



St. Nicolas Avenue Cranleigh Surrey GU6 7AQ

Telephone: (01483) 274961 Fax: (01483) 273683

e-mail: info@stcuthbert-mayne.surrey.sch.uk website: www.stcuthbert-mayne.surrey.sch.uk

Headteacher: Mrs Natalie McCarthy

BEHAVIOUR POLICY 2020-2021

Aims and expectations

At St Cuthbert Mayne Catholic Primary School, we aim to:

- Create an environment where the whole community feels safe, happy and children can learn
- Develop a sense of self-confidence, self-esteem and independence
- Develop self-awareness so that children are better able to manage their own behaviour in order to become self-disciplined and responsible for their actions;
- Foster good working practices in which the individual's strengths and talents are recognised and developed
- Create an ethos in which adults and children respect and value each other
- Create conditions for an orderly community where the rights of the individual as well as the group are observed and protected
- Develop children's ability to become active learners
- All staff to ensure consistency and uniformity in all discipline related matters whilst recognising the uniqueness, value and worth of each individual
- All children and staff will uphold the school values of achievement, faithfulness, happiness, Kindness, love, respect, responsibility

Code of Conduct

Everyone in the community has the right to be treated with respect, feel valued and to learn without being disturbed.

Everyone has a responsibility to contribute positively to the school community and live out the Gospel values.

Roles and responsibilities in promoting positive behaviour

The headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting high standards of behaviour and supporting staff in the implementation of the policy
- Keep records of all reported serious incidents of misbehaviour
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Report to/meet the parents/carers when necessary

Staff will:

- Adhere to the Xavier Staff Code of Conduct
- Explicitly teach, model and uphold the school values of achievement, faithfulness, happiness, Kindness, love, respect, responsibility
- Plan and deliver a relevant, exciting and engaging curriculum for all children
- Ensure time is managed productively including transitions
- Adhere to the behaviour policy, ensure fairness and provide a positive role model
- Challenge and address all forms of discrimination and seek to resolve conflicts
- Use positive language when talking with children and avoid labelling
- Ensure children's thoughts and concerns are communicated and heard
- Give opportunities to develop interpersonal and social skills
- Reward/praise positive behaviour
- Use behaviour logs when necessary
- Ensure the pupils in their class know the class and school behaviour expectations
- Teachers and where appropriate TAs, LSAs and support staff inform parents about their child's welfare or behaviour and, where necessary, work alongside parents

Children will;

- Uphold the school values of achievement, faithfulness, happiness, Kindness, love, respect, responsibility
- Follow class and school rules
- Treat each other with consideration
- Be good ambassadors for the school
- Listen to others
- Resolve disputes positively
- Value and take responsibility for the environment
- Be aware of their own emotions and actions, taking responsibility for these

Parents, Carers and Families will:

- Uphold the school values of achievement, faithfulness, happiness, Kindness, love, respect, responsibility
- Ensure that children attend school and are punctual
- Ensure that children come to school prepared e.g. wearing correct uniform, prepared for the weather, bringing in completed homework on time, returning permission slips in a timely manner
- Abide by the home/school agreement;
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if there are concerns about the way their child has been treated. Should concerns remain, contact a member of the Leadership Team. In the event of concerns being unresolved the governors to be contacted
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being

The Governing Body will:

Support the Headteacher and staff in the implementation of the behaviour policy

The main causes of poor behaviour are:

- The inconsistent application of rules and procedures
- Low self-esteem
- Fear and frustration
- Lack of challenge, engagement or enjoyment in learning
- Poor role models
- Unresolved issues from home
- Misunderstandings and miscommunications
- Absenteeism
- Peer pressure
- Differing cultural expectations

Whole School Behaviour Policy: Classroom

Start on Green to reach for the Star

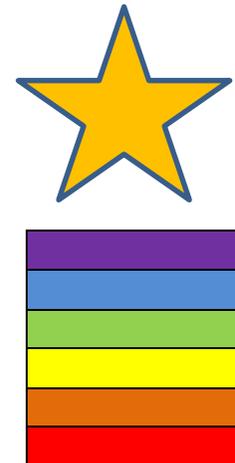
The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who are regularly following the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class/school and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

The following ladder appears in each class:



All children's names are on the chart. Every child starts the morning and afternoon session on 'green. Green represents expected behaviour standards.

- If pupils make positive individual choices about their behaviour their name is moved up o chart
- If pupils make negative individual choices about their behaviour they move down the chart

REMEMBER: Praise is the most powerful way to influence children's behaviour

Positive choices are made from green towards the star

Negative choices result in moving below green. Should this occur the children are given the responsibility to move up to and beyond green with staff making it explicit the behaviours which would move the child to green.

