

HAYDOCK ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

2020

‘Lighting the flame for life-long learning’

It is the aim of the school to:-

Provide a stimulating, varied education which challenges all to achieve, encouraging everyone to live in the Spirit of Jesus. As part of the wider community, we will work towards success.

Through our school Mission Statement and School Aims we:

- Create a positive, encouraging climate where children feel happy, safe and secure, fostering strong Gospel values of caring, sharing, reconciliation and respect for others.
- Create the conditions for a happy community in which effective learning can take place, where there is mutual respect between all members of the school’s community.

The school believes that such aims are achieved amidst a relaxed, pleasant atmosphere in which pupils are able to give their best and are encouraged and stimulated to fulfil their potential. The importance of praise as a motivator cannot be overemphasised.

The school operates a system based on rewards and incentives which varies appropriately in each of the three primary phases.

The school believes that its code of behaviour should be clearly understood, consistently and fairly applied in order to be effective.

On occasions when a child has demonstrated unacceptable levels of behaviour all staff believe it is important that the child understands fully that it is their behaviour which is unacceptable and not the child. Concerns over individual children are noted in a progressive way and parents are encouraged to involve themselves with staff in the mutual support of their children.

Good Behaviour Expectations:

We expect pupils to:-

Follow the school rules (devised by the school council appendix 1)
Arrive at the right time and be ready to work and behave sensibly
Do the work that is set and allow others to do the same
Treat others with fairness and respect
Act in ways that do not endanger themselves or others
Take responsibility for their behaviour and learning
Avoid inappropriate behaviour which makes other people uncomfortable.

POSTIVE REWARD SYSTEM

We celebrate all achievements whether in school or out because every child has some attribute which can boost their confidence and self esteem when praised.

The following actions are taken to establish a climate where each child feels valued:

Key Stage 2 Department:

- ❖ Children who demonstrate exceptional work, effort and or personal qualities are nominated for the “Golden Book” Award. Through this children are regularly sent to and praised by the Head Teacher.

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- ❖ Certificates and stickers are awarded each week, at the whole school Awards Assembly, for positive aspects of behaviour such as being helpful, courteous or for good conduct. Praise is given for good work in class or outstanding performance of any kind. Pupils are sent to other staff and Head of Department when they have completed good work/ shown excellent behaviour, manners etc.
- ❖ There is a House Points System for the whole school. House points are gained as reward for any type of admirable occurrence. The house teams are named after four of the English Martyrs Saints – Arrowsmith, Campion, Fisher and More. The class totals each week are combined and collected with a running total being kept per term and a display reflecting which house is winning is kept in the school hall.
- ❖ Staff are also encouraged to communicate with parents in order to notify them of good behaviour, hard work etc.
- ❖ The Head Teacher also awards stickers for any commendable characteristic that may have been observed during the school week.

Key Stage 1 Department:

- ❖ Certificates and stickers are awarded each week, at the whole school Awards Assembly, for positive aspects of behaviour such as being helpful, courteous or for good conduct. Praise is given for good work in class or outstanding performance of any kind. Special jobs are given to pupils who always follow the school rules.
- ❖ There is a House Points System for the whole school. House points are gained as reward for any type of admirable occurrence. The house teams are named after four of the English Martyrs Saints – Arrowsmith, Campion, Fisher and More. The class totals each week are combined and collected with a running total being kept per term and a display reflecting which house is winning is kept in the school hall.
- ❖ Staff are also encouraged to communicate with parents in order to notify them of good behaviour, hard work etc.
- ❖ Pupils are sent to other staff and Head of Department when they have completed good work/ shown excellent behaviour, manners etc.
- ❖ Key Stage 1 children are also given stickers and stamps each week for a particular aspect of good behaviour or good work.
- ❖ Each class operates a daily 'Star Person' award.
- ❖ Golden Time is used as a reward for pupils who consistently follow the school and class rules.
- ❖ Key Stage 1 children celebrate 'Star of the Week' with some children getting a 'dip' in the treasure box and/ or getting to take 'The Class Bear' home for the weekend.
- ❖ The Head Teacher also awards stickers for any commendable characteristic that may have been observed during the school week. Children who demonstrate exceptional work, effort and or personal qualities are nominated for the "Golden Book" Award. Through this children are regularly praised by the Head Teacher.

