

# OUR LADY'S RC PRIMARY SCHOOL



## BEHAVIOUR POLICY



## Our Lady's Mission Statement

At Our Lady's RC Primary School we want to  
'know God, love God and serve God'

**We will try hard to :**

- Learn about the **WORD** of God.
- **WELCOME** everyone into our school as Jesus welcomes us into His family.
- Care about the **WELFARE** of others and help those in need.
- **WORSHIP** God through prayer and praise and use the talents God has given us.
- Be a true **WITNESS** to Jesus by showing everyone that we respect, value and love one another.

**We will try to live like Jesus every day.**

***At Our Lady's, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice.***

### INTRODUCTION

There is a whole school approach to behaviour management which underpins the school's Mission Statement and takes into account the views of Parents/Carers and the developmental needs of the pupils.

Our policy is based upon mutual respect, honesty and fairness and involves all staff and Parents/Carers.

Through the Behaviour Policy we hope to promote a sense of security for the children, staff and Parents/Carers and to create an environment in which good teaching and learning takes place, with the children developing responsibility for the way they behave.

All staff are equally responsible for the maintenance of discipline. Positive reinforcement of good behaviour and consistent handing are vital to the success of our Policy.

On child's admission to school, the Behaviour Policy is explained to Parents/Carers and fully discussed.

Ratified by governors November 2020

Parents/Carers are invited to come into school at any time if any aspect of their child's behaviour, or that of others which affects their child, concerns them.

Discussions generally result in a joint action plan involving agreed strategies/sanctions at home as well as in school.

Parents/Carers are kept fully informed of their child's progress and steps forward are given a high profile.

Parents/Carers are also invited into school for discussion with the teacher if there are signs of lapses or deterioration in the standards of behaviour of their child. If the behaviour continues, meetings will be held with the Key Stage Manager and then the Senior Management Team.

Emphasis is put on the sharing of responsibility between and school and the mutual support and action.

Where children have emotional and behavioural difficulties, help is sought with parental agreement, through the school doctor and the school psychological service.

Clear guidelines are given to all children about acceptable/unacceptable behaviour and the consequences clearly stated.

Particular attention is paid to the groupings, organisation, management and provision for the children, to ensure that they are in the most stimulating and enriching environment which contributes to a happy working atmosphere and reduces stress and antagonism for all.

Regular lessons, stories, projects and activities highlighting 'peace education' are used throughout the school.

Staff act as good role models with respectful and caring behaviour to each other, to the children and to all who come into the school.

Once a child enters school and begins to understand and accept the school 'Code of Behaviour', any digression is usually corrected by a simple 'reminder'.

Generally, this reminder of the consequences, accompanied by encouragement, is sufficient to help the child to conform.

Staff are always looking for and acknowledging early signs of improvement eg more thinking before acting; improved self control.

## **The Aims of this Behaviour and Discipline Policy**

- 1 To encourage the children to observe and imitate the example of Jesus Christ towards his followers and to embrace the ideal of reconciliation.
- 2 To maximize the amount of attention given for desirable and positive behaviour and to minimise the amount of attention given for negative behaviour.
- 3 To help to develop within the child a positive self image, self control and a consideration for others.
- 4 To try to change children's patterns of inappropriate behaviour.
- 5 To ensure consistency in our common approach to behaviour and discipline.
- 6 To clearly inform the children and parents of the standards of acceptable behaviour before they are violated and what will happen when these standards are violated.
- 7 To 'catch them being good' and use verbal praise

There is no physical chastisement or the 'demeaning' of pupils. If children learn behaviour from observing and copying, then as educators we must help to shape a positive atmosphere in school in which the children will imitate the teacher. We should act as role models. Effective teachers are good at influencing the behaviour of their pupils in positive ways.

## **POSITIVE BEHAVIOUR AT OUR LADY'S RC PRIMARY**

All classrooms will display the following rules

- 1 Always show respect to people and property.
- 2 Follow instructions without complaint.
- 3 Listen to others.
- 4 Be in the right place at the right time.
- 5 Keep your hands and feet to yourself.

Teachers must stress the importance of keeping the rules at all times in the classroom and wherever appropriate around the school.

All teachers shall try to focus on developing the positive behaviour and reward systems (positive consequences) should be encouraged at all times.

