

ST ALOYSIUS CATHOLIC PRIMARY SCHOOL

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BEHAVIOUR POLICY

Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave."

Paul Dix, When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour

Aims:

- To promote Christian values through the daily life of our school community.
- To develop a lifelong love of learning using a holistic approach which promotes self-esteem, excellence and enjoyment for all.
- To strengthen relationships between home, school, parish and the wider community by working together.

Rationale

The achievement of a calm, exciting and orderly environment in school and in the classroom is vital to the effective learning and teaching in our school.

The aims of our positive behaviour policy

- To create a calm, meaningful environment where optimum learning takes place.
- Use a consistent and calm approach
- To celebrate success in order to breed confidence and achievement
- Ensure all adults use consistent language to promote positive behaviour
- To help children, staff and families feel a united part of our school.
- To create an environment where children, staff and parents talk openly about wellbeing.

It is important to recognise that whilst this policy will make clear the expectations and sanctions, it also has to have the flexibility to be responsive to individual needs. Therefore, the school adheres to legislation of the Disability Discrimination Act 2001 and the 2005 amendment. St Aloysius Catholic Primary School will when required, make reasonable adjustments to ensure children receive positive and inclusive experiences.

Implementing the Policy

Class teachers will discuss with their children during the first week at the start of the year how our schools' Mission Statement' can be incorporated to make the class a happy and cooperative environment.

- Each classroom will have a copy of the Mission Statement'
- Each classroom will have a Smiley Chart displayed.
- Each classroom will have an emotion station.
- Each teacher will have access to CPOMS.
- All staff must take time to welcome children at the start of the day.
- All staff must recognise children who are failing to meet expectations.

Parents and Carers will always be informed and updated regarding the behaviour and consequences throughout the year during informal meetings with class teacher or planned meetings/phone calls /letters home with/from Assistant, Deputy or Headteacher.

Positive Recognition

At St Aloysius we have high but clear expectations of our children in terms of behaviour. We feel it important to use positive recognition and encouragement to lead our children into making positive and sensible choices in all aspects of school life.

We will strive to apply the rewards and sanctions of the behaviour policy in a fair and consistent manner, ensuring the children are clear and understand why an action may have been taken.

At St Aloysius we also have a clear vision for promoting and protecting the emotional wellbeing of all staff, parents and children.

Rules

School rules are kept to an essential minimum. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. It is essential that parents and teachers work together through discussion and action on any problems which develop.

Our Code of Conduct is based on the word **RESPECT.**

- R remembering to live like Jesus
- E everyone is unique and special
- S seize every opportunity to learn
- P play together show kindness and respect
- E encourage one another to be the best we can be
- C care for others and be polite
- T o always look after our school

This is visible around school, in classrooms and the school hall.

On the playground we play safely and look after each other. At the end of break the children listen for the whistle and when asked to do so walk to the class lines.

We have specific rules being enforced on the grounds of health, welfare and safety

Food and drink:

Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. Effect on behaviour as well as on mental health. Children have regular access to water and are supplied with water bottles. A choice of quality juice, milk or water is available during lunch.

Jewellery:

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be put in a secure and safe place for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair.

PE Kit:

Appropriate clothing must be worn for all PE activity- school PE Kit is blue shorts, blue t-shirt with school badge. Children can wear trainers for PE lessons. Children are allowed on their PE day to come into school wearing their PE kits. (This now includes school tracksuit)

Personal Property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Mobile Phones:

Children in Year 6 are allowed to bring in mobile phones. These must be handed in to the class teacher (who places them in a secure place) upon arrival and given out at the end of the school day. They should never be left in trays or coats or used during school hours.

Movement in and around School:

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so and reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members (usually three) are required to supervise playtimes for each Key Stage. Supply teachers should cover the duty of absent teachers but should never be without support. Staff should wear high visibility jackets at all times.

All staff should be fully aware of playtime procedures, rules, consequences and rewards and apply them consistently. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential issues.

