



Promoting Positive Behaviour Policy - 2016

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Author:	A.M Worrall			Version:	1
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The second aim of our Mission Statement is:-

To foster happy caring relationships within the school which enable individuals to grow in confidence, dignity and self esteem.

Introduction

At St Vincent's, we believe that success is rooted in trust, active listening, sharing, honesty, care for one another and mutual support. It is with these core values in mind, along with the daily living out of the Gospel Values, and the aim to develop the whole child whilst at our school, that our positive behaviour policy has been formulated.

The behaviour strategy has been developed with our pupils at the heart of its aims. In order for it to be as effective as possible, we need to continually foster positive partnerships between pupils, staff, governors and parents, to ensure that each member has a positive school experience each and every day.

The strategy requires a commitment to a consistent approach, in order to ensure that expectations of acceptable behaviour are clear to the pupils, staff and parents. This will be achieved by promoting and recognising good behaviour through encouragement, praise and example, and through parent/ school communication.

The aim of the implementation of this strategy is to foster mutual respect towards each other and towards the school environment, as well as a sense of pride at being a member of the St Vincent's community: a community where children can work and play happily and safely.

We want our children to leave this school having developed confidence and a respect for themselves and for others. We want them to take with them the positive attitudes and values they will have shared at St Vincent Catholic Primary School, enabling them to be effective and caring members of society.

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AIMS AND OBJECTIVES

The aims and objectives of our Behaviour Policy reflect and support our Mission Statement and Aims.

1. To encourage a calm, purposeful and happy learning environment within our school.
2. To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
3. To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
4. To develop a consistent approach for promoting positive behaviour throughout school.
5. To ensure that expectations of behaviour are clearly communicated to children.
6. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
8. To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.
9. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage incidents of bullying, sexism or racism if and when they occur

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Rights of Children

- To be able to learn
- To be respected and valued as a member of the school community
- To be educated in a stimulating learning environment
- To feel safe in school

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Responsibilities of children

At St Vincent's Catholic Primary School the children and staff agreed on core values that come from our mission statement and produced a **visual logo of key values that we all live by everyday in school.**



Our children are encouraged to **trust** one another, **listen** to everyone's voice, **share** when they can, **help** their peers to reach their potential, be **honest** with all people in school and to **care** for everyone and everything here at St Vincent's. With Christ at the centre and children at the heart of everything that we do, our children show and receive the **respect** that every child deserves.

At **St Vincent's** we Love and Serve as Jesus Shows us.

Responsibilities of Children

1. To work to the best of their abilities and to allow others to do the same
2. To treat others with respect at all times
3. To respond appropriately to the instructions of staff and other adults working in school
4. To take care of property and the environment in and around school
5. To cooperate with children and adults in all aspects of school life
6. To help formulate and comply with the classroom rules

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7. To move sensibly and quietly in and around school
8. To share in celebrating the achievements of all members of the school community

Rights of staff

- To be treated fairly and with respect from everyone in our school community.
- To be able to teach without unnecessary disruption.
- To work in a safe environment
- To receive professional development

Responsibilities of staff

- To fully comply with the school's policies and procedures
- To attend appropriate training
- To inform the Head teacher of any concerns
- To treat all children with respect
- Encourage children to do their best at all times.
- Offer a broad and balanced curriculum, which meets the need of all our children.
- Expect the best from children in behaviour and work.
- To use rules and sanctions clearly and consistently
- To be a good role model for behaviour
- Ensure that all homework tasks are given on an agreed day, and that they reflect the child's learning needs.
- To actively welcome parents/carers into the life of the school and to ensure that teaching staff are available, by mutual agreement, to discuss any concerns parents/carers may have.
- To establish effective partnerships with parents so the children can see the adults in their lives share a common aim
- Keep parents/carers informed about their child's progress, general school matters, policies and guidelines on behaviour and equal opportunities.
- Take reasonable steps to ensure the safety, happiness and self-confidence of all our children.
- To recognise each child as an individual and to take into account the needs of each child

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Rights of parents/carers

- To know that their children are safe and well cared for.
- To know who to speak to when they have a concern regarding their child.
- To be kept informed of their child's progress (home school book).
- To be listened to
- To be informed of any concerns about their child's behaviour
- To work with the school to support their child's behaviour

Responsibilities of parents/carers

- Ensure that their child attends school regularly and that all absences are properly notified.
- Ensure that their child arrives on time and is collected promptly at the end of the school day.
- Support the schools policies and guidelines on behaviour and equal opportunities.
- Show an interest on what their child does at school
- Support their child in his/her homework and promote opportunities for home learning.
- Ensure their child wears the full school uniform.
- Ensure that their child goes to bed at a reasonable time on weekdays.
- Attend Parent's Evenings and discussions about their child's progress at school.

