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|  **St Elizabeth’s Catholic Voluntary Academy** **Behaviour Policy**  |  Date Sept 2021 |

**Mission Statement**

Our Mission Statement is, ‘To provide a high quality Catholic education for all children enabling them to fulfil their full potential in a safe and caring environment.’ We aim to help our pupils to grow:

* Spiritually
* Socially
* Academically
* Personally

**The Purpose of the Behaviour Policy**

The behaviour policy provides a framework for the creation of a happy, safe and secure environment in which children can learn, reach their full potential and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

**Our Aims**

We work hard to ensure that our community code is a lived reality for all members of our learning community. We aim to instil and experience the follow values within our school at all times:

* Joy
* Forgiveness
* Faith
* Respect
* Service
* Peace
* Stewardship

Our aims for behaviour are that all children will:

* Live out the Gospel message: ‘Treat others as you would have them treat you’.
* Reflect the principles and aims as outlined in our school Mission Statement.
* To promote a positive learning environment.
* To encourage reconciliation and forgiveness.
* To raise self-esteem.
* To encourage co-operation.
* To ensure the smooth running of routines around the school.
* Be tolerant and understanding with consideration for the rights, views and property of others.
* Be able to take responsibility for their behaviour and know the consequences of both positive and negative actions.
* To ensure that there is a consistent approach to discipline throughout the school.
* To encourage full parental support in the maintenance of good discipline.

**Our Roles and Responsibilities**

At St Elizabeth’s, we believe that because staff, pupils and parents/carers value good social behaviour.

Children should...

* Learn what good behaviour means and make good choices as a result
* Always try their best, to reach their full potential
* Learn to care for one another and stay safe
* Develop self confidence
* Co-operate fully in the life of the school

Teachers should...

* Teach effectively with full co-operation from all pupils
* Meet the needs of all pupils
* Make positive contacts with parents/carers
* Develop personally and professionally

Parents/Carers should...

* Support their child in adhering to the school’s positive behaviour policy
* Feel confident that their children are growing spiritually, personally, socially and academically
* Know that their children will receive support when they need it
* Feel welcome in school to discuss their children’s progress in a positive atmosphere

Everybody is expected to:

* Be responsible for their own behaviour
* Respect the rights of others

To achieve these aims, we have developed this whole school Behaviour Policy, which gives every child guidance in making good decisions about his or her behaviour. The policy outlines our school and classroom rules, positive rewards and consequences for appropriate and inappropriate behaviour.

**Proactive strategies for encouraging good behaviour**

1. Meet and Greet (Outside the room or at gates etc)
2. Be positive and upbeat when meeting pupils, using their names where possible
3. Praise positive behaviour
4. Deal with low level behaviour immediately and prevent it from entering the room
5. Teachers or Teaching assistants supervise pupils in corridors and cloakroom at transition times
6. Rules, expectations and routines

a) Reinforce the positive behaviour you expect from pupil.

1. Have high expectations from the beginning and do not give up in reinforcing your expectations.
2. Make rules and routines as specific as possible
3. There should be clear guidelines for ‘hot spot’ parts of the lesson e.g. giving out equipment, entering the room, moving round the room, noise levels.
4. Seating Plan
5. Split the pupils up and sit them in different places around the classroom in order to promote good learning.
6. Ensure that there is a clear plan for your class in assembly, with children requiring more support with behaviour, sitting closest to either the Class Teacher or Teaching Assistant.
7. Always sit next to your class in assembly and reinforce the good behaviour, whilst being proactive towards bad behaviour.
8. Make lessons interesting
	1. Make lessons pacey and engaging
	2. Where possible provide active and more practical work to engage challenging pupils.
	3. Minimise the fear of failure and maximise the opportunities for success by providing carefully pitched and scaffolded learning
	4. Ensure and regularly assess the learning that is taking place.
	5. Create a stimulating learning environment
9. Praise and reward
	1. Be proactive in catching them being good
	2. Avoid being reactive and then criticising inappropriate behaviour
	3. Make praise specific and descriptive
	4. Use school rewards to reinforce good performance
10. Consequences
	1. Use a hierarchy of sanctions to enable you to intervene quickly when inappropriate behaviour arrives (see ‘Eliminating undesirable behaviour’)
	2. Only threaten consequences you are able to carry out and enforce
11. Relationships with parents
	1. Positive phone calls home
	2. Positive letters home
	3. Involvement of parents in extra-curricular activities
	4. Involvement of pupils in social events for the community
	5. Invitation into school for parents to see pupil’s work/progress
12. Be positive
13. A young person’s attitude often reflects the attitude of the adult.

