will give governors information against which they can evaluate the effectiveness of the school's provision.