



St Columba's Catholic Primary School
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LA/DfES Number: 340/3357

Headteacher: Miss M Evans

BEHAVIOUR POLICY

Reviewed September 2019

Signed Governor

Signed Headteacher

Supporting Policies:

- Child Protection
- Anti-Bullying
- Health and Safety
- Positive Handling

At St Columba's we believe good behaviour is based on love and respect.

Our home-school agreement shows the school's commitment in providing a positive and caring learning environment where children are valued individuals, and disruptive behaviours dealt with in a calm a way as possible.

In our school, all children will be helped to develop self discipline and control.

A positive pro-active whole school approach will be taken towards behaviour management. All staff will share responsibly for supporting the children and managing their behaviour.

Mutual support will assist the successful implementation of our policy. It is essential that all the staff are consistent in their approach, that there are clear lines of communication and that any action taken is followed up and brought to a satisfactory conclusion.

We believe in the promotion of partnership between parents and school. The school will positively involve parents in all aspects of their child's learning and behaviour via;

Parent/Carer Meetings

We believe that our Catholic ethos of showing respect, upholding justice and practising forgiveness are the corner stone of our behaviour policy.

These aspects will apply equally to every member of the school community - adult or child.

In order to achieve the aims of our behaviour policy, the following school rules will be applied. They are explained clearly to the children.

School Rules

- Be kind
- Be well behaved
- Be hard working
- Be proud
- Wear full school uniform
- Be in school every day, before 08:55.

These rules apply to all of our children at all times and in all places where they represent our school.

Playground Rules

1. Stop when the bell rings.
2. Walk to the line silently when the class is called.
3. Stay off the grass (unless allowed by a member of staff)
4. Ask an adult if you want to come in to the building ie inhaler

Teachers and any other adult working in the school will expect all children to keep our rules and be responsible for their own behaviour

HOW WE WILL ACHIEVE OUR AIMS

Encouraging Outstanding Behaviour.

At St Columba's we regularly encourage appropriate behaviour and attitudes.

We constantly refer to our expectations for behaviour during assemblies and in class. We use a variety of rewards to encourage outstanding behaviour.

Rewards

- Eye contact, verbal praise, smile, thumbs up etc.
- Class Dojo system
- Star Pupil of the Week award
- Being congratulated by the Headteacher or Deputy Headteacher.
- Individual teachers' stickers.
- Moving towards a reward target
- Awarded a special job to do
- Work submitted for special mention in weekly celebration assembly
- Stamps on work.

Strategies which may be used by teachers and other adults to encourage outstanding behaviour:

- Use of circle time both as ways of sharing information and resolving conflict in the classroom.
- Reward children's good efforts in all areas of school life – appropriate to their age.
- Give the children the opportunity to experience calmness and quietness and silence where appropriate.
- Explore issues of conflict among children – explaining reasons why behaviour is unacceptable.
- Plan appropriate, challenging and stimulating lessons which are relevant for the child's ability.
- Focus on positives, even when correction is necessary.
- Use of behaviour modification book to modify behaviour. (in extreme cases)
- Work with our Learning Mentor to improve behaviour.

- If necessary, create a home school link via: Parent Mentor support for parents, Home/School behaviour book monitored by HT/DHT.

Discouraging Poor Behaviour.

“Bad” behaviour is disruptive to all children in the class. It also makes the children unpopular and therefore it needs to be discouraged.

We aim to discourage inappropriate behaviour in the classroom by using some or all of the following strategies;

- Proximity control – close teacher supervision of the children.
- Use of consequence ladders – (these take different forms dependent on age. Some examples are red and yellow cards; traffic lights etc)
- Effective reprimands – if reprimands are effective, they are likely to encourage a clear idea of what is expected of them and what aspect of behaviour needs to change.

It is sometimes necessary to respond to poor behaviour using one of the following sanctions:

Sanctions:-

1. A stern look
2. A verbal warning
3. Missing part of a playtime /lunchtime
4. Sent to a member of SMT
5. Sent to HT or DHT
6. Separation from other children in the class
7. Inform class teacher if at playtime
8. Inform parents
9. Work in another classroom
10. Lunch time detention.
11. Given an Individual Behaviour Plan

Playtime/Lunch time

1. Verbal warning
2. Stand by wall for 5 minutes
3. Escorted in to school to senior member of staff.
4. Senior member of staff (as above) summoned if child will not go in with member of staff or if only one member of staff is on the playground.

Positive Handling

Staff have been trained in the use of positive handling. In certain, extreme circumstances, pupils may be physically restrained to prevent them from harming themselves or others.

Exclusion

In extreme cases, a learner's behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from the school by the headteacher in accordance to the Local Authority Children's Service Admissions and Exclusions guidelines.

If behaviour involves one or more of the following, a child may be excluded from school for a fixed period or permanently:

- Physical Assault against a Child or Adult
- Verbal Abuse or Threatening Behaviour towards a Child or Adult
- Bullying
- Racial Abuse
- Sexual Misconduct
- Drug or Alcohol Related
- Deliberate Damage
- Theft
- Persistent Disruptive Behaviour

Working with Parents

At St Columba's we realise that parents and carers want their children to work hard and behave well in school.

Parents and carers are the primary educators of their children and their support in developing appropriate behaviour in school is expected.

Parents, carers and teachers can often bring about a change in children's behaviour; however, there may be times when teachers feel that the school focus is not enough. In such cases our Parent Mentor and Learning Mentor, can help parents gain access to appropriate help or information relevant to the difficulties of their particular child.