



Behaviour Policy

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Document Control

Changes History

Version	Date	Amended by	Recipients	Purpose
2.0	8.3.20	A Harding	All staff	Update

Approvals

This policy/procedures requires the following approvals:

Governors	HT	Date Approved	Version	Date for Review
	✓	March 2020	2.0	July 2021

National/Local Policy

This policy is local to Our Lady of the Angels Catholic Primary School.

Position with the Unions

Does the policy require consultation with the National Unions under the recognition agreement? Yes/No

Distribution

This document has been distributed to:

Position	Date	Version
All OLOTA employees	16.3.20	2.0

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EQUALITY AND DIVERSITY

This policy has been written and reviewed with due regard to the legal duties set out in the Equality Act 2010, to ensure that no member of our school community suffers discrimination or disadvantage regardless of age, race, gender reassignment, disability, civil partnership, religion and belief (or lack of belief), pregnancy and maternity, gender or sexual orientation.

1. Principles

This policy is based on our school mission:

‘Endeavour, achieve and respect in a loving faith community.’

- 1.1 Our Lady of the Angels and the wider CAST community seek to be a living example of Gospel Values in action, based on the firm foundations of Christian love with Jesus at the centre: humility; compassion; kindness; justice; forgiveness; integrity; peace and courage.
- 1.2 We endeavour to foster the development of the whole person, having regard for individuals physical, moral, educational and spiritual formation.
- 1.3 We aim to be flexible in meeting the educational needs of individual pupils, fully recognizing the worth of each child, to display patience with development at all levels; to give encouragement and to celebrate achievement; to share anxieties and to resolve conflict through the Gospel values of forgiveness and reconciliation.

2. Purpose

- 2.1 As a staff we strive to make forgiveness and compassion the hallmarks of our dealings with children, particularly in matters of discipline. Children need to experience love and forgiveness if they are ever to come to know how much God loves and cares for them.
- 2.2 We need at all times to preserve the good order essential to teaching and learning by establishing a common policy in the school. We create and maintain a stable and effective learning environment for all children.

3. Behaviour for learning

- 3.1 In fostering positive behaviour in the school, warm and positive communication is central. The school ensures that an environment of positive behaviour supports the children in making the correct choices in terms of attitude and behaviour. Good behaviour and high self- esteem are built by creating success, and then noticing it.
- 3.2 Staff teach explicit behaviours by:
 - Providing a well ordered, calm and purposeful environment.
 - Modelling, recognising and praising good behaviour at all times.
 - Promoting increasing independence and self-discipline so that each child learns to accept responsibility for their behaviour.
 - Providing a challenging, creative, interesting and relevant curriculum designed to engage and enable all pupils.
 - Agreeing class rules and expectations at the beginning of each new academic year.

- Providing regular opportunities for pupils to discuss appropriate behaviour through discussion and circle time (when needed).
- Implementing additional targets and incentive schemes as appropriate to individual classes.
- A PSHE curriculum that allows regular opportunities across the school for work on relationships, feelings, child protection issues and bullying.
- Explicit teaching of our expectations for good behaviour.
- We reinforce the positive ethos of praise, trust and shared responsibility.

4. Strategy

4.1 Children and staff have been central in developing a whole school statement of expectations and unacceptable behaviour which forms part of this document.

4.2 Rewards and sanctions must be applied consistently and fairly by all staff. There is a clearly defined system of sanctions known as the Behaviour Pyramid. This can be found in Appendix 1.

4.3 Good behaviour should be modelled by all staff in their interaction with each other and all pupils.

4.4 The school has Gospel Values that help make expectations for behaviour explicit:

- Show humility
- Be Compassionate
- Be kind
- Treat others fairly
- Forgive others
- Show integrity
- Be peaceful
- Show courage

4.5 Strategies need to be developed at four levels:

- **Individual**
- **Classroom** – each class is to have a system whereby all children will be rewarded for good behaviour and good work.
- **Whole school** – all staff in the school will use an agreed progressive system of sanctions.
- **Playground** – all staff will use the Behaviour Pyramid to apply sanctions.

