

St Patrick's Catholic Primary school

'Going For Gold' Behaviour Policy

Overview

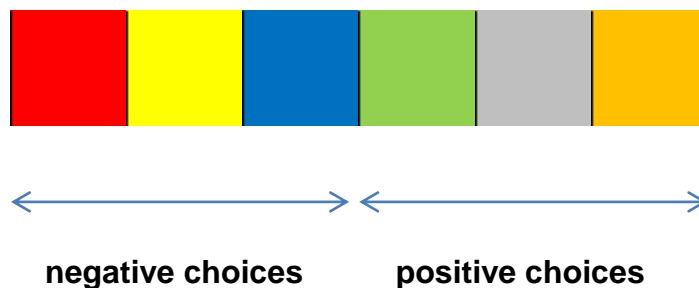
The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching, in order to promote positive behaviour and effective behaviour management skills
- That pupils who regularly follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

How will the system work?



Each class will have a wall display with red, blue, yellow, green, silver and gold coloured sections. All pupils will start each day with their photograph on the green section of the wall display. If pupils make positive individual choices about their behaviour or effort, the teacher moves the child's photograph to the next appropriate section of the wall display, e.g. green to silver, silver to gold.

If pupils make negative individual choices, they are given a clear warning and reminded of expected behaviour. If they continue with these choices, the teacher will move the child's photograph to the next appropriate section of the wall display e.g. green to blue, blue to yellow or yellow to red.

These act as a clear indicator to the child that they need to consider their behaviour and make positive changes to get back to green.

Praise is the most powerful form of influencing children's behaviour.

Types of behaviour that will be praised

- Keeping the school and class rules
- Completing work to the best of ability
- Continued good behaviour
- Being kind or considerate
- Being helpful
- Remaining on task
- Being polite
- Moving around the school sensibly
- Meeting a target
- Showing improvement
- Listening well
- Demonstrating a positive attitude
- Setting a good example

Green behaviours

The school staff will work to promote green behaviours at every opportunity. School assemblies provide a focal point for talking about and reinforcing aspects of the school ethos. The senior leaders within the school will hold regular sessions to revise with children what is meant by 'green behaviours' and what this will look like. It is the responsibility of the class teacher to ensure that the behaviour charts are displayed in the classroom and that these are being used consistently. Class

teachers should regularly review the behaviour charts to ensure that all pupils are clear about expected behaviour.

Rewards – Individual

The following colours are positive reinforcement:

Green At the end of each day, if a child has remained on the green section, a house point will be awarded to the weekly, whole class target.

Silver At the end of each day, if a child is on the silver section, 3 house points will be awarded to the weekly, whole class target.

Gold At the end of each day, if a child is on the gold section, 5 house points will be awarded to the weekly, whole class target.

Rewards – Whole class

For each child that remains on or exceeds the green stage, a house point is earned towards the class target. If the class target for the number of children on green or above is achieved, this is then translated into a reward for the whole class. The class teacher will decide on an appropriate reward e.g golden time or extra play.

Consequences

The following colours are consequences:

Blue Warning – reflection time within the group or class (1 -10 mins).

Yellow Warning – the child will be sent to a buddy class to complete a reflection sheet on their behaviour.

Red The child will visit either the Headteacher/Deputy Headteacher/SLT to explain their behaviour and complete a red room detention. This will be recorded on SIMS (the school system that records information).

After completion of the detention, staff will look for opportunities to change the cards back towards green. A phone call will be made to the child's parents/carers informing them.

If a teacher decides to change a child's colour down the behaviour strategy, they must give a clear reason to the child for doing so, explaining what the child can do to change this decision. At least one warning is **always** provided for pupils before any moves are made. Teachers constantly support pupils to make the right choices so that they can change their colour back to green and beyond.

Procedures for dealing with inappropriate behaviour

Sometimes, children forget our aims for good behaviour. They will then be reminded of the school's core values and expectations.