## Examples of Positive Consequences

- ✓ Golden time
- ✓ marbles in a jar
- ✓ stickers
- ✓ raffle tickets
- ✓ five minutes extra play
- ✓ five minutes extra PE time
- ✓ badges
- ✓ certificates
- ✓ table points
- ✓ visit to the Headteacher to share good news
- ✓ treats
- ✓ showing work other staff

It is important that positive behaviour is rewarded for all the children. For children who have excellent behaviour or have shown a huge improvement in their behaviour, they will be rewarded half termly with a 'Celebration Day.'

Children should be made aware of when they are breaking rules. If unacceptable behaviour persists then the following **sanctions** are used.

- 1 Warning
- 2 Name moved to from green to yellow on the traffic light
- 3 Name moved to red on the traffic light
- 4 Playtime detention
- 5 Pupil is sent for 15 minutes to another class
- 6 If there are still problems then send to the Key stage manager or Assistant Headteacher
- 7 Finally if a child still persists, they are sent to the Headteacher.

All children begin a new day with a new start.

## HOT SPOT TIMETABLE

For some of our pupils **INSTANT RECOGNITION** of good behaviour is needed at the end of each session – for those pupils a Hot Spot (visual) Timetable should be given as means of supporting behaviour on a daily basis, (see Headteacher).

## **Log books**

At the end of the day, the names of the children on the traffic lights will be recorded in the class log book along with the reason why the child was moved.

This log book will be handed into the Head teacher on a Friday to be monitored.

## **Termly Record Sheets (See Appendix 1)**

At the end of the week information from the classroom log books will be transferred onto the termly record sheet.

Major incidents must be recorded in the Incident Book (which is kept in the Headteacher's office).

If a child has their name on red twice in one week, an appropriate Stage Letter will be sent to parents. A text will be sent to the parents to tell them a letter is being sent home.

## **Stage Letters (See Appendix 2)**

As part of the Our Lady's Behaviour Policy, if a child misbehaves we have a system of informing parents

1. **Stage 1 letter** sent by the class teacher to Parents/Carers informing them of child's behaviour. (A text will be sent to let the parents know the letter is coming)

If unacceptable behaviour continues, then

2. **Stage 2 letter** given by the Key Stage Manager to their Parents/Carers at the stage 2 meeting where the parent/carer and teacher should discuss the strategies for improving behaviour, and possible consequences for the child if they do not, (IEP – behaviour).
3. **Stage 3 letter** sent home via the post inviting the Parents/Carers to a meeting of concern involving the class teacher, SENCO and Headteacher and other appropriate agencies to discuss action needed to support pupil's behaviour in school, (Pastoral Support Plan).

Decisions reached may include

- Withdrawal of privileges
- Drawing up of a Behaviour Contract/Pastoral Support Plan
- Internal exclusion from the classroom
- Exclusion from school (on a temporary or permanent basis)

**A photocopy of all Stage Letters must be made, dated and placed in the Individual Pupils Folder kept in the Headteacher's Office.**

Serious incidents, however, will require immediate action and the Stage Letters may be by passed. Serious incidents eg physical behaviour or refusal to leave the room should be referred straight to the Assistant Headteacher and subsequently the Headteacher if necessary.

### **Parental Involvement**

It is essential that Parents/Carers are kept informed about their child's behaviour and are provided with the opportunity to discuss their concerns whenever necessary.

We must encourage Parents/Carers to work in partnership with the school, to be consistent in tier approach to dealing with behaviour and in supporting our School Behaviour Policy if we are to change patterns of inappropriate behaviour.

### **Behaviour Contacts and Exclusions**

On occasion the school has to take the Behaviour Policy further. If a child is unable to follow the School Rules and Stage Letters have not been successful, a Behaviour Contact/Pastoral Support Plan may be drawn up. This is a contract between the child, school and Parents/Carers, outlining the expected behaviour, its consequences and sanctions.

In the event of a child being excluded from school (either for fixed period or permanently), the DFE guidelines and procedures must be checked and followed carefully. Exclusions must be reported to the Governing Body and the Local Authority.

### **USE OF REASONABLE FORCE**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

## **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

## **WHO CAN USE REASONABLE FORCE?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils.

## **WHEN CAN REASONABLE FORCE BE USED?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;



- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot use reasonable force to:**

- As a punishment – it is always unlawful to use force as a punishment

### **Equal Opportunities**

At Our Lady's RC Primary School all children are treated equally. Race, colour, gender and ability will have no bearing upon the way in which a child is disciplined in school. We have high expectations of behaviour for all children.

