

LADYMOUNT CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY
Reviewed Spring 2017
Next Review Spring 2018

MISSION STATEMENT

**At Ladymount we welcome and value all involved in our school family and
strive to share a living experience of our Catholic Faith.**

**We are committed to nurturing each child’s spiritual, academic and personal
development and by celebrating all their achievements enable them to
recognise a sense of worth in themselves and others and achieve their
full potential**

**We, the Governing Body of Ladymount Catholic Primary School, having
considered and reviewed the attached policy, agree to accept all the
Statements, Principles and Procedures as listed in the document.**

Signed by Chair of the Curriculum Committee.....

Date.....

LADYMOUNT CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY

1 AIMS

It is the aim of Ladymount Catholic Primary School that every member of the school community feels valued and respected so that they “recognise a sense of worth in themselves and others” and therefore our behaviour policy is firmly based on the gospel values. We are a caring community, whose values are built on mutual trust and respect for all. The school community aims to promote an environment where everyone feels happy, safe and secure and this view is rooted in our School Mission Statement.

We expect every member of the school community to behave in a considerate way towards others.

We create safe, orderly, positive classroom environments where teachers can teach and children can learn.

We promote good relationships so that people can work together in an atmosphere of trust.

We reward good behaviour in a variety of ways to ensure that individuals and groups are recognised for their efforts.

We encourage children to take responsibility for their actions and therefore emphasise the importance of making good choices.

We encourage independence so that children are confident when they move to secondary school.

Our Religious Education programme underpins our Behaviour Policy.

2 RULES REWARDS AND CONSEQUENCES

Our Behaviour procedures consist of three essential parts:

Rules – which the children discuss at the start of each year with their class teacher.

Rewards – which are given to encourage and acknowledge efforts.

Consequences – that result when a child chooses not to follow the rules.

We also acknowledge all the efforts and achievements of children outside school. This is done in class, at assemblies and in our newsletters.

It is important that adults handling conflict situations give their time to talk through the problem with all pupils and adults involved, to establish the facts. When sanctions are used the adult must ensure that the child understands why the action has been taken.

We do not tolerate bullying and each year we highlight our anti-bullying policy so that children grow up in the knowledge of what bullying is and how to deal with it.

3 ROLE OF TEACHERS and TEACHING ASSISTANTS

It is the responsibility of the class teacher to ensure that the rules are respected and that children behave in a responsible manner towards each other and adults. Therefore they should:

- Have high expectations at all times.

- Treat all children fairly.

- Treat all children with respect and expect that respect to be returned.

- Support those children with particular behaviour problems.

- Discuss behaviour choices with any pupils who have not followed the rules, and with those who have been affected by the incident.

- Liaise with parents / carers so that the partnership between home and school is effectively used. Records of all these meetings must be kept by the teacher.

- Report consistent negative behaviour, or any serious incident to a senior teacher. (See flow chart attached).

4 ROLE OF HEADTEACHER

The headteacher is responsible for implementing and monitoring the behaviour policy by:

- Delegating day to day issues to the deputy headteacher and senior teachers.

- Supporting the staff when the usual procedures are unsuccessful.

- Reporting to governors on the effectiveness of the policy at each review.

It is the responsibility of the headteacher to give any fixed term exclusions for serious acts of misbehaviour. In the headteacher's absence the Deputy Headteacher, in the role of Acting Headteacher, has responsibility for carrying out any exclusion procedures. The headteacher may permanently exclude a child in very serious circumstances. The LA guidelines should be followed in all instances.

5 ROLE OF MIDDAY ASSISTANTS

See attached guidelines.

6 ROLE OF PARENTS

New parents are asked to sign a home-school agreement which includes supporting the school rules. This is given out when children are first admitted to the school.

If parents are concerned about any behaviour issues they should initially contact the class teacher. If the matter is not resolved the deputy or head teacher should be informed.

If the concern still remains parents / carers should contact the Chair of Governors. If these procedures do not resolve the problem, a formal grievance or appeal can be made to the governing body.

7 ROLE OF THE GOVERNING BODY

The Curriculum Committee should agree the Behaviour Policy and ensure its review each year.

