

St Louis Catholic Academy, Newmarket
Part of Our Lady of Walsingham Catholic Multi Academy Trust

Christ at the Centre: Children at the Heart
Loving to Learn: Learning to Love



Behaviour Policy

Approved by the Committee/Governing Body	20-1-2021
Signature of Chair of Governors	Kathleen Das and Charles Dore
Signature of CEO OLOW	<i>Aeresa B. Selway.</i>
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1. Introduction

Successful behaviour is based on respect for self, others and community. In striving each day to fulfil our Mission Statement our community tries to build respect in all aspects of school life and at all levels.

The staff and governors at St Louis Catholic Academy accept these principles and seek to create an environment in the school, which encourages and reinforces good behaviour and a positive self-image. We acknowledge that good behaviour is an important outcome of the educational process.

Based on the principles agreed by the governing body the following statements have been written as the basis upon which our behaviour policy has been formed.

- To create an environment which encourages and reinforces good behaviour;
- To have clearly defined standards of acceptable behaviour;
- To encourage consistency of response to both positive and negative behaviours;
- To promote self esteem, self-discipline and positive relationships;
- To ensure that our expectations and strategies are known and understood by staff, governors and parents;
- To encourage good relationships between home and school to support positive behaviour.

2. Availability of Policy

The Behaviour Policy is available to staff, parents, children and governors in the following places:

- On the school website www.stlouisacademy.co.uk ;
- Copies can be obtained from the school office;
- Upon request from a member of teaching staff.

3. Standards of Behaviour

At St. Louis Catholic Academy we have a central role in our pupils' social and moral development, which is as crucial as our academic and creative goals. The children bring to school a wide variety of behaviour choices and patterns based on differences in home values, attitudes and parenting skills.

As a school community rooted in Gospel values, we must work towards standards of behaviour based on basic principles of honesty, respect, consideration and responsibility. The adults in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty, respect and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability or religious belief;
- Show appreciation and celebrate the efforts and contributions of all.

4. The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, active involvement of pupils in their learning together with effective feedback helps to avoid disaffection.

All activities should have:

- Clear realistic objectives, which are understood by the children;
- Differentiation to support the needs of all children;
- Positive feedback to children during/after a lesson that recognises their achievement and effort and signals to them that progress matters.

We believe that all children need to hear 'good news' about themselves as it builds self-esteem. Children with good self-esteem are more likely to work on improving their skills. SMSC is woven through the curriculum and is an important aspect of building self-esteem and promoting good behaviour.

5. Classroom Management

We recognise and value the importance of a positive climate within the classroom. Classroom management and teaching methods have important influences on children's behaviour. Children are provided with positive feedback where appropriate and their efforts are valued. We recognise that good teacher child relationships are paramount in encouraging good behaviour. We also consider carefully organisational features such as arrangement of furniture and access to resources in order to promote qualities of on task behaviour, independence and initiative. Resources are organised to aid accessibility and reduce disruption. We display pupil's work as part of promoting self-esteem. This demonstrates the value we place upon each individual's contribution as well as providing a welcoming environment. Our teaching encourages enthusiasm for learning, active participation for all and cooperation with others. Praise is used to encourage good behaviour as well as good work.

In **EYFS**, should children make poor behaviour choices and not respond to an adult's request to stop, they will be asked to **sit on a carpet spot with a timer** for a specific period of time. During this time an adult will discuss the behaviour with the child to ensure that they understand why their choice has been a poor one and to help them to understand what we need them to do to make a positive behaviour choice.

KS1 and KS2 classes use a '**traffic light**' system approach in the classrooms to help children take responsibility for and manage their own behaviour. All children start each day on 'green'. Should the teacher or other adult

need to question a child's behaviour, they will issue a warning to the child, worded, '[Name] need you to... If you do not, I will have to put you on [orange]', then stating what they DO want the child to be doing, thus focusing on desired behaviours and empowering the child to make responsible choices. If the child corrects their own behaviour choices, they will move back to 'green'. If the teacher needs to intervene again, they will be warned, and then moved to 'red'. The aim is to end the day on 'green'.

6. Code of Behaviour

Our Code of Behaviour states that all members of our school community should have:

- Respect for ourselves;
- Respect for the Christian values of our community;
- Respect for those around us;
- Respect for property and our environment;
- Respect for the safety of everyone and everything in the school.

7. Children's Charter

We are committed to following the United Nations Convention on the Rights of the Child. This is an important agreement by countries who have promised to protect children's rights. The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children. Governors have signed a commitment to promoting these rights.