- Children will not be allowed to use the words 'only, just and because' when giving their account of events (e.g. *I was only shouting; I was just kicking; because it was boring.*) These words lessen and self-excuse the action. There can be no excuse for violence, aggression or disrespect to others.
- Children will always be encouraged to apologise to their victim and, where appropriate, help their victim. They will be encouraged to empathise with other people's point of view and to consider the consequences of their actions.
- Should a pupil regularly be reaching red status, their parents/carers will be invited to attend a meeting with the Headteacher to discuss strategies that may be used to encourage the pupil to comply with the school behaviour code. This could include strategies such as a school exclusion or even a fixed term permanent exclusion.
- There may be incidents that occur that are so extreme in nature that it is felt that these must be immediately referred to the Headteacher. Each case will be considered carefully and dealt with in a way that is fair to the needs of the individuals involved and to the school community. In these cases, fixed term or permanent exclusions may be immediately applied.

Often, arguments and disagreements between children are sorted out quickly and sensibly. Sometimes the problems persist. When we have concerns, children are monitored by a designated adult to find out whether they are involved in, or are the victim of, rough play or bullying.

If the problem continues we will...

- Arrange a meeting with parents to discuss the concerns further as well as establish the strategies to be used in school and at home
- Agree a behaviour strategy which promotes improved behaviour.
- The strategy may involve being kept off the playground for part of playtime/lunchtime break.
- Daily behaviour monitoring by MDAs and staff on duty. Report back to Classteacher/SENCo/Deputy/Headteacher as appropriate.
- Review the concerns with the parent.
- Seeking parental support of the school's actions – invite parents to meet regularly with the Classteacher.
- If the situation improves – MONITOR from a distance for a period of time.
- Home School Book
- If there is still a cause for concern, discuss next level of support i.e. involvement of outside agencies.

If a child persistently misbehaves at lunchtime, parents will be asked to take their child home during lunchtime for a short period of time. This is classed as a fixed term exclusion. A letter warning parents of this action will be sent home.

Behaviour at Playtime & Lunchtime - Playground and Lunchtime "Incident"

Book:-

Every Midday Assistant carries with them a small notebook where discussions with children are noted. Where an incident occurs the Midday Assistant will talk to the children involved. If the matter is serious or cannot be resolved quickly and easily, then the children will be taken to the Midday Supervisor; she will investigate the event, talk to the children and make a note in the main record book. It is the

supervisor that makes the decision to involve the Deputy or Head Teacher; although they will always be notified of any incidents. If a child's name appears regularly, this may highlight a situation that needs to be investigated. This information is shared with the staff on lunchtime duty and passed to the Head teacher.

Please note:

There may be occasions where it is not always possible to "get to the bottom of" an incident.

Procedures for Exclusion

Please also refer to the School Discipline (Pupil Exclusions and Reviews Regulation 2012)

Only the Head Teacher (or Acting Head Teacher) has the power to exclude a pupil from school. He or she may not delegate that power to someone else. He or she may also exclude a pupil permanently

There are two types of exclusion – Fixed period and Permanent.

- Fixed period exclusions can be for one or more periods of up to 45 days in any one school year.
- Permanent Exclusions are where the child is permanently excluded from the school.

The Head Teacher may also convert a fixed period exclusion into a permanent exclusion, if he or she decides circumstances warrant this.

Main Reason for Exclusion: Categories

- A - Actual physical violence directed towards fellow pupil(s), including sexual assaults.
- B - Actual physical violence directed towards (a) member(s) of school's staff, including sexual assaults.
- C - Verbal abuse/threatening behaviour directed toward fellow pupils (including remarks of a racist nature and those with sexual connotations).
- D - Verbal abuse/threatening behaviour directed towards (a) member(s) of the school's staff (including remarks of a racist nature and those with sexual connotations).
- E - Continual refusal to comply with the school's behaviour and discipline policy.
- F - Vandalism/damage to school property or property belonging to staff/fellow pupils, including arson or attempted arson.

G - Drug related – incidents involving one or more unauthorised drugs, including possession of, dealing in, illegal drugs, or any form of misbehaviour related to the misuse of any illegal drugs or illicit substances which are legally obtainable but forbidden for children, including alcohol and solvents.

H - Theft of school property or the property belonging to school staff/fellow pupils.

Where the Headteacher excludes any pupil the Headteacher shall take reasonable steps to inform parents of the following:-

- The period of exclusion.
- The reason for the exclusion.
- That the parents may make oral/written representations about the exclusion to the governing body, and
- The means by which representations may be made.
- Parents are also asked to attend a meeting with the Headteacher and a member of the governing body to discuss arrangements for the child's return to school and any further support or action that may be required on their return to school after the period of exclusion.

PROCEDURES FOR EXCLUSION: ACTION BY THE GOVERNING BODY

The governing body themselves (or their discipline committee) have no power to exclude a pupil, nor can they make the head teacher's original exclusion more severe by extending the period of a fixed period exclusion or by converting a fixed period exclusion into a permanent exclusion. The governors' role essentially is one of reviewing, as the need arises, the head teacher's exclusion decisions.

Regulations require the governing body to establish a discipline committee of three or five members. The head teacher may not be a member. Where the committee are required to be notified by the head teacher of any exclusion, they must meet to:

Consider the circumstances in which the pupil was excluded;

consider any representations about the exclusion made by the parent and by the LEA; and in cases where reinstatement is a practical option, consider whether the

pupil should be reinstated immediately, reinstated by a particular date or not reinstated.

Regulations made under the Act specify time-limits for the discipline committee to review certain exclusions. For permanent exclusions and fixed period exclusions of more than 15 school days in any one term, the committee must meet no earlier than the 6th school day and no later than the 15th school day after receiving notice of the exclusion. For fixed period exclusions of more than 5 school days in any one term up to and including 15 school days, they must meet no earlier than the 6th school day and no later than the 50th school day. The minimum time-limit does not apply to any exclusion which would result in the pupils losing an opportunity to take a public examination. In such cases, the committee should try to meet before the date of the examination and if this is not practical the Chairman of the discipline committee can review the exclusion.

In reaching their decision on whether to direct reinstatement, the committee are required to have regard to any guidance given by the Secretary of State. If the discipline committee decide that a pupil should be reinstated, they must give the appropriate direction to the head teacher (who is under a duty to comply with it) and inform the parent and LEA of their decision. If they decide that a pupil should not be reinstated, they must inform the parent, the head teacher and the LEA of their decision. In the case of a permanent exclusion, they must notify the parent in writing of their decision and the reasons for it. Their letter must also advise the parent: of his or her right to appeal against their decision; whom to contact; the last date for lodging an appeal; and that the notice of appeal should set out the grounds of appeal.

PROCEDURES FOR EXCLUSION: ACTION BY THE APPEAL PANEL

Where the discipline committee have upheld a permanent exclusion, the parents may appeal against their decision. Schedule 18 as amended governs appeals against exclusion of pupils. No appeal may be made by the parent after the 15th school day after the day on which the parent was given notice in writing of the discipline committee's decision.

The LEA must establish an appeal panel consisting of three or five members. At least one member must be a lay member. At least one member must be someone who has experience in education and is acquainted with educational conditions in the area or is a parent of registered pupils at a school.

The panel must meet to determine an appeal no later than the 15th school day after the day on which the appeal was lodged, though they may decide to adjourn the hearing if there is good reason to do so.

The panel must allow the head teacher to make written representations and to attend and make oral representations; the LEA and the governing body to make written representations; an officer of the LEA (nominated by the LEA) and a governor (nominated by the governing body) to attend and make oral representations; and the governing body to be represented. The panel must give their decision in writing to the parent, the LEA, the governing body and the head teacher by the end of the second school day after the conclusion of the appeal hearing.

The decision of the panel is binding on the parties. Any party may challenge the decision by applying for a judicial review. The parent may complain of maladministration by the panel to the Commissioner for Local Administration (the Local Government Ombudsman). The Secretary of State has no *locus* in respect of appeal panels' decisions

Links with Special Educational Needs (SEN) and Inclusion

As a school, we recognise that repeated misbehaviour can:

- Constitute a Special Educational Need in itself.
- Be indicative of a learning difficulty.
- Be indicative of lack of appropriate social skills.
- Be indicative of emotional upset related to in-school circumstances e.g. bullying
- Be indicative of emotional upset related to out-of-school circumstances e.g. bereavement, family turmoil, anxiety or abuse

Concerns relating to repeated misbehaviour may warrant a child being placed on the SEN register.