Rights of the Governing Body

- To be respected and valued as a member of the school community
- To be kept informed of changes to the behaviour policy and procedures

Responsibilities of Governors

- To ensure the School has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
- To ensure the Behaviour Policy is made available to parents on request
- To ensure the School has procedures for dealing with allegations of abuse
- against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management
- To ensure that staff undertake appropriate behaviour management training;

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- To nominate a Governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

THE BEHAVIOUR PROCEDURE

We celebrate good work, good behaviour, good attitudes and individual effort at St Vincent's Catholic Primary School. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour.

Reward systems are in place across the school however these may differ operationally depending on the age and abilities of the pupils in each class and the agreed classroom rules. The underlying principles of the reward systems are however, the same.

Rewards:

- Celebrate with children whose behaviour/work has been good/improved all week through 'Pupil of the Week' certificates- presented in a whole school celebration assembly.
- Rewarding examples of good/improved behaviour within class rewards such as raffle tickets and table of the week. These are negotiated within individual classes during Induction time at the beginning of each academic year
- Children are chosen to go to the Deputy or Headteacher to be awarded special stickers or Headteacher's Award.
- Headteacher postcards sent home

Foundation Stage:

- Use a visual reward system where every child begins everyday in the 'sun'. They move up to the 'stars' when good behaviour or work is observed. They can move to the 'clouds' if behaviour is observed that does not reflect our core values.

House Teams:

We have 4 house teams across the whole school. They are named after the four Gospel Saints. St Matthew (Red), St Mark (Yellow), St Luke (Blue) and St John (Green). Children are awarded one or two house points (maximum) by any adult member of staff across the school for good behaviour or work. These points are recorded in classes and totalled weekly by Y6 team captains and vice captains. The winning house is announced in the Monday morning celebration assembly. At the end of every half term, the house with the most points overall will receive recognition and an extra playtime in the final week of the half term. The house teams will have teachers assigned to each one and will meet with their

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children when there is an event taking place. The house teams can be used for a variety of events, PE lessons, tournaments, sports day, quizzes etc.

Postcards:

- Each half term every class has one child chosen to receive in the post a St Vincent's postcard. This can be for improved work/behaviour.
- Teachers provide written comments on the children's work. Along with stickers, stamps or house points.

Phone call home:

- A positive behaviour phone call home can be used weekly for a child who has excelled in all areas across the week.

'Knowing your children':

- Greeting each pupil in a positive manner, smiling and taking time to alleviate any worries for an individual child.
- Give positive praise throughout lessons.
- Recognising when an individual child may appear upset/sad and offering the appropriate support.

Addressing Inappropriate Behaviour

Unfortunately, there may be times when behaviour falls short of the expectations for our school. Just as with positive behaviour, there are consequences for any negative behaviour which may be displayed.

Sanctions

We address all incidents of inappropriate behaviour using sanctions agreed by all members of our school community.

Every class and all staff in St Vincent's uses the same 'Traffic Light' system for recording and reporting inappropriate behaviour. The same system is used to record inappropriate behaviour in the classroom, assembly, outdoor environment, at playtimes or lunchtimes. It is a visual system that all children and staff can monitor and the system allows children to reflect upon their behaviour and to make improvements.

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From Year 1 onwards - The traffic light system:

Stage 1

At the beginning of the year each class in KS1 and KS2 formulates a set of (positive) class rules, based on the school positive behaviour motto, that they will follow during the year.

Each class operates a green, amber, red '**Traffic Light**' system (Foundation Stage use the 'Sunshine' system).

- If a child exhibits unwanted behaviour, a verbal warning is given.
- Continuation of unwanted behaviour triggers the start of the 'Traffic Light System'.
- In the case of physical acts of aggression, a pupil will be immediately placed on 'red' and will be removed from the situation, if a continuation of the unwanted behaviour appears likely, or if the pupil needs a period of time in which to 'cool down'.
- If a child reaches red, they miss a play time and parents will be informed.
- Incidences of being placed on the 'Traffic Lights' are recorded by the class teacher.
- KS1 will have a visual traffic light and names within the class to remind children.
- KS2 will use the board to indicate children moving from green to amber to red.
- Parents will be asked to attend a meeting with the class teacher for every 3 red incidents within a week.

All adults in the school follow this sanction system. Therefore, 'traffic light cards' can be issued by any member of staff or adult acting in the role of '*adult in authority*' throughout the school day; within the school boundaries, or off site during a school trip/ visit.

Stage two

On occasion some behaviours may be serious enough to immediately move to red and inform parents:

- Violence or Aggression towards another member of our school community.
- Using language that will hurt or offend.
- Using racist or homophobic language.
- Damaging school property or the property of members of our school community.
- Theft.

