



**St Bonaventure's Catholic Primary School
Egerton Road,
Bishopston
Bristol,
BS7 8HP**

Behaviour Policy

Policy Owner	Headteacher
Governing Body Committee	MECP
Issue Date	16.03.16
Last Review Date	12.7.18
Next Review Date	Term 4 2019/20

This policy is available at <http://www.st-bonaventures.bristol.sch.uk/>



Vision Statement

"Striving to be the best we can, guided by the light of Christ."

Statement of Principle

The philosophy of the behaviour of St Bonaventure's is embodied in our Vision statement. We follow Christ's example giving care and respect to everyone in our school and wider community. We recognise that we are created as a unique person equal in the eyes of a loving father.

We believe and understand that good behaviour is essential to ensuring that teachers get on with teaching and children get on with learning in a happy and secure environment. We expect a high standard of behaviour and encourage all adults to be excellent role models.

Through loving God, everyone at St Bon's is committed to creating a happy, loving and secure environment where everyone is valued included and respect each other.

A) Rationale

To nurture and strengthen the Christian ethos of the school through co-operation, consideration and courtesy. To provide a community which gives a clear sense of belonging and unconditional support and care in which its members feel secure, happy, fulfilled, valued and respected.

Aims

1. To develop respect for self, others and the environment.
2. To be responsible for one's actions and behaviour.
3. To respect the views and consider the needs of others through empathy and understanding.
4. To recognise and respect the individuality of others.
5. To create a safe and secure learning environment.
6. To provide good models of behaviour for others to follow.
7. To take seriously all concerns and complaints related to inappropriate behavior

B) Guidelines

1. Behaviour is a shared responsibility between home and school.
2. All colleagues have a collective responsibility for the behaviour of all children in school.
3. Staff will be consistent in implementing the shared aims for behaviour within the school.
4. Staff to have high positive expectations in promoting good behaviour.
5. Sanctions will reflect the inappropriateness of behaviour.
6. Children will be expected to know, understand and follow the school rules at all times.
7. Abuse, harassment or racist remarks/minority remarks will not be tolerated.
8. Serious matters will be reported to the Headteacher or Deputy Head.



School expects children to:

- Listen carefully.
- Follow instructions the first time.
- Be caring, courteous and co-operative.
- Walk quietly and sensibly around school.
- Learn to respect other people, their possessions and the school environment.
- Behave politely at all times.

Staff will:

- Reward good behaviour as often as possible and appropriately.
- Be fair and clear when things go wrong.
- Be prepared to listen and hear everyone's point of view.
- Intervene early to make sure everyone is safe.
- Use a calm, but firm voice to discuss the situation without prejudging what has happened.
- Use sanctions consistently.

Expected standards of behaviour throughout the school

1. The whole class is expected to work in such a way as to allow all to work to achieve their potential.
2. Two children should be praised before reprimanding one to reinforce the desired behaviour.
3. Classroom rules should be displayed permanently and adhered to. When children are moving around the school they will walk quietly and in an orderly manner; when using the staircase they will keep to the left.
4. Children will lead into and out of assembly in silence. In the event of misbehaviour being noted staff should try strategies such as eye contact to stop the behaviour. If this does not work quietly move the child.
5. When a teacher or adult raises their hand in the classroom, hall or playground all will do likewise, stop and listen.
6. Children going into the dinner hall on first sitting must be accompanied by their teacher and will be reminded to walk and wait quietly.
7. When Key Stage 2 children leave the hall after having their lunch they will go straight out onto the playground returning their lunch boxes to the designated storage area and not return into the school building.

Classroom rules

Each class has its own rules, which are prominently displayed and reviewed [annually] with the children. The children are reminded frequently about the importance of the rules and their meaning explained. Although they differ slightly from class to class they will cover the following areas:

1. Safety.
2. Working habits.
3. Movement around the class.
4. Listening.
5. Being polite/helpful/kind to others.
6. Care of the environment.

Expected standards of behaviour beyond the School



1. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.
2. Teachers will discipline pupils for bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school.
3. These behaviours may occur on the follow occasions:
 - taking part in any school-organised or school-related activity;
 - travelling to or from school;
 - wearing the school uniform;
 - in some other way identifiable as a pupil at the school; or,
 - misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil, member of the public or could adversely affect the reputation of the school.