 Our staff aim to give more rewards than sanctions as this policy is based on pro-active, positive behaviour management styles.

**Promoting Positive Behaviour - Rewards**

Our policy is weighted in favour of rewards to encourage good behaviour rather than sanctions and we look to influence children by positive reinforcement.

Praise is used as a powerful reward for good behaviour. It is given both privately and in public, to groups and to individuals. We reward the steady maintenance of good standards, special achievements and kindness to and concern for others. A chance card system operates and prizes awarded in Friday’s achievement assembly, as well as certificates for our school values, from the Head, teachers/TAs and pupils.

**Eliminating undesirable behaviour**

For a child who chooses to break a rule, there are a number of consequences and the ones used depend on the seriousness of the unwanted behaviour and its persistence. To address unwanted behaviour, staff will go through the following escalation procedure in order to ‘nip the behaviour in the bud’.

* Ignore the bad and praise the good. (Supports auditory learners) to redirect pupils to the required behaviour.
* A verbal warning can be given out in whole class situations, with groups or more discreetly on a one to one basis with advice of how to get back on track.
* Should the undesirable behaviour continue, the child’s name will be written on a wipe board or post it note and placed on the child’s desk. The child will miss part of their playtime (this is left to the teacher’s profession judgement as they know the child, possible SEN needs, incident and it can be match age appropriately). It may be that the child has an exercise break at a different time to the class instead of using traditional playtime, but not in all cases. This is now an amber traffic light.
* If a child should reach 3 Amber traffic lights in a week, it then becomes a ‘red’ offence. This must be reported to the appropriate Phase Leader and logged by the Class teacher on ‘My Concern’. Parents will be notified by a phone call or if possible, a face to face conversation at home-time, by the Class Teacher. All contact with parents should be recorded on My Concern as a follow up action.

Some actions are more serious and will require a ‘Straight Red’. These will include;

* Refusing to follow instructions
* Swearing
* Verbal aggression including threats
* Spitting (including coughing or sneezing at someone deliberately – see COVID-19 addendum)
* Bullying
* Racism and any discriminatory behaviour
* Sexual harassment
* Behaviour that causes physical harm to others

If a straight red occurs, the Phase Leader will be informed of the incident and it will be logged on My Concern by the class teacher. Parents will be notified by a phone call or if possible, a face to face conversation at home-time, by the class teacher. All contact with parents should be recorded on a My Concern as a follow up action.

There will be a thorough investigation of every serious incident resulting in a ‘Straight Red’, through discussion with all pupils involved and use of eyewitness accounts which are to be recorded in writing and kept in the Behaviour File.

Should a second phone call home be required for a pupil in the same term, an appointment will be arranged for the parent to come in and discuss ways in which home and school can work together to promote future positive behaviour.

**Reflective Time - Behaviour**

From Year 2 onwards, should a child receive a ‘Red’, either as an accumulation of ambers within a week or as a ‘Straight Red’, the child will be required to spent some time over one or more lunch breaks (at the Phase lead’s discretion) reflecting on their behaviour through a guided exercise. This is not designed as a “detention” but as a restorative and reflective session for children to understand the importance of learning from their mistakes.

### In the playground

### Staff will use the following sanctions:

1. A verbal warning
2. ‘Time- out’-at the edge of the playground (in order for them to calm down and also to watch others playing well.
3. Consistent bad behaviour reported to the teacher the same day
4. Serious incidents referred to the head teacher or deputy on the same day. If the incident is serious (REDS) it will need to be recorded on MyConcern by the class teacher.

**School Rules**

Our school rules apply to all children in the school and have a clear link to our Mission Statement. They apply throughout the school day regardless of the activity. They are as follows:

* Be like Jesus and try to follow his actions
* Aim to achieve your full potential by being the best you can be
* Be safe
* Be caring.

