

St Robert Southwell School

Behaviour Policy

Our Behaviour Policy is set within the framework of our Mission Statement.

At St Robert Southwell Catholic school Jesus Christ and the Gospel values are at the center of all of our teaching and relationships with children.

A successful Behaviour Policy depends on good communications and positive relationships between children, staff and parents. It should provide security for children, foster self-esteem and increase their opportunities for development and learning as well as embodying a spirit of forgiveness and reconciliation.

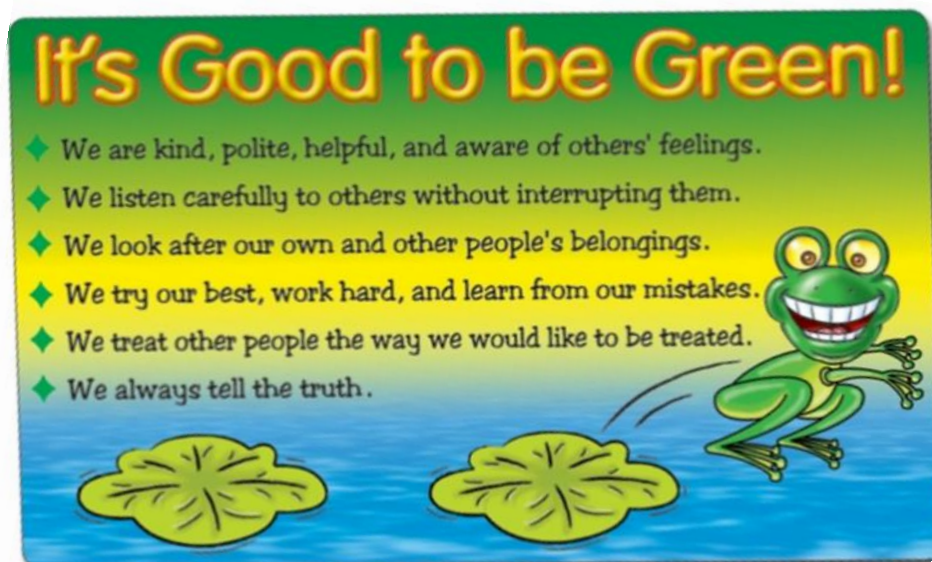
The whole school community should know the school's code of behaviour, the rules and reasons for them, together with the school's practice of rewards and sanctions. As we are working in partnership with parents, we wish them to know what the school expects and that they will be expected to support our aims.

At St Robert Southwell we believe that care and control is the shared responsibility of all staff, both teaching and non-teaching. By embodying the following principles, we hope that our policy creates a caring and safe environment for each child where children can learn and reach their full potential. Our behaviour management strategies will aim to:

- **Focus on positive encouragement and rewards**
- **Use negative consequences fairly and constructively only where necessary**
- **Help children accept adult guidance and leadership**
- **Help children and staff to respect the sacredness of everyone as an individual**
- **Be sensitive to the individual needs of the child**
- **Always give the opportunity for children and staff to forgive and be forgiven**
- **Give children the opportunity to make a fresh start**

Golden Rules

The school community is expected to follow our golden rules which aim to support learning and are in line with our 'Good to be green' behaviour management strategy.



These golden rules are to be referred to regularly in the classroom, playground and in assemblies. Classroom rules and the behaviour of the children should be in line with the rules. Teachers will display the rules in every classroom and will carry them with them on a lanyard, for use in the school day. The majority of day to day behaviour management will be focussed around the 'Good to be Green' behaviour strategy, however other strategies will be used such as giving out stickers and individual class strategies.

House points

All the children will be placed into House Teams when they join the school. The teams will be evenly spread out across the school and we will aim to place siblings in the same house. Children will receive house points for excellent behaviour or work. Teachers and other members of staff can award 1 or 2 house points at a time they feel it is appropriate.