Individual rewards

The following colours are positive reinforcement

<u>Colour</u>	<u>Foundation Stage and Key Stage 1</u>	<u>Key Stage 2</u>
Star	A gold star	3 Housepoints A star badge is awarded and worn from school and throughout the next day.
Violet	A sticker	2 Housepoints
Blue	Praise	1 Housepoint

The expectation for each child is to be on or above green by the end of the day

Consequences

- Teacher uses least intrusive skills to redirect behaviour
- If they decide to move a child's name down the chart, they must be clear with the pupil what they are doing and what the child can do to change the situation
- Teachers constantly help pupils make the right choices to move their name back to green and beyond

The following colours are consequences

<u>Colour</u>	
Yellow	First warning: verbal warning. Support for child to reengage with task. Staff to look for opportunities to move pupils back to green.
Orange	Second warning: Time out from learning for up to 10 minutes. On successful completion of the time-out, the pupil moves back to green. Time out recorded by teacher. Opportunity for pupil to catch up on learning missed to be found by teacher.
<u>RED</u>	Time out 5-15 minutes off playtime at next available break time. Moved to a separate space in classroom should this be necessary. Child to complete a reflection sheet as soon as possible, this could be done during the time out of playtime session. Sheet to be returned to class teacher and logged when child returns to class. Parents informed with copy of reflection. Headteacher or Assistant Headteacher informed. Entry into behaviour log.

Examples of unacceptable Classroom Behaviour

Actions and Sanctions:

	<p><u>First warning</u> <u>Class teacher warning</u> <u>Low level behaviours:</u> (Taking into account the different needs of individual children.) Those which may affect the flow of the lesson but do not impinge on the rights of others</p>	<p><u>Behaviour</u></p> <ul style="list-style-type: none"> • Banging chairs • Chair rocking • Unruly lining up • Unruly walking around school as group • Getting up and moving • Rolling around on the floor (EYFS 7 KS!) • Getting up and moving • Wandering around • Not moving sensibly in class-pushing: sliding on the carpet • Not responding to cues and signal - eg Bell • 'Selective' hearing • Writing whilst teacher is talking • Turning around and not looking at speaker • Talking across table/room • Tale telling • Background noises - whilst the teacher is explaining • Calling out • Whispering/muttering • Pencil/paintbrush tapping 	<p><u>Responses before and whilst moving to yellow appropriate to the needs of the children referring to individual plan where appropriate</u></p> <p><u>Directing pupil to desired behaviour</u> - "I would like to see you sitting quietly" repeated calmly to avoid being drawn into discussions with the pupil</p> <p><u>Take up time</u> - giving pupil the time and space to follow an instruction as though they are trusted to comply</p> <p><u>Proximity</u> - standing close to pupil who is misbehaving</p> <p><u>Praise the pupils who are complying with instruction or expectation</u></p> <p><u>Catching pupil's eye and miming desired behaviour</u></p> <p><u>Private word</u> Pointing out the behaviour /context and allowing the children to self-correct - 'you're calling out/we're doing quiet reading - followed up with a prompt such as 'what should you be doing?'</p> <p><u>Tactical ignoring</u> - good for managing attention -seeking behaviours (time limit and follow up strategy)</p> <p><u>Choice and consequences</u> -'if you choose to talk whilst I am explaining, I will have to move your name to blue/yellow</p>
--	--	--	---

			<p><u>Adding thanks to an instruction</u> - To show that you are expecting compliance: 'Could you just pick up that pencil, please? Thank you!'</p> <p><u>Rule reminders</u> - 'remember the rule for that and use it, thank you'</p> <p><u>Modelling the desired behaviour</u> - eg</p> <p><u>Talking quietly to set the tone</u></p> <p><u>Partial agreement (for avoiding argument/discussion over behaviour)</u> - 'you may think it's unfair, but we're lining up now'</p> <p>'when ...then': following what you want with what the pupil wants - 'when you have picked up your chair then you'll be ready to go'</p> <p>-make eye contact with the pupil and give them a moment to self-correct before issuing a direction</p> <p>Mentioning the pupil by name</p> <p>Distraction and diversion - good for avoiding a potential confrontation</p> <p>Reminder of past successes - that a pupil has managed this situation previously</p> <p>Refocus- 'what do you need to do next?'</p>
--	--	--	---