Foundation Stage:

- ❖ Each class operates a daily 'Star Person' award.
- ❖ Children celebrate 'Star of the Week' with some children getting a 'dip' in the treasure box and/ or getting to take 'The Class Bear' home for the weekend.
- ❖ Writer of the week/ Reader of the Week and Mathematician of the week are nominated.
- ❖ Regular dialogue with parents to celebrate successes.
- ❖ Silver tray snack on a Friday is a reward for good manners.
- ❖ Stickers and stamps are given regularly.
- ❖ 'WOW Moments' are used as a home- school link to celebrate successes outside of school.

We annually hold a Prize Giving Assembly to celebrate a range of different achievements.

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Positive Methods in the classroom to promote good behaviour expectations:

- ❖ We believe that careful classroom management and organisation substantially reduces discipline and behavioural problems including providing children with appropriate levels of work.
- ❖ Each class develops its own set of classroom rules at the beginning of the year which are clearly displayed and understood by all members of the class.
- ❖ Children's work must be carefully displayed within classrooms and throughout the school, thus creating a stimulating and attractive learning environment.
- ❖ All children must have work displayed to increase a sense of belonging and ownership and to raise individuals' self-esteem.
- ❖ Teachers are aware of the need for all children to be praised.
- ❖ Reasoning
- ❖ Class discussion about things that may be going wrong. This may be done through circle time, PSHE and/or SEAL.
- ❖ Privileges are given to children who consistently behave well – including house points
- ❖ No long lists of prohibitions – more models of behaviour, consistency and understanding of rules and their reason.
- ❖ Emphasis on rewards/praise rather than punishment.
- ❖ Punishing innocent with the guilty is discouraged.
- ❖ Humiliation in front of others is avoided wherever possible.
- ❖ Praise in front of others, sending commendable work to other members of staff and encouraging written teacher comments on good work
- ❖ Pupils sent to the Head Teacher for good work/ behaviour.

Should there be any concern over a child that does not seem to be resolved by rewards, then it is school policy to implement a stepped sanction system.

Individual Assertive Behaviour Techniques

- Reward timetables (Golden Time)
- Home-school books
- Star charts

UNDESIRABLE BEHAVIOUR

This is behaviour which is unpleasant or inappropriate. Pupils will be reminded that their behaviour is inappropriate and be requested to stop. If their undesirable behaviour is becoming unacceptable it will then be treated as more serious.

We work on the principle of certainty not severity.

Shouting should be avoided except in exceptional circumstances.

As far as possible children should be able to start afresh after being reprimanded with the clear message that the punishment has settled their wrong doing.

Children will not be sent to the Head for bad behaviour except for exceptional circumstances or by previous arrangement. If the usual procedures have failed, then a red card will be sent to the Head Teacher or Head of Department which will bring them to the classroom.

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- Reminder
- Warning
- Reprimanded
- Repeat the above
- Related sanction e.g. clean up mess
- move place
- contacts parents verbally after school
- speaks to class generally/ could be addressed through SEAL/ PSHE/ Circle Time sessions

- Assertive discipline techniques applied
- Class discipline file (max of 3 at which parents must be informed)
- contacts parents verbally after school and parent signs to acknowledge visit
- by post if necessary for meeting
- Interruption of playtime or break
- time out
- detention

- contact parents by telephone/post to arrange meeting (appendix 2)
- Targets set for individual children
- Put on report (appendix 3)
- meeting with SENCO
- parents to sign form agreeing sanction
- speaks to class generally
- school discipline file
- consideration for inclusion on SEN register

- contact parents immediately by telephone/post to arrange meeting
- follow recommendations on IEP
- immediate playtime/lunchtime isolation with Head Teacher of Deputy Head Teacher
- Head to speak to class
- Involvement of Community Bobby if necessary

Exclusion

- exited from the classroom/ isolation from class
- fixed term exclusion
- referral to Governors
- permanent if necessary where no improvement in behaviour