From the earliest age at St Louis, we actively teach and **encourage children to take responsibility for their own behaviour choices**. This also applies to any situation which may arise in which a child feels someone else is behaving in a way which makes them feel uncomfortable or vulnerable. To this end, children are taught to use the assertive phrase, **"Stop it! I don't like it!"** with other children, and know to then go to an adult if the behaviour continues. In this manner, children learn that they have the agency to manage situations themselves initially, knowing adult support is available if then needed.

8. Incentives

From Year 1 onwards, our emphasis is on rewards and incentives to reinforce good behaviour, rather than on over use of sanctions on undesirable behaviour. Rewards have a motivational role and help children to see that good behaviour is valued. The most common reward is praise and a smile. A brief acknowledgement is a very powerful motivator. The intrinsic rewards offered by warm relationships and a stimulating curriculum are important incentives. However, we also have a rewards system which recognises sustained and consistent good behaviour:

- Behaviour points can be awarded by any adult in the school community;
- Points are reported to the Class Teacher and recorded on the class Behaviour Award Chart;

- 25 points** gain a **Bronze Certificate** awarded in Key Stage assemblies, **50 points** gain a **Silver Certificate** awarded in Key Stage assemblies, **75 points** gain a **Gold Certificate**;
- Children awarded a **Gold Certificate** also receive commendation at **Celebration Assembly** and presentation of an **enamel behaviour award badge** to wear in school.

9. Teachers may use their own class based reward and incentive schemes. These will be reward schemes that:

Celebrate and reward positive behaviour;

Offer equality of opportunity to succeed;

Provide reward incentives to include stickers, and other suitable rewards (ten minutes golden time etc.);

Complement the school wide systems for reward and consequences.

10. Consequences

Rewards are central to the encouragement of good behaviour but we recognise that there is a need for consequences to demonstrate disapproval of unacceptable behaviour and to protect the secure ethos valued within the school. When consequences are necessary, we aim to implement them in an age-appropriate way.

We make clear:

- The reason for the consequence;
- That people sometimes make poor behaviour choices;
- What change and learning around behaviour needs to happen avoid future consequences;
- It is the behaviour choice that is not acceptable, rather than the child.

We avoid:

- Group consequences as this can cause more problems.

We make a clear distinction between:

- Minor and major incidents.

11. Consequences for Poor Decision Making: Traffic Light System

The school uses a traffic light system to encourage children to maintain good behaviour. Our traffic light behaviour scheme provides an effective way to promote positive behaviour in the classroom and wider school. It allows for recognition for pupils who behave appropriately, while keeping track of pupils who find it harder to meet the schools behaviour code. It is a fair and consistent approach and ensures that pupils know the rules and behaviour expected in school regardless of what classroom they are in or who is teaching them. We believe that children should develop good discipline through positive encouragement and instruction whilst understanding their rights and responsibilities within the school setting. All pupils have the right to feel safe at school; the right to learn and the right to be respected and to have fair treatment.

In classrooms, children are made aware of our 'traffic light rules' which are:

The aim is to enable pupils to stay on the green area by supporting them in following the school rules.

Each day all pupils will start again with their green card displayed in the wall chart.

1) Green Card

Pupils start each day with their names on the green traffic light.

2. Yellow Card (Warning)

Occasionally children will need a reminder of behaviour expectations in school. Pupils will be given a verbal reminder that if the behaviour continues their name is moved to the amber traffic light.

As soon as the pupil demonstrates that they have modified their behaviour they will be moved back to the green card.

If the pupil does not modify their behaviour the adult working with them will provide strategies and support to help them to move back to green.

3) Red Card

If the behaviour still does not modify despite warnings and support a red consequence card will be issued.

There will be rare occasions where a child's behaviour will take them straight to red. (Sanctions will be given at the first available break or lunch time.) These are:

- Hurting other children - by hitting, kicking, or with words
- Bullying (persistent physical or verbal abuse towards another pupil).
- Using bad language

Class teachers will record incidents of children moving on red traffic lights on Edukey.

Lunchtime supervisors will keep a record of any incidents at lunchtime and pass them on to the class teachers. The class teachers will then decide if there is a need to move the child to an amber or red light.

Parents will be informed where there are persistent concerns regarding a pupil's behaviour.

