



Behaviour Policy 2017

School Aims

Our School aims to provide a happy and secure learning environment for all. We believe that each individual is created in the likeness of God and this underpins all the decisions undertaken in School.

We aim to:

- Foster positive, caring attitudes to one another and respect for our school environment.
- Value every member who belongs to our community, recognising that everyone has a personal part to play and each person's talents will be valued nurturing the self-esteem of all.
- Ensure that staff and pupils respond to one another in a polite, respectful manner.
- Ensure that staff, pupils and parents alike fulfil their responsibilities with regard to:
 - a) Punctuality and attendance
 - b) completing tasks to the best of their ability
 - c) taking responsibility for their actions and for the school
 - d) co-operation with other school members

Our school aims and responsibilities to each other are contained in the school Code of Conduct, which is displayed in each classroom and in our Home School Agreement.

Code of Conduct

At St Louis we want:

- everyone to feel safe and valued and to be able to learn in an atmosphere of trust and love.
- every member of our school community to have the opportunity to develop to their full potential.

In order for this to take place all pupils are expected to adhere to the Code of Conduct.

CODE OF CONDUCT

- Pupils should behave in a manner that causes no harm to others, or damage to property, nor harm the reputation of the school. This includes school visits or where the school is being represented
- Pupils should behave in the 'online world' as they are expected to behave in the 'real world'
- All pupils should wear full school uniform with pride and be appropriately dressed for all school activities
- Pupils should listen carefully to all school staff and speak to them politely and with respect.
- Pupils should work quietly and sensibly in class, not distract or annoy others and show courtesy and consideration at all times.
- Bullying or racism of any kind will **not** be tolerated.
- Pupils should move calmly and safely around the school.
- Pupils must not leave the classroom or school premises during the school day without permission.

Standards of Behaviour are very high at St Louis and we expect all to conform to our rules and expectations. This includes:

- activities which take place on the school premises but outside of the school day
- off site school activities, for example school trips, schools sports fixtures etc
- outside of school hours pupils should behave in a way that does not harm the reputation of the school or themselves

In our school we operate the following system:

Step 1 – All children will have access to high quality learning experiences where good behaviour, language and interactions are modelled to them. Children’s different learning styles and abilities will be catered for. As part of this approach a high emphasis will be placed on positive reinforcement of appropriate and expected behaviour. An extensive system of rewards will be used to support this including Merits, Good Conduct Awards, Class Awards, Head Teacher Awards, Golden Time etc. House and Vice Captains are also able to give out Merits and awards under the supervision of the appropriate staff.

To ensure there is a consistent approach Class Rules are agreed by the children and staff and are displayed in class. This happens at least once a year in the Autumn term as children move into their new classes. They are referred to, to help the children remember them. Class rules are brief and understood by all. They are reviewed regularly by the Class Teacher and children. Our Code of Conduct which forms the basis of our Home School Agreement and underpins the class rules applies to all members of our school community, including, children, parents, governors and staff.

Step 2 – We recognise that children are learning to be adults and as such will make mistakes. At times their behaviour might not be as good as we would expect. Staff will initially give reminders (both verbal and non verbal) and for most children this will be sufficient for them to improve. In Foundation Stage a traffic light system is used. When children are displaying appropriate behaviours their names remain on the green light. Where a verbal warning has been given the child’s name will be moved to the amber light. This provides the youngest children in the school with a visual reminder that their behaviour needs to improve. Once the child has changed their behaviour their name goes back on the green light.

Step 3 – At the start of each teaching session children in Key Stage 1 start with their name on the ‘Sunshine’ or ‘Happy Face’. At Key Stage 2 each child starts with a green Good Conduct card. Where a verbal or non verbal reminder has been given but unwanted behaviour has not changed or a pattern of disruption / inappropriate behaviour emerges a visual reminder is displayed. At Key Stage 2 this will be a yellow card and at Key Stage 1 the name of the child will be placed in the cloud / sad face. Children can always move back to the green card or the ‘sunshine’ or ‘happy’ face by stopping their inappropriate behaviour. ***It is essential that positive reinforcement is given at this point so that the child understands why they have moved back to the green card or the ‘sunshine’/ ‘happy’ face.***

The aim is to have all children back into the sunshine/happy face by the end of the session. At Key Stage 2 if behaviour does not improve quickly a second yellow card will be given. In the unlikely event that this misbehaviour persists or escalates a ‘red card’ will be given and Step 5 will automatically be triggered.