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STAGES OF IN-DISCIPLINE PROCEDURE -exemplification	PERSON	ACTION/SANCTION –exemplification
Stage 1 <ul style="list-style-type: none"> ▪ Minor breaches of class rules ▪ Not treating others kindly ▪ Disrespect of classroom property 	Class Teacher	<ul style="list-style-type: none"> ▪ Reminder ▪ Warning ▪ Related sanction e.g. clean up mess ▪ Class discipline file
Stage 2 <ul style="list-style-type: none"> ▪ Persistent repetition of stage 1 behaviour ▪ 3 entries in class discipline file ▪ bullying reported by child ▪ swearing or obscene or inappropriate actions reported by child ▪ isolated stealing of lunch, sweets etc ▪ deliberate wilful damage of school/personal property 	Class Teacher	<ul style="list-style-type: none"> ▪ contacts parents verbally after school and parent signs to acknowledge visit ▪ by post if necessary for meeting ▪ speaks to class generally/ could be addressed through SEAL/ PSHE/ Circle Time sessions ▪ time out ▪ move place ▪ detention
Stage 3 <ul style="list-style-type: none"> ▪ continual incidents of bullying when bullying witnessed by staff ▪ poor behaviour at playtimes continual ▪ swearing heard by adult ▪ throwing objects ▪ fighting ▪ regular stealing of lunch, sweets etc 	Head of Dept/ Deputy	<ul style="list-style-type: none"> ▪ contact parents by telephone/post to arrange meeting (appendix 2) ▪ Put on report (appendix 3) ▪ meeting with SENCO ▪ parents to sign form agreeing punishment ▪ speaks to class generally ▪ school discipline file ▪ consideration for inclusion on SEN register
Stage 4 <ul style="list-style-type: none"> ▪ verbal abuse to an adult or overheard by an adult ▪ injuring another child e.g. headbutting/headlocking ▪ bullying continually – physically or verbally ▪ rude behaviour ▪ truancy ▪ vandalism and graffiti ▪ stealing of money of valuables 	Head Teacher/ Acting Head Teacher	<ul style="list-style-type: none"> ▪ contact parents immediately by telephone/post to arrange meeting ▪ follow recommendations on IEP ▪ immediate playtime/lunchtime isolation with Head Teacher of Deputy Head Teacher ▪ Head to speak to class ▪ Involvement of Community Bobby if necessary ▪ Lunchtime exclusion considered
Stage 5 <ul style="list-style-type: none"> ▪ hitting/abuse to teacher ▪ continual verbal abuse to teacher ▪ seriously injuring another child purposely ▪ stealing/vandalism after Stage 4 punishment 	Head Teacher/ Acting Head Teacher	Exclusion <ul style="list-style-type: none"> ▪ exited from the classroom/ isolation from class ▪ fixed term exclusion in days inc exclusion from lunchtimes ▪ referral to Governors ▪ permanent if necessary where no improvement in behaviour

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GUIDANCE FOR MIDDAY SUPERVISORS

- Shouting should be avoid except in exceptional circumstances (when used it is then more effective)
- As far as possible children should be able to start afresh after each punishment
- Report any serious incidents (which you feel appropriate to Midday Supervisors' Manager to raise her awareness)

Stage 1 <ul style="list-style-type: none"> ▪ Minor breaches of school rules ▪ Not treating others kindly ▪ Disrespect of playtime equipment /classroom property ▪ Name calling ▪ Toy fighting / wrestling ▪ Going 'out of bounds' 	<ul style="list-style-type: none"> ▪ Reminder –explaining why the action is inappropriate ▪ Warning – explaining why the action is inappropriate ▪ Related sanction e.g. clean up mess, pick up litter dropped, tidy equipment ▪ Record in incident file <p>If child has had two reminders/ warnings during the same lunchtime can move to stage 2 if they repeat the behaviour a third time</p>
Stage 2 <ul style="list-style-type: none"> ▪ Persistent repetition of stage 1 behaviour ▪ 3 entries in lunchtime incident file ▪ bullying reported by child ▪ swearing or obscene or inappropriate actions reported by child ▪ isolated stealing of lunch, sweets etc 	<ul style="list-style-type: none"> ▪ Speak to child/ children calmly to find out what has happened ▪ Time out walking with a member of staff for 5 or 10 minutes maximum. ▪ Report to class teacher at end of break. ▪ speaks to class generally if indoor play ▪ time out, in corridor if indoor play ▪ If child continues with persistent misdemeanours inform them if they do not stop it will be recorded in the incident book. (this will be regularly checked and followed up if appropriate or if child is in 3 times
Stage 3 <ul style="list-style-type: none"> ▪ continual incidents of bullying when bullying witnessed by staff ▪ poor behaviour at playtimes continual ▪ swearing heard by adult ▪ throwing objects ▪ fighting ▪ regular stealing of lunch, sweets etc 	<ul style="list-style-type: none"> ▪ Child stays with midday supervisor for the whole of the break ▪ Time out for the remainder of the lunch break ▪ Record in incident file ▪ Class teacher puts child on report to be monitored at lunchtimes and signed
Stage 4 <ul style="list-style-type: none"> ▪ Serious verbal abuse to an adult or overheard by an adult ▪ injuring another child e.g. headbutting/headlocking ▪ bullying continually – physically or verbally ▪ rude behaviour ▪ vandalism and graffiti ▪ Seriously hurting or injuring another child purposefully 	<ul style="list-style-type: none"> ▪ Member of staff reports incident immediately to Learning Mentor, class teacher, head of dept, deputy head or head.