**Class Rules**

Teachers should set their own positive class rules with their class. These should be agreed with the class following discussion at the beginning of each academic year. Class rules should then be displayed clearly in the classroom, and signed by all pupils so that everyone knows and applies these rules consistently alongside the school rules. Class rules may ‘evolve’ over the course of the school year.

**Exit strategies**

In class, if a child causes a disturbance that threatens the safety and well being of others, the class teacher should seek support to escort that child to the appropriate classroom for ‘time out’. If the child refuses to leave, the class teacher should escort their class out of the classroom and send for a member of the Senior Management Team.

**Agreed organisational arrangements (to prevent or minimise behaviour problems in school)**

* Before school, children will proceed to the KS2 playground where a teacher or teaching assistant will be on duty to supervise from 8.45am.
* In the case of bad weather, the school will meet in the hall from 8.45am. Reception class and Y1 will enter through the hall door and go straight to their classroom for a soft start to their day.

* Teachers will greet their classes on the playground where we say our morning prayer together and teaching assistants will support in the corridors to greet the children and monitor behaviour.
* At assembly times, children are to proceed from their classroom to the hall in a respectful manner, in single file, with the teacher leading the line and the Teaching Assistant monitoring the back of the line.
* Children should come into the hall in single file, with the more challenging children positioned so that they will be sitting close to the teacher or teaching assistant.
* The Class Teacher and Teaching Assistant is responsible for the behaviour of the children in their class during assembly and must intervene discreetly should there be any disruptions e.g. talking, whispering, shouting out, fidgeting, inappropriate sitting, kneeling up etc.
* Children are encouraged to applaud each other’s efforts in assembly.
* At lunchtimes, children will enter and exit the dining hall in an orderly manner.
* At the end of the day in Key Stage 1, staff dismiss children from the classroom when an adult collecting is present, other children are to be sent to the hall for the bus or KidZone.
* In Key Stage 2, the children are to be led out to the KS2 playground by their class teacher. They must indicate to the class teacher when they can see the person who is collecting them. Any children who have not been collected by 3.35pm must be taken to wait in the reception area. Other children are to be sent to the hall for the bus or KidZone.

**Communicating the rules to children**

* The school Mission Statement is displayed in all classrooms with the school rules which stem from our Mission.
* Class rules are created in September with the class and then all children signing up to these, this is displayed in the classroom.
* The rules, rewards and consequences are explained to children at the beginning of the Autumn term in the Head’s assembly and in class based PSHE lessons.
* Staff reinforce the rules in the classroom – with discussion to develop ownership, describing desirable and undesirable behaviour.
* Staff return to the rules on a daily basis to embed them into our daily routines.
* Staff may decide on a whole school behaviour target to be focussed on for a period of time this is shared in the Friday briefing.

**Sharing our Behaviour Policy with parents/carers**

To implement an effective behaviour policy, it is essential to have the help and co-operation of all of our parents/carers. The policy is also available on the school’s website, www.stelizabethsprimary.co.uk

Additionally, parents/carers are consulted on behaviour a regular basis through questionnaires and surveys.

**Working with Individual children**

Some children may need further support with their behaviour. Class teachers may require parents to attend meetings to discuss their child’s behaviour. This meeting may result in monitoring a child’s behaviour. These meetings will be based on information sharing and support. In these circumstances, Staff will ensure that medical factors are checked, learning difficulties addressed and mental health issues supported. Parents/carers will also be consulted regarding changes in home circumstances which could affect behaviour.

Detailed observations of the child’s behaviour will be conducted using a variety of methods and often with involvement of the SENCo and if necessary, outside agencies.

Outside agencies such as Derbyshire’s Behaviour Support Service may be contacted, after discussion with parents, so that we can work as a team to support the child. Parents/Carers will be involved throughout this process through the sharing of targets, alongside regular progress reports. Parents will be expected to attend regular reviews.

If a child continues to compromise good order and school discipline, as a last resort, he or she will be excluded from school.

Violent or abusive behaviour towards a member of staff will result in a fixed term exclusion.

Any serious incident may result in an immediate exclusion from school.

**Sexual harassment and violence**

The definition of sexual harassment means unwanted conduct of a sexual nature – such as (but not limited to) sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothing, or online harassment such as sexting.