8 FIXED TERM AND PERMANENT EXCLUSIONS

Only the headteacher or deputy headteacher in her absence has the power to exclude a pupil from school. The Local Authority guidelines should be followed at all times in these circumstances. See attached document. In instances of exclusion regard is given to the DFE Statutory Guidance on Exclusions guidance “Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units” **February-2015** when making decisions on exclusions and administering the exclusion procedure.

9 ANTI-BULLYING

Breaches of the rules set out in the remainder of this document may, depending upon the nature of the breach, involve behaviour that amounts to bullying . The sanctions set out in this document may be applied where appropriate to deal with episodes of bullying. Ladymount's anti bullying policy is described in a separate document, which is available on the school's website and upon request.

10 RULES

FOUNDATION AND KEY STAGE 1 RULES

At Ladymount we try to follow Jesus' example by:

- Showing respect to adults and our friends.
- Listening to each other and putting a hand up if we want to speak.
- Using quiet voices when we do our activities.
- Tidying up when we have finished.
- Taking care of our own and others property.
- Sharing with each other and using kind words.

KEY STAGE 2 RULES

At Ladymount we respect adults and each other and try to follow Jesus' example by:

- Being polite and well mannered.
- Showing understanding and forgiveness.
- Raising a hand to speak during class lessons.

- Using quiet voices when working together so everyone can concentrate.
- Looking after our school environment by keeping it tidy and not wasting resources.
- Taking care of our own and others' property.

WHOLE SCHOOL PLAYGROUND BEHAVIOUR

Rules

- We will speak politely to the Midday Assistants, Teaching Assistants and Teachers.
- We will not enter the school without an adult's permission.
- We will not play in areas that are out of bounds (the field in wet weather, KS2 steps, in the bushes, on the railings or on the slabs).
- We will not fight or hit another child.
- We will play with the Playground Equipment in a sensible and safe way
- We will take turns and follow the safety instructions when using the playtime equipment.

11 REWARDS

Merits will be given to pupils for good work and behaviour.

In the classroom teachers may use their own reward system from time to time, to encourage positive behaviour e.g. "a marbles in the jar" day or a "raffle ticket for the week". These may target a particular behaviour e.g. the teacher may decide that on a particular week they want to focus on every child raising their hand instead of calling out. Children will be given a raffle ticket each time they remember to raise their hand rather than call out. A winning ticket will be drawn at the end of the week. The reward will focus on something to boost the child's self-esteem e.g. the teacher telephones the child's parents/ carers to inform them how well they have performed.

12 SANCTIONS FOR INNAPROPRIATE BEHAVIOUR IN THE CLASSROOM

Foundation Stage 2 and Key Stage 1

1. Teacher reminds child about behaviour.
If the child continues to choose not to follow the rules:
2. Child to sit away from the group for 2 minutes (Not allowed to choose where to sit).
If the child continues to choose not to follow the rules: 3.
Miss 5 minutes of playtime (stand by the wall).
If the child continues to choose not to follow the rules: 4.
Parents informed.
If the child continues to choose not to follow the rules:
5. Headteacher informed. (see flow chart)

Key Stage 2

3 coloured zones are displayed in each classroom Each day the children start afresh, in Green Zone.

1. Teacher reminds child about behaviour.

If the child continues to choose not to follow the rules: 2.

Child moves name to Amber zone.

If the child continues to choose not to follow the rules:

3. Child moves name to Red Zone.- Demerit.

If a child goes into red 3 times in one week, parents must be informed by the teacher.

Teacher then discusses potential need for Individual Behaviour Plan (IBP) with SEN co-ordinator.

Teachers must keep a record of demerits to see if there is pattern and discuss any emerging patterns with the SEN co-ordinator to identify if child would benefit from an IBP.

Serious incidents must be immediately notified to Headteacher or teacher in charge in absence of Headteacher.

The Headteacher's sanctions range from speaking with the child and the child's parents about their behaviour, to exclusion.

Teachers must use their professional judgement to decide if a breach of the behaviour rules is a "serious incident". Such incidents would include allegations of bullying, physical violence, and refusal to follow a request from a member of staff.

13 SANCTIONS FOR INNAPROPRIATE BEHAVIOUR AT PLAYTIMES AND LUNCHTIME

If the adult on duty witnesses any of the aforementioned unacceptable behaviour, it will be at their discretion to use the following sanctions:

1. A verbal warning and a reminder to the child to "make the right choices"
2. Child to stop playing and accompany the adult on duty for a specified period of time (2-4 minutes)

The adult on duty will report to the class teacher if a child has had to miss some of their play in this way. If this occurs more than once a week, or frequently during the half term, the class teacher will inform the parents of the pupil.

