

ST. LEO'S AND SOUTHMEAD CATHOLIC PRIMARY SCHOOL
SERVING THE COMMUNITY

BEHAVIOUR POLICY 2018– 2019

MISSION STATEMENT

In our school, we want to celebrate God's gift of life together, by inspiring, enhancing and developing tomorrow's talent, today! We respect all; aiming to achieve and live our values. A place to allow everyone to flourish!

SAFEGUARDING STATEMENT

In the light of current legislation, we fully acknowledge our duty to safeguard and promote the welfare of all children. We recognise and uphold the statutory duties regarding Child Protection.

Through our day to day contact with pupils and direct work with families, we have a crucial role to play in identifying indicators of possible abuse or neglect and referring them to the appropriate agency.

We acknowledge all children can be subject to abuse regardless of age, culture, race social background, gender or ability. All children have a right to grow up safe from harm.

This policy sets out how St Leo's and Southmead governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

In line with Working Together to Safeguarding Children 2016, the definition of Safeguarding for this policy document is as follows:-

- Preventing children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes.

undertaking that role so as to enable those children to have optimum life chances and enter adulthood successfully.

Child protection is a part of safeguarding and promoting welfare, which refers directly to activity that is undertaken to protect specific children who are suffering, or are at risk of suffering significant harm.

Promoting British Values at St Leo's and Southmead Catholic Primary School
Serving the Community

At St Leo's and Southmead Primary School we aim to help, guide and prepare our children as future citizens. As our Mission Statement says, our school is "A place to

allow humanity to flourish!” This statement permeates everything that we do in school and captures what British Values are about:-

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

We grasp every opportunity throughout the school day to teach, model and show by examples all of the above. We have provided further information on our school website. We are proud of our school and are proud of the British Values that we live and learn about.

AIM

At St. Leo’s and Southmead Primary School we aim to provide a positive, happy and safe environment in which all children can learn and play to their full potential. We want all of the children to have positive self esteem and respect for each other.

OBJECTIVES

1. To encourage self-esteem, self respect and respect of others.
2. To encourage positive behaviour, attitudes and actions at all times.
3. To let parents know about positive behaviour.
4. To support children and if appropriate, parents/carers, through difficult stages in their lives. To teach and model appropriate strategies to help children control anger and upset.
5. To be positive role models for the children.
6. To protect the health and safety of all in St. Leo’s and Southmead Catholic Primary School.
7. To help the children understand that positive behaviour is to help them as human beings to develop growth and understanding.
8. To continue positive behaviour outside of school as well as in school, to be responsible citizens.

CODE OF CONDUCT

At the beginning of each year the children discuss, form and agree to three rules, with their class teacher. The rules are displayed for all to see. The children will have a sense of ownership and understanding. Each half term, a reminder session of the rules and “why” they were formed is carried out. (The rules are not a list of don’ts but do’s. e.g. Try to use kind words to each other.
Try to listen to each other.

EXPECTATIONS

It is expected that we all behave responsibly, show kindness and care towards each other and the wider community of St. Leo’s and Southmead. That we all

“live” daily our mission statement. That we do not judge others, be able to say sorry and be able to forgive.

POSITIVE BEHAVIOUR IS CELEBRATED BY:-

1. Praise from staff – informal/verbal.
2. Praise – written – certificates from staff sent home.
3. Stickers, smiley faces, class charts.
4. Nursery - ‘kind hands’ certificates and stickers
Reception - sticker cards, certificates
Year 1 Table of the week, stickers, prizes, certificates, Noise letters, Treasure box
Year 2 Eric The Bear, Car Racing Map, Noise letters
Year 3 Noise letters, Star of the week, certificates, stickers
Year 4 certificates, prizes, Noise letters, star of the week
Year 5 Noise letters, certificates, prizes
Year 6 Prizes, Prefects, Noise letters, certificates,
5. Headteacher’s Certificate to take home.
Headteacher’s prizes to take home. Choice time
Headteacher’s Assembly
6. Recognition from School community
7. Pupil Management Group
8. Year 6 Prefects
9. A continuous positive atmosphere which celebrates our good children is ongoing.
10. Personalised Learning

UNSATISFACTORY BEHAVIOUR - RECOGNISING THE GOOD BEHAVIOUR AND POOLING ATTENTION TOWARDS IT

Examples of unsatisfactory Behaviour or Behaviour causing concern

Health and Safety of the child, staff and peers is in danger.