The definition of sexual violence means rape, assault by penetration, or sexual assault (including intentional sexual touching).

Our response to this type of behaviour will be proportionate, considered, supportive and decided on a case-by-case basis. Different sanctions will be appropriate for different levels of sexual harassment and consequences may include:

* A verbal warning
* Being spoken to about the incident and alerting the child to the seriousness of the case
* Missing part or all of breaks
* Saying sorry and/or writing a letter of apology
* Phone call or meeting with parents
* A period of time to reflect on behaviour and talk this through with an adult
* A fixed term or permanent exclusion
* Call the police

Sexual harassment will be recorded on MyConcern with details about the incident, action taken and information to/from parents. We will listen to the victim and their wishes will inform our response, but the Senior Leadership Team will make all final decisions.

Pupils will always be listened to, their safety and well being will be taken seriously, we will act upon their concerns, we will not tolerate or accept abuse.

School will take a supportive and protective approach, reporting incidents benefits all, including victims, by stopping the problem and then getting the help and support they need, other pupils by preventing it happening to someone else and the alleged perpetrator because catching problematic behaviour early on helps them avoid making more serious offences later.

Our RHSE curriculum will cover important areas of consent, what respectful behaviour looks like, body confidence, self-esteem and healthy relationships.

**The use of reasonable force**

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. ‘Reasonable in the circumstances’ means using no more force than is needed. “Control” means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

W**ho can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

**When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

**Schools cannot:**

* Use force as a punishment – it is always unlawful to use force as a punishment.

*This policy will be reviewed annually at the beginning of the Autumn Term by the whole staff. It will then be sent to Governors for ratification.*

Addendum to St. Elizabeth’s Catholic Voluntary Academy Behaviour Policy during COVID-19 (Updated Sept 2020)

In light of the need for children to behave differently on return to school, and to help them adjust to any new systems we have put in place to support that, we have added these changes to our behaviour policy.

* On staggered arrival/departure times, children and parents must follow the new routines for arrival or departure from school, only children will be allowed to enter their bubble.
* Parents must adhere to their provided time slot or they will have to wait until after the last group has entered. One parent only per child will be allowed in. We advise parents not to queue outside the gates.
* Children and staff must follow school instructions on hygiene, such as handwashing on entry into school, after visiting the bathroom or touching any shared contact points, before and after playtimes, before/ after touching workbooks and before going home.
* Children can only socialise with the children in their bubble whilst on the school grounds and will be encouraged to social distance in the classroom and outside.
* When moving around the school children must follow the specific instructions from staff and keep to the signed systems, avoid areas/ classrooms that are not in their bubbles.
* The expectation for all about sneezing, coughing, tissues and disposal must be followed (‘catch it, bin it, kill it’) and everyone should avoid touching their mouth, nose and eyes with hands.
* Children must tell an adult if they are experiencing any symptoms of coronavirus
* Children should bring in their own drinking bottles and children should only touch their own packed lunches/ lunch trays and cutlery.
* For resources used regularly children will have their own packs. Shared resources will only be used within bubbles.
* Children must follow the rules laid out by staff regarding where to play at breaks or lunch times, including where their bubble is allowed to go, who they can talk to and how far apart they should be.
* Children should ask to use the toilet and staff will send one child at a time. If the children arrive at the toilets and find another child in there, they should wait quietly outside for them to finish.
* Children understand the clear rules that **no** coughing or spitting at or towards any other person will be tolerated. If this occurs parents will be contacted and could be asked to collect their child.
* Children understand that whether at home or at school they should conduct themselves correctly in relation to their education.
* Children will receive rewards and sanctions following the existing policy.
* Children who do not follow the behaviour policy will receive time outs (but only inside their own class, they will not enter another bubble) and staff will continue to follow the existing policy.
* Staff and children will clean frequently touched surfaces often, using standard products, such as fairy liquid.
* Children will respect staff and help them by remaining in their seats so staff can keep a safe distance from the children in their class as much as possible.
* Staff may stand behind/ side on to children to check their work and children can then self-mark.
* Children and staff will keep classroom doors and windows open to provide a fresh air flow.
* Staff will be allocated a bubble and will limit their contact with other staff members throughout the school day. They will not enter another bubble unless cover is vital.