Behaviour Policy

St. Vincent’s Catholic Primary School

Together through Christ we grow and learn
Date of Policy: September 2018  
Date of Review: September 2021  
Person Responsible: Danielle Duffy  
Presented to Staff and Governors: September 2018

1. Aims
   - To develop a caring, cooperative and rights-respecting environment.
   - To foster Christian values.
   - For the children to have a high esteem of themselves.
   - For children to understand the consequences of their actions.
   - For children to respect each other as well as adults.

2. Implementation

   Ways to promote positive behaviour
   - By recognising that we each have rights and that these should be respected.
   - By matching the work to the level of individual ability.
   - By careful classroom organisation which is attractive and accessible to all.
   - By constant use of praise for appropriate behaviour, use of rewards and encouragement, e.g. smiles, verbal praise, student of the week and merit stickers, as well as rewards within the class.
   - By giving special responsibilities.
   - By having a positive sharing time of children’s work in the class and in work assemblies.
   - By establishing clear boundaries within the class/school.
   - By remaining calm and always consistent.
   - By establishing strong home/school links working in partnership with parents.
   - By modelling appropriate behaviour.
   - By addressing the behaviour not the individual.
   - Helping children to understand that it is acceptable to make mistakes.
   - By displaying and referring to Class Charters- agreed at the beginning of the school year.

   Class Charters
   In line with the United Nations Convention on the Rights of the Child (UNCRC), each class in St. Vincent’s Catholic Primary School will develop their own Class Charter in which particular rights which have been discussed are chosen by each class. These are displayed prominently in each classroom together with the associated responsibilities to be carried out by both children and adults. Class Charters are revisited and refreshed at the beginning of each term. A School Charter has been developed in collaboration with the School Council. We believe that this promotes a greater awareness of both the rights and responsibilities of the individual, which in turn impacts positively on behaviour.

   Concerns
   Our main concerns for behaviour around school will be channelled into promoting a positive and caring environment for all, where racism, bullying, disrespect, vandalism and theft will not be regarded as acceptable forms of behaviour.

3. Staff Responsibilities

   Behaviour Management Strategies
   - When dealing with difficult behaviour, keep calm and talk quietly. Allow a cooling down period. This prevents a confrontation with an audience watching and gives you time to think.
When addressing behaviour incidents, staff must ensure that they are not alone with children.

- Use eye contact and gesture. Remember to address the behaviour not the person. E.g. “Your behaviour was inappropriate.”
- Provide children with an opportunity to explain their actions and accept responsibility for them.
- Each class implements St Vincent’s rainbow behaviour strategy. Clear behaviour steps are displayed on a rainbow within the classroom. The steps range from rewards for good behaviour to sanctions for inappropriate behaviour. A child’s name is stuck to the appropriate colour and can be moved up or down the coloured steps depending on behaviour. (See Appendix 1 for strategy.)
- After a series of steps, according to the rainbow behaviour system, children will be sent to an agreed classroom for time out, to calm down and complete their work. Arrangements for partnership classes will be made at the beginning of each school year.
- Before each step is taken, it is made clear to children what the consequence is and what the next step will be.

4. Monitoring and Reporting

**Consequences for Inappropriate Behaviour**

- The class teacher/ lunchtime supervisor should first deal with the situation.
- A significant incident, which occurs in the class/ playground, will be recorded on CPOMs by the adult managing the situation.
- A major incident e.g. any incident involving any form of violence will be referred to the SLT. The child will be given a sheet to record their own report including reflection on the incident and this will be used as the basis for discussion. (See Appendix 2) The member of the SLT dealing with the incident will store this with a written record of the incident in the Behaviour File stored in the headteacher’s office, log the incident on CPOMS and see the child’s parents as appropriate.
- Children will write their own report of an incident on a form, which is to be kept in the class or SLT incident file. (See Appendix 2)
- Parents will be informed verbally of significant incidents and will be sent a written explanation of the incident completed by the child.
- When instances of bad behaviour continue to occur with individuals, the class teacher will liaise with a member of SLT and the school SENCO to identify the appropriate next steps e.g. an Individual Education Plan, Home School Partnership behaviour book and/or accessing support from external services.
- In cases of very bad behaviour children can be temporarily excluded for a certain number of days or permanently excluded from school. These measures are very serious and we hope to avoid them by home and school working together.
- Any incidents perceived as racist will be reported to Westminster LA using the Racist Incident Reporting Form stored on the network and reported to the governing body at the next full meeting following the incident.

5. Opportunities for Spiritual and Moral Development

In Catholic education, we are aware that all knowledge and understanding comes from God. Through positive behaviour management we will provide opportunities for pupils’ spiritual and moral development in the following ways:

- Modelling and encouraging respect for one another, our school environment and resources.
- Treating others, as we would expect to be treated ourselves.
- Taking responsibility for the choices they make.