Each class will announce their winning house for the class each week and will award those members of the class a prize which will be decided by individual classes. The house points for the whole school will be announced each week in assembly. The winning house for each half term will be allowed to come in to school in non-uniform on the last day of term as a reward.

Children will also compete in their houses during sports day and inter-house sports competitions. They will eat in their house groups during lunch times and work together as a house to clean the tables and tidy away after meals.

Rewards

Children are praised and rewarded whenever possible in a variety of ways:

- positive gestures and acknowledgment of good behaviour and achievement
- stickers, smiley faces, class negotiated rewards
- assemblies celebrating achievement
- certificates for achievement in school
- house points

Rewards may differ from class to class.

Administration of Good to be Green

The principle aim of the scheme is to promote, reward and praise children for all the good choices they make at school. If, for some reason, a child makes an unwise decision, we have specific steps to follow which will help the children learn from their mistakes and make amends.



Each class has a chart with the children's names



on it (see picture). Every morning the day will start with green cards above the children's names. The aim is for the children to stay 'green' all lesson, morning, afternoon, day, week, half-term, term or even YEAR! They will do this by adhering to the new school code (see below) and making good choices for their behaviour and conduct.

Every day, the class teachers will choose someone who has '**gone the extra mile**'. It will be a child who has stood out all day. This can be for a variety of reasons, including: making good choices, working exceptionally well, displaying kindness, being helpful, showing exemplary manners all day. This child will then have a silver/privilege card by their name on the class chart the next morning, so everyone can see and celebrate how fantastic they are!

The class teachers will tell the children what their special privileges will be for the day, if they are a recipient of one of these special cards. The chosen child will also add a sticker to their 'Good to be Green' bookmark, which they will be given. Children will also add a sticker to a class sticker chart, for each week they have remained 'green'.



Some children may be issued with yellow and red cards if they do something that goes against our school code.

If a child makes an unwise choice at some point during the school day, they will be informed by a member of staff that the behaviour is unacceptable and told what behaviour would be preferable (verbal warning). When this happens the child will be asked to turn their green card sideways so that teachers can keep track of them. If that child *continues* to make unwise choices (which we hope will not be the case), they will then be asked to change their green card on the class chart, to a yellow one. We must point out that there may be times when an action by a child warrants a yellow card without a verbal warning. The adults in the school will use their professional judgement, in these situations, but will always aim to act fairly and consistently.



When a yellow card is issued, the child will then be required to spend a short amount of time (usually 5 minutes) with their class teacher at the next break/lunch time. There will be a discussion regarding what went wrong and how the child can make amends and the child will fill out a Making Amends sheet-Appendix C. Although the misdemeanour will be recorded in writing by the child and class teacher (to be shared at Parents' Consultation evenings, or beforehand if necessary) the child will then be allowed to return their card to green before joining their peers for the rest of their playtime. On re-entering the classroom, the child has a fresh start and should aim to remain green from then onwards.

In the event that a child continues to make unwise choices, their card will be changed from yellow to red. This would be extremely unfortunate, as the child would have received many warnings by this point. As this is a serious matter, when a red card is issued, the child will be required to visit the



Headteacher or Assistant Head at the next break/lunch time. Here a conversation will take place regarding the issue, the event will be recorded in writing, and parents/carers will be called to make them aware of the situation and to discuss any necessary measures or support systems that need to be put in place. There may be times when an action by a child is so serious that it deems a red card without a warning or prior yellow card. As stated before, the adults in the school will use their professional judgement, in these situations, but will always aim to act fairly and consistently.

If a child receives a yellow or red card during the afternoon sessions - and therefore does not have the opportunity to make amends at break/lunch time - the class teacher will speak to the child's parents at the end of the school day, to see if this can happen immediately after school. If not, the child's card will return to green for the next day, but they will be required to stay in for 5 minutes of their play and all other consequences will be followed-though, the following day.