12 Further Consequences

In addition to the traffic light system, there are a number of consequence for continued unacceptable behaviour that include:

- **Loss of a playtime.** During this time, children will complete an appropriate learning task set by the class teacher, often work missed in class time or have a short period of reflection and complete a note;
- **Short term removal from class** - there are times when it may be helpful for a child to be removed from a situation or a problem for a short period of time. On these occasions **children may be sent to the phase team leader with their work;**
- **Parental meeting** - if teachers become concerned about a pupil's on-going behaviour pattern, their **parents will be invited to school** to discuss the matter, initially **with the classteacher and their phase leader;**

- **Discussion with the Head of School** -The next incidence of repeated inappropriate behaviour choices will result in a child being sent to the **Head of School**. It is the Head of School's responsibility to investigate the context, issue appropriate consequences and if necessary contact parents;
- **Recording of concerns**- If a child **swears using inappropriate language** or **physically hurts an adult or child** using inappropriate physical behaviour, this must be logged on Edukey. Parents will be notified, usually by class teachers, at the end of the school day;

In the event of a child being **seriously violent to another child or adult** e.g. kicking, punching, hitting, slapping, head-butting, spitting, biting, the **parents will be contacted**.

When responding to incidents, adults will seek to understand what has triggered the poor behaviour in a child and ensure that any identified concerns are recorded on Edukey.

13 .**SECLUSIONS AND EXCLUSIONS**

If unacceptable behaviour persists, in spite of the steps taken and the involvement of the Head of School and parents, a process of seclusions and exclusions may be considered:

a) Internal seclusion

In this instance an alternative location is found for the pupil to work within school for a short fixed period, this may be in another classroom or another supervised study space.

b) Exclusions

In a fixed term exclusion a child is admitted back into school following a set period, with a carefully planned programme and the chair of governors is informed. In severe cases the next step is to consider a permanent exclusion. Parents have the right of appeal to the governing body against any decision to exclude.

SERIOUS INCIDENTS

In the event of any of the following serious incidents the normal steps leading to an exclusion may be bypassed and parents contacted immediately:

- Actual physical violence towards any member of the school.
- Severe verbal abuse.
- Deliberate serious damage to property.

What is expected of Governors?

- They will monitor the Behaviour Policy;
- They will make the ultimate decision on any permanent exclusion following the Suffolk County Council Guidance.

What is expected of our pupils?

- Pupils are expected to follow the Code of Conduct and to follow our school rules;
- Children are expected to report behaviour that concerns, hurts or worries them to an adult;
- Accept the times when things go wrong or they make mistakes and move on quickly;
- Children will support and forgive each other when things go wrong;
- Children will be encouraged to be open to the idea of reconciliation.

What is expected of parents?

- Parents will support our school behaviour policy as members of our Catholic community;
- Parents are expected to help celebrate all that is positive and good in school and to reward good behaviour at home;
- Parents are expected to contact school with any concerns or worries they have regarding their child to school as soon as possible;
- Parents are expected to play an active role in discussions when children are finding it difficult to regulate their own behaviour and to work with the school in finding solutions;
- Parents will try to set a good example for their children;
- Parents will not encourage physical violence or inappropriate language use in or around school at any time.

What is expected of teachers and support staff?

- To use this policy to support appropriate and consistent behaviour management across the school, in whichever role they are employed.

What is expected of senior leaders?

- To support all staff to understand and implement this policy in a fair and consistent manner to promote a sense of security and clear boundaries for the children.

- Safeguarding and Child Protection Policy

14. Staff Induction and Training

We ensure that newly appointed staff (including teachers, teaching assistants and administrative staff) are informed of our approach and strategies to the management of behaviour soon after the commencement of their appointment. This will be the responsibility of the Head of School supported by the phase team leader (EYFS, KS1, LKS2 and UKS2) with whom the new staff member will be working (in the case of administrative staff this will be the Head of School).

Where possible we will use HLTAs to cover classes when teachers are absent. Any visiting supply staff will also be made aware of our approach, and wherever possible a short summary will be sent to their agency before they arrive on site.

Any member of staff experiencing specific behaviour management issues will be fully supported by colleagues and the Head of School. In the first instance we will identify the particular issues to see whether it is a pupil problem that impacts upon many staff or whether it is a training issue for that particular member of staff. Where necessary the SENCo will meet with the staff member to support the setting of Individual Behaviour Plans (IBPs) and strategies or if necessary to initiate some training through mentoring, observing colleagues and/or attendance on courses.

15. Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness via monitoring of any behaviour patterns in school.

This policy was reviewed through a process of consultation and its ownership and implementation are the responsibility of all staff.

The policy will be reviewed in 2 years.