



## **St Ambrose Catholic Primary School**

*'Follow the example of Jesus'*

### **Positive Behaviour Policy**

Approved by the Governing body in September 2019

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Headteacher

To be reviewed and revised in September 2021

# MISSION STATEMENT

## Follow the example of Jesus

### To do this we will:

- Show respect by being friendly to everyone, looking after everything that God has created and treating everyone as we would like to be treated ourselves. (Christ centred)
- Provide a high quality education which enables everyone to reach their full potential within a caring and supportive environment. (Education)
- Celebrate the school's place in the community and the wider world. (Community)

### Objectives:

#### (Christ Centred)

- Provide quality collective worship and enriching liturgical celebrations.
- Enable our children to acquire an excellent religious education, through a well taught and resourced Come and See programme.
- Encourage all to develop their understanding of and relationship with God, while at the same time respecting that others choose to express their faith in different ways.
- Be positive role models, who treat each other with respect and are willing to forgive and be forgiven.

#### (Education)

- As teachers, to be both inspirational and creative so that every child's achievements are recognised and celebrated and that they are encouraged to become independent learners.
- To provide a safe and happy learning environment so that every child feels valued and secure within our school family.
- To encourage regular communication with parents by creating a positive and caring support network for the extended school family.

#### (Community)

- To join with the parish and local community to celebrate special occasions throughout the year.
- To enhance the curriculum by uniting as one all of the generations in the community and fostering mutual respect.
- To provide opportunities for the children to visit places of interest and experience a range of different cultural events in order for them to gain a better appreciation of the world around them and to 'fire' their own aspirations.
- To participate in charitable activities and be able to empathise with the needs of others.

## **It is the aim of our school:**

- To follow the example of Jesus in all we do.
- To create a happy, calm, safe and secure environment for all our staff and children.
- To promote positive attitudes and self-images that encourages outstanding behaviour.
- To encourage each other to be the best we can be in all situations and areas of the school.
- To have self-respect, respect for others and respect for school property.
- To know that staff have the right to teach and pupils have the right to learn.
- To ensure consistency and fairness in all we do.
- For all our children to be responsible for their own behaviour.
- To develop resilient lifelong learners.
- To value everyone for their uniqueness.

## **Guidelines for achieving the objectives**

- To use a **consistent** and positive approach to ensure that behaviour throughout our school is at least good;
- To clearly explain our school's expectations to all pupils and staff so that they all clearly understand and work together;
- To acknowledge and reward good behaviour and attitudes within the classes and Whole School Assemblies;
- To involve pupils in deciding on class reward and systems for improvement in behaviour;
- Systems will be monitored, evaluated and reviewed according to success of the improvement in behaviour;
- To allow pupils to monitor their own behaviour through self- assessment and reflection time;
- To ensure that all members of staff are fully informed of the selected/complex needs of specific pupils;
- To involve parents to ensure that they are aware of their child's behaviour;
- To ensure that parents are included in setting targets for improvement;
- To monitor and give feedback where necessary.

## **Rewards**

The school believes that its code of behaviour should be clearly understood, consistently and fairly applied in order to be effective.

## **Expectations**

To ensure good behaviour and effective, successful learning, all pupils are expected to follow our school expectations.

- Be polite at all times to everyone;
- Listen carefully and follow instructions the first time;
- Show respect for one another, adults and the school environment;
- Arrive at the right time and be ready to work and behave sensibly;
- Do the work that is set and allow others to do the same;

- Treat others with fairness and respect;
- Take responsibility for their behaviour and learning.

### **Positive methods in the classroom to promote great behaviour expectations:**

- We believe that careful classroom management and organisation substantially reduces discipline and behavioural problems including providing children with appropriate levels of challenge in their work.
- Each class develops its own set of classroom rules at the beginning of the year which are clearly displayed and understood by all members of the class.
- Children's work must be carefully displayed within classrooms and throughout the school, thus creating a stimulating and attractive learning environment.
- All children must have work displayed to increase a sense of belonging and ownership and to raise individual's self- esteem.
- Teachers are aware of the need for all children to be praised.
- Class discussion about things that may be going wrong. This may be done through circle time, PSHE.
- No long lists of prohibitions – more models of behaviour, consistency and understanding of rules and their reason.
- Emphasis on rewards/praise rather than punishment.
- Punishing innocent with the guilty is discouraged.
- Praise in front of others, sending commendable work to other members of staff and encouraging written teacher comments on good work.
- Pupils sent to the Head Teacher for good work/ behaviour.

### **Positive reward system**

We celebrate all achievements whether in school or out because every child has some attribute which can boost their confidence and self-esteem when praised.

The following actions are taken to establish a climate where each child feels valued.

### **Whole School**

Each week a child from each class is nominated as 'Star of the Week' and placed in the golden book on a Friday to be announced in the weekly whole school assembly each Monday afternoon. This award is given to a child who has displayed good manners, been a good friend, a positive role model or worked hard in any area of the curriculum.