At Step 3 records of reminders and any cards given will start to be kept by either a member of teaching staff or lunchtime staff. This will help us see where patterns are beginning to emerge.

In Foundation Stage if a child has had a verbal warning (name on amber light) and they continue to misbehave they will be placed on the red traffic light. This will trigger an immediate 5 min 'time out' on the 'thinking chair'. The child will be asked to reflect on their behaviour and this will be discussed at the end of the 'time out'. The child will return to normal activities and if the unwanted behaviour improves their name will be placed back on to the green light. Although these occur very rarely, any incidents of intentional aggression towards others will trigger an immediate red light; no verbal warning will be given.

If a child's name is in the red light they will not receive a 'green light certificate' at the end of the week. Instead, a letter or note from the class teacher explaining the 'red light' will be sent home.

Step 4 – Where the Leadership team notice that children are being given regular visual reminders (Step 3 Stage) this will form the basis of discussion with the Head or Deputy and SENDCO. They will decide who needs to move to Step 5. For those children who are at Step 4 or being considered for Step 5 contact will be made with parents, either by phone call or letter.

Step 5 (Part A) – Where there is a pattern emerging of persistent misbehaviour or disruption (including persistent low level disruption) or where there is cause for concern a child will be given extra support to improve their social skills. During this time the child will not be able to participate in Golden Time or represent the school in any extracurricular activities including sports clubs/events, team events etc. The aim of this support is to help the children to learn better social skills so that their behaviour in class and on the playground will improve. They will learn how to cope better and respond more appropriately to situations. The support will cover a whole range of issues including tolerance, coping with jealousy and disappointment, getting on with other people etc. Once the child has completed these sessions there is an expectation that the behaviour will be in line with what the school considers acceptable. Parents will know whether a child is taking part in these sessions because they will have been informed.

Step 5 (Part B) – If a red card has been given at Step 3 (because of persistent/recurring/ misbehaviour) or where a child has been involved in a serious 'one off' incident e.g. violence or health and safety risk it is possible for a child to move directly to Step 5. This is dealt with in the following way:

- If a child receives a 'red card' then there is an expectation that the child will have a period of isolation either in a shared area or in another classroom as a 'cooling off' time.
- The following day they will meet with the Head Teacher and or Deputy Head Teacher to discuss their behaviour and the need to 'repay' or 'make up' for the harm that their actions has caused. This may include letters of apology but will always include a four day period of service to the school (either break time or lunchtime, or both) where they do good acts of help / kindness and these are recorded in a record book, signed and dated by members of staff. The four day period begins on the Monday following the incident.
- On the fifth day a further meeting takes place between the child and the Head or Deputy Head to discuss the week's events and strategies to avoid the situation happening again. All the good things that the child has achieved and the service they have given to the school are recognised and discussed. This is contrasted with the unacceptable behaviour that resulted in the red card.

We expect red cards to be 'one off' occurrences and experience tells us that children very rarely repeat these offences. However, where the Senior Leadership Team considers it appropriate they may recommend that a child also completes the Social Skills support sessions.

Where a red card has been issued the child will be unable to take part in 'Golden Time' on the fifth day. The school recognises that there may be a gap between the incident taking place and

the start of the period of 'good service to the school'. The Senior Leadership Team may decide to begin the period sooner or remove the child to a different playground or keep the child inside the school building. This is not necessarily a punishment but may be used to calm a situation down, allowing feelings to settle and avoiding further incidents.

During either Part A or Part B of Step 5 the child will have their lunch in the hall but will sit separately away from other children and distractions.

If a child receives a red card parents will be informed immediately either by phone call or letter or both.

Sanctions

The school will always concentrate on positive behaviour and rewarding it appropriately. However, it is recognised that there may be times when sanctions will need to be used, particularly at Step 3. For example, unfinished work may need to be completed at lunchtime or as homework. The school may also use other appropriate measures such as 'writing of lines' to reinforce a message or as a 'repetitive calming activity'; 'class exclusion' to allow a 'cooling off' period to take place, thereby avoiding further incidents or to give the class a break from the ongoing disruptive behaviour; picking up litter where litter has been dropped etc. these are just some examples and not an exhaustive list. These sanctions will always be age appropriate.

