



## *St Ambrose Catholic Primary School Behaviour Policy*

<b>Date of Ratification:</b>	<b>Signed:</b>
11.02.19	
	<b>Mrs H Stewart (Acting Principal)</b>
	<b>Ms. J Rowe (Acting Chair Of Academy Committee)</b>
<b>Review date:</b>	
11.02.20	<b>Mrs E Brocklesby ( Principal)</b>
	<b>Ms. J Rowe (Acting Chair Of Academy Committee)</b>

Saint Ambrose's Behaviour Policy embraces an ethos of pastoral care to promote high standards of general behaviour, self-discipline, and self-esteem and to show respect, consideration, and courtesy to others at all times. The Catholic Faith and Christian themes of forgiveness and reconciliation are central to this policy. We aim to live our school motto:

**“We do our best by following Jesus.”**

As a school we are constantly aiming to reaffirm the Catholic Virtues and Values of faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, purity and holiness, tolerance and peace and service and sacrifice in all of our students. We firmly believe that they sit alongside Modern British values and help our students to be well-rounded and considerate and responsible citizens.

## **Curriculum and School Organisation**

At Saint Ambrose we strive to provide a secure and stimulating learning environment where children are engaged in well-structured and appropriately matched activities. Emphasis is placed upon showing self-discipline and independence and taking increasing responsibility for the decisions and choices that they make to help them to become confident and successful learners.

The children are encouraged, supported and praised for showing responsible and sensible attitudes and behaviour. By keeping rules simple the children can focus more readily on what is expected of them.

## **Code of Conduct**

To enable every pupil to take ownership of the school rules each class has devised a movement rule, a noise rule, a kindness rule and a respect for people and property rule. These rules are clearly displayed in every classroom. There are signs displaying our playground rules out on the playgrounds.

At Saint Ambrose we endeavour to support pupils' behaviour by ensuring that rules are taught, applied consistently, positively phrased, realistic, achievable, specific and fair.

## **Rewards**

The success of our behaviour policy relies on maintaining a positive school ethos. At Saint Ambrose we have an extensive reward system which is accessible to all children regardless of ability.

## **Positive Behaviour to be Rewarded and Encouraged**

Being polite and showing respect to all.

Trying hard at all times.

Sharing.

Playing unselfishly.

Being reliable.

Being dressed smartly and wearing the correct uniform.

Being quiet and self disciplined.

Representing the school when on trips etc.

Remembering to bring PE kit, reading or other books to school on the required days.

Punctuality.

Self control.

## **Whole School Rewards**

Praise from an adult or peer

Celebration Assembly

House Points

Weekly Afternoon tea with Principal to celebrate Values and Virtues

### **Classroom Rewards**

Praise from an adult or peer  
Stickers  
Zone Board  
Visit to Principal  
Star of the Week  
House Points

### **Playground Rewards/ Lunchtime Rewards**

Praise from an adult or peer  
Stickers

### **Around the school Rewards**

Praise from an adult or peer  
Special stickers from the Principal or class teachers

### **Sanctions**

Children need to learn to expect fair and consistently applied sanctions from all staff for unacceptable or anti-social behaviour. There is a clear distinction between minor and serious offences and the children are aware of the sanctions for breaking the school rules. The rule they have broken should also be identified.

### **Unacceptable Behaviour**

**All behaviour incidents should be recorded on SIMS by Class teachers.**

Any form of Racism or discrimination of any sort is totally contrary to the ethos of our school and our Christian Community.

Bullying	Disruptive classroom behaviour
Fighting - Whether initiating or retaliating.	Deliberate disobedience – insolence.
Disruptive playground behaviour e.g. kickboxing or fighting games.	Endangering others in any way
Boisterous play - Physical or verbal.	Stealing
- Which causes harm to others	Vandalism
Bad Language	Persistent lateness

There does however, need to be flexibility in the use of sanctions to take account of individual circumstances.

