

Bury Catholic Preparatory School

Mission Statement

Each child in this school family is as important to us as they are to God.

Aim

We aim to educate all our children in a secure and loving environment, working together to ensure that we provide the positive experiences of success that give confidence and motivation for future learning.

Every Child Matters

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Social and economic well-being

Policy for Good Behaviour

Introduction

Good behaviour is expected; it is necessary for effective teaching and learning. At Bury Catholic Preparatory School we aim to encourage the development of self-discipline in our children within a whole school framework in which individual needs, opinions and rights are respected and valued. We take a positive and pro-active approach by praising and rewarding those children who behave well, show a sensible attitude towards their own and other children's safety and show consideration towards others and their property.

Inclusion

At Bury Catholic Preparatory School we recognise that all our children have the entitlement to be included in all aspects of school life. In order to ensure that our children are valued as individuals and able to benefit from the opportunities on offer we:

- adapt activities to take account of learning styles
- plan carefully to include a variety of teaching approaches and setting of additional targets
- assess the language used
- communicate with other members of staff and parents
- develop cross-curricular links
- allow time for reflection and role play
- thoroughly evaluate and monitor

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Purposes

- to encourage good manners and politeness;
- to develop good habits in relation to self-discipline and mutual support;
- to teach and encourage respect for others and their property;
- to encourage positive attitudes towards school work which emphasise working to the best of your abilities and high standards;
- to develop confidence and self esteem;
- to develop positive attitudes to gender and ethnic diversity.

Guidelines to support good practice

It is the responsibility of the whole school community to foster good behaviour in our children. We should work towards promoting good behaviour by recognising, encouraging, praising and reacting positively towards examples of good behaviour in the children.

Everyone involved with the children can encourage good behaviour by the way they interact with the children. Our children should be treated fairly and with respect, good qualities should be recognised and praised.

In order to support good behaviour and discipline the school will:-

1. Establish an agreed policy and procedures (communicating essential details to the children and everyone involved with the children including parents), this is supported by a positive school ethos which emphasises the quality and benefits of good relationships;
2. Make clear the standards of leadership expected of members of staff in order to provide good models of adult behaviour;
3. Keep all aspects of school organisation and curriculum under review to ensure that statutory requirements are met in a manner appropriate to the children's needs;

4. Encourage a lively and stimulating approach to teaching and learning which will encourage curiosity and interest and support good work habits;
5. Ensure that good practice in assessment recognises achievement and values effort;
6. Adopt a positive approach towards personal and social development and provide pastoral care which recognises the value of the individual as a member of the school community;
7. Monitor and reward good attendance and punctuality;
8. Have high expectations with regard to appearance and the wearing of the School Uniform;
9. Provide a School Council as a channel of communication which promotes a sense of belonging, encourages respect for and pride in the achievements of the school and develops a Code of Conduct;
10. Provide Assemblies which emphasise the importance and benefits of caring for others and give examples of consideration and good manners;
11. Encourage well supervised behaviour during play and lunchtime breaks and provide training for lunchtime supervisors to enable them to mediate and handle problems sensitively and effectively;
12. Organise whole school events and extra-curricular activities which encourage children to take part in the whole life of the school and take pride in its achievements;
13. Maintain a balance between rewards and sanctions in which the emphasis is on the former. To use rewards and incentives which promote co-operation and positive behaviour and sanctions which discourage anti social and aggressive behaviour. Corporal punishment is forbidden.

Assertive Discipline

Through Assertive Discipline teachers take charge of their pupils and classrooms in a positive and productive way. It allows the teacher to meet his/her own needs within the classroom in a confident and firm manner whilst communicating both the expectation of good behaviour and mutual respect.

Assertive Discipline enables staff to create a secure and positive environment in their classrooms where good behaviour is recognised and rewarded and staff have confidence in their ability to influence the behaviour of their pupils.

It is recognised that teachers sometimes feel guilty and inadequate when they cannot cope with disruptive pupils. Staff should be reassured by the support network in place within the school and be reassured that it is not their fault. However well pupils are managed some will still not respond to discipline and help from the Head and or parents will be needed. Most teachers have not been trained to deal with severe behaviour problems and systems are in place to provide both support and advice.

Disruptive pupils choose to behave in this manner and whilst the reasons for this behaviour may not be immediately apparent they can often stop behaving badly if they want to. Firm limits must be set for difficult children even if they have problems outside of school which are both emotionally and educationally crippling. To allow these children to go undisciplined will often enhance the problem. No child should be allowed

to engage in behaviour that is self-destructive or violates the rights of staff or other children.

Dealing with Incidents of Bullying

Bullying is the willful, conscious desire to hurt, threaten or frighten someone else. To be seen to act is just as important as taking action-silence and secrecy can nurture bullying. Tackling bullying is an important part of making our school a secure and happy place for everyone. When incidents occur staff should:

1. Take the incident or report seriously and inform the Head teacher and other appropriate staff;
2. Ensure that initial approaches to the problem are handled in a calm manner and are within the context of the school's policy for Good Behaviour;
3. Offer concrete help, advice and support to the victim(s);
4. Make clear their disapproval to the perpetrator and encourage them to see the victim's point of view;
5. Ensure that any sanctions are clearly explained and in accordance with the school's policy;
6. Discuss with the Head teacher how the parents are to be informed and reassure everyone involved that the matter will not linger once it has been dealt with;
7. Consult the school's policy on Bullying for further information.