6. Equal opportunities
We should ensure that the specified aims are implemented for all children regardless of race, religion, gender, ability and disability. We will do this by:

- All teachers consistently following behaviour policy and strategy used.
- When addressing inappropriate behaviour, all children will be treated equally and fairly.
- Staff will adhere to the policies for race and equal opportunities.

7. **Health and Safety**

- Behaviour with high risks of health and safety will be treated very seriously.
- Children who are a danger to themselves and to others will be removed from the situation immediately.
- Staff respond calmly and without force to inappropriate behaviour, however when necessary staff may need to physically restrain pupils who pose a threat to their own safety and that others.

Appendix 1-St. Vincent’s Behaviour Strategy

Clear colour coordinated behaviour steps are displayed in each classroom. Children place their names on a series of rainbow colours depending on their stage of behaviour.

Positive Reinforcement

**GREEN:** Verbal Praise

- e.g. “Well done! You have settled quickly to your table and are working without chatting.”

**YELLOW:** Class Reward

- e.g. house points.

**ORANGE:** Orange sticker (to be seen by parents)

**RED:** Red Special sticker (try to inform parents)

**Headteacher Award:** Once a child has got to red they have the opportunity of being sent to see the Headteacher for **exceptional** work or behaviour.

**Behaviour Management**

Each time the child is told the consequence of their behaviour and given a warning of the next stage.

Before being put onto the blue stage an informal pre verbal warning is given e.g. “Your behaviour is inappropriate, if I have to talk to you again, you will have to move your name to blue on the rainbow.”

**BLUE:** Verbal Warning
e.g. "If you continue to distract others, you will have to move to the timeout table to complete your work."

**INDIGO**: Time out within the classroom

*e.g.* sitting at a quiet table on their own away from the rest of the class. "You are to move to the time out table as your behaviour is unacceptable and you are distracting others. If you continue to break the classroom rules, you will have to move to another class."

**VIOLET**: Time out in another class

*Classes where children are to be sent will be designated at the start of each new year. Child’s behaviour is to be discussed with class teacher at playtime, a *classroom behaviour incident form* is completed by the child and sent to inform parents. Child returns to class after 10 minutes KS1 and 20 minutes KS2. Child is given a warning of the next consequence.*

*e.g.* "Now that you have returned to class, you must follow the classroom rules. If you are sent out 2 more times then your parents will be called into school."

If a child is sent out of class 3 times within a period of time (e.g. a week) then parents are asked to come into school to a meeting.

When inappropriate behaviour continues, **then and only then**, is the child referred to the Headteacher.

(If a serious incident occurred, then the Headteacher would be informed immediately.)

At the end of each day, children’s names are taken off the rainbow and teachers will emphasise to the children that each new day is a fresh start for everyone.
St Vincent’s Behaviour Strategy

Headteacher Award (show parents!)

RED: Special Sticker (show parents)

ORANGE: Orange sticker (show parents)

YELLOW: Class Reward

GREEN: Verbal Praise

BLUE: Verbal Warning

INDIGO: Time out within class

VIOLET: Time out in another class (KS1 10 minutes / KS2 20 minutes) and inform parents

Speak to the Headteacher (Parents informed!)
### Behaviour Sheet

<table>
<thead>
<tr>
<th>Child’s name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**What happened?**

**What did you do?**

**Why did it happen and what part of our School Charter has not been respected?**

**What I will try to do next time to prevent this from happening:**

**What will be the consequence for your behaviour?**

**How will you be more responsible next time?**

- We believe we have the right to say what we think on matters affecting us and to have our views taken seriously. (Article 12)
  - We will respect this by sharing our ideas and suggestions at the appropriate time and place.

- We believe that every child has a right to an education. (Article 28)
  - We will respect this by being on-time for each school day, participating to the best of our ability, bringing the correct things and enjoying our learning in school.

- We believe that education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for parents, their own cultures and the environment. (Article 29)
  - We will respect this by making the most of opportunities to display our talents and share our cultural experiences, supporting the work of the Green Team and listening carefully to our parents and teachers always.

- We believe that every child has the right to relax, play and join in a wide range of cultural and artistic activities. (Article 31)
  - We will respect this by playing fairly, enjoying our playtimes and by being positive about all cultural and artistic opportunities. We will support and help the school’s Trust Buddies and Play Leaders.

- We have the right to be safe in school.
  - We will respect this by not running but moving carefully around the building and by always being careful when using any equipment.

Written by the representatives of the School Council, in consultation with all pupils, September 2011 and revised January 2012