



# Behaviour Policy

The community of St. Charles School believes that Jesus is at the heart of everything we do. We are committed to giving every child, every opportunity to achieve their potential in mind and body in a happy, safe and caring environment.

Policy Agreed: November 2018

# Policy Reviewed: September 2020

## **Introduction**

St. Charles is a Catholic School and as such, aims to foster in all of its members a community spirit where Gospel values are the guiding force in all its activities. Paramount in these activities are the relationships within the school. Our Mission is to create a 'sensitive, caring Christian environment'. With Christ as our example, we hope to establish a community where love and respect for God and for one another is at the heart of all our experiences.

We recognise our responsibility in helping to prepare children for a responsible role in society, and that good citizenship and respect for others are essential to this end. At St. Charles we want each child to develop responsibility for the way they behave. Therefore the learning of personal skills of self-motivation and self-control are an integral part of the learning process and are taught, encouraged and nurtured.

## **Definition**

For the purposes of this policy, behaviour is considered to be: 'the things we do in our day to day lives, and the way we do them'.

## **Rationale**

There is a need to consider behaviour in school as it effects:

- the smooth running of the school
- the mental and emotional health and wellbeing of all
- the safety of all members of the community
- the happiness of all
- the achievements of all
- the present and future stability of the wider community

## **Scope**

This policy relates to the behaviour of all members of the community, regardless of age, gender, colour or ability, at all times of the school day. It also hopes to influence the behaviour on the school bus, although it should be understood that the school neither takes responsibility for, nor commands direct authority over, events which take place outside of school time. Parents are responsible for their children's behaviour before arrival at, and after they depart from school.

This policy should be considered in conjunction with those documents relating to:

- The School Mission Statement
- The School Aims
- RE Policy
- Bullying Policy
- PSHCE Policy (Personal, Social, Health, Citizenship Education)
- SEAL Policy (Social & Emotional Aspects of Learning)

- Special Educational Needs
- Guidelines for Lunchtime Supervisors
- Equal Opportunities
- Monitoring
- Child Protection Procedures
- Staff Children and Relations at School

### **Entitlement**

Parents are entitled to expect the highest standards of good behaviour so that their children can develop to their full potential in a happy and safe environment.

Children are entitled to feel safe and happy when they are at school. They are entitled to recognition and praise for displaying acceptable behaviour.

Staff, are entitled to be able to carry out their duties in a calm and orderly environment, so that the time available can be used to the maximum benefit of all pupils without exception. Staff, are entitled to the support of colleagues and parents to ensure that the work they do is free of the stress which can be caused by disruptive pupils. Governors are entitled to expect that the school will promote good standards of behaviour.

### **Aims**

St. Charles aims to:

- create a safe, happy, caring, Christian environment where every child is given the opportunity to achieve their potential
- promote Gospel values
- foster good relationships within the school community
- encourage parents and children to be involved in pupil behaviour
- create a positive and consistent approach to behaviour
- promote a sense of justice and fair play in all members
- maximise use of available time for learning

### **Responsibilities**

All members of the community are expected to be good role models for the younger members. Governors are responsible for ensuring that the school promotes good standards of behaviour by delegating the responsibility for behaviour to the head teacher and regularly reviewing this policy.

The head teacher is responsible for establishing routines and systems in the school which will fulfil the aims of this policy and for monitoring and evaluating to ensure their effectiveness.

The deputy head teacher is responsible for supporting the head in implementing and monitoring these systems and routines.

Class teachers and support staff are responsible for implementing day to day routines established in the enclosed guidelines to ensure the smooth running of the school.

Parents are responsible for fostering good behaviour in their children and for supporting the school in its efforts to do the same.

Children are expected to follow the principles of good behaviour established by the school. They are encouraged to take an active and responsible part in creating a safe and happy environment.

Supervisory Staff are expected to encourage fair and safe play, and good manners. They are expected to encourage children to take part in constructive play. They will be responsible for reporting incidents of unacceptable behaviour to the class teacher or head teacher as necessary.

### **Implementation**

People become what they are expected to become. With this in mind school rules place emphasis on self-discipline. It is accepted that children need guidance in their interpretation of what is and is not acceptable.

### **General Principles**

Some principles are established for everyone for the safety of all and the smooth operation of the school.

- Treat others as you would like them to treat you.
- Always be polite to everyone.
- Always walk in the building.
- Move around the school quietly.
- Keep the school tidy, especially cloakrooms and corridors.
- Respect property.
- Share playground equipment and space with others.
- Avoid playing aggressive games.
- Only enter the building when directed to do so by an adult who is supervising.
- Children should not be let unsupervised in the building or on the playground.