At the end of playtime staff will collect their class from the yard.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff will send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class smiley.'

Playground procedures:

- Behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency
- Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.
- After playtime, all children can be reminded that playtime is over and that a change in behaviour is expected in and around school.

Behaviour Guidelines Rewards:

It is very important that praise and reward should have great emphasis. Children will achieve more, and be better motivated and behave better when staff commend and reward their successes rather than focus on their failure.

Praise:

This **has** a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards:

General

- Written School Reports should comment favorably on progress, learning behaviours, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors.
- A visit to the Head teacher for commendations- head teacher badge
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.). Opportunities for giving children greater responsibility in school should be fostered e.g. Monitors, School Councilors, librarians, etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently.'

Once awarded a 'Smiley' can never be deducted (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

150 smileys- bronze award

300 smileys- silver award

450 smileys- gold award

600 smileys- platinum award

750 smileys – diamond award

Awards will be given for each stage by the Head teacher and recorded in the child's Assessment file. A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve platinum and diamond awards they may have an appropriate class treat of their choice including: class party, class disco, additional Art/PE, DVD etc. The reward should reflect the achievement

Learning Hero

Awards for Learning Hero are given out on a weekly basis and chosen by the class teacher for:

- Completion of home learning
- Attendance and punctuality
- Listening in class and demonstrating good behaviour for learning
- Helping others
- Having full school uniform
- Working independently in class
- Making good progress

Sanctions/Consequences

'Star to Five'

All children begin each day on a star. If they behave and work as expected they will stay on the star. However, if they do not follow the school rules or behave appropriately, they will be moved along the chart with sanctions as follows:

Non-verbal warning

1 – Verbal warning(up to three)

2 – Miss five minutes playtime

3 – Miss entire playtime/phase leader informed

4 – Sent to Mrs O'Brien

5 – Sent to Head teacher, Miss Wrigley

Parents will be informed if any child moves to a 2 consistently. Class teachers would update CPOMS (electronic software system for monitoring safeguarding and pastoral issues) as any child constantly reaching a 2 would be classed as low-level disruptive behaviour

Target Cards:

Children who are moved to a 4 and sent to the Deputy Head teacher on more than three occasions are placed on a target card to monitor their behaviour in class and at play and lunchtimes. A maximum of three achievable targets are agreed after discussion between the teacher and parents, as well as the child. The teacher and any staff working with the child record the child's positive behaviour. The target card is sent home at the end of each school day for the parent to sign and ensure that they are kept fully involved and informed about their child's behaviour targets. Every week the targets are reviewed and upon and if targets are met and behaviour has improved, the child will longer need any targets. If the behaviour hasn't changed, then new targets will be agreed, and child will be given another week to improve. If there is no improvement after three weeks then another meeting will be scheduled with the child, parents and Headteacher.

Extreme Behaviours

Some children exhibit behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

Permanent Exclusion:

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high
- Improvement in behaviour from a temporary suspension.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