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Persistent, unacceptable behaviour may result in:

1. Referring a pupil or pupils to another member of staff.
2. Sending pupil to **Headteacher** or **Deputy Head**. A record of incident will be made.
3. Removing privileges eg. Extra-curricular clubs or attendance at an After School Club.
4. Requesting a letter of apology from the pupil for the damage/inconvenience caused.
5. Informal contact with the parent by the teacher to discuss the misconduct and **Headteacher** informed.
6. Formal meeting with parents, classteacher and Headteacher to discuss behaviour modification strategies.
7. Meeting with the parent to discuss possible debarment of pupil at lunchtime.
8. Debarment at lunchtime.
9. Requesting exclusion from school for a fixed period.

Only rarely does the school have to go beyond the first few stages of this list.

Lunchtime Behaviour

The Midday assistants handbook supports MDAs with the fulfilment of their role and is updated annually.

Key positive behaviour actions include:

- Verbal feedback to all staff but particularly Foundation stage teaching staff.
- The whole school house system approach is followed at lunchtime too for consistency.
- House points for good behaviour and traffic lights for unacceptable behaviour.
- Midday assistants will have small traffic light cards to issue and give to class teachers

Incidents of a Serious Nature

Incidents of a very serious nature or a persistent nature (e.g. bullying), will be referred to and dealt with by the Headteacher or Deputy Headteacher in her absence. This will usually involve the Headteacher and relevant school staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.

Pupil Conduct Outside of School

The DFE advice document explains that teachers may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.

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- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

In all cases the teacher may only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Should the school receive a complaint about the conduct of a child out of school, whilst not engaged in school activities, then the school will work with parents to investigate the matter.

Use of force

The governing body has notified the headteacher that it expects the school behaviour policy to include the power to use reasonable force .

At St Vincent's Catholic Primary School, we work to the framework of national government guidance *Use of Reasonable Force; Advice for head teachers, staff and governing bodies DfE 2013*.

All staff have a duty of care and legal power to use reasonable force to prevent a pupil from committing a criminal *offence*, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school. Before such action, the staff will employ a wide range of strategies in order to avoid this action.

This progression of actions in response to their negative behaviour should be clearly communicated to the child in an *effort* to distract the child. All incidents of positive handling will be recorded in accordance with this policy and all incidences are recorded and filed in a locked cupboard / room.

If the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.

In schools force is generally used for two different purposes – to **control** pupils and to **restrain** them.

Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

When members of staff use **restraint** they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

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Some examples of situations where reasonable force might be used are:

- ✓ to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- ✓ to prevent a pupil causing deliberate damage to property;
- ✓ to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- ✓ to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- ✓ to prevent a pupil behaving in a way that seriously disrupts a lesson;
- ✓ to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

The power may be used where pupils are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).

The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.

However, because the use of force should only be a last resort, at St Vincent's, we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk.

Special Educational Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ to our traffic light procedure. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

Multi Agency Assessments

At St Vincent's we employ a range of strategies in order to promote and celebrate good behaviour and minimise inappropriate behaviour of any kind. In addition to 'in house' support, there may be occasions when specific and intense support is needed. In these cases, a referral will be made to external agencies through our SENDCO. In the vast majority of cases we are able to manage behaviour through implementing a range of strategies. However, in extreme circumstances there may be a need to initiate a multi agency assessment. This can be done through SEND planning meetings or in some cases through meetings and discussions with the LA. The SENDCO and Headteacher would be involved at this stage.

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Fixed-term and permanent exclusions (Refer also to Exclusion Policy)

Fixed term exclusion is used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour. When considering the period of a fixed term exclusion, the Headteacher will take into account a variety of factors in determining the number of school days a pupil is to be excluded. Factors will include:

- The age and level of maturity of the pupil
- Any disability the child may have
- The previous behaviour record of the pupil
- Whether others have been hurt as a result of the pupil's actions

This list is not exhaustive and other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies which may include Safeguarding and Anti-Bullying.

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of four members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Screening and Searching

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the **DfE: Screening, searching and confiscation – Advice for Headteachers, Staff and Governing Bodies, February 2014** in addition to **Behaviour and Discipline in Schools January 2016**

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On page 11 the DfE document explains that there are two sets of legal provisions that enable school staff to confiscate items from pupils:

- The general power to discipline. This enables members of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable. The law protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated items and the school behaviour policy may set this out
- The power to search without consent for "prohibited items" such as weapons, knives, alcohol, illegal drugs, stolen items, and any item banned by the school rules which has been identified in the rules as an item that may be searched for

Detailed advice on confiscation and what must be done with prohibited items found in a search is provided in the guidance below.

Searching, screening and confiscation: advice for headteachers, school staff and governing bodies, GOV.UK – DfE (Adobe pdf file)

The Headteacher has the authority to exclude any adult, including parents/carers from the school premises if a serious incident has occurred.

This policy reflects the commitment that all staff at St. Vincent's have to ensure that the children in our school are given the best possible educational experience and the importance the school places on the parent/ school partnership regarding behaviour and well-being.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident in the behaviour log that we keep in the headteacher's room.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

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Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

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Review Date: February 2018

At St Vincent's- EVERY DAY IS A FRESH NEW START!

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