	<p><u>Second warning:</u> <u>Repeated behaviour would involve being moved to orange</u></p>	<p><u>Behaviour</u></p> <ul style="list-style-type: none"> • Banging chairs • Chair rocking • Unruly lining up • Unruly walking around school as group • Getting up and moving • Rolling around on the floor (EYFS 7 KS!) • Getting up and moving • Wandering around • Not moving sensibly in class-pushing: sliding on the carpet • Not responding to cues and signal - eg Bell • ‘Selective’ hearing • Writing whilst teacher is talking • Turning around and not looking at speaker • Talking across table/room • Tale telling • Background noises - whilst the teacher is explaining • Calling out • Whispering/muttering • Pencil/paintbrush tapping 	<p><u>Responses before and whilst moving to yellow appropriate to the needs of the children referring to individual plan where appropriate</u></p> <p><u>Directing pupil to desired behaviour</u> - “I would like to see you sitting quietly” repeated calmly to avoid being drawn into discussions with the pupil</p> <p><u>Take up time</u> - giving pupil the time and space to follow an instruction as though they are trusted to comply</p> <p><u>Proximity</u> - standing close to pupil who is misbehaving</p> <p><u>Praise the pupils who are complying with instruction or expectation</u></p> <p><u>Catching pupil’s eye and miming desired behaviour</u></p> <p><u>Private word</u></p> <p>Pointing out the behaviour /context and allowing the children to self-correct - ‘you’re calling out/we’re doing quiet reading - followed up with a prompt such as ‘what should you be doing?’</p> <p><u>Tactical ignoring</u> - good for managing attention -seeking behaviours (time limit and follow up strategy)</p> <p><u>Choice and consequences</u> -‘if you choose to talk whilst I am explaining, I will have to move your name to blue/yellow</p> <p><u>Adding thanks to an instruction</u> - To show that you are expecting compliance: ‘Could you just pick up that pencil, please? Thank you!’</p> <p><u>Rule reminders</u> - ‘remember the rule for</p>

			<p>that and use it, thank you</p> <p><u>Modelling the desired behaviour - eg</u></p> <p><u>Talking quietly to set the tone</u></p> <p><u>Partial agreement (for avoiding argument/discussion over behaviour) -</u></p> <p>'you may think it's unfair, but we're lining up now'</p> <p>'when ...then': following what you want with what the pupil wants - 'when you have picked up your chair then you'll be ready to go'</p> <p>-make eye contact with the pupil and give them a moment to self-correct before issuing a direction</p> <p>Mentioning the pupil by name</p> <p>Distraction and diversion - good for avoiding a potential confrontation</p> <p>Reminder of past successes - that a pupil has managed this situation previously</p> <p>Refocus- 'what do you need to do next?'</p>
--	--	--	--

	<p>2 <u>Step by step move down chart.</u></p> <p><u>Moderate level behaviours:</u></p> <p>Those which impinge on the rights of another to learn, feel safe and valued and may post a health and safety risk</p>
	<p>Behaviour</p> <ul style="list-style-type: none"> • Consistent, persistent low level behaviours despite several adult interventions

- Refusal to finish
- Refusal to come and sit down
- Repeating behaviour after being asked to stop
- Arguing/answering back
- Name calling first time
- Flicking/throwing paper or objects
- Younger children hitting out when not getting own way
- Standing on tables
- Excluding friends
- Spoiling another pupil's work/clothes/property
- Ridiculing/laughing at someone
- Inability to stop an heated argument
- Swearing at others (may also be direct to red)
- Lying

Response

Time out:

1st Time out in class move to designated area and follow learning;

2nd Time out in a day: Parents informed and copy of reflection sheet given.

Teacher record in behaviour log

3rd Time out in a day parents called and invited to school for a behaviour meeting

Circle Time used to address issues around friendship, rights/responsibilities/consequences and actions

Fact other pupil's feelings - see the consequences of one's behaviour and acknowledge that someone has been hurt (if appropriate)

Target setting - daily, weekly, IEP, specific behaviour +reward for achieving

3

Direct to red behaviours
Serious behaviours
To be recorded in behaviour log

Those which attack another's right to learn, feel safe and valued and may pose an ongoing health and safety risk

Behaviours

Persistent Stage 2 Behaviour

Play fighting and fighting

Knocking furniture over in anger

Throwing things in anger

Threatening another child (consider level, may also be Stage 4)

Persistent provocation of another pupil

Running on the corridor

Unprovoked violence/deliberately hurting another pupil

Responses could be:

Play exclusion

Pupil 'puts it right' with formal, written apology, helps to repair damage

Formal meeting with parent/carer and pupil

Use of behaviour plan for longer term target setting and monitoring

Referral to outside agencies

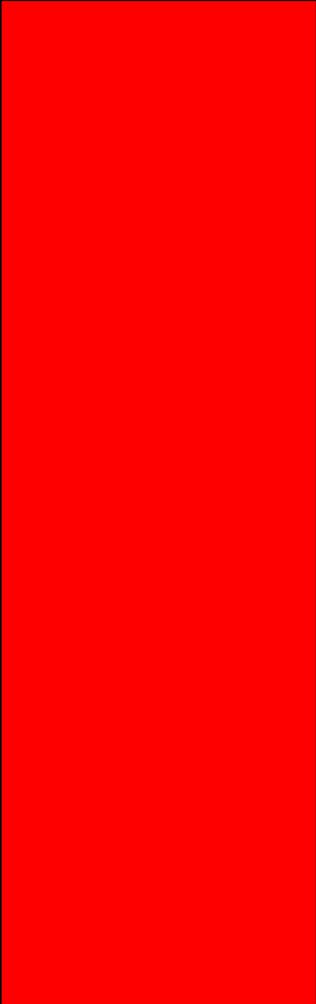
Implementation of Pastoral Support Programme

Place pupil on Inclusion Register

4

Off the Chart Behaviours

Specific Behaviours



Persistent Stage 3 behaviours

Vicious hitting/punching/kicking/pushing

Bullying/ganging up

Attacking an adult

Extortion

Writing mean things about each other including text messages and social media

Abuse or negative discrimination of any kind including Race, Sex or Disability

Swearing that is directed at an individual and deliberately offensive

Throwing furniture/objects

Vandalism

Stealing

Serious lying

Dangerous refusal to follow instructions;

Running out of school

Possession of an offensive weapon eg penknife

Response

Withdrawal of other privileges

Exclusion (see appendix 1)

Internal exclusion

Extended Day Exclusion (starts at 11.00am and finishes at 5 pm)

Reintegration procedure

Highlighting panel of pupil at risk of social exclusion

The responses above may also be accompanied by other measures such as:

Use of IEP

Referral to outside agencies

Pastoral Support Programme

Placement on inclusion register

Whole class awards

Teachers may exercise their professionalism and put in place reward systems within their own classrooms such as:

- Awarding house points for excellent learning or behaviour
- Awarding house points for home learning tasks
- Whole class rewards systems such as marble jars

The headteacher also sets challenges such as tidy classroom or cloakroom competitions. This will result in whole class awards such as additional break time.

Weekly Celebration of School Values

Each week, children are chosen from each class for going above and beyond to demonstrate at least one of the school values through their learning. They are awarded a certificate a certificate by their class teacher/s during a whole school celebration collective worship.

Lunchtime supervisors Awards

Children are awarded certificates for excellent behaviour during lunchtimes. These award is chosen by the lunchtime supervisors and presented weekly during celebration collective worship.

Termly School Values Awards

Each term, two children from each class are chosen by their classteacher in conjunction with the Headteacher for showing that they have kept all the School Values across the whole term.

Playground Procedures Strategies for managing playground behaviour

Preventative strategies

- Encouraging children to make the right choices. That is children taking responsibility for their behaviour, making good choices and developing the skills to resolve conflict amicably.
- All opportunities to praise desirable behaviour should be taken
- All adults in the school are expected to act as role models for the children

Interventions

- Be firm without confrontations
- Give the child a choice, always explaining reasons and consequences

Supportive strategies by classteacher:

- Involve the parents at the earliest stage or at an appropriate stage
- Involve the whole class in helping the child work or behave well
- Involve the whole class in implementing agreed strategies
- Consult with Senior Leadership Team on appropriate course of action
- Consult with outside agencies where appropriate

Unacceptable Playground Behaviour including:

- **Fighting with intent to harm**
- **Leaving the school site**

Action

- **Time out of playtime (internal exclusion)**
- **Fill in reflection sheet**
- **Classteacher informed**
- **Record in lunchtime incident book if it is a lunchtime incident**
- **Refer to Leadership team**
- **Class teacher informs parents/carers**
- **Record in Behaviour Log**

Signed on behalf of the governing body:

Date:.....

Review: September 2019

Appendix 1

Exclusions:

Only the Headteacher has the power to exclude a pupil from school.

- The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, and if the total exclusion period in any one school year exceeds five days, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the governing body about any exclusions.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The governing body has a discipline panel which is made up of three members. This panel considers any exclusion appeals on behalf of the governors.
- When a discipline panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, any representation by parents and the Local Authority and whether the pupil should be allowed back to school.
- If the governors' discipline panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

<https://www.gov.uk/government/publications/school-exclusion>

When notifying parents about an exclusion, the head teacher should draw attention to relevant sources of free and impartial information. This information should include:

- a link to this statutory guidance on exclusions (<https://www.gov.uk/government/publications/school-exclusion>);
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.aceed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
- where considered relevant by the head teacher, links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>). 39. The head teacher should ensure that information provided to parents is clear and easily understood. Where the parents' first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and their right to make representations to the governing board have been understood.