### **Other Related Documents**

- Equal Opportunities Policy
- Special Educational Needs Policy
- Religious Education Policy

### **SUMMARY**

This **BEHAVIOUR POLICY** is based upon

- A Whole School approach
- Positive reinforcement of **GOOD BEHAVIOUR**
- Clear guidelines and expectations
- Encouragement and support, love and praise
- Clear statement of consequences of unacceptable behaviour
- Consistent handling
- Regular monitoring and assessment of needs, provision and organisation
- Full Parental involvement

### **Policy Review**

This Policy is a working document which must be reviewed at least annually, (or whenever the need arises between times).

## **Behaviour Policy COVID-19 UPDATE – September 2020**

Whilst expectations in the Our Lady's Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

### **Arrivals, Departures and Moving Round the School**

Children will enter school through their designated entrance. Children will enter individually and will go straight to their designated bubble, keeping a 2 metre distance where possible from any other individual. There will be staff on hand to help with social distancing.

Movement around the school will be limited and undertaken with adult guidance at all times. When the children leave their bubble/base classroom to go outside for break, lunch or outdoor learning they will follow an adult from their bubble on their designated route, following the one-way system. Children will walk sensibly at all times.

At their designated home time, children will leave the building from their designated exit. Children will be brought out by their Bubble lead to the assigned pickup location for each bubble.

### **Handwashing and Hygiene**

Children will be expected to follow all handwashing and hygiene routines while in school (as per the NHS guidance). Children will wash hands/use antibacterial gel before entering school, before and after eating and at regular intervals during the day.

We ask children to follow the *Catch it, Bin it, Kill it* mantra when in school. If they need to cough or sneeze, they should use a tissue or the crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school. If the children do touch their face, mouth, nose or eyes, they will be asked to wash their hands again (following the handwashing routine).

### **Social Distancing**

When children enter their bubble, they will be expected to go straight to their table.

Children will be expected to touch only the necessary items/furniture within their bubble and around school.

Should a child refuse to follow social distancing measures, disciplinary procedures and sanctions will be used (see below).

We understand social distancing may be more difficult for younger children. They will be encouraged, wherever possible, to keep a distance from peers and adults. However, we understand this may not always be possible and have measures in place to reassure all members of the bubble.

## **Toilets**

Children will be encouraged to use the toilets one at a time. When a child has finished in the toilet, they must flush the toilet and then wash their hands, following the NHS handwashing guidance. Where possible, children should keep the toilets tidy.

## **Break and Lunch Times**

Children will have a designated place to play during break and lunch times. They will have their own equipment that will be cleaned after use.

Children must stay in their designated area at all times. After break and lunch times, children will line up and walk at a distance back to their bubble/base classroom, following the one-way system.

Lunch will be eaten in their bubble groups. They will not get out of their seats or touch anyone else's food and drink.

Should a child refuse to follow social distancing measures, disciplinary procedures and sanctions will be used (see below).

## **Interaction with Peers**

Children will be expected to remember the five school rules at all times. Children will be expected to interact with their peers in order to minimise anxieties/worries.

The children will be expected to:

- Be kind with words.
- Use trustworthy and truthful words.

- Be a good friend.

### **Children with Special Educational Needs and Disabilities (SEND)**

We understand that children with SEND may not be able to adhere to the new Covid-19 addendum to the Positive Behaviour Management Policy. Each child with SEND will have an individual risk assessment to enable the child to access onsite learning in the safest way possible.

### **Pupils Working from Home**

If interacting with staff on Seesaw (online learning platform), pupils should always be respectful and obedient to staff, remembering at all times that staff are not 'friends' with, or peers to, pupils. Any inappropriate comments made on Seesaw will be reported to the Headteacher and deleted. Parents/carers will be informed.

### **Rewards**

The house point system will continue to be used during the Covid-19 school opening structure. School staff will continue to follow the school's Positive Behaviour Management Policy, where the emphasis is on rewards to reinforce positive behaviour, rather than failure. The most common reward is praise, informal and formal, public and private, to all individuals and groups of pupils. A Zoom whole school 'Good News Assembly' will take place once a week.