The following list outlines the range of sanctions in operation:

### **In school / the classroom**

1. Look of disapproval
2. Verbal warning
3. Use of zone board
4. Isolation in class / hall
5. Withdrawal of part/whole of playtime to complete work or a behaviour reflection sheet (10mins max at playtime, 15mins at lunchtime)
6. Send to neighbouring class (with accompanying child or adult and with suitable work)
7. Send to Key Stage Leader
8. Complete behaviour reflection sheet.  
When 3 behaviour sheets are completed the class teacher will meet with parents/carers.
9. Send to Vice Principal

10. Persistent breaking of school rules / When 6 behaviour sheets are completed send immediately to Principal (or Vice in her absence) to be given a Behaviour Plan which is shared with child, teacher and parents/carers
11. With more serious incidents (gender or age related incidents and physical or verbal abuse including racial comments) send immediately to Vice or Principal to be given a Behaviour Plan which is shared with child, teacher and parent/carers.

### **On the playground**

1. Verbal warning
2. Standing with a member of staff
3. Standing away from other children, by a pole for 2 minutes )
4. Refer to class teacher – zone board
5. Complete behaviour reflection sheet. When 3 behaviour sheets are completed the class teacher will meet with parents/carers.
6. Send to Key Stage Leader
7. Send to Vice Principal
8. Persistent breaking of school rules / When 6 behaviour sheets are completed send immediately to Principal (or Vice in her absence) to be given a Behaviour Plan which is shared with child, teacher and parents/carers
9. With more serious incidents (physical or verbal abuse including racial comments) send immediately to Principal (or Vice in her absence) to be given a Behaviour Plan which is shared with child, teacher and parent/carers.

**All behaviour reflection sheets should be completed and sent to the Key Stage Leader by the end of the day to be recorded in the behaviour incident log. If appropriate a behaviour incident record/report should also be completed to explain the nature of the incident, the action taken and any follow up actions.**

### **Lunchtime Behaviour:**

Lunchtime supervision is carried out by a member of the Senior Leadership Team and lunchtime Supervisors. They use stickers to encourage good behaviour.

Serious incidents will be reported to the Key Stage Coordinator, Assistant Principal, Vice Principal or Principal. Persistent unacceptable behaviour at lunchtimes will not be tolerated and unless there is an improvement the school will not accept responsibility for the child at dinner times. If this happens then parents will be informed by the school (by letter or in person) that the child has to be removed from school premises for five consecutive lunchtimes.

Those entitled to a free school meal will receive this before being collected by the parent/carer.

Sanctions should be applied calmly rather than in anger and the humiliation of children or punishments of whole groups for the misbehaviour of one child should be avoided. Children should not be left waiting for periods or left unsupervised at any time as this is when disruptive behaviour can be triggered.

**Exclusion** The ultimate sanction of “exclusion” would be used in exceptional circumstances, if there had been an extremely serious incident or a long series of incidents, which have not been modified by all reasonable attempts made by school staff eg. Damage to property, setting off fire alarm, persistent bad language and aggression, exiting the classroom / building without permission, refusal to come into the building, assaulting another child or adult. In the event of exclusion the Principal would contact the child’s parents/carers and the LA exclusion protocol including reintegration interview, would be followed. It would be explained that the parents/carers have the right to take the matter up with the Academy Committee and the Board of Directors or the Diocese. Work for the child will be provided by the class teacher, handed in on return to school and marked upon completion.

## **The Pastoral System**

Where a child is experiencing emotional or behavioural difficulties, the following strategies are followed:

- Class teacher in consultation with Principal/Vice/SENDco / Support teacher will investigate causes/circumstances and identify factors surrounding the difficulties.
- Drawing up an individual behaviour management plan (shared and signed by all involved).  
Communication of relevant information to other staff and adults to raise awareness.
- Involvement of parents/carers.
- Drawing up of an individual behaviour management programme (PSP) with targets and strategies and communication of this to relevant adults.
- Monitoring and evaluation of behaviour management plan & Pastoral support programme (PSP)

Additional help for a child may involve:

- Structured play (with adult support)
- Voluntary help
- Individual counselling with a named member of staff
- To withdraw to a quiet, supervised place eg. Library
- In the event of a violent outburst to go to a designated safe / private place to calm down
- Curriculum modifications
- Changes in classroom organisation
- Additional help with work
- Additional monitoring from TA/Class teacher/Support teacher/SENDco/ Principal or Vice

Outside agencies such as Early Help team, Behaviour support team, Positive behaviour team, Educational Psychologist may have to be involved if within school support proves insufficient and when additional guidance is needed to determine causes or to provide additional behaviour strategies.