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APPENDIX 1 SCHOOL RULES

1. TRY YOUR BEST TO BE POLITE AND WELL BEHAVED AT ALL TIMES - remember that good manners cost nothing but bad manners cause a loss of the school's reputation and your own respect.

2. BE KIND AND FRIENDLY TO EVERYONE. Nasty remarks, name-calling and falling out with others are hurtful things to do. Bad language and swearing is offensive and must not be used. It is impolite to shout and often offends others. A good motto might be "Think before you speak." Do not be afraid to say you are sorry or admit you have done wrong.

3. BE QUIET, ATTENTIVE AND SENSIBLE IN CLASS. You will make it easier for others to learn and help your teacher to teach everyone.

4. BE PUNCTUAL AND ARRIVE AT SCHOOL ON TIME READY TO START LESSONS. It is important that time in school is not wasted. Try your hardest at everything especially those things at which you are not so good.

5. ALWAYS SHOW CONSIDERATION TO OTHERS AND TREAT THEM AS YOU WOULD LIKE TO BE TREATED YOURSELF. Running in school or pushing can cause hurt to other pupils and noise is disruptive. Keep your own possessions safe and respect the property of other children. Always offer help if you see someone is upset, lost or hurt.

6. HELP TO MAKE THE PLAYGROUND A SAFE PLACE. Playing games such as "Bulldog", wrestling or karate can cause damage to other children and uniform and should be avoided. Fighting is forbidden and hitting back is just as bad. The teacher on duty, the Head Teacher or Deputy Head Teacher will sort out any problems if they are told. If you are being bullied, it is important for you to tell one of the staff as early as possible so that it can be stopped quickly.

7. HELP TO KEEP OUR SCHOOL CLEAN AND TIDY. Outside, keep litter off the playground by putting it in the bins provided. Inside, make sure that you tidy things away when you have finished with them and pick up all litter from your classroom especially when you put your chairs up at the end of the day. If you see coats or litter on the floor in the corridors or cloakrooms, please pick them up and put them in the correct place. Don't leave everything to everyone else.

8. RESPECT SCHOOL PROPERTY. Do not damage anything including writing on desks, scribbling on books or snapping pencils. Keep your desk tidy so that you can find your things quickly and take care of the equipment that you are given like pens, rulers and rubbers. **For Junior children only**, it is a good idea to have books or quiet games in school for wet plays or lunchtimes. It is advisable not to bring in expensive property in case it goes missing or is broken.

9. ALWAYS LOOK SMART AND COME TO SCHOOL IN FULL SCHOOL UNIFORM. Jewellery, such as earrings, necklaces and bracelets should not be brought to school with the exception of watches. Any child wearing earrings will not be allowed to do gym, games or swimming for safety, in line with Authority policy and will not be allowed onto the playground at playtimes or lunch until the earrings can be taken out and left at home. PE, Games and Swimming are compulsory and the correct kit should be provided for all lessons. Chewing gum is also not allowed.

10. THIS IS A SCHOOL FAMILY AND WE DEPEND ON ALL OF US TO LIVE HAPPILY TOGETHER
The school reputation depends on you, both inside and outside school. Do not let us all down by bad manners, bad behaviour or being cheeky.

It would be appreciated and beneficial to school life if parents would support our children's Code of Conduct by reinforcing its principles at home and encouraging their children to follow it.

It is assumed that parents who accept a place for their child at Haydock English Martyrs will accept the rules and standards as laid out and will encourage their child to support and follow them.