Beyond Step 5

Where behaviour is or remains a cause for concern or where a child has gone straight to Stage 5 the school will seek help from other professionals including the short stay school (PRU) or CAMHS etc. Parents are always involved in this as it is only by working together that behaviour improves. Behaviour Management Plans will be written in order to support the child and the class teacher. These will also be shared with parents and the use of the 'Removal Room' may be considered. If the 'Removal room' becomes necessary for a child or may become necessary for a child this will be explained to you.

While the school considers exclusion from school as a 'last resort' it may be that this is the only option available. This could be for 'one off' extreme events or persistent misbehaviour. While the school will do everything they can to avoid this nevertheless it may be necessary in some cases.

Behaviour outside the school day/Away from school premises

Details of the incidents are recorded and dealt with under the appropriate Step (Step 3 or Step 4) and with the appropriate sanction. Consideration will always be given to the nature of the behaviour or incident.

Children with Additional Needs (SEN)

Our school policy applies to all children. The rules and boundaries in our Step by Step approach means that most children's behaviour will be managed at the Step 2 or Step 3 stage. However, we recognise that for some children it will be more difficult to conform to school rules and expectations than others. Nevertheless, children have to be able to abide by rules and expectations not only of school but of society as a whole. It is the responsibility of the school and parents to prepare them for this. In school this will mean providing additional support (including advice from outside agencies) to help them. For those children who are unable to make the

necessary changes, despite our best efforts and the involvement of outside agencies, then consideration will be given as to whether mainstream school is the appropriate setting.

We always remember that no child is perfect and children will make mistakes. Sometimes this means that staff will ignore some behaviour in order to concentrate on the more serious. All children will be treated with respect and any punishment given will be in line with our Reward and Sanction system.

Restorative Justice

At St Louis School we place a very high emphasis on pupil responsibility and accountability. This is supported by a very well developed structure through the House and Buddy system and enables the children to have a greater sense of 'community' and 'belonging'. As part of this system some pupils are able to agree and give rewards and sanctions to other pupils through an agreed and supervised system. As with the rest of our policy the emphasis is on positive reinforcement and good modelling of behaviours and as such pupils can be given merits, stickers etc by their House Captains and Vice-Captains. This is done through recommendation/supervision of the Senior Leadership Team. Pupils can also have their successes publicised in their House Books. This system works very well and pupil feedback tells us this is an aspect of school life that they enjoy.

Equally, House Captains and Vice Captains along with members of the School Council can also determine and give out sanctions where they believe the House or School has been 'let down' by the actions of an individual. This has been shown to be particularly effective in the case of bullying or intimidation as the actions become known to a wider group of children, thereby reducing opportunities for the bully to isolate their victim/s and operate in a position of power. Most pupils do not want the disapproval of others and 'coming before' the School Council or House Captains has almost 100% success rate in stopping unwanted behaviours or 'nipping things in the bud' before it starts to become established.

The pupils who take part in the restorative justice system receive training by the Senior Leadership Team and are closely supervised. Records are kept of their involvement with any rewards or sanctions and their intervention can be at any Step. For example, at Step 2 or 3 to 'nip things in the bud' or at Step 5 when something more serious has happened or there is a pattern of misbehaviour.

Conclusion

The aim of our policy is to set out the school's intentions and actions to promote good behaviour and citizenship enabling the pupils and staff to work and learn in a well ordered disciplined environment. The policy sets out the process and procedures of how this works in practice so that there is a consistency and fairness where all who are part of our school know what the expectations are. Although the policy tries to give as complete a picture as possible, we recognise that we cannot anticipate every scenario or give every possible example.. As such, there is flexibility within the system to respond to situations within an outline of agreed actions and responses. Ultimately the Senior Leadership Team will make any final decisions about the rewards and sanctions used and this will be based on the knowledge of the children involved and the Leadership Team's considerable experience of children and working in schools.

Working in partnership with parents is very important to us. We always try to recognise children's good behaviour and good citizenship and inform parents about this. We do this through:

- Parent meetings (both formal and informal)
- Letters of congratulation
- Newsletters
- Congratulatory postcards
- Good Conduct awards

Equally, we have a responsibility to raise concerns with parents when there is a need to. It is important however, to note that we try to strike the right balance between keeping parents informed yet not giving an overly negative picture of a child's behaviour. It is for this reason that day to day, 'run of the mill' occurrences will not usually be reported to parents unless behaviour becomes a cause for concern as outlined at Step 4.

A 'child friendly' version of this policy is available for pupils.

Date of Policy: Jan 2017

Next Review date: Jan 2019