For those children who consistently make good choices, and therefore remain 'green', there will be rewards including: Golden Time (where children choose their own, fun activities), stickers for their bookmarks (e.g. bigger stickers on the back for those children who manage to stay 'green' for a whole half term), special privileges, rewards and certificates. However, children will lose 5

minutes of their Golden Time for every yellow card received each week, as this is a privilege reserved for children who have earned this treat by sticking to the new school code. Children who have received a red card during the week, will not be allowed to participate in any of the Golden Time activities, and will be given something else to do.



We believe very strongly that rewarding the good choices and behaviour and having clear systems in place for when things go wrong, will enable all children to enjoy school even more and promote a climate where all children can meet their full potential.



SEND

We will aim to use the Good to be Green strategy for all children in the school. There might however be occasions where a child's specific educational needs or behaviour make it difficult for them to use the strategy. Where this is the case an adaptation or new strategy will be made for the individual child by the SENDCO and class teacher.

In particular we will work with parents and the child in developing individual plans for children with behaviour difficulties or ASD –See Appendix B

Particular types of behaviour we do not accept

The behaviour we do not accept is anything that goes against our mission statement and/or Gold rules. There are however some specific types of behaviour that need to be stated clearly as unacceptable in our school.

- Physical and verbal abuse
- Bullying
- Cyber bullying (see E-safety policy)
- Fighting
- Racist, sexist or homophobic abuse
- Intimidation eg ganging up or threatening
- Excessive shouting
- Lying
- Spitting

Serious Misbehaviour

Our system of using praise and when necessary reprimands, sanctions and reports, works for the majority of children for most of the time, helping them to develop good attitudes and to keep to acceptable standards of behaviour. If for any reason a child has not been able to respond when we put these policies into practice, we do have to use the ultimate sanction of excluding a child from school for a period of time. We see this as very much a last resort, used rarely.

A child would be excluded if her/his behaviour is such that it threatens the safety of others, is causing a serious disruption to school life, is a serious case of disobedience to a responsible adult in school or has been continuing over an extended period with no sign of improvement at all. Parents and children will be warned in advance that exclusion from school could be a possibility for them. We know that exclusion from school may cause inconvenience for parents but we do not see this as a measure designed to punish parents. The purpose is to bring home to the child the serious nature of its misbehaviour, and to remind the child concerned and all the other children that some kinds of behaviour are totally unacceptable in school. Excluded children would always be given work to do at home.

We have procedures for dealing with these most serious behaviours. (see Appendix A)

How we deal with incidents of misbehaviour

Level 1 Verbal Warning

If a child is not behaving appropriately and going against the golden rules, the teacher or member of staff should state why their behaviour is not appropriate and tell them that you are giving them a 'Verbal Warning'.

Level 2 Yellow card

If a child has been given a verbal warning and they continue to misbehave then they can be given a yellow card. Children can be given a straight yellow card if the member of staff deems their behaviour serious enough to warrant one. Once a child has been given a yellow card they then miss part of their playtime to fill out a 'make amends' sheet. Once the problem has been reconciled, and they have apologised to the necessary person or people, they can then make a fresh start and their card will be moved back to green.

Children who receive a yellow card will miss 5 mins of their Golden time and will also not receive a green sticker that week. Children will be able to make a fresh start each half term and the wall chart will be changed.

Level 3 Red card

A child will receive a red card if they continue to misbehave after being given a yellow card or if they behave in a particularly unacceptable or extreme way.

When a red card is issued, the child will be required to visit the Headteacher or Assistant Head at the next break/lunch time. Here a conversation will take place regarding the issue, the event will be recorded in writing, and parents/carers will be called to make them aware of the situation and to discuss any necessary measures or support systems that need to be put in place.

Level 3

Where the Headteacher sees believes that a child is demonstrating serious or consistently bad behaviour they can implement Level 3 strategies. These include:

- Formal letter to parents requesting a meeting
- Meeting with parents
- The child being put 'On report'
- Report sent home daily/weekly for parent to sign
- Weekly meeting with parent to discuss behaviour
- Filing of incident report

Level 4

Level 4 strategies are a last option and should only be used when other strategies have failed.