Involvement of other agencies:-

At times the school works with other professionals to support our work. These include:-

- Havering Special Educational Needs and Psychology Service
- Child & Family Consultation Service
- Brentwood Catholic Children's Society
- Havering Behaviour Support Team

Other related policy documents:-

- Child Protection Policy and Procedures
- SEN Policy
- Equal Opportunities Policy Statement
- Policy for Dealing with Racist Incidents

Date:

Dear Parents

Re: Warning of exclusion at lunch times

I am sorry to inform you that _____ has been behaving in an unacceptable manner during the lunch break. If this continues it will be necessary for you to collect your child and take them home for the duration of the lunchtime break.

I trust that you will discuss this situation with your child and we shall see some immediate improvement in his/her behaviour

Yours sincerely

Mrs O. S. Paton

Head Teacher

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REPLY SLIP – PLEASE RETURN THIS SECTION TO THE SCHOOL

Re: Notification of Detention from St Patrick's Catholic Primary School

I have received your letter regarding _____ lunchtime
behaviour

Signed _____ Parent/Carer

Date:

Dear Parents

Re: Lunch Time exclusion

I am sorry to inform you that I have found it necessary to exclude _____ during the lunchtime break. This is due to persistent unacceptable behaviour during the lunch time sessions. This exclusion will last for _____ days.

I trust that you will discuss the seriousness of the situation with your child.

_____ behaviour will continue to be monitored closely on his/her return and I trust we shall see some immediate improvement.

Yours sincerely

Mrs O. S. Paton

Head Teacher

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REPLY SLIP – PLEASE RETURN THIS SECTION TO THE SCHOOL

Re: Notification of Detention from St Patrick's Catholic Primary School

I have received your letter regarding _____ lunchtime

Exclusion.

Signed _____ Parent/Carer

What does gold behaviour look like?

- **Constantly making the right choices**
- **Always working to the best of your ability**
- **Always lining up quickly and quietly**
- **Always staying in your place in line and walking silently to your classroom**
- **Choosing to go to the toilet at the right times – breaktimes and lunchtimes**
- **Always being well-mannered – showing courtesy to others**
- **Always showing good learning behaviours – listening carefully, working to the best of your ability and staying in your seat**
- **Following rules – inside the school building, classroom and playground**
- **Showing initiative**

What does silver behaviour look like?

- Making an excellent effort in every class
- Being self-motivated
- Encouraging others to do the right thing
- Being a fantastic role model by showing expected behaviours
- Working independently
- Taking pride in your work

What does green behaviour look like?

- Listening carefully when the teacher is talking
- Sitting properly on a chair, facing the teacher with your feet on the floor
- Concentrate in class – try your best not to be distracted
- Putting your hand up when you want to give an answer
- Be polite and use good manners
- Be helpful and work well with others
- Always be where you are supposed to be
- Call people by their given names
- Look after school equipment
- Respect all adults – treat them all in the same way
- Care for each other
- Share
- Walk sensibly around the school buildings
- Wear the correct uniform
- Saying or singing your prayers
- Putting fruit waste into the bins and empty milk cartons into the trays

What does red behaviour look like?

- **Hurting other children (including hitting, kicking, spitting, pushing or racist remarks)**
- **Bullying**
- **Being defiant – ignoring a direct instruction from a grown-up**
- **Using bad language**
- **Taking or destroying property belonging to other children or the school**
- **Constantly calling out during lessons**
- **Defacing other children's work or property**
- **Defacing the school's property**
- **Not correcting your behaviour when you have been given a warning card**

What behaviour might lead to a warning card?

- Choosing to talk at the wrong time
- Walking off without asking
- Spoiling other children's chance to learn
- Answering back
- Rocking on your chair
- Not following instructions
- Being stroppy – sulking
- Having poor body language
- Arguing with other classmates
- Throwing your litter on the floor