

Our Lady of Compassion

Catholic Primary School
“compassion and achievement for all”

Behaviour Policy





BEHAVIOUR POLICY

Mission Statement

At Our Lady of Compassion Catholic Primary School, we aim to provide the best possible educational and pastoral care for all our pupils. We strive to create opportunities to ensure children maximize their full potential. We aim to pass on an awareness and appreciation of the Gospel values and support all members of our school community in the name of Jesus Christ.

Rationale

Our Lady of Compassion Behaviour Policy is in place so that good behaviour allows successful teaching and learning. We expect our children to follow our Behaviour Policy, all staff to deliver it fairly and consistently and all parents and carers to support us in delivering it.

General Purposes

- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood and delivered consistently.
- To encourage the involvement of both home and school in the implementation of this policy.
- Property is respected and pride in the school and each other is nurtured.

Broad Guidelines

- All adults are responsible for the behaviour of all children and not only those that they have been assigned to. Adults should act as good role models.
- Children need to be encouraged to become self-disciplined, to be responsible for their own actions, in order to develop their confidence and independence.
- Children need to know the consequences of negative behaviour. They also need to understand that they can improve their behaviour and make a new start.
- Parents need to be informed of school expectations and should be informed at an early stage when problems occur.
- Work within classrooms must take account of individual ability. Poor behaviour needs to be monitored and negative behaviour procedures to be consistent.

Behaviour Policy Guidelines

School Code of Conduct

The school follows a code of conduct which is displayed in the corridors and classrooms:

- Use good manners
- Be kind and friendly
- Be safe and sensible
- Treat each other with respect
- Follow instructions first time

Children

We ask children:

To be responsible for their own good behaviour and meet the expectations set out in the code of conduct.

School Council

We ask the School Council:

To represent and voice the opinions of the children of Our Lady of Compassion.

Staff

We ask staff:

- To value each child as an individual and treat them fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging interesting and relevant curriculum.
- To create a safe and positive environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To provide opportunities for developing citizenship.

Parents/Carers

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school expects the full support of parents/carers in dealing with their child's behaviour.

We ask parents:

- To be aware of the code of conduct and expectations.
- To make children aware of appropriate behaviour in all situations.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To inform school of behaviour difficulties they may be experiencing at home.
- To inform school of any incidents which may affect their child's performance or behaviour at school.

The school will endeavour to achieve good home/school liaison by:

- Promoting a welcoming environment within the school.
- Ensuring that parents get relevant support and advice.
- Giving parents regular constructive and positive comment on their child's work and behaviour.
- Encouraging parents to come into school on occasions other than parents' evenings.
- Involving parents at an early stage in any disciplinary problems.

1. Procedure for rewarding positive behaviour

Rewards are used to promote good work and behaviour. They are used as an incentive when pupils are trying hard to improve or make changes. Rewards may be different in each phase group as they are age appropriate.

Whole school rewards

Star of the week

A whole school approach is adapted from Nursery to Year 6: Each class chooses one child to be star of the week. The teacher decides this. Children receive a certificate at a special "Star of the Week" assembly. A photograph is taken of the stars and put onto the school website each week. Every classroom contains a star of the week display.

Class Dojos

The school operates a 'Class Dojo' system, whereby good behaviour is rewarded with a positive Dojo and unacceptable behaviour results in a negative Dojo being given. Class Dojo is a computer software program that awards points in real-time and generates data on behaviour. A winner from each class receives a certificate during the "Star of the Week" assembly. A photograph is taken of the winners and put onto the school website each week.

Golden Time

KS1 pupils are given "Golden Time" for half an hour at the end of each week during which they have a free choice of activities. This is a reward for good behaviour but time can be lost for contravening the agreed rules. Time is lost in portions of 5 minutes following a clear warning from the teacher that behaviour is not acceptable.

Range of Class Reward Systems

Raffle Tickets

A reward system used for children who do well (in a range of ways) are given a raffle ticket. These are put into a box and at the end of the week a ticket is drawn. The child whom the ticket belongs to receives a prize.

Table Points

These are used to promote the sense of collective responsibility; points are given to individuals but it is the whole table that benefits as individual points are added together. The table with the most points is awarded the class trophy.

2. Procedure for negative behaviour

If a child has not followed the Code of Conduct then a graduated response is used throughout the school. Sanctions are used so that children understand that there are consequences to inappropriate behaviour and so that they learn to take responsibility for their actions. Negative behavior can result in exclusion; of lunchtimes, representing the school at Sporting activities and also trips and residential trips.

Restraint Policy / Positive Handling

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a. committing any offence
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise'

Our Lady of Compassion Primary School has a commitment to using positive behaviour management strategies. However, on the rare occasions where physical intervention is necessary, staff will use physical intervention safely. Those children identified where physical restraint would potentially be necessary, will usually already have a behavioural management plan completed of which the SENCO will be aware. Where restraint has been used with a pupil the parent will be notified. Reporting, Recording, Monitoring and Evaluating
When there is an occasion when physical intervention has been used it will always be recorded (and in any event within 24 hours of the incident) by the person(s). Parents will also be contacted after any such event.

Sanctions

Stage	Sanction	Graduated Response (If behaviour persists proceed to next stage)		
Stage 1	<ul style="list-style-type: none"> • Verbal warning from class teacher. • Negative Dojo 	Low level disruption or not following the Code of Conduct		
Stage 2	<ul style="list-style-type: none"> • Loss of Playtime or Lunchtime issued by class teacher. • Negative Dojo 			
Stage 3	<ul style="list-style-type: none"> • Parents informed by class teacher. • Loss of playtime and Lunchtime • Negative Dojo • Class teacher records the incident • Exclusion from class for set period of time e.g. 1 day. 		<ul style="list-style-type: none"> • Swearing • deliberately hurting someone • fighting • damaging property • homophobic incident • racist incident • cyber Incident 	
Stage 4	<ul style="list-style-type: none"> • Consultation with pupil, parents, class teacher and senior management to discuss a plan of action. • Incident recorded • Exclusion from class for set period. • Lunchtime exclusion • Exclusion from school for set period. • Expulsion 		↓	<ul style="list-style-type: none"> • Serious incident • Bullying • Homophobic bullying • Cyber Bullying • Racist bullying