## **Care and Control**

Our school has a policy for 'Care and Control' (incorporating Positive Physical Intervention) and a number staff have been trained in 'Team Teach'. This is the use of Positive Handling to manage physically challenging behaviour.

## **Support for Staff**

Responsibility for addressing behaviour difficulties initially lies with the class teacher but access to advice and support is encouraged through discussion of successful strategies within the staffroom and at meetings with lunchtime staff. There would be a debrief with the Principal or senior teachers after a serious incident. The Principal and Vice Principal can always be called upon to support staff in their dealings with the children. Opportunities for staff to develop class management skills through INSET are also available.

**Parental Involvement** The education of children at Saint Ambrose is a partnership between home and school; it is essential that parents/carers and staff work together in securing high standards of behaviour from our children. If a child is experiencing difficulties, parents/carers are informed by their class teacher and invited to discuss ways in which they can support a satisfactory solution to the problem. Parents/carers discuss matters further with the Principal if necessary. Teachers should use their professional judgement when deciding to inform parents/carers of their child's inappropriate behaviour. Parents/carers will be informed if a behaviour sheet is completed and a meeting will take place if a 3<sup>rd</sup> behaviour reflection sheet has been completed. If a behaviour plan is issued, then parents/carers are fully involved. When a child is following a behaviour plan, parents/carers are informed of their child's behaviour on a daily basis either through a communication (home/school link) book, a behaviour chart or a daily behaviour log. They should also be involved in its weekly review.

## Equal Opportunities

In order to provide equal opportunity to learn to behave appropriately some children need more support than others. Staff ensure that children know what is expected and a fair and consistent approach is adopted, irrespective of gender, age, race or ability.

## Bullying

Generally staff, parents/carers and children do not feel that bullying is a problem at our school. However, it is essential that we state that any behaviour that could in any way be interpreted as “bullying” will not be tolerated. Our interpretation of the word “bullying”, is deliberately hurtful behaviour that is normally / usually repeated over time. There is an imbalance of power which makes it difficult for those being bullied to defend themselves. Bullying can be physical or psychological. Children should be encouraged to understand that being bullied is more about a person’s self-esteem and emotional strength than physical appearance.

Examples of behaviour considered to be bullying:

- Unwanted physical contact
- Intimidating behaviour including psychological and emotional abuse
- Isolation and ostracism, exclusive groups
- Malicious intent behind the jostling, name calling, etc.
- Racial prejudice and sexual abuse
- Targeting a difference/individuality
- “Blackmail” – attempting to control others, manipulation, extortion
- Verbal abuse – including member of the family
- Domination/unequal “power” balance, hierarchical bullying
- Sarcasm/ridicule, humiliation, teasing, jealousy
- Writing graffiti against bullied children
- Cyberbullying (refer to E-Safety policy)

Children are taught to show respect and tolerance for each other and are expected to follow the example given to us by Jesus Christ and His teaching. However, if a child is hit or hurt in any way they must tell a teacher/supervisor (not act in retribution) and appropriate action will be taken. Any child using verbal or physical abuse will be seen by the Principal or Vice Principal.

Allegations of bullying are always taken seriously and investigated with accurate records being kept as appropriate.

The following agreed list of action points are in operation if an act of bullying has been substantiated:

- Take the incident or report seriously
- Take action as quickly as possible
- Think hard about whether your action needs to be private or public
- Reassure the victim(s), don’t make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim’s point of view and bring about reconciliation and undertaking to cease undesirable behaviour
- Bring appropriate sanction(s) into operation, explaining clearly why this is happening

Parents/carers of children involved in bullying would automatically be informed and involved wherever possible in helping the school to solve the problem.

Messages about the importance of mutual respect, kindness and courtesy are communicated through every available opportunity in class, through the curriculum and through general informal contact with the children. Children showing model behaviour are praised for their efforts as a good example to others as they endeavour to live the Christian values which we strive to maintain at the heart of all relationships within school.