Unacceptable behaviour is:

- bullying
- constant verbal abuse of others
- deliberate disobedience when rules are clearly defined
- physical actions which intimidate or threaten the safety of other children
- disruptive behaviour in class detrimental to the rights of others
- excessive bad manners including unacceptable table manners
- stealing
- repeated lies especially involving others
- use of bad language
- willful damage of school or other property

Classroom and Behaviour Management

1. Management of Behaviour

- Class rules are **explained** and **agreed** at the **start** of the school year, reference should be made to the School's Code of Conduct (written by the children through the School Council);
- Rewards are given (verbal praise, stickers, house points, Head teacher informed or shown work by the child);
- Children with exemplary behaviour are rewarded with Good Conduct awards at the end of each term, children may be given rewards at any time of the week, by any member of staff involved with the children and good conduct can be brought to the attention of the class teacher and/or the Head;

- If a pupil misbehaves then the following procedures are followed:

In the classroom

- a. At the beginning of each day every child begins with their name under the 'happy' face;
- b. A child who misbehaves is given a verbal warning;
- c. If the child continues to misbehave then their name is moved next to the 'sad' face, if a child's behaviour improves and they have responded positively to the teacher's requests then they should be praised.
- d. If the child continues to misbehave then a tick will be placed next to their name, two ticks and the child is then sent to the Head teacher.

In the playground

- a. A child who misbehaves is given a verbal warning and/or 'cooling off' time for two minutes by standing to one side;
- b. If the child continues to misbehave their name is recorded in the Behaviour Book (in the Library);
- c. If this continues the child is taken to the class teacher or in her absence, the Head teacher;
- d. The class teacher may decide to investigate the matter further by speaking to the lunchtime supervisor and/or the other children involved in the problem;
- e. The class teacher may then decide to send the child to the Head teacher but if not, the incident must be recorded in the class incident book in order to monitor. Any child brought to the class teacher three times in any one week should be sent to the Head.

2. Whole school Management of Behaviour

- a. Any child who is sent to the Head teacher will be expected to discuss their behaviour, the implications it has on the class as a whole and how he/she feels the problem can be improved. He/she will have their name written in Head's Conduct Record;
- b. If a child is sent to the Head teacher three times in any half-term then a letter will be sent to the child's parents requesting that they come into school to discuss the situation;
- c. Discussions will focus on the implications of the child's behaviour on the teacher and the rest of the pupils, any problems outside of school which may be affecting their behaviour and ways in which home and school can work together to monitor and improve the problems. The pupil and his/her parents should be aware that if the incidents involve other children then their parents will also be invited into school for a discussion and be informed of what steps the School is taking.
- e. If the situation does not improve and the parents will be invited back into school when the School will request that the child is placed on 'School Action' and a Home/School diary is set up with specific targets agreed with the parents and child;
- f. The pupil's behaviour will be monitored closely, all staff involved with the pupil will be informed of the situation and the procedures being followed, any further incidents are recorded on the 'Incident Record' sheet;
- e. The pupil will remain on a Home/School diary for six weeks when the child's progress will be reviewed with the child, parents, class teacher, SENCO and Head;

f. At this review it will be decided whether the child should be removed from 'School Action', remain at 'School Action' for another six weeks or be moved to 'School Action Plus'.

If there has been no reoccurrence of the previously exhibited behaviour problems at the review points mentioned at c, e and f, then the child will return to the guidelines laid down at the beginning of the Classroom Management of Behaviour. If, on the other hand, behaviour continues to be a school concern the following action is taken:

3. Provision for children with SEN and/or EAL

With regard to SEN, the SENCO will work with staff to structure observations in the classroom and school environment to identify patterns of behaviour through an understanding of the ABC of behaviour management.

A-Antecedent: the 'triggers'

The aspects of the situation/environment that lead to the behaviour (positive and negative).

B-Behaviour: What the child does.

Negative behaviour may be expressed in a variety of ways e.g. low level or more challenging.

C-Consequences: What happens next.

EAL

It is important that the school environment is supportive in as many ways as possible e.g. friendship groups, knowledge of child's individual strengths and weaknesses, what the child likes to do at home, playground observations, good home-school link etc.

4. Other Agencies Enlisted for Guidance:

- a. Advice sought from Learning Support;
- b. New targets, strategies and review procedures are set up with the support and guidance of the Learning Support;
- c. After the second review (twelve weeks) if behaviour continues to be a concern, with parental support, statutory assessment will be requested to decide upon the most appropriate provision for the child;
- d. If there has been no reoccurrence of the previously exhibited behaviour problems for a period of two terms, the child will return to the guidelines laid down at the beginning of the Classroom Management of Behaviour.

Children can be fast tracked through the system if there is a sudden and extreme change in their behaviour.

- a. Class teacher informs Head, parent and SENCO;
- b. Discussions take place about what further action is to be taken;
- c. The SENCO may request direct intervention from Learning Support and/or parental involvement with GP or Educational Psychologist

Exclusions:

The decision to exclude a child from school, either for a fixed term or permanently, is the decision of the Head teacher after consultation with those involved.

Fixed period of Exclusion will be used:

- When there has been a 'serious breach' of the School's Behaviour Policy;
- If allowing a pupil to remain in school would put the education, health or safety of the pupil/s or staff in School at risk;

After a Fixed Period Exclusion the child returns to the school with parent/s.

Permanent Exclusions will be used:

- When a range of all the above strategies have been tried and this has not succeeded in making a positive change in the child's behaviour.

ALL SANCTIONS ARE RECORDED ON THE SCHOOL'S 'Record of sanctions' SHEET *attached*

This system is in place to ensure consistency and close monitoring of pupil behaviour whilst maintaining the happiness and well-being of everyone who works in our school community.

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