If a child behaves in a dangerous manner, deliberately harms another pupil or refuses to follow the instructions of an adult, they must be sent to the Deputy Headteacher. The Deputy Headteacher will decide the next course of action, ranging from talking to the child about their behaviour choices, to informing the parents immediately. The Deputy Headteacher may decide to immediately refer the pupil to the Headteacher if exclusion for the behaviour is to be considered.

14. CONTACTING PARENTS

When a teacher decides to contact a parent about their child's behaviour this must be done as sensitively as possible. Teachers must first attempt to speak to the person collecting the child at the end of the school day. If this is not the parent, the adult whom the parent has nominated to collect the child at the end of the school day may be spoken to about the incident in order that the matter can be relayed to the parent and concluded as swiftly as possible. In this way the school will make every effort to conclude an incident as swiftly as possible in order that pupils may receive a sanction and make a fresh start as soon as possible.

When a teacher decides it is necessary to contact parents by telephone or letter to request a meeting to discuss a pupil's behaviour, the teacher must give as much information as they deem to be reasonable within this contact.

15 POSITIVE HANDLING

The school follows the guidance set out by the LA in its document "Safe Handling: Guidelines for schools on contexts within which a range of restrictive physical interventions may be considered within behaviour management strategies" _September 2005

Several members of staff are trained in Positive Handling techniques, through the Team Teach programme.

Incidents requiring the use of Restrictive Physical Intervention (RPI) are recorded in the "Bound and Numbered Book" kept in the headteacher's office. Parents will be informed by letter of the reasons for RPI and will receive a copy of the record made in the "Bound and Numbered Book."

16 ATTACHMENTS and Referenced documents

- Flow chart to show process when incident is referred to a senior teacher.
- Flow chart to show process when incident is referred to the Headteacher
- Midday Assistant Guidelines
- Anti-Bullying Policy
- Local Authority Guidelines for Exclusions

Mid-day Assistant Guidelines (extract from Staff Handbook)

PLAYTIMES AND MIDDAY ASSISTANTS GUIDELINES

Teacher on Duty must be ready to proceed to the playground at the beginning of playtime. **Class teachers should supervise children from class and ensure that lights are switched off and the door closed. No child is allowed back into class without permission.**

1. Outdoor Play Equipment

The deputy headteacher is responsible for the organisation and monitoring of the systems in place.

Outdoor play equipment is available at playtimes and after children have eaten at lunch. All equipment must be checked and put away safely at the end of each session. Teachers should encourage children to report any damaged equipment.

2. Play Areas

Autumn/Winter – Children should play on the hard play areas of the playground. Ball Games are allowed on certain areas of the playground but the other areas are to be kept clear of balls so that children have a choice of quieter games.

Spring/Summer – The field is added to the above play area, but on some occasions the grass will be too wet to play on. The teacher on duty or the senior Midday Assistant makes this decision.

For safety reasons, the following areas are **out of bounds** at all times, unless supervised:

- The staff and visitor car parks and area behind the school building (by the cycle store)
- All fields and grassed areas in winter
- Bushes near playground
- Children must not play on the steps.
- Children can access the school building via the front entrance (KS1) and the door at the top of the KS2 steps (KS2)

3. Lining up routine

Teachers should leave the staffroom promptly at the end of playtime and follow the procedures detailed below.

First Whistle. Children should stop playing and walk to their line when the whistle is blown. The **second whistle** is the signal for children to stand quietly in line and indicates that children are ready to go into school.

Class teachers go on to the playground to collect their own class. **All** Staff are responsible for ensuring that **all** pupils behave sensibly at this time.

4. Accidents at Playtime

The T.O.D. is responsible for taking the First Aid Bag outside. The TA in KS1 takes out the First Aid Bag. The Support Assistant on duty deals with accidents at playtime. If further assistance is needed she must send an older child, to the staff room for another member of staff. The Support Assistant should ensure that the accident book is filled in, if appropriate. **The Headteacher / Deputy Headteacher should be informed if the teacher or Senior Midday Assistant thinks it necessary to contact the parents.**

5. Playground Behaviour

In cases when a child has become upset because of an unpleasant incident, the class teacher should be made aware of what has happened.