Power to search without consent

1. The school has the authority to search pupils where they reasonably believe they are in possession of any of the following listed below:
 - knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images;
 - any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and,
 - any items banned by the school rules which has been identified in the rules as an item which may be searched for.
2. The Following items are banned by the school: mobile phones on the school site, music devices, tablets, ipods or similar devices. Jewellery not in accordance with school uniform policy. Pupils are allowed to bring mobile phones with the understanding they are handed in to the school office when they arrive at school and collected at the end of the school day.
3. Weapons, knives and any pornography must always be handed over to the Safeguarding lead who will then report to the police. Otherwise it is for the teacher to decide if and when to return a confiscated item.
4. When a search is required there should be two members of staff present including a member of the Senior Leadership Team (SLT). Where possible the member of staff carrying out the search should be of the same sex and a written record made including the reason for the search.

Use of reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

C) Procedures for Promoting Good Behaviour in School

- Create a happy caring environment.
- Establish boundaries of acceptable behaviour by establishing with the children a small set of



Golden Rules (which are displayed in the classrooms).

- Headteacher and staff to reintroduce and remind children of playground and dining room rules and draw up classroom rules.
- Golden Time at the end of the week used as a reward for Good behaviour/following class rules.
- The use of a calm manner by all staff when dealing with behaviour issues.
- Use of verbal praise, stickers and certificates to reward good behaviour.

D) Positive Behaviour Reward System

Positive behaviour will be acknowledged at every available opportunity. This may take the form of peer applause and positive recognition by individual staff. Best work may be highlighted with worker of the week, achievement stickers, and smiley face awards for behaviour or work. Teachers can operate a system of rewards that suits their individual needs. These may include:

- **House points** given by teachers/ Learning Support Assistants (LSA) for good work courteous behaviour.
- **Table points** – given by teachers to groups of children who work well together, tidy up efficiently, model good behaviour.
- **Class rewards** – e.g. marble in jar: reward for achieving class targets, individual awards such as star of the week.
- **Golden time** – Golden time is based on rewarding whole class cooperation. Within KS2 25 targets earned during a week will enable the whole class to have a 25 minutes golden time. Once a target has been achieved it cannot be taken away. All class members participate in golden time if awarded.

If earned all classes have Golden time during the week.

High standards are expected in order to achieve golden time

A Celebration Assembly will take place on a Friday morning when children selected by their class teacher will receive a merit award recognition of their achievements.

E) Sanctions

At all times, positive behaviour should be reinforced. However, when the need for sanctions arises it must be made clear to the child that it is the behaviour at fault and not the child. Respect for and the valuing of the feelings of others must be borne in mind at all times. Sanctions should be applied consistently.

The following steps operate in all activities

- Step 1: verbal warning.
- Step 2: yellow card.
- Step 3: red card –detentions.

Step 1: Verbal Warning (to be used at class teachers discretion when needed)

- Wasting resources.
- Wandering around the class.



- Doing no work.
- Dropping litter.
- Calling out/shouting in class.
- Unsociable behaviour at dining table.
- Teasing.
- Answering back.
- Unhelpful, uncooperative behaviour.
- Talking out of turn.

Step 2: Yellow card (to be used at class teachers' discretion when needed)

- Refusal to follow adults' instructions first time.
- Misuse of toilets and water fountains.
- Interfering with another person's property.
- Threatening behaviour to peers including swearing.
- Irritating noises including crude noises.

Step 3: Red card (to be used at class teachers' discretion when needed)

- Theft.
- Racist or minority group remarks.
- Bullying (repeated and persistence threatening intimidating or harming behaviour).
- Physical violent behaviour (fighting physical attacks on others).
- Inappropriate touching.
- Dangerous play—stone throwing.
- Refusal to follow safety instructions – misuse of equipment.
- Spitting.
- Vandalism including graffiti on school property/books/tables.
- Swearing as part of general conversation.

Steps

Step 1: Verbal Warning

- Reminder about appropriate behaviour.
- Warning that there will be a consequence.

Step 2: Yellow Card

- Separate/remove child from source of problem.
- Write name in behaviour book.
- If at playtimes/lunchtimes, stay with class teacher for 5 minutes during play/lunch time.

Step 3: Red Card

- Send child to another class /lunchtime detention with appropriate work for fixed time: 15 minutes or remainder of lesson depending on circumstances.
- Child to complete Behaviour proforma during detention.
- If at playtimes/lunchtimes, give child a Red Card to hand to teacher.

A red card received will result in the child's name being recorded in the classroom behaviour book and a lunchtime detention on the following day. All children have a fresh start each day.

Log of day's detention made.

Step 4



Major incidents of behaviour or two red cards in a day, will result in the child being sent to the Headteacher. At that point the Headteacher will notify the parent/carer by phone if possible or by letter requesting a meeting to discuss their child's behaviour. Following this meeting, an Individual Behaviour Plan setting out the agreed actions to manage the child's behaviour will be drawn up. The Headteacher may also seek advice from external agencies after considering whether the behaviour under review:

- gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.
- consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary

Years 1 and 2 operate steps 1 - 3 without detention.