- fixed term exclusion
- permanent exclusion

Additional points

- It is particularly important to administer sanctions fairly and to ensure that particular groups of children are not inadvertently discriminated against.

- It is vital that all of our procedures are understood by all of the adults in the school, by children and by parents. The behaviour policy is available to read on the school website, included in the school prospectus and is communicated to children at the beginning of each year.

Liaison between home and school

Liaison between home and school and good relationships between teachers and parents is always of great benefit to children, especially if a child experiences difficulty in behaving as expected in school. We believe in keeping parents well informed of any behaviour problems that a child may have and in letting them know at an early stage rather than allow more serious problems to arise. When we contact parents we do this so that teachers and parents can share ideas about the most effective ways of helping that particular child. Most problems are easily resolved this way. If we have needed to discuss “bad” behaviour with parents, we make sure that we give them positive feedback when there are improvements.

There are sometimes periods of a child’s life when their behaviour is adversely affected by circumstances beyond his/her control. For instance, the death of a close relative, or a problem in the family. It is always helpful for the school to know so that the child can be dealt with sensitively.

If parents have any concerns about their own child’s behaviour we like them to tell us. Similarly if they feel their child has experienced a problem that we don’t know about or if they feel there has been a mistake in the way an incident has been handled we ask them to let us know. We try to help children with their difficulties in the fairest and best way, but we are not perfect!

We ask parents not to intervene with another parent’s child and not to reprimand someone else’s child directly but to speak to the teacher or Headteacher first if they think something is the matter. We think that all parents prefer to know and have a right to expect that their children will be disciplined appropriately and fairly in school by someone whose job it is to do so. Similarly we ask children and parents not to pursue in school, problems that may have arisen in the community outside school, as we feel this puts unfair pressure on the children.

If we do hear that children have been involved in any kinds of problems on the way home, or if we receive complaints about them outside of school time, we will speak to them about this and let parents know, particularly if their relationships or behaviour with other children at St Robert’s are likely to be affected. We are also happy to support parents who are experiencing difficulty with their children at home by discussion with the child in school if the parents feel this would be helpful.

By listening to each other and working together we create a caring, supportive school.

Reviewed by James Field May 2018

Review date September 2019

APPENDIX A

Procedures for dealing with the most serious behaviours:

Anti-social behaviour of a serious nature is reported immediately to the Head. In deciding whether behaviour warrants reporting to the Head or Deputy Head, staff will take into account the age of the children.

In-School Procedures

- Always listen carefully to the children - report all serious incidents immediately to the Headteacher/Deputy Headteacher. Playground incidents are recorded.
- The Headteacher will write an account of the incident from the perspective of the child/ren concerned, children will sign the account if able to.
- Or, in the case of older children, the child who has been bullied/abused should record events in writing
- The child who has bullied or abused should also record the events in writing.
- A record of action taken is made on the record sheet and filed.
- All copies will be kept on file in the Headteacher's office.
- Appropriate sanctions are used eg missing play, writing an apology, making reparation.
- Then talk to the child, ask the child who has bullied/abused to put him/herself in the other person's shoes. Explore with both children how they could have dealt with the situation differently.
- A copy of the account of the incident and action taken may be shown to the parents of all the children concerned.
- The details of the incident will remain confidential to the school and the parents unless further disciplinary action is necessary (i.e. in the event of an exclusion).

Involving parents in procedures

- For instances of very serious behaviours, for example, a serious fight or bullying, serious racist incident, parents will be contacted immediately and invited to come to school.
- Should a child be involved in three such incidents in any one term, the Head will ask to meet the child's parent/s in order to discuss further actions. At this meeting, which will be minuted, the Head will advise the child's parent/s that should such serious incidents of anti-social behaviour continue exclusion procedures will be implemented.
- In the rare event of an extremely serious incident eg physical aggression of a degree that might seriously injure a child, physical or verbal abuse towards a member of staff, exclusion procedures will be immediately implemented. In the first instance a child will be excluded for a fixed period of less than five days duration.