5. Rewards

- 5.1 Each class is to have a system in place whereby the whole class can be rewarded for good behaviour or good work; this may be extra playtime, extra choosing time or a class 'treat'. Class reward systems should be regularly reviewed and adapted to ensure a positive impact on pupils' behaviour and motivation. Teachers are encouraged to adapt these systems to meet the needs of their children.
- 5.2 From year 2 onwards, dojos are awarded when the children are seen using the learning behaviours. The children will record their dojos on a chart in class. In some classes the dojos are counted up at the end of every week and the top 3 highest scorers get to choose a reward the following week. These winners are also named on their class page on the school website.
- 5.3 Teachers can request a positive text message to be sent to parents to highlight a particular pupil for good use of either the learning behaviours or gospel values.
- 5.4 The following practical strategies are used in school to encourage and reward positive behaviour:
- ☐ Class Charter - drawn up by the pupils and adults within that learning space, displayed in all classrooms.
 - ☐ The giving of responsibility.
 - ☐ Promotion of the Gospel Values.
 - ☐ Promotion of the school learning behaviours system.
 - ☐ Dojos are used within the classroom to commend learning behaviours and other priorities for class improvement. E.g. Having your book bag everyday.
 - ☐ Displays of work.
 - ☐ Regular positive recognition of children's everyday acts of consideration.
 - ☐ Encouraging children to be as fully involved in school activities as possible.
 - ☐ Highlighting achievements publicly - in assemblies, drawing attention to parents and other children.
 - ☐ Stars of the Week – endeavor, achievement and respect. Certificates are given and parents / carers / families are invited to attend.
 - ☐ Termly celebration assemblies focused around the learning behaviours and discipleship. Certificates are given and parents / carers / families are invited to attend.
 - ☐ Celebration of achievements from outside of school at assemblies.
 - ☐ Positive expectations of staff of their ability to influence children's behaviour.
 - ☐ There will be a calm and controlled movement around the school at all times: allowing each other space and common courtesies at doorways.
 - ☐ Staff are aware that children need limits and they are prepared to set them.
 - ☐ Key year groups, notably Years 5 and 6, will be given lunchtime and playtime responsibilities of both a social and physical nature with the aim of further developing their sense of community spirit and maturity.

6. Sanctions

- 6.1 At all times adults are encouraged to explain to children how their behaviour falls short of the school's expectation and standards. This conversation should be rooted in the explicit terminology of our Gospel Values so that the children develop their understanding of how these benefit their everyday life. Children are encouraged to consider and discuss how they can improve their behaviour. Safety issues are paramount.
- 6.2 To ensure consistency for all children, class staff in KS2 use a progressive system of sanctions which is structured through the Rainbow Pyramid and carried out through a visual warning chart. Staff will use strategies to deal with low level behaviour before reaching the verbal warning stage of the sanctions:
1. Verbal warning of expected behavior
 2. Private caution
 3. Name moved onto amber/red on the visual warning chart and time missed at break (according to the appropriate level on the behavior pyramid).
 4. Time spent in the reflection area at lunchtime.
- 6.3 It is possible for children to reduce the time of the sanction given for level 1, 2 or 3 behaviours if good choices are actively being made.
- 6.4 All sanctions will be recorded on CPOMS and a blue slip will be completed by class staff and sent to the office. This will instigate a text being sent to parents to provide brief details of the behavior and the sanction.
- 6.5 Staff in EYFS and KS1 will also follow the behavior pyramid when it is necessary (particularly when dealing with behavior of Level 3 and above). However, in the instance of low level behavior or disruption, warnings will be given, the correct behaviour will be modelled and then an age-appropriate sanction will be applied if necessary.
- 6.6 It is also recognised that there may be some occasions when it is necessary to bring a matter directly to the attention of senior staff, by-passing the staged progressive approach detailed above. This is indicated clearly on the Rainbow Pyramid.

7. The House Point System

- 7.1 We operate a house point system whereby each child is allocated to a house (St Andrew, St George, St David and St Patrick) and can earn points for their house through their good conduct around the school (focusing particularly on our Gospel Values). These points are displayed in the form of a chart in each classroom.
- 7.2 House points are collected by the House / Vice House Captains every Friday and the results are announced in our Celebration Assembly. A running total is kept and a grand total given at the end of every term. The winning house earn extra play time added on at the end of a lunch hour.

8. General

8.1 As a general guiding principle, praise should be public and punishment should be private, however, 'behaviour incidents' are by their nature social and negotiation, accepting responsibility and reconciliation are corporate acts.

8.2 Consistency and routine are the hallmarks of a calm and ordered environment. Expectations for the school day are included in Appendix 1.

9. Break times and lunch time

9.1 Behaviour management should follow the principles of this policy.

9.2 Details of lunchtime expectations can be found in the 'Lunchtime Supervisor's handbook'. A summary of expectations are also laid out in Appendix 2.

At any stage it is recognised that it may be necessary for anyone on duty to call for Headteacher or member of SLT.

10. Conflict Resolution

10.1 We try to help children sort out their own problems. They are encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or aggressive behaviour. Please refer to Appendix 3 on how adults support children to achieve this.

11. After School Clubs

11. 1 Unsuitable behaviour at after school clubs may result in children being temporarily or permanently excluded from an after school club.

12. Management of Serious Incidents

12.1 If a serious incident occurs, staff must remain calm and purposeful. Other children and adults must be removed from possible danger in an orderly fashion and the perpetrator given an opportunity to calm down and change their behaviour.

12.2 Running after, or following, a child is not encouraged, whilst moving attention away from the child and observing from a distance is a much more effective approach. Angry or agitated children will feel under less threat and are therefore less likely to commit further damage. When the child is sufficiently calm an approach may be made.

12.3 In extreme cases exclusion from school may be necessary. This is a serious and formal procedure and fully involves parents. The Local Authority has formal procedures in place if exclusion of a pupil from school is being considered and it is our school policy to follow these.

13. Bullying & Peer on Peer Abuse

13.1 Bullying is any deliberate and/or persistent act to cause harm. It can involve teasing, interfering with belongings, sexually or racially offensive conduct, ridicule, invasion of privacy, vandalism and intimidation. Bullying may also show itself in more subtle ways such as name calling and children excluding others from games or activities.

13.2 All staff recognise that children are capable of abusing their peers. This may take the form of:

- sexual violence and sexual harassment.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting.

13.3 These behaviours are not tolerated at our school. Please refer to the school's Anti-Bullying and Safeguarding policies for further information.

14. Special Educational Needs

14.1 If a pupil with Special Educational Needs and/or Disability (SEND) requires individualised, explicit behaviour support we have a variety of strategies that may be put in place.

- PEP (Personal Education Plan that must be in place for all Looked After Children)
- A 'My Plan'
- Individual Behaviour Care Plan (BCP)
- Education, Health, Care Plan (EHCP)
- Multi-Agency work
- THRIVE action plan.

In these situations, the school may decide that strict enforcement of the school's behaviour policy is inappropriate and other arrangements will be made. When other arrangements are made these will be communicated to all staff and other agencies working in the school by the class teacher.

Routines for the school day**Before School**

- The school gates will open at 8.30 am
- The children may enter the school building at 8.40am
- All children are encouraged to take off their own coats and look after their own book bags etc.
- Class teachers are responsible for the supervision of children from 8.40 am onwards. Before that time the supervision of children is the responsibility of their parents/ carers.

Playtime (EYFS)

Due to continuous provision, outdoor play is part of the daily routine in EYFS and the children access their own playground under adult supervision.

Playtime (KS1)

- During playtime no child will be permitted to be in an unsupervised area of the school for any reason beyond going to the toilet.
- At the end of playtime the bell / whistle will sound. All children are expected to stand still and be quiet.
- On the second bell / whistle the children will line up as requested by members of staff on the playground and then lead quietly into school via the pupil entrance.

Playtime (KS2)

- During playtime no child will be permitted to be in an unsupervised area of the school for any reason beyond going to the toilet.
- At the end of playtime the bell / whistle will sound. All children are expected to stand still and be quiet.
- On the second bell / whistle the children will walk into school quietly through their assigned entrances (Y3&4 pupil entrance / Y5&6 main entrance).
- Y6 prefects will act as 'pace setters' to ensure the children walk safely into school. They will wear orange high-vis vests so that they are easily visible.
- Children are to line up in silence outside their classrooms.
- All staff should be in their classrooms ready to greet the children when they return from the playground.

Lunchtime

- All appropriate staff should be on the playground promptly.
- A 5 minute warning bell / whistle will go to indicate to the children that they need to tidy away equipment.
- At the end of lunchtime, the bell / whistle will sound again.
- The adult on duty will call 2 classes at a time to go back into the school building. (Children will not line up.) Years 1, 2 and 3 will go via the pupil entrance and years 4, 5 and 6 will go via the main entrance. Children in EYFS will use their own playground under adult supervision and return to class at the end of lunchtime.
- Y6 prefects will act as 'pace setters' to ensure the children walk safely into school. They will wear orange high-vis vests so that they are easily visible.
- The children will walk back to class quietly.
- Children are to line up in silence outside their classrooms.
- All staff should be in their classrooms ready to greet the children when they return from the playground.

End of the School day

- At the end of the school day, children are expected to leave the school promptly.
- Reception parents collect their child from the classroom door.
- For Y1 upwards, class teachers will accompany their class onto the playground at the end of the day to allow for informal feedback between school and parents.
- If children are attending after-school or organised extra-curricular activities, they must leave the premises as soon as the activity is completed in accordance with pre-set arrangements.
- KS1 children will not be allowed to walk home unsupervised.
- KS2 will be allowed to walk home as long as that is normal practice for the child. Written permission must be given by a parent or legal guardian for this to happen.

Lunch Time Behaviour Management

Please refer to the 'Lunchtime Supervisor's Handbook' for more details on expectations during the lunch hour.

All behaviour management in the school must be in keeping with the school policy:

- To have a positive and consistent approach
- Co-operation over confrontation
- Compassion and forgiveness in abundance
- Warm, positive communication
- Dealing with unacceptable behaviour in a quiet and private, rather than public, way

DO

Build environment that enhances responsibility and cooperation

Encourage, give positive feedback

Separate behaviour from person

Use "I" statements rather than "You" ("I feel upset" rather than "You have upset me")

Approach child side on, not face to face

Give a choice, rather than threat or demand

Allow take up time (waiting, hand on hip, just doesn't work!)

Reprimand privately, not publicly

Avoid holding grudges/personality clashes

Re-establish relationship after correction

Replace "Don't" with "Do"

Use assertion – not hostile – tone of voice

Acknowledge and praise good behaviour

Focus on primary behaviour – avoid argument

Actively promote, teach and support positive behaviour

Pass a problem on to someone else if you don't feel in control

DON'T

X Shout!

X Humiliate

X Use sarcasm

X Turn a blind eye

X Use unjust consequences

X Use unkind words

X Pass the buck!

X Allow feelings to get in the way

X Respond to secondary behaviour

X Struggle on in a situation you are finding difficult to manage

CONFLICT RESOLUTION

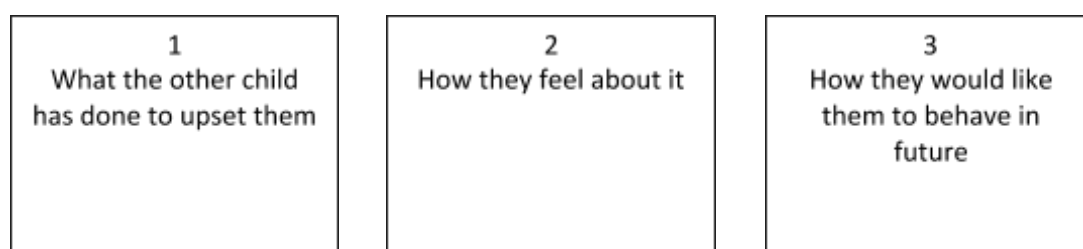
CHILDREN CAN SORT OUT THEIR OWN DIFFICULTIES

Children should be encouraged to take some responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching and modelling strategies for doing this, and for ensuring children can carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. In turn, adults should also be prepared to provide a platform through which children may respond, and to listen to their explanations.

Preferred three step conflict resolution strategy:

The adult is the referee, not part of the discussion, and is responsible for ensuring rules are followed.

Each child has a turn to say:



- The others listen with no interruptions
- They are encouraged to maintain eye contact
- No-one is allowed to interrupt or argue
- Continue taking turns until each has finished

If the children cannot resolve conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action, although this should always be re-checked with all concerned so that children understand justification for this action.