At the end of the year, a whole school prize giving assembly is held. Three children from each class are nominated by the class teacher to receive a book, for their effort, progress or for displaying our school values over the year.

## **Rewards**

Our school uses a whole school House system which have been designed to promote confidence and self-esteem and recognise positive behaviour.

- The children in each class are placed into 4 House Teams. Children are awarded house points for good work, positive behaviour, being kind, setting a good example.
- The house points are collected by the House Captains at the end of the week.
- At the end of the term, the team with the most points will receive a reward.
- House points cannot be removed once given by a member of staff.
- Staff are also encouraged to communicate with parents in order to notify them of good behaviour, hard work etc.
- The Head Teacher/Deputy also awards stickers for any commendable characteristics that may have been observed during the school week
- Instant rewards such as stickers are also awarded to individuals.
- Children can be asked to visit other teacher/subject leader/Head to identify good work/improvement in attitude etc.
- Some classes have their own extra rewards such as 'comfy chairs' where a child is chosen to sit on for the day. This is usually for good work or behaviour. It is also used to reward children who have achieved something for the first time - tried something new in the canteen etc.

## **Ten simple guidelines for positive behaviour management.**

- 1.** Establish a friendly, positive, supportive relationship with the pupils in your care.
- 2.** Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
- 3.** As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
- 4.** Where possible, identify when behaviour problems are likely to arise and try to divert, deflect, deviate, deflate to modify the pupils' behaviour before discipline is needed.
- 5.** Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
- 6.** Know what sanctions you can use, however try to avoid using them – especially if a quiet word or reminder will do. But if you say you are going to...follow through.
- 7.** Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.

- 8.** Avoid telling a pupil off in public. If you do hear someone else having a difficult time with a pupil, you can help by being near, offering support.
- 9.** Avoid the use of sanctions when support strategies will suffice.
- 10.** Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

Remember a child's behaviour is not one person's problem. It is a whole school issue, so share the burden. Collectively we will be able to solve most difficulties.

## **Behaviour Improvement**

Sometimes it is necessary to implement a sanction in order to stop and change a pupil's behaviour. At St Ambrose, we provide a fair and consistent approach that gives all our children the opportunity to reflect on their behaviour in order for them to be able to modify it in a positive way. We always encourage our pupils to be responsible for their own behaviour and our sanctions system helps them to do this.

## **School rules**

At St Ambrose we follow the example of Jesus by:

- keeping each other happy and safe;
- encouraging each other to be the best that we can be;
- respecting each other by listening, talking and making learning fun;
- understanding that we are all different, but all equal;
- starting and ending each day with a smile.

## **Sanctions**

Our positive behaviour policy includes a progressive range of steps which will be put into place should the need arise.

Each class teacher will address the situation and give verbal advice for the need for improvement. The implemented system will give the pupil a verbal warning and a suggestion of how to improve behaviour.

Each class will operate a 'Peg' system to promote positive behaviour and attitudes in class and around the school.

## **Behaviour file**

If a child is moved to teacher's choice on the 'Peg' system, they will be entered into the class behaviour file. If their name is entered three times they will undergo 'payback' which is where the child will lose 30 minutes of their lunch held each week on Wednesday and Friday. Children can be entered into the behaviour file for a variety of reasons, see below:

Stages	Person	Action/Sanction
Stage 1: <ul style="list-style-type: none"> <li>▪ Minor breaches of class/ playground rules</li> <li>▪ Not treating others kindly</li> <li>▪ Disrespect of class property</li> </ul>	Class Teacher	<ul style="list-style-type: none"> <li>▪ Reminder</li> <li>▪ Warning</li> <li>▪ Related sanction – clean up mess</li> <li>▪ Move to appropriate stage of 'peg' system</li> <li>▪ Record in class behaviour file once reached 'teacher's choice'</li> </ul>
Stage 2: <ul style="list-style-type: none"> <li>▪ Persistent repetition of stage 1 behaviour.</li> <li>▪ 3 entries in discipline file</li> <li>▪ Bullying reported by child</li> <li>▪ Swearing or obscene or inappropriate actions reported by a child</li> <li>▪ Isolated stealing of lunch etc.</li> <li>▪ Deliberate wilful damage of school/personal property</li> </ul>	Class Teacher	<ul style="list-style-type: none"> <li>▪ Contact parents verbally after school, parents to sign discipline file to acknowledge meeting.</li> <li>▪ Speak to class generally through circle time/PSHE</li> <li>▪ Time out</li> <li>▪ Move place</li> <li>▪ Move to appropriate stage of 'peg' system</li> <li>▪ Record in class behaviour file once reached 'teacher's choice'</li> </ul>
Stage 3: <ul style="list-style-type: none"> <li>▪ Continual incidents of bullying, when witnessed by staff</li> <li>▪ Continual poor behaviour at playtime</li> <li>▪ Swearing heard by an adult</li> <li>▪ Throwing objects</li> <li>▪ Fighting</li> <li>▪ Regularly stealing lunch etc.</li> </ul>	EYFS/ KS1/ KS2 Lead	<ul style="list-style-type: none"> <li>▪ Contact parents to arrange a meeting.</li> <li>▪ Meeting with SENCO/ Learning Mentor (if necessary)</li> <li>▪ Immediate entry into 'behaviour file'</li> <li>▪ Parents to sign 'behaviour file' to acknowledge agreed punishment</li> <li>▪ Immediate playtime isolation</li> <li>▪ Speak to class generally</li> </ul>
Stage 4: <ul style="list-style-type: none"> <li>▪ Verbal abuse to an adult heard by another adult</li> <li>▪ Injuring another child – head-butting/head locking</li> <li>▪ Bullying continually – verbally or physically</li> <li>▪ Rude behaviour</li> <li>▪ Truancy</li> <li>▪ Vandalism and graffiti</li> <li>▪ Stealing money or valuables</li> </ul>	Deputy Head	<ul style="list-style-type: none"> <li>▪ Contact parents immediately to arrange a meeting</li> <li>▪ Immediate lunchtime/playtime isolation with Deputy Headteacher</li> <li>▪ Deputy Head to speak to class, if appropriate</li> <li>▪ Involvement of the Community police, if necessary</li> </ul>
Stage 5: <ul style="list-style-type: none"> <li>▪ Hitting/abuse to teacher</li> <li>▪ Continual verbal abuse to a teacher</li> <li>▪ Seriously injuring another child purposely</li> <li>▪ Stealing/vandalism after stage 4 punishment</li> </ul>	Head Teacher	Exclusion: <ul style="list-style-type: none"> <li>▪ Exited from the classroom</li> <li>▪ Fixed term exclusion in days including exclusion from lunchtimes</li> <li>▪ Referral to Governors</li> <li>▪ Permanent exclusion if necessary where no improvement in behaviour.</li> </ul>
This is not an exhaustive list of inappropriate behaviour. If you are unsure of the stage to record the behaviour at, please discuss with Mrs Harris (EYFS and KS1) or Mr Stinchcomb (KS2)		

If a child refuses to leave the class, Mrs Harris or Mr Stinchcomb will be sent for to bring the child out of the class/situation. This gives the child a chance to discuss, reflect and repair behaviour.

If behaviour is still unacceptable, the pupil will be sent to Mrs Moorcroft who will then contact parents and request a meeting to discuss the child's behaviour whilst in school.

If behaviour is still unacceptable, Mr White, has the right to phone up parents who will be invited in to discuss the issue and, depending on the severity of the behavioural issue be internally or externally excluded.

### **Challenging Behaviour**

Whilst the majority of pupils follow the expectations of the behaviour policy, a small minority of pupils who exhibit challenging behaviour may require extra support and additional strategies to help improve their behaviour. Where necessary and with parental consent, additional support will be used to support a pupil to help them overcome barriers to learning and improve their behaviour.

### **Positive Handling**

All staff have a duty of care and therefore can use techniques or strategies 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 in the school. Before such an action, staff will always employ a wide range of strategies to prevent this from happening. All incidents of positive handling will be recorded and where necessary a positive handling plan will be put in place in order to help the pupil and also to notify staff of appropriate strategies to use with each pupil.

### **Offsite visits**

The behaviour policy also applies when children are offsite. If behaviour becomes unacceptable, is deemed to potentially put the child and/or others at risk of harm or behaviour is exhibited which may bring the school into disrepute, the pupil will be returned to school and the necessary action taken in accordance with the Behaviour Policy.

### **Offsite Behaviour**

Any offsite incidents that are brought to our attention when our pupils are wearing St Ambrose School uniform or are recognised as St Ambrose pupils, could potentially bring the school into disrepute and will be dealt with in partnership with parent/families as this may affect the good name of our school.

### **Parental Support**

The school collaborates actively with parents, so that children receive consistent messages about how to behave in a positive way at home and at school.

We expect parents to support and show an interest in their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

## **Exclusions**

### **Internal Exclusion**

Repeated inappropriate behaviour that does not improve following support provided by staff, or one-off incidents of a serious nature may result in an internal exclusion.

### **Fixed Term Exclusion**

Repeated, persistent, inappropriate behaviour, which may include bullying and racist incidents are recorded. Behaviour which does not improve following intense support, may result in a fixed term or even permanent exclusion of a pupil. Exclusions will be reported to the Local authority.

### **Permanent Exclusion**

This may occur when all other strategies have been exhausted and there is no alternative. Parents/Families may appeal to the Governing body of St Ambrose School and a meeting will be arranged with representatives of the Local Authority to hear the appeal and make an informed judgment as to the best course of action.