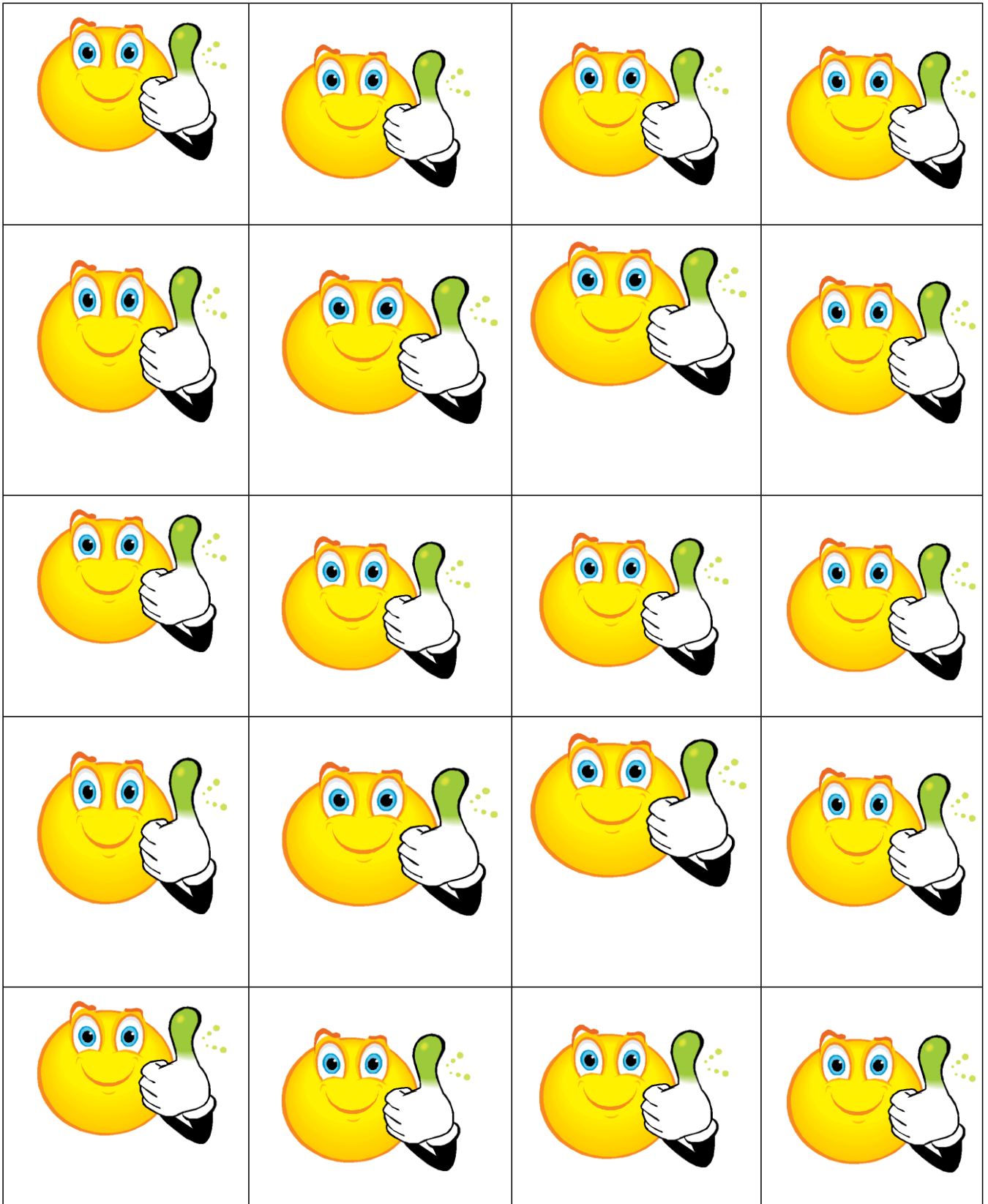
Celebration Assembly:

A weekly celebration assembly is held each Friday and gives the school community the opportunity to recognize positive behaviour, attitudes and role models. The head teacher presents a range of awards as follows:

- Certificates based upon the school's code of conduct of 'RESPECT'
- Attendance awards
- Certificates for participation in other school events e.g. football, cross country, choral poetry etc.
- Personal celebrations of achievement from outside school
- A class smiley for the best-behaved class during assembly.
- Special one-off certificates from the School Council

Please see appendices

Appendix B:



STAR TO 5 BEHAVIOUR CHART



We start on a star every day

Non- verbal warning

1 - Verbal warning

2 - Miss 5 minutes playtime

3 - Miss all of
playtime/phase leader
informed

4 - Send to Mrs. O'Brien

5 - Send to Miss Wrigley



St Aloysius Catholic Primary School

Together with Jesus we Love, Learn and Believe



My Smiley Card 2022 - 23



Name:.....

Year:.....

Bronze Award	Silver Award	Gold Award

Platinum Award	500	550	600
Diamond Award	650	700	750