



# St. Anthony's Catholic Primary School



## Behaviour policy

At St. Anthony's our vision is to *create a healthy, happy and safe learning environment, which promotes high achievement and mutual respect, within a Christian ethos. The school community will be strengthened through celebrating the Sacraments and liturgies of the Church's year. All will be encouraged and supported to develop a personal relationship with Jesus through prayer.* In line with this vision we aim to ensure that all the children of St. Anthony's School are taught positive behaviours to improve their life chances and enable them to make good progress and show respect to those around them. All staff have high expectations of behaviour and academic achievement. They all take responsibility for encouraging children to make the right choices. All members of St. Anthony's School, pupils, staff and parents work to ensure a happy, caring atmosphere where everyone can enjoy their work and take part to the best of their ability, always endeavouring to push their knowledge and understanding further and to attain a high standard in all they do.

### **The Golden Rules of St. Anthony's School**

- Be kind and care for others
- Take care of all property
- Be honest and truthful
- Listen carefully and follow instructions

Explicit instruction in the wider concepts of these rules is undertaken by teachers and at assemblies to ensure that all children have a clear understanding of the expectations of the school. They will also be communicated to parents and carers to ensure that they fully understand the way in which these rules will be enforced.

All staff, at all times, will use calm low voices and give clear instructions to pupils concerning behaviour and the consequences of making wrong choices. They may use many ways to do this.

- Non-verbal cues – a look, hand signal, gesture, touch
- Verbal prompt – sit up, sit down, put down, look this way etc.
- Verbal Warning – this must include the consequence of non-compliance.

All verbal instructions will be delivered, quickly, clearly and calmly in a non-confrontational way. Engaging in argument with children is not productive and does not ensure good behaviour or respect. Shouting at pupils is not acceptable although we recognise that at times assertive voices may be needed to ensure attention, however normal voice levels must be assumed as soon as attention is gained.

**Rewards** – there are many ways in which we reward children for the way in which they behave and participate in school life. These include -

- Praise
- Stickers
- House Points
- Certificates
- Letters home
- Good News phone calls
- Golden Book
- Golden Moments/Caught you being Kind – (praise at assembly for good behaviour)

Praise is always given for those who follow instructions, make the right choices and give their best efforts to their activities in school.

Stickers may be given as individual rewards (particularly with the youngest children).

House points are given for rewards and these help to ensure that all pupils are working for the good of the community not simply for themselves.

Certificates – can be given for behaviour or academic achievement over and above the norm. All staff can use any of these rewards for all pupils at any time.

### **Praise and Expectations**

All staff should have high expectations of children's work and behaviour. The staff are the role models for the children and therefore need to make it a professional one at all times. The frequent use of praise is the quickest and most effective route to promoting a positive atmosphere in the classroom and school.

All staff should:

- praise frequently
- make praise genuine
- praise achievements and efforts
- be sincere
- use praise as part of the teacher/pupil relationship

Comments like: *That's really not like you* when they misbehave, rather than nagging them is far more effective.

Comments like *When I look at you I see.....* paints the pupil a positive picture of themselves & gives them aspiration.

### **Strategies before Time Out**

- Eye contact
- Quiet time
- Use of warnings
- Removal of distracting items

- Touch control - touching the child on the arm or shoulder
- Proximity - moving close to the child
- Voice control
- Help the child who is finding a situation difficult

### Emphasising the Positive

Whilst we have the necessary sanctions in place our main focus and energy should be put into recognising and praising children's efforts, achievements, good behaviour and work, etc. Staff should look for the **GOOD** and reward it at all times. Never make up a sanction of your own - always use the school system. Try to gag the nag and think and act positively.

### IMPORTANT

The most important aspect of behaviour we teach is the reparation. All children need the opportunity to make reparation and will need to be taught how to make amends. To this end all staff should be using basic Restorative Approaches, getting pupils together to resolve issues. We are aiming for a true Community Based Approach.

Letters home will be issued where children have achieved rewards over a half term or targets set for specific behaviour have been achieved. Refer to SEN policy for Behaviour Targets

We aim to get things right, but recognise that things will go wrong sometimes. However, our focus is to maintain a positive ethos that promotes self discipline and celebrates achievement.