It is recognised that real progress in promoting good behaviour can only be made when there is a partnership between home and school, which acts positively in the interests of the child.

### **Expectations**

Teachers have high expectations of all areas of children's work in school – behaviour, attitudes and academic work. High expectations are supported by:

- Providing the role model the children need through modelling respectful relationships.
- Pre-empting and preventing poor behaviour by organising and managing children in a way that gives them chance to demonstrate what they can do.
- Re-enforcing and encouraging the desired standards.
- Making children feel good about the way the teacher is encouraging them to be.
- Heightening the awareness that basic good manners can affect attitudes to relationships, through teaching and encouraging good manners.

### **Assertive Discipline**

St. Charles operates a positive approach to behaviour. This entails children and staff:

- agreeing what is acceptable and expected in school – class charter
- agreeing the rewards for appropriate behaviour
- agreeing the sanctions for unacceptable behaviour
- consistently applying the guidelines

### **Rules**

- Our school and class rules reflect our Mission and have a clear purpose, are set out in the context of the everyday life of the school, and are seen to be fair and are arrived at through involvement with class groups.
- Class rules are displayed and consistently enforced and celebrated.
- Rules are positively phrased and expressed simply.

- Rules are enforced consistently and with fairness.
- Rules relate clearly to routines.

Children are, therefore, involved in establishing what is acceptable, each time they enter a new class. They will agree four or five rules for behaviour in class. These are reviewed by the class and teacher at regular intervals throughout the year as necessary. The school follows a 'golden rule' taken from the Gospel, 'Treat others as you would be treated'.

### **Rewards**

Rewards in school are used to:

- help nurture positive relationships and the promoting of positive behaviour.
- help make the school experience a happy and positive one
- encourage children to respect desired behaviours
- encourage other children to demonstrate desired behaviours
- contribute to the development of children's self-esteem and confidence

Our reward system falls into two categories:

1. encouragement (informal)
2. incentives (formal)

- Encouragement – focus on the effort a child is putting into work or attitude to school e.g. verbal praise, thumbs up, positive comments in books, trust to take on a responsibility, reward cards, displaying work etc.
- Incentives – Focus on a child having achieved something specific and often a more public form of praise e.g. star badges, merit badges, stickers, golden book, good news sent home, good news assembly.
- Rewards must genuinely motivate a child, should be a balance of encouragement and incentive, be genuinely earned by the child and sincerely given by the adults at St. Charles School.
- Teachers will lead the children in establishing these rules, and will give regular praise for good behaviour.

This, with the agreement of the children, will usually take the form of:

- Verbal praise
- Stickers
- Reward dojos KS1, KS2
- Time on an enjoyable activity
- Referral to the head teacher for further praise/reward
- Golden Book
- Weekly Star Badges (KS1), Worker of the Week Badge (KS2)
- Pupil/Class of the Week, Headteacher praise/reward
- Golden time
- Termly Gold certificates

To foster cooperation and collaboration, classes are set a target each week by their class teacher. Classes achieving their target are awarded the Best Behaviour Award at the weekly 'Good News' assembly.

Good work and behaviour should be praised at every opportunity and held up as an example to be followed by others.

Teams should be selected, and responsibilities allocated, on the basis of most-deserving, not most-able.

### **Sanctions**

Where pupils are regularly displaying unacceptable behaviour, despite a positive approach, staff will consistently apply the sanctions agreed by the class. These may take the form of:

- loss of dojos,
- loss of free time/golden time
- finishing off work at break time or at home
- Sad Book followed by a letter home
- a phone call home or by class teacher or head teacher
- a letter home
- a staged behaviour plan agreed by (1) child/teacher (2) school/home
- a home-school diary after discussion with parents
- Outside agencies involvement such as Behaviour Support Team may be called to offer advice and other alternative strategies

If none of these situations have produced a positive response, the Head Teacher will invoke the Exclusion Procedure, as set out in County guidelines. The emphasis should always be on solving the problem by breaking the cycle of inappropriate behaviour, as opposed to punishing the child. It may be that a referral to the head teacher/SENCO will be necessary to determine a child's needs, and the match of classroom activities to the child's ability. Where there is an ongoing problem, parents will be invited to school to discuss the matter, with a view to devising a positive approach to managing the pupil's behaviour. This may entail setting up a home-school diary between a staged plan to keep both parties informed, so that the child knows that home and school are working for the benefit of the child.

### **Team Teach**

Where behaviour is such that a child is at risk of injury and does not respond to sanctions, several staff members have been trained in Team Teach. Team Teach is a trained approach which enables staff to use reasonable force as a last resort where a child is endangering themselves.

Policy to be reviewed 2020