APPENDIX B

Behaviour and ASC

Why may ASC pupils have behavioural difficulties?

There is a range of reasons why children with an ASC have difficulties with behaviour. The world can be a confusing, isolating and daunting place for Autistic pupils and it is their fundamental difficulties with communication and social interaction that are often the root cause of difficult behaviour.

Communication

Children with an ASD can experience a number of difficulties with communication:

- communicating with others (expressive language)
- understanding what's being said to them (receptive language)
- understanding non-verbal communication like facial expressions and body language

Because of these difficulties children can find it hard to communicate their needs or to understand what other people are saying to them, or asking them to do. This can cause considerable frustration and anxiety which, if it can't be expressed any other way may result in challenging behaviour.

Social situations

Communication difficulties can impact on how children deal with social situations. They may find social situations very demanding or stressful because they have to work hard to communicate with other people. Social situations can be daunting and unpredictable. Some children may engage in a particular behaviour to try and avoid social contact.

Unstructured time

Unstructured time, such as playtime and lunchtime can be noisy and chaotic and may be difficult to deal with. This is because it's difficult for children to predict what will happen and how they are expected to behave.

Teachers and TA's work with pupils to help provide support for unstructured times. This may be by producing Social Stories, providing play buddies or designating safe places to go for quiet time. In some cases a member of staff may be required to monitor a pupil.

All staff must be aware of those ASC children who may need additional support on the playground and strategies may be put in place for individual pupils.

Does the behaviour have a purpose?

It is important to ask:

What function does the behaviour have?

Behaviour in ASC pupils is described as an iceberg: the behaviour you are actually seeing is the tip of the iceberg but there's a lot more going on under the surface (Whitaker, 2001). People with an ASC can't always express their feelings through facial expressions, body language or speech. Instead, they may be expressed through other behaviours. A child might be trying to tell you they are tired, stressed, annoyed by something that happened earlier, or in need of some time alone.

What causes the behaviour?

It can be useful to use a behaviour diary to try and find out what triggers a particular behaviour. This helps to monitor the behaviour over time and see what the possible causes are, for example if always happens at the end of the day when a child is tired.

One way of recording behaviour is an **ABC chart**. On this, you record the Antecedent (what happened beforehand, who was there, where your child was), the Behaviour itself, and the Consequence (what happened following the behaviour).

By identifying potential triggers for the behaviour, it can be easier to come up with ways of preventing it from happening in the future. We call these 'strategies'. Strategies are more likely to be successful if they address either the cause or the function of the behaviour.

When trying to tackle behavioural difficulties, select no more than two behaviours to focus on at a time. Using too many new strategies with a child at once may result in none of them working. You could write down all the behaviours you're concerned about then prioritise them, choosing the two most important ones to concentrate on first (Clements, 2005).

It's important to continue with the strategies you are using and be consistent.

APPENDIX C

- Yellow card
- Red card

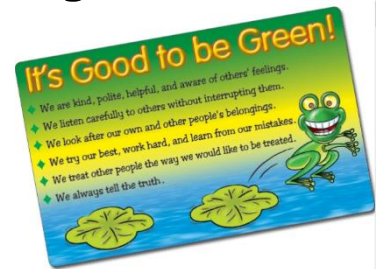
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Making Amends - Making Things Right

Name:

Date:

Class:



What went wrong? (Write about it or draw a picture.)

Which 'promise' or 'promises' did you break?

- We are kind, polite, helpful, and aware of others' feelings.
- We listen carefully to others without interrupting them.
- We look after our own and other people's belongings.
- We try our best, work hard, and learn from our mistakes.
- We treat other people the way we would like to be treated.
- We always tell the truth.

What would have been a better choice, in this situation? Why?

Who do you need to apologise to?

What are you going to do, to make sure this doesn't happen again?

Signed (child)..... Signed (adult)