### When things do not go as planned

At St. Anthony's we recognise the uniqueness of each individual and our Inclusion Policy shows that this means that special arrangements may need to be made to enable some children to work within boundaries set. Where children have a known, specific disability or problem extra support will be put in place to ensure that they are able to achieve the expected behaviour outlined in our policy.

**Sanctions** Where children deliberately refuse to respond to early warnings and prompts there must be consequences. The following sanctions will be used for unacceptable behaviour. They will be used for certain behaviours but any refusal to accept a sanction will mean that the next level of sanction will automatically be applied.

**Time Out** – 5 minutes in a designated place within the classroom or playground to reflect on which rule they have found difficult and how to put it right. The child must then report to a member of staff on what they have decided. This is used for the following unacceptable behaviour – persistent talking in class, persistent talking when inline or moving around the school, persistent calling out during class time, deliberately not listening to staff, persistent silly behaviour, low level name calling, poor choice of language, pushing in line, persistently not on task.

**A record of time out is kept by the class teacher on the format provided in the green folder at the 'time out' table. It is important that teachers analyse 'time out' patterns and highlight concerns. A copy should be placed in the behaviour folder in the staff room on a Friday after school, so that the Head Teacher can be informed.**

**Missed Play Time**– Missed playtimes should be viewed as a restorative process. Pupils will be given a missed playtime slip at the end of assembly. They will be encouraged to reflect on their

behaviour, identify who has been affected and how relationships can be restored. Up to 15 minutes would be spent in the main hall. A member of staff will dismiss the child at the end of their time in the hall. Details will be logged on SIMS and a letter (signed by the teacher) will be sent home to ensure that parents are informed of this sanction. **Class teachers must remember to sign letters promptly to maximise impact.**

This is used for the following unacceptable behaviour – 3 ‘Time Outs’ in one day or use of inappropriate and offensive language , physical aggression e.g. kicking, punching, hitting, slapping. Deliberate disruption of learning and teaching of self and/or others. Purposely not wearing correct agreed uniform.

If a pupil receives 3 missed playtimes in any week then a letter may be sent home and parents asked to attend a meeting at which a Pastoral Support Plan level 1 is set up with appropriate targets. **Children who progress to PSP level 2 will be entered onto the Special Needs Register** as special attention will need to be given to supporting them in making right choices in behaviour.

**All instances of unacceptable behaviour resulting in missed playtimes or other sanctions will be entered onto the school system for reference.**

**Internal Exclusion** – a number of days in the school exclusion facility - work set with a member of staff to supervise. Outdoor activities (playtimes) will be taken alone supervised by an adult and meals eaten alone. The number of days (from 2– 3) will be dependent on the severity of the incident leading to this sanction.

This will be used for - exceeding 3 missed playtimes in 1 week, or disruptive behaviour over a period of 5 weeks. Racist incidents, unprovoked fighting, physical violence, bullying and swearing directly at a person. Reliable proof of these incidents will be required. A thorough investigation will be undertaken and all parties spoken with before the sanction is applied.

**Fixed Term Exclusion** – Pupils are excluded from the school and must remain at home during school time. Work will be provided. The number of days (from 3 – 5) will be relative to the reason for this. Parents will be asked to attend a re-integration meeting and a PSP 3 will be set up. This will be used in cases of – a pupil exceeding 2 internal exclusions in any school year. Extreme verbal abuse of staff. Physical violence against staff. Extreme unprovoked physical violence. Bullying. Threatening behaviour. Sexual assault and bringing inappropriate or illegal substances into school (In these 2 instances Social Services will also be contacted).

**Permanent Exclusion** If after exclusion and the support of a PSP 3 and target setting there is no improvement in behaviour and exclusions continue to accumulate. It will be deemed that the school is unable to meet the needs of the pupil and 5 days exclusion may be issued with the option to make this permanent. Any pupil found deliberately carrying a weapon (knife or other offensive weapon) will automatically be permanently excluded.

Total refusal to accept any sanction at any level will automatically lead to the next level of sanction being put in place.

Incidents of unacceptable behaviour during travel to or from school but reported to the school will be dealt with under this policy.

