

St. Gregory's Catholic Academy



Behaviour Policy

Draft date: June 2018

Legal Framework

DfE guidance, 'Behaviour and Discipline in Schools' (2014), has been taken into consideration when producing this policy. It outlines that:

- 'Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the Head of School says otherwise) with responsibility for pupils, such as teaching assistants.
- Head of Schools, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.'

Rationale and Aims

Our Mission Statement

"Forward together in the Love of Christ"

St. Gregory's Catholic Academy aims to encourage all children to see Christ in themselves and others in a caring environment which allows them opportunities to develop to their full potential. Our mission statement underpins all that we do at school. It is the moral compass that guides our relationships with all who enter the school and its community: staff, pupils, parents, families, governors, outside agencies etc. It points towards striving for a harmonious community with Christ at the heart, permeating all our interactions with one another. Therefore, it follows that our policy is centred around a positive and consistent management of pupils' behaviour.

Trust Virtues

St. Gregory's Catholic Academy's behaviour expectations are underpinned by the Carmel Education Trust Virtues which are at the heart of everything we do and allow the children to develop holistically as well academically. These are:

- Respect
- Resilience
- Compassion
- Honesty
- Responsibility
- Self-belief
- Justice

Code of Conduct

It is important that all pupils are aware of classroom routines and rules for behaviour. These include routines for activities such as how to enter and leave the classroom, moving around the class, the use and care of apparatus and equipment, clearing away, acceptable working noise and the avoidance of low-level disruption. High standards of behaviour will be expected from pupils at all times.

We aim to promote positive behaviour by:

- adults acting as exemplars
- all staff sharing high expectations of pupil behaviour
- encouraging self-discipline through respect for self and others

- giving appropriate praise and encouragement
- operating a consistent system of rewards and sanctions
- ensuring that all children understand the consequences of their actions
- ensuring that when a child is sanctioned, s/he understands that it is their behaviour which is unacceptable, not her/him as an individual. We recognise that parents are the first educators of their children and play a crucial part in the formation of their children's personalities and attitudes.

Classroom Rules

At the beginning of each academic year, pupils are involved in writing their own class rules based on the school rules, with the trust virtues in mind. These are referred to in every aspect of school life.

Around school/ Lunchtimes/ Playtimes/ Assemblies

Classroom rules must be extended across the entire school, with children adhering to these rules at all times. Classes moving around school must be supervised by an adult at all times.

Collective worship is a key part in the life of our school. Children are reminded that they enter a sacred space when they walk into the hall for assemblies and therefore silence should be observed. During assemblies, staff discreetly address any misbehaviour through non-verbal communication with the child in order to support SLT/staff member leading the collective worship/assembly and maintain a climate of respect, conducive to prayer and reflection.

No class should be allowed to enter the yard at break times unless the member of staff on duty is present. No class should be left on the playground at the end of break times without adult supervision.

Good to be Green

The 'Good to be Green scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code (see Behaviour Policy). The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is awarded a House Point.

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a Orange Warning Card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a Orange Warning Card, and they have to be told again of inappropriate behaviour, then there are consequences. A yellow card would equate, for example, to 5 minutes off playtime (mainly for Level 1 and 2 behaviours- see Behaviour policy and table below).

Sometimes, just the threat of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Orange Warning Card will be moved to the back of the pocket and the Red Consequence Card will be displayed. Persistent Level 2/ level 3 behaviour (see table below) would equate to a red card which would then have a consequence of loss of playtime of lunchtime. Persistent Level 3 or Level 4 behaviour could result in a temporary/ permanent exclusion. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified.

Teachers and staff respond to inappropriate behaviour using the 'Good to be Green' scheme. The table below gives examples of some kinds of behaviour which are levelled according to 'severity'

Sanctions

<p>Level 1</p> <p>Out of seat Rocking on seat / slouching Calling out Not listening/ paying attention Pushing, shoving in line Running indoors Not working Not clearing up</p>	<p>Range of Possible Sanctions</p> <p>Informal gesture: eye contact, frown, gesture. Moving the child to a different seat. A private reminder about the behaviour we wish to see- inviting them to make the right choice. Repetition of task/ completion of work in own time.</p>
<p>Persistent Level 1 & Level 2</p> <p>Distracts others Inappropriate physical contact, e.g. poking, flicking, pulling hair, Complains or mutters disruptively/persistently Talking at an inappropriate time, or asking inappropriate questions to disrupt Hides work or resources Interferes with other's property Minor deliberate damage (pencils) Telling lies to get others into trouble Persistent rough play</p>	<p>Range of Possible Sanctions</p> <p>Sent to Assistant Head or DHT Missing whole/ part of a breaktime or lunchtime Write letter of apology</p>
<p>Persistent Level 2 & Level 3</p> <p>Encourages others to misbehave Uses obscene words to offend Causes hurt intentionally Answering back or constantly questioning adults decision or request Refuses to obey instruction Destroys others' work Insulting, name calling including racist and homophobic language Damage to property or equipment (including play equipment). Threatens violence Bullying</p>	<p>Range of Possible Sanctions</p> <p>Parents informed- meeting with Class teacher to discuss Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in. Sent to HT – logged on CPOMS Child put 'on report' for a period of time Loss of whole of Playtime or Lunchtime Follow up letter sent home to parents. Child uses 'time' to try to make amends e.g. repairing property; re-doing work; apology</p> <p>Temporary exclusion Lunchtime exclusion</p>
<p>Persistent Level 3 & Level 4</p> <p>Physical or violent assault causing injury, or persistent violent behaviour Serious damage to property (e.g. vandalism) Persistent Bullying including homophobic, racist threats and abuse</p>	<p>Range of Possible Sanctions</p> <p>Meeting with parents/and HT with follow up letter home.</p> <p>Temporary exclusion</p> <p>Lunchtime exclusion Permanent exclusion</p>

Rewards

Pupils will receive house points as a reward for positive behaviour, good work, being helpful, good manners etc. At the end of each week, the house with the most points receives a trophy in Celebration Assembly. During Celebration Assembly each class will award a Star of the Week. There will be a central golden book in the hall to record the children who have achieved this each week, to ensure the award is going to all children.

Additional Rewards could include:

- Earned 'Golden Time'
- Class rewards
- Rewards for pupils as they achieve each 30 GREEN day milestone - certificates, badges and postcards home.
- An end of year treat for those who stay GREEN all year (without any red or yellow cards).