The majority of discipline problems can be handled by the teachers/midday assistants on duty. However, when an incident is unresolved by the end of playtime, pupils should be escorted to the class teacher so that the matter may be sorted out. Where possible we should try to avoid a situation where pupils are going back to their class with an unresolved issue on their mind. Serious incidents at lunchtime must be written in the incident book. **The Senior Midday Assistant should report to the Class teacher any children who are involved in a serious incident and the teacher decides whether a warning is appropriate.** These serious incidents must be reported to the deputy head teacher. More serious incidents will be directed to the head teacher.

6. Snacks

Healthy snacks are encouraged. Fruit is provided for all Foundation and Key Stage 1 children in the morning. Key Stage 2 children must bring in fruit if they require a snack.

Children are not allowed to bring in sweets at lunchtime.

7. Wet Playtimes

Wherever possible, pupils should be given the opportunity for an outdoor playtime, but in cases of heavy rain or snow the deputy head teacher will decide whether playtime should be indoors and inform all staff. If this is the case all pupils will stay in their classrooms supervised by the teacher on duty. Three Year 6 pupils will be allocated to each class. If they are not asked to help with the children they should take an activity to do.

Class teachers should regularly brief pupils about what they can and cannot do at wet playtime. Generally, pupils should be encouraged to engage in a quiet sitting down activity. Children are encouraged to bring in a wet playtime bag from home. Teachers must stay with their classes until children are settled. There should always be two teachers on duty in KS2 - the duty teacher and one other. Pupils should not leave their classrooms without the permission of a teacher. Foundation will have access to the hall if possible where for part of the time action games and songs will be sung. If this is not possible, Foundation and KS1 teachers must supervise their own classes. Use of scissors, rulers, woodworking tools, needles, etc., is not allowed at playtime or lunchtime unless a Class teacher is present.

8 Lunchtime Organisation

Supervision is the responsibility of the Senior Midday assistant, but a *senior* member of staff is available at all times.

Unless the children have written request from their parents, they should be outside at lunchtime. Children are not allowed into the building unless they are using the toilets.

If teachers want children to come into school during lunchtime they **must** meet the children in the playground.

Teachers must inform the midday assistant if any child in their class is going home during the lunch break. The senior midday assistant is responsible for ensuring that the child is in school until he/she is collected. No child is allowed off the premises without an adult except in extreme circumstances and only then when the parent has given consent.

8.i Queuing for Lunch

F2 children eat in the hall from 12 noon and KS2 from 12.10 pm. All children having Cash Cafeteria eat first, following a rota. KS2 children line up on the playground when their class group is called.

8.ii Selecting Food

The children have a choice of meal and the cook encourage them to have a balanced healthy meal. Mealtime assistants encourage children to eat the food they have chosen with good manners.

8.iii Packed Lunches

If the teacher is aware that a child has forgotten his/her packed lunch, parents may be contacted or arrangements can be made for a school meal to be provided.

8.iv Hygiene and Clothing

All children should have washed their hands before entering the dining areas at lunchtime. Pupils should remove outdoor coats, leaving them in the cloakroom before entering the dining room.

8.v Behaviour at Lunchtime

Pupils are encouraged to move carefully and talk quietly in the dining room. If spillage occurs, older pupils are encouraged to deal with these themselves and midday assistants, who will also help them to carry trays, etc, assist younger pupils. Pupils are encouraged to display good manners to each other. Where possible, midday assistants will praise good manners. In unfortunate cases of persistent poor behaviour, midday assistants should report the incidents to the Senior Midday assistant. If appropriate, this should also be reported to the class teacher or deputy to follow up.

It is important that children are not allowed to go inside at lunchtime, as they are not supervised. The only exceptions being:

- To go to the dining room for their lunch;
- To use the toilet;
- To get a drink
- To go to music lessons, clubs or as directed by a teacher.