Shouting out.

Name calling – shouting across the room.

Vandalism.

Skitting and any form of bullying. (We have an anti bullying Policy)

Racism of any form.

Attitude (Deliberately undermining children and Staff).

Throwing objects.

A lack of respect for peers, Staff, visitors, parents.

Refusing to work.

Any behaviour, which is considered unsatisfactory, will be taken seriously.

On line/cyber bullying of any form.

1. Initially it will be pointed out to the child concerned why it is unsatisfactory e.g. safety or affecting other children’s learning or happiness in school. A time will be arranged for this – not in front of the class. Staff will be calm and positive in order to help the child.

2. The child will be given the opportunity to make a fresh start.
3. If the behaviour continues Staff will “investigate” why this behaviour is occurring e.g. any triggers, patterns, is the child unhappy, is it a “cry for help”, and if necessary seek help and support from other colleagues.
4. If unsatisfactory behaviour continues – strategies will then be used e.g.
 - a) Distraction, change of context, De-escalate, Planned discussion organised
 - b) Sat by teacher (using ‘a’ above)
 - c) Positive Lunch Time Programme continually monitored and reviewed. Children observed/supported by Learning Mentor/Headteacher/Welfare Staff as appropriate
 - d) Time to reflect – break time
lunch time
Organised and supervised by Class Teacher
 - e) Staff log/record behaviour and action/support taken. E.g. Target sheets, liaison with parents/carers
 - f) Chill Out Zones/calm down periods
 - g) Multi Sensory Room
 - h) Headteacher updated by Class Teacher
 - i) Headteacher will organise meeting with parents/carers and see the child every day.
 - j) A child will always be supervised and observed by a member of staff
 - k) Play Plans
I.B.P.
S.E.N. Support Plan if appropriate.
 - l) “It is easier to teach and encourage new skills than to remove existing ones.” (A.D.H.D. A Practice Guide for Teachers)

Children who are upset by behaviour of other children will be supported throughout and also observed - A pastoral Support Plan will be put into action if appropriate by the Headteacher and regular meetings organised with the child’s parents/carers.

INITIATIVES INTRODUCED TO ENCOURAGE POSITIVE BEHAVIOUR

1. After School Clubs.
2. Certificates from Staff
Certificates from Headteacher
3. Positive lunch times.
4. Individual class systems (as detailed above).
5. P.H.S.E. on the curriculum is seen as a positive initiative which encourages a whole school approach to planned learning – re self-esteem, relationships.
6. Target sheets – in school and home support.
7. School Council
8. Prefects
9. Pupil Management group.

10. Brevity, Variety, Structure and Routine (p12 A.D.H.D. A Practice Guide for Teachers)

THIS POLICY WILL BE REVIEWED IN AUTUMN 2019.

**Don't label the child,
Label the behaviour.**

**Always model
Forgiveness**

**Sometimes it's a cry
for help**

**Don't take it
personally**

Support the child,

**Review and change
e.g. The Timetable**

**Always remember
our Mission
Statement when we
are helping a child
who has behavioural
difficulties**

**Stay calm
Stay positive**

**“Reducing Poor
behaviour is a
realistic and
achievable aim,
eliminating it
completely is not.”
Elton Report 1989
DES A.D.H.D. p13 A
Practice Guide for
Teachers.**

Effective Classroom Strategies

- Establish clear class rules,
- Praise/Rewards,
- Look for the Positive,
- Reward Attending Behaviour,
- Mnemonic for Listening,
- Ignore and Redirect,
- Make task meaningful and relevant,
- Schedule in time for 1 to 1 meetings,
(p15 A.D.H.D. A Practice Guide for Teachers)

‘Emotionally literate schools, foster emotional and behavioural resilience’ by

- Providing stability
- Consistency
- Modelling appropriate behaviour
- Mindful of your own moods
- Separating the behaviour from the child
- Using Rewards
- Catch the positive in the negative
- Don’t try to deal with everything
- Don’t try to make a child to explain why they have misbehaved.

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- Praise very small achievements and label the praise. E.g. well done for being able to sit still for a short time or talking in a calm voice.
 - Make a point of telling other staff in school and parents about what a pupil is good at, in ear shot of the pupil. This is called ‘Over Heard Praise’.