Responses to low level inappropriate behaviour will usually start at Level 1 with a warning, and progress up to the steps each time the action is repeated within an appropriate timescale: e.g., wandering around the classroom, if repeated that day, but not if repeated two weeks later, staff must use their judgement, remembering that sanctions must be immediate and proportionate to be most effective.

Responses to more serious incidents will usually start at Step 1 for the first offences, but staff will need to use their judgement to decide if it should go straight to Level 3. This will often depend on whether other children have been upset by actions.

In the case of very serious incidents the Headteacher must always be notified.

The Headteacher will maintain Behaviour Records on all children who commit very serious offences and on children who repeatedly misbehave at a lower level.

If a child receives a red card, the date, child's name, type of behaviour and further action will be recorded in a behaviour incident book. Each Friday the Headteacher will be given access to each class's incident book. Parents/carers will be notified by a proforma letter from the class teacher if a child has received a detention and will be invited in to see the Headteacher.

Multi Agency Assessments

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. The Senior Leadership Team (SLT) will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

Lunch times

The School Meals Supervisory Assistants (SMSAs) complete an inappropriate behaviour slip for yellow and red cards. An SMSA is responsible for handing slips to members of staff at the end of lunch break.

If a child receives a red card, the date, child's name, type of behaviour and further action will be recorded in a behaviour incident book. Each Friday the Headteacher will be given access to each class's incident book. Parents/carers will be notified by a proforma letter from the class teacher if a child has received a detention and will be invited in to see the Headteacher.

Lunchtime detention

For members of KS2 detention will operate from 12.15 until 12.35pm in a nominated classroom



each day. There is a rota of KS2 staff to operate the detention room. Whilst in detention children will write out on a given proforma what they did and what they would do to improve their behaviour in the future. This will be kept on file and will be accessible to the Headteacher and parents/carers. If it is noted that several red cards have been received in close succession then the Headteacher will notify the parents/carers concerned in writing and will request that they come in to school to discuss their child's behaviour. A register will be taken of all children attending lunchtime detention and a copy will be brought to staffroom.

Key stage coordinators will be responsible for monitoring the pastoral welfare of the children in their Key stage.

Consistently forgetting PE kit (KS2)

If PE kit is forgotten repeatedly the teacher will speak to the parent. If the situation continues the child will get a detention and in the meantime a school PE kit will be provided, if it is safe to do so.

Exclusion

If a child's behaviour is constantly of concern, exclusion needs to be considered. This would only happen as a last resort. This could take the form of internal, fixed term or on rare occasions take the form of a permanent exclusion. A serious offence could itself justify a child's exclusion. This may include any aspect of the following:

- Serious violence towards an adult or a child.
- Swearing at an adult.
- Racist verbal abuse.
- Sustained bullying.
- Frequent high level of disruption to a lesson.
- Frequent high levels of non-compliance.
- Frequent high levels of disrespect to all adults who work in the school.
- Behaviour which has previously been reported and for which school sanctions and interventions have not been successful in modifying the child's behaviour.

This is not an exhaustive list and there may be situations where the Headteacher makes the judgment that exclusion is an appropriate sanction. In reaching this judgment the Headteacher will always look at each case on its merits. Therefore a tariff system fixing a standard penalty for a particular action is inappropriate.

Fixed Term and Permanent Exclusion

Only the Headteacher (or the Deputy Head in the absence of the Headteacher) may exclude a child.

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. For periods of 5 or more days then the Headteacher must arrange for the child to be educated on an alternative site. Looked After Children must have alternative provision from day one.

If the Headteacher excludes a child permanently he/she must inform the parents immediately, giving reasons for the exclusion. At the same time the Headteacher must make it clear to the parents that they can appeal to the Governing Body. The school informs the parents how to make such an appeal.

The Headteacher shall inform the Local Authority and the Governing Body about any permanent exclusion and any fixed term exclusions beyond 15 days in 1 term.

The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.



The Governing Body has a discipline committee, which is made up of between 3 and 5 members. This committee considers any exclusion appeals on behalf of the Governors. When an appeal panel meets to consider any exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the Local Authority and consider whether the child should be reinstated. If the child is to be reinstated then the Headteacher must comply with this ruling.

Any Exclusion will be carried out in line with Department for Education policies and Local Authority guidelines.

This policy should be read in conjunction with the Anti-Bullying Policy and E-Safety Policy.