NO CHILD SHOULD LEAVE THE SCHOOL GROUNDS FOR ANY REASON UNLESS WITH THEIR PARENT OR A NOMINATED PERSON. PRIOR AGREEMENT SHOULD BE MADE WITH THE CLASS TEACHER. THE MIDDAY ASSISTANT SHOULD BE INFORMED IF A CHILD IS BEING COLLECTED AT LUNCHTIME. NO UNAUTHORISED PERSON IS ALLOWED INTO THE PLAYGROUND. IT IS THE RESPONSIBILITY OF ALL ADULTS IN THE SCHOOL TO APPROACH ANY VISITORS IN THE PLAYGROUND AND TO ASK THEM TO REPORT TO THE SCHOOL OFFICE.

In the unusual circumstance that a child should run off the premises, do not follow him/her in the first instance. The head teacher or deputy head teacher should be informed immediately. Children will be encouraged to return to the safety of the building in a gentle and caring manner. On no occasion should the child be chased, as this could result in them running further away from the safety of the School. The child will subsequently be counselled to discover the reasons for their behaviour and their parents will be informed.

The Class teacher is responsible for notifying the Head teacher if they have given permission for a child to remain inside during the lunch hour (e.g. to complete work).

Teachers should make their own arrangements for supervision

8.vi End of Lunchtime

The children are lined up by the middays ready for the teachers to collect from the playground. When called by their class teacher the children should walk quietly into school. If they are playing on the grass children should walk to the playground and wait for their teacher who will collect them and escort them to their classroom. **All** Staff are responsible for ensuring that **all** pupils behave sensibly at this time.

Teachers should ensure that they are out on time at the end of lunchtime to escort their children into school.

8.vii Wet Lunchtimes

Wherever possible, pupils should be given opportunity for an outdoor lunchtime, but in cases of heavy rain or snow the Senior Midday assistant will decide whether there should be an indoor play. **Class teachers should regularly brief pupils about what they can and cannot do at wet lunchtime. Generally, pupils should be encouraged to engage in a quiet sitting down activity. The Class teacher will hand them over to the Midday Assistants who will circulate the classrooms.** Pupils should not then leave their classrooms without the permission of a midday assistant.

Use of scissors, woodworking tools, needles, etc., is not allowed at playtime or lunchtime unless a Class teacher is present.

If bad weather starts during lunchtime, it will be the responsibility of the Senior Midday Assistant to blow the whistle and follow procedures as if it were the end of a playtime/lunchtime. Assistants will escort pupils to their classroom.

8.viii Clubs

Children attending lunchtime clubs may eat before or after their clubs by arrangement with club organisers and duty staff. A list of current clubs is on the Staffroom Notice Board. Most clubs take place at the end of the day.

MIDDAYS' ROUTINE

- Be ready to greet the children at 12noon in the hall.
- At 12.10 two assistants go to the KS2 playground to supervise children.
- Foundation 2 class come in first, followed by all Cash Cafeteria.
- One assistant to each table to help children open packets etc.
- Help to cut large pieces of food if necessary, however this should only be for F2 children. Assistants should inform the Senior Supervisor of any children in other years that are unable to cut their own food.
- Two assistants go onto playground to supervise Y1&2 packed lunches. The gate key must always be taken out at this time. Once on the playground children must never be left unattended.
- One assistant stays in the hall to continue helping children and wiping tables.

- As places become free a KS2 assistant starts to send in hot dinner children. This is done by holding up cards indicating which class is next.
- A daily rota is agreed at the beginning of the term.

SUPERVISING THE CHILDREN KEY STAGE 1 (TWO ASSISTANTS)

- One assistant should walk around the F2 and KS1 areas and supervise children returning lunch boxes and help putting on coats.
- The assistant should encourage children to go to the toilet and wash their hands before going out to reduce the number of trips into school.
- Once most of the lunches are over the midday should go outside, but walk around the area near the door so that inside areas can be checked.
- One assistant should walk around the far side of the playground to supervise children playing in that area.
- At 1.05 an assistant blows the whistle and children return playtime equipment to boxes. They should then carry on playing.
- At 1.10 the teacher on duty blows the whistle and children should stand still.

KEY STAGE 2 (TWO ASSISTANTS)

- One assistant should indicate which class is next in for lunch.
- One assistant supervises the line.
 - Children should line up on the left side of the path
 - Walk on the left of the path at all times
 - Walk along the path and corridor at all times
- Once all children have been sent in for lunch one assistant walks around the areas by the path. Children who need to go to the toilet or for a drink must ask this assistant. **ONE CHILD AT A TIME SHOULD GO INTO EACH OF THE TOILETS.**
- One assistant should walk around the far side of the KS2 playground.

