



St William's Catholic Primary School and Nursery
Whole School Behaviour Policy
Mission Statement

Alongside our families, parish and community, St William's will work together to ensure that each child will be taught as an individual.

We will help each child to reach their full potential through fun and engaging learning, in a safe, warm and caring environment.

We will teach them to live, love and learn in the way Jesus taught us.

“With God we are strong together; we can achieve together”

At St William's we recognise that a behaviour and discipline system can only be successful if it is based around the promotion of positive behaviours. As a Catholic School, it is paramount that we focus on the Gospel Values – particularly those of love and compassion creating an environment where exemplary behaviour is at the heart of productive learning. The strategies that we implement therefore focus on forgiveness, understanding and empathy where everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Aims

All children have the right to work and achieve high standards in a happy, peaceful and safe atmosphere, within a caring and loving school family without distraction or disturbance. Children and adults are encouraged to have respect for all in the school family, to consider others beliefs and property, to act considerably at all times, to be responsible for their own actions and to have compassion for others, developing feelings of forgiveness, love and care.

School Rules

In this school we will act with courtesy and respect to others, at all times.

We have five rules that the children are reminded of on a regular basis.

- Treat others kindly
- Respect God's creation and all that is in it.
- Always try your best to meet your potential, and allow others to meet theirs.
- Listen carefully to instructions
- Be happy

Adult Roles

The role of teaching staff, support staff and parents in setting an example and encouraging good standards of conduct and developing social skills is crucial. The school expects all staff and visitors to follow the school rules and to remember our Catholic ethos when dealing with different behaviours. As parents and carers are the first educators of the children, we ask that they support us in promoting positive behaviour. We assure parents that all behaviour incidents are dealt with fairly and investigated thoroughly by our staff. We have an open-door policy and will always welcome parents who wish to discuss any concerns, however we do expect staff and parents to support each other in a relationship built on trust to ensure that our children can thrive in a safe and respectful environment.

Rewards and Incentives for Good Behaviour

The school has developed a range of rewards and incentives which may be used for different occasions. Our children are encouraged consistently to achieve high standards in all aspects of their life at school and to consider and respect other people – our reward system underpins this aim. Everything that we do is in turn underpinned by our belief that we are all made in the image of Christ and as such follow His gospel teachings, reinforcing these values with daily prayers.

Our school prayer in particular serves as a reminder to all those in school as to the expectations that we hold for ourselves and each other.

Our School Prayer:

Dear Lord, this is our school,

May it be alive with friendship, and learning.

Open our eyes that we may always see the goodness in each other.

May we find the peace and love of Jesus here

May it shine throughout our lives, Amen.

The Reward System

Throughout the school we operate the same 'step' system. The children will all start their day on the green step. If we see positive behaviour, children abiding by the school rules and working to meet their potential, they move up to the blue step. If this positive behaviour continues, they will then move to the Star.

As with most children, we know that sometimes they may need a gentle reminder about one or more of the school rules. If the behaviour continues the children would move down to the amber, at this point, the adult would have a quiet word with the individual and discuss how the behaviour is making others feel, or how it is impacting on learning in the classroom. If the children make the right choice, they would move back to green, if they continue to make the wrong choice, they would have to move down to red.

All the steps have a dojo amount assigned to them, both positive and negative. These dojo points are added up on a weekly basis and converted to house points. The winning house every term will get a treat.

Dojo points can also be spent at the Dojo shop for a range of different privileges including prize box, wearing pyjamas for a day or sitting on the teacher's chair.

Golden Ticket

Any pupil in school can also receive a Golden Ticket from any member of staff. This is for exemplary behaviour. The children then present the ticket to Mrs Hogarth (Headteacher) who marks it down on a special chart and they receive a special sticker. Golden Ticket winners are rewarded by receiving Dojo points, being the line leaders for 24 hours and having the privilege of sitting on a bench during the Celebration Assembly.

Celebration Assembly

All parents, carers and family members are invited to share our Celebration Assembly on a Friday morning, 9:00-9:20am. During this assembly we celebrate all the good work that we have seen that week with some members of our school community being presented certificates.

Procedures and Sanctions

Any significant incidents of violence, bullying, persistent misbehaviour and racism will be recorded on BROMCOM on the individual's behaviour record. Racist incidents will be reported to governors and to the Multi Academy Trust.

The following is a list of unacceptable behaviour:

- Aggression/physical violence
- Abusive language to staff/ pupils
- Any form of sexual acts
- Disruption of class
- Any other inappropriate behaviour for the age and development, contrary to norms and our high standard of behaviour.

Exclusions Fixed Term Exclusions

St William's Catholic Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of St William's Catholic Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

We use Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse.

Children with Social, Emotional and Mental Health Issues

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, the Head/SENCo will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service. Exclusion, temporary or permanent will be used as a last resort only, and in consultation with the parent/carer and pupil where appropriate. County guidelines for exclusion will be followed.

Reasonable Force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint, if used are:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

Signed *H. Hogarth* (Headteacher)

Signed *J. Clements* (Chair of Governors)

Appendix A

Day to day problems (Level 1 Behaviours)	
Problem	Preventative measure
• Calling out • Answering back • Unacceptable levels of noise • Lack of respect for self and others • Poor manners, politeness, courtesy, forms of address • Wandering around class without purpose • Leaving the class unnecessarily e.g. repetitive toilet trips (with no reason), etc... • Poor response to instructions • Toys and other inappropriate equipment in class • Poor lining up (break and lunch) • In school without permission i.e. in class or corridors • Tasks not completed to a reasonable standard • Failure to complete homework	The class teacher or teacher in charge will deal with all Level 1 behaviours by consistently applying class rules and using the step system effectively. Many Level 1 behaviours can be prevented by good management e.g. teachers out at break before the whistle is blown, pupils only in class with the teacher's permission, inappropriate items confiscated and sent to the school office for collection by parents.
More serious problems (Level 2 Behaviours)	
Problem	Preventative measure
Bullying	Refer to the Anti-Bullying Policy
• Provocative behaviour towards others-pushing, taunting, enticing, kicking, punching, nipping, biting • Disobedience that endangers self and others • Swearing • Racial abuse • Stealing • Running out of school • Defiance/Refusal to follow instructions • Extreme inappropriate behaviour (verbal or physical) • Behaviour outside of school that impacts on school life eg inappropriate use of social media (added 2016)	Referral to the Headteacher where the incident will be discussed and action taken. This will happen for all Level 2 behaviours. In the most serious or persistent cases, the head teacher and the parents will be involved.