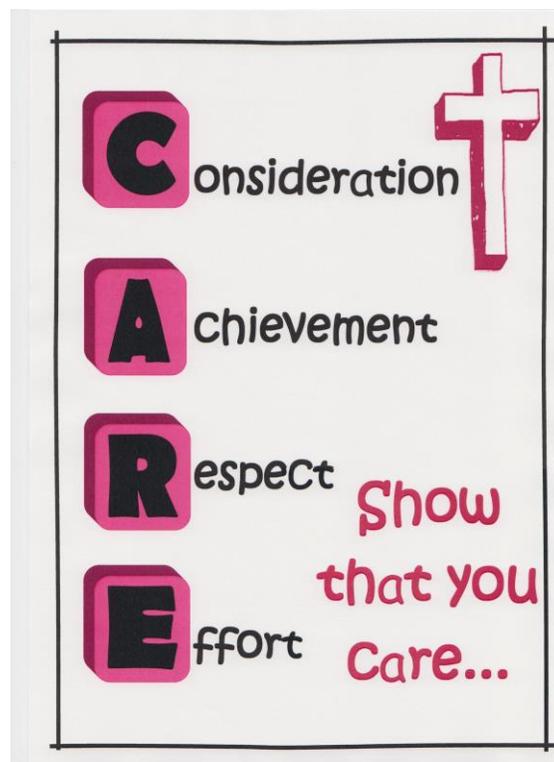


St Anthony's Catholic Primary School
Behaviour Policy

Aims:

- Encourage a calm, purposeful and happy atmosphere within the school
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Encourage independence and self-discipline so that each pupil learns to accept responsibility for his/her own behaviour
- Have a consistent approach to behaviour throughout the school, with parental cooperation and involvement



Our School Behaviour Policy is based on the four principles of CARE, which can be regarded as our Code of Conduct:

Consideration

for each other
for those who need our help

Achievement

in everything we do in class
in our sporting and music activities
in our out of school activities

Respect

for our school building, playground and equipment
for all living things in our school: people, animals, plants and flowers
in the way we treat others
in the way we speak to each other

Effort

in our work and how it is presented
in how we behave

Show that you CARE ...

Jesus wants us to treat others as we would wish to be treated; help us to have a happy school where everyone can work well and achieve to the best of their ability.

How do we encourage good behaviour?

- Modelling and demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils
- Having clear rules and routines for behaviour in classrooms, and promoting good and courteous behaviour both in classrooms and around the school
- Actively and explicitly promoting the CARE ethos
- Rewarding exemplary behaviour (house points, star of the week, CARE awards, etc.)
- Using behaviour management strategies such as proximal praise and rainbow charts
- Initiatives such as Anti-Bullying/Friendship Week

How do we deal with unacceptable behaviour?

Children are initially reprimanded by the adult who has noticed the poor behaviour. If necessary a child is sent to a more senior member of staff to be reprimanded.

When a child is being reprimanded, the following principles apply:

- The child is aware of why s/he is being reprimanded
- The sanction is appropriate to the behaviour and the age of the child
- The child is given the opportunity to move on

In extreme cases, parents will be invited in to school to discuss their child's behaviour with the teacher and a member of the senior leadership team.

Sanctions only to be given by the senior leadership team are:

- Use of behaviour report cards (Appendix 1)
- Withdrawal of prefect/council/captain badges
- Exclusion from school (head teacher only)

Where appropriate, the school will seek support from external agencies.

All class teachers maintain a Behaviour Log in which incidences of unacceptable behaviour are logged and which are analysed every half term by the senior leadership team. This helps shape strategies for promoting good behaviour (e.g. addressing low-level disruption or rough playground behaviour)

If children do not adhere to the CARE principles, the school's 'Behaviour Ladder' is followed (Appendix 2).

This policy should be read in conjunction with the Anti-Bullying Policy.

Appendix 1

Behaviour Report Card

Report Card

Behaviour Monitoring Sheet for _____ Class _____ Date _____

Teachers and supervising adults will write a comment and initial this sheet after every session. You will be given excellent, satisfactory or poor (E, S or P) for your conduct during the session. You should take this card home every evening for your parents to read and sign. Return this card to Mr-Croft by 3.30pm on Friday. A decision will be made then as to whether you need to remain on report.

	Monday	Tuesday	Wednesday	Thursday	Friday
In school on time					
Morning 1					
Playtime					
Morning 2					
Lunchtime					
Afternoon session					
Teacher comment					
Parent's signature					

Remain on report Yes/No

Appendix 2

Behaviour Ladder

Playground

- ❖ Verbal warning (a chance to change their behaviour)
- ❖ 5 minutes time out (after which, adult to follow up with the child, reflecting on why what they did was wrong/unkind/unsafe)
- ❖ If behaviour persists, send with another child (peer or older) to Mr Croft/Mrs Macdonald/Mrs Day (or to wait by school office if necessary)
- ❖ Report to class teacher who will record it in the class behaviour log.
- ❖ For some serious behaviours (e.g. physical fight, swearing, racist or homophobic language directed to another child or adult) it may be appropriate to send straight to Mr Croft/Mrs Macdonald/Mrs Day bypassing the verbal warning followed by the time out.

Classroom

- ❖ Verbal/non-verbal indication (including proximal praise)
 - ❖ Second warning
 - ❖ Move to a different seat/carpet space within class
 - ❖ Send to parallel class (whenever possible) with work for the rest of the lesson (half an hour maximum) and record in the class behaviour log. On return to normal class, sit in normal seat).
 - ❖ If this happens more than once in a week, send to the Phase Leader for a reprimand
 - Y5 & 6 to Miss Checker
 - Y3 & 4 to Mrs Mansell
 - Y1 & 2 to Mrs Haxell
 - Nursery & Reception to Mrs Meaden
 - Record in behaviour log and mention to parents at the end of the day
 - ❖ If poor behaviour persists, send to Mr Croft/Mrs Macdonald/Mrs Day
- Escalation may be necessary in some situations. As ever, common sense and professional judgment must prevail.

Appendix 3

Sanctions

In the case of persistent unacceptable behaviour, or behaviour that results in harm to another person, the child will be referred to the Senior Leadership as appropriate.

A member of staff may then be allocated to develop a behavioural programme addressing issues relevant to the individual child. The school may also have reason to involve outside agencies with agreement of the family, for example, the Educational Psychologist, the Early Help Team, CAMHS, Summerhouse PRU.

We hope not to move to the following steps, but parents need to be aware that exclusion is an option if:

- There are repeated serious breaches of the school behaviour policy
- Allowing the child to stay in school would seriously harm his/her welfare or learning and that of others in the school
- There are acts of vandalism

The exclusion process would be used for two main purposes:

- To give a clear warning to the child and their family that the behaviour is unacceptable and must change if the child is to remain in school
- To allow a cooling off period

Definitions of persistent unacceptable behaviour or behaviour that results in harm to an other person(s):

biting, swearing, foul language, offensive gestures, physical violence, vandalism, blatant disobedience or defiance, bullying, incidents of racism.