KEY STAGE 1 AND KEY STAGE TWO

Whilst supervising the children assistants must be vigilant and watch out for possible conflicts. For example:

- Does the game seem to be too rough?
- Are the children getting over excited?
- Are groups of children interfering with other games?
- Does any child appear to be alone or upset?
- Are children using equipment properly?

If you need to speak to a child walk over to them rather than shout across to them, unless there is a danger of a child being injured.

If children are rude or shout at you, you must report this to the Senior Supervisor, who will record this in the incident book and speak to class teachers or deputy head teacher.

If children argue with you or another child ask them to stand quietly away from each other and speak to them only when they are calm.

The Senior Supervisor has overall responsibility of ensuring that all assistants carry out these procedures.

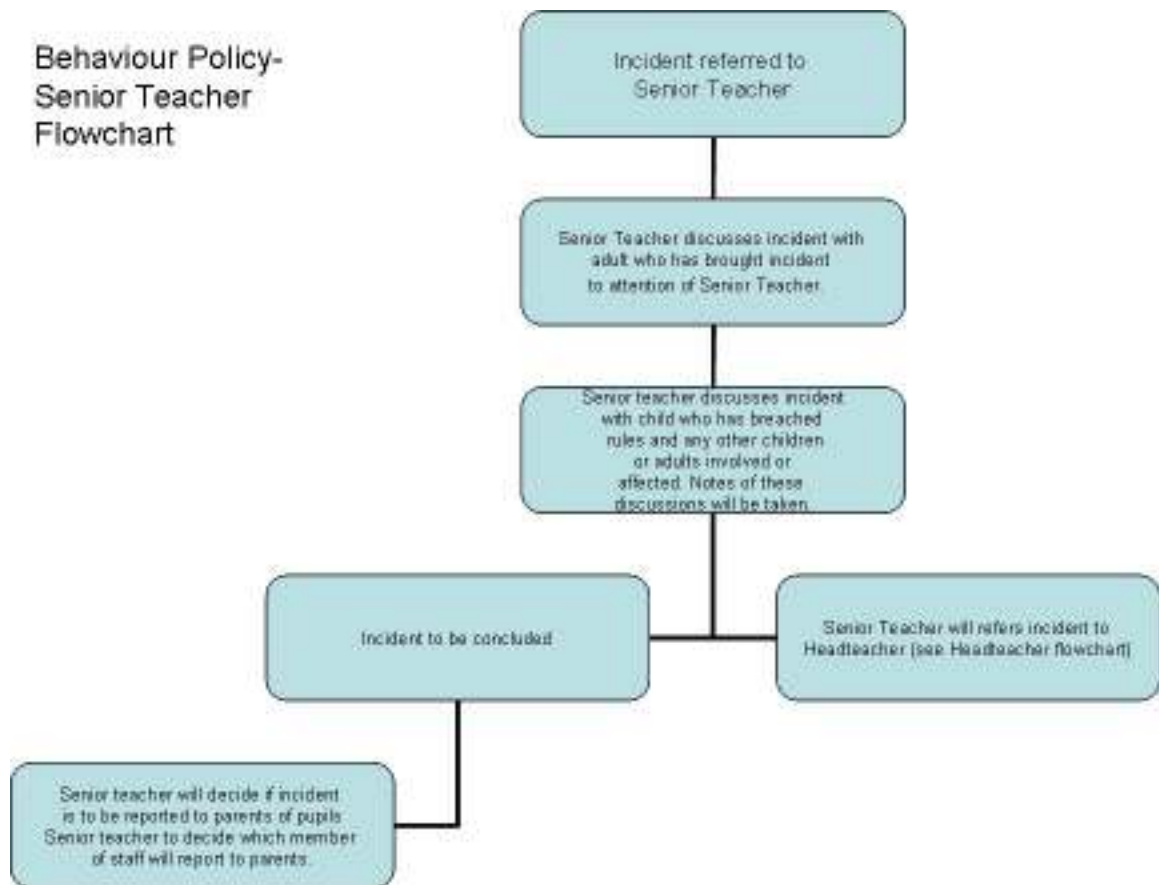
She is there to support you when difficult situations arise and to ensure that teachers are kept informed about behaviour at lunchtime.