## **Behaviour Focus**

During the Spring term of 2010 we introduced a weekly behaviour focus. Each term the behaviour focus must be displayed in classes and revisited as often as possible. All staff are expected to promote the behaviour focus for the term.

Autumn Term–Walk quietly and purposefully around the building.

Spring Term - Pick up litter and keep everywhere tidy.

Summer Term – Say at least 4 kind things everyday and mean it.

## **Wet Play Times**

Following the behaviour audit in January 2010 it was highlighted that procedures and provision during wet play times need to be further developed. **All classes should have clear procedures and wet play time activities displayed in their classrooms. (Agreed at INSET 6<sup>th</sup> Sept 2011 & SLT 13th Sept 2011).**

Reviewed and approved by Governors March 2018

Next Review March 2020

## APPENDIX A

### COMMON MISTAKES TO AVOID!

- Expecting and assuming there has been/will be misbehaviour. *Show trust and belief in the child - expect and ask for the good stuff!*
- Never accuse with questions and the tone of your voice. *Ask questions politely and listen to the tone of your voice. Apply the sanction if you have seen a child misbehave, do not look for confessions.*
- Label the behaviour clearly when giving a time out.
- Getting into a flap ourselves does not help the child to see the situation clearly. Do not put your emotional log onto the fire! *Stay calm, be clear, be clear and keep it brief!*
- Broadcasting the problem. *Avoid reprimanding individuals in front of peers if at all possible.*
- Play Gotcha! *Looking for the child being Good, not the child misbehaving! Do not engage in negative approaches.*
- Playing the Child's game. Do not get sucked into power games with children - *avoid arguments, etc.*
- Inconsistency. *Know the rules and apply them consistently - do not make excuses for the children.*
- Failure to give clear instructions. *State clearly what you want the child to do quickly and calmly.*

We aim to get things right, but recognise that things will go wrong sometimes. However, our focus is to maintain a positive ethos that promotes self discipline and celebrates achievement.

## **APPENDIX B.**

**Following behaviour audit in autumn 2010 the following strategies have been added to enable staff to deal confidently with incidents of inappropriate behaviour. (See behaviour management action plan).**

### **Strategies for a child refusing to work.**

- Remind of target.
- Talk about playtime/work time.
- Work with different adult.
- Ask about problem.
- Build up their self- esteem.
- Reward rest of class.
- Miss a treat
- Earn reward.
- Humour
- Pair them up with a 'Friend' or a peer.
- Be firm.
- Change the work.
- Differentiate the work.
- Offer to scribe.
- Compromise quality/ level/ quantity.
- Offer an alternative way of doing the work.
- Check child understands what needs to be done.
- Break down into small manageable steps.
- Take to support room.
- Make it a race.
- Set challenges e.g. Do 1 in 10 secs.
- Sit with child/ 1:1 attention.

### **Strategies for a child swearing.**

- Wait until they are calm.
- Reward rest of class for not joining in.
- Remind them that we don't talk to them like that.
- Don't react.
- Ignore.
- Choices.
- Swearing minutes at end of lesson.
- Correct them in private.
- Refuse to talk to them until they are calm.
- Talk about during targets.
- Try to understand why they are angry.
- Offer time out of class.

### **Strategies for a child running around class/ standing on furniture.**

- Remind them of health and safety.
- Warn them of danger.
- Be firm- you need to stop!
- Offer a place where running is ok.
- Remind them of target.
- Reminder of nice things coming.
- Distraction.
- Close down their own space- needs 2 adults.
- Set firm boundaries.
- Remind them about acting their age.
- Give them options/ choices.
- *Don't chase them.*

### **Strategies for a child under a table.**

- Distraction/ bribery.
- Humour.
- Go under with them.
- Remove from class.
- Be firm.
- Time/ Timer to come out.
- Reminder of target.
- Allow them to stay there.
- Ignore.
- Reminder of job.
- Reward rest of class.
- Remind them of good things they've done.
- Empathy.
- Change of adult.
- Move table.
- Remind about trips etc.
- Take class out.
- Offer time out.
- Limited choices.
- Stress positives of the lesson.
- Give 2 choices.