### **Sanctions (or as we like to call them, Reflections)**

For low-level behaviour concerns, staff will follow the existing sanctions as outlined in the Behaviour Policy.

- A clear verbal warning must be given as to what the inappropriate behaviour is and what the outcome will be, should the inappropriate behaviour continue

- It must be clear why the outcome is being applied – which expectation has not been met (this may relate to low level disruption or the new Covid-19 procedures).
- It must be made clear what changes in behaviour are required to avoid future repetition.

If a child's behaviour is deemed high risk, e.g. refusing to adhere to safety measures (handwashing, social distancing, remaining in their bubble etc) or deliberate behaviours that put themselves or others at risk (spitting, deliberately coughing at people etc), the following sanctions and disciplinary procedures will be actioned:

1. Referral to the Head of School
2. Parents/Carers called to collect the child from school immediately

In extreme cases, the Headteacher may resort to fixed-term or permanent exclusions. This action will be assessed on individual cases. Further information can be found in the school's adopted Exclusion Policy.

### **Positive Handling & Restraint**

If a pupil's behaviour requires staff's physical support to ensure the pupil's own safety, the safety of other pupils and staff or that property is not seriously damaged, this may require the use of physical interventions.

In the case of a child being at risk, putting others at risk or damaging property, the child's parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the Headteacher and a decision of whether the onsite education offer will be withdrawn in favour of Remote learning will be made, if this is deemed safer for all pupils and staff.

Use of Reasonable Force:

- The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Where a child may need very close contact, PPE will be used by the staff to help avoid cross contamination or any potential virus spread.

**Appendix 1**  
**Behaviour Log Sheet**

## OUR LADY'S BEHAVIOUR LOG SHEET

Please record all names in accordance with the Positive Discipline Policy

Week beginning				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week beginning				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week beginning				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week beginning				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY



## Appendix 2 Stage Letters

Date

To the Parents/Carers of

Class

Dear Parents/Carers

### **BEHAVIOUR AND DISCIPLINE POLICY – STAGE 1 LETTER**

..... has been disruptive throughout the week and after many warnings is now on STAGE 1 of our Behaviour Policy.

We would be grateful if you would support us by speaking to your child about his/her behaviour in school.

This letter is only to inform you that your child needs extra support from you and their teacher in following the school rules at this stage.

If, however your child's behaviour continues to deteriorate you will be invited to attend a Stage 2 Meeting

Yours sincerely

Catherine Gordon  
Executive Headteacher

Date

To the Parents/Carers of

Class

Dear Parents/Carers

**BEHAVIOUR AND DISCIPLINE POLICY – STAGE 2 LETTER**

..... has shown persistently unacceptable behaviour over a period and is now on **Stage 2** of our Behaviour Policy.

Thank you for attending today's meeting in which we are discussed the concerns around your child's behaviour in school.

We look forward to seeing an improvement in your child's behaviour, however if there is no significant improvement you will be asked to attend a Stage 3 meeting which involve a range of agencies to support your child.

Yours sincerely

Catherine Gordon  
Executive Headteacher

Dear Parents/Carers

**BEHAVIOUR AND DISCIPLINE POLICY – STAGE 3 LETTER**


Since we last met to discuss .....  
there has been no significant improvement in his/her behaviour and this is  
now giving us great cause for concern.

Could you please, therefore, make an appointment as soon as possible to  
see the Headteacher.

Yours sincerely

Catherine Gordon  
Executive Headteacher

**Appendix 3**  
**Hot Spot Timetable**

 HOT SPOT TIMETABLE	Monday	Tuesday	Wednesday	Thursday	Friday
8:55 Registration 9:00 - 9:30					
9:30-10:30					
10:30-10:45					
10:45-11:45 11:45-12:15					
12:15-1:15					
1:15-2:15					
2:15-3:15					

We are monitoring your behaviour in each lesson .

At the end of each lesson your behaviour will be evaluated and recorded with your teacher. You must report to a Senior Leader each day with your Hotspot Timetable.

**GREEN** = good behaviour **RED** = Unacceptable behaviour

Your target for behaviour is \_\_\_\_\_ out of \_\_\_\_\_ lessons filled in with a green spot.

NAME : \_\_\_\_\_ DATE: \_\_\_\_\_