Any serious cuts, serious knocks or falls should be reported to the Midday Supervisor on indoor duty.

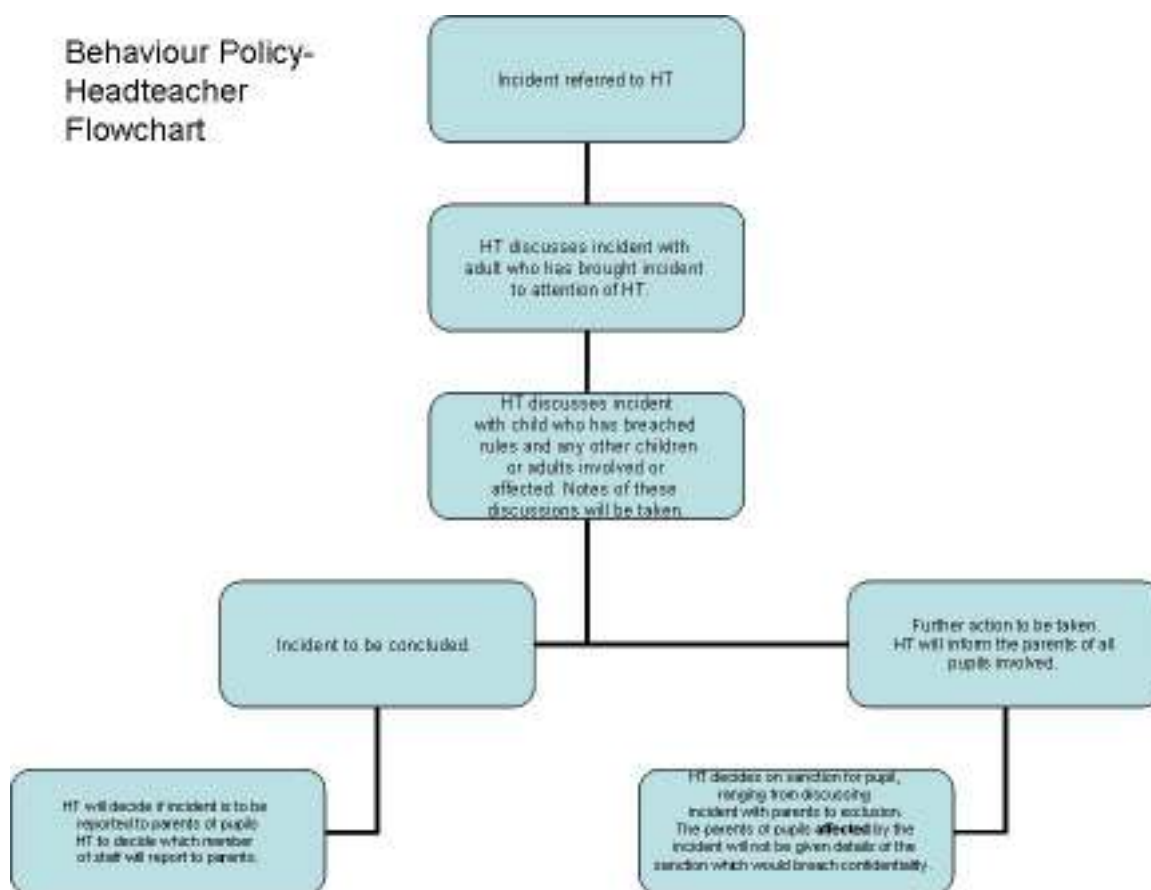
If a child has a serious accident he or she must not be moved and the Midday Supervisor on indoor duty, a senior member of staff, or the designated first aider, should be called immediately.

The Deputy Headteacher will give the Senior Supervisor a supply of reward stickers, which may be used during lunchtime.

Behaviour Policy- Senior Teacher Flowchart



Behaviour Policy- Headteacher Flowchart



Ladymount Catholic Primary School

Behaviour Incident – Referral to Senior Teacher

Childs Name:	Class:	Class Teacher:
Date of Incident:	Person Referring:	Name of Senior Teacher:
Date Received by ST:	Names of any other children involved	
Details		
Investigation/ Discussions		
Actions		
Referral to HT: Yes/ No <i>Delete as appropriate</i>		

Signed off/ Date: