

Holy Ghost Catholic Primary School



Positive Behaviour Management Policy 2020

Policy details	
<i>Policy review</i>	Autumn 2020
<i>Next review date</i>	Autumn 2021
<i>Signature</i>	
<i>Date</i>	

“A child who is helped by another child is like a strong city”

PHILOSOPHY

As a Roman Catholic Primary School, our positive behaviour management policy is underpinned by the belief in the value of each and every person in the school community. At Holy Ghost School we want learning to be:

- a joyful celebration of God's creation
- a lasting source of radiance and wonder
- a steadfast quest for truth

Our mission statement sets out our aims to ensure that relationships within the school are positive and that we provide a happy, caring and secure school environment. Our behaviour determines the quality of our relationships, and hence the quality of learning and teaching. It is important that we carefully consider what we say, think and do. We believe that each pupil needs to develop a positive sense of self, an imperative for the confidence needed to take risks necessary for learning. Equally it is our aim to provide resources and an environment in which the needs of pupils and staff are met. In fulfilment of these aims, we recognise there are times when behaviour is learnt and all pupils need guidance on how to behave and that positive change is always possible. A clear code of conduct is established which is understood and supported by pupils, parents, and staff.

Relationships are our Key to success

Staff - Staff

Staff -Pupils

Pupils-Staff

Pupils- Pupils

Staff -Parents/Carers

Parents/Carers-Staff

This policy supports the ethos, mission statement, and vision of the school. It should be read in conjunction with other whole school policies, particularly those relating to anti-bullying and equal opportunities.

AIMS

In order to meet the individual needs of pupils, the following principles will guide all staff:

- To create a reflective and considerate community where pupils can learn and be happy.
- To provide a broad and balanced curriculum.
- To allow pupils to demonstrate positive abilities and attitudes.
- To develop positive self esteem through praise to build self-confidence.
- To set a good example and provide a positive role model in a happy and safe environment.
- To ensure the safety and wellbeing of the pupil, other pupils and staff.
- To divert pupils from inappropriate behaviour to allow learning to take place.
- To teach pupils to have self-control and subsequently to take responsibility and be accountable for their own actions.
- To teach pupils that actions and choices have consequences.
- To be firm, fair and consistent with an awareness of circumstances including the social context of individual children..
- To give the children opportunities to be responsible for themselves and others.

The whole school community should be actively committed to realising these aims.

REWARDS AND SANCTIONS

The cornerstone of the school's positive behaviour management policy is the reward of pupils for appropriate behaviour and the implementation of sanctions where there has been inappropriate behaviour. The application of rewards and consequences (save for the ultimate sanction of exclusion either for a fixed term or permanently) is at the professional discretion of staff. The success of this policy is predicated on a consistent approach that will be monitored by the Senior Leadership Team (SLT) through the daily debriefing meetings and analysis of incident reports.

REWARDS

The purpose of rewards is to encourage the pupils to develop their self-esteem and modify their behaviour. The rewards system celebrates pupil achievement. Rewards are to be used to reward pupils for achieving short term targets so that the pupils develop recognition that if they achieve even in small ways they will be rewarded.

Rewards can be both informal and formal. It is to be remembered that consistency is important in giving rewards equally as in applying consequences in order that pupils do not become aggrieved if they feel that another pupil is being given preferential treatment. However, it is recognised that some pupils find certain aspects of school a particular challenge where others may find them easier and it is important that overcoming challenges is not ignored. Staff are encouraged to be clear in explaining to the pupil being rewarded and to the other pupils in the class or other pupil groupings why a reward is being given in a particular case. This clarity often can defuse feelings of unfairness.

Rewards can include the following either alone or in combination:

- individual praise and encouragement
- positive written comments and feedback on work
- stickers, target charts, certificates and commendations – both on a class/group level and school wide commendation at weekly assemblies
- a treat (being mindful of the school's Healthy School initiative) and/or free time in a given curriculum area once the required level of work has been achieved
- phone calls home to parents/carers
- recognition of public success in the community
- application of the Team points system (appendix 1)
- Going to see the Headteacher or being entered in to the Golden Book

Preventative Strategies Employed By the School

- Effective classroom management displayed by all members of staff
- All lesson plans should be differentiated. A differentiated curriculum will be a necessity to support a positive behaviour management policy in that if a pupil's individual needs are being met problems are less likely to arise within the classroom.
- Classroom Rules – each class to decide their own class rules agreed in consultation with the class teacher, and underpinned by the school's Golden rules.

- The staff need to inform and explain to the pupils their expectations for their learning and behaviour. Pupils working in ignorance will result in a “testing” situation in which the pupils will have control.
- The pupil’s daily timetable is clearly displayed in the classroom for the pupils to see.
- Regular discussion of everyone’s rights and responsibilities – the development of UNICEF’s “Rights Respecting Schools” approach.
- A whole school programme of personal and social education lessons which can include focussing on relationships and caring for others. These will run throughout the school. These lessons will be differentiated according to age and need.
- Enhancing the environment – ensuring the classroom generates an enthusiasm for learning.

Teacher Professional Characteristics

Staff members need to display the following professional characteristics to promote good behaviour:

- Sense of Humour
- Determination
- Assertiveness
- Consistency in response
- Consistency in attitude, expectations and philosophy
- Modulated voice
- Keep a relaxed non-threatening posture respecting personal space.
- Consideration for the feelings of the children –considering ‘face saving’ tactics for the pupils

Set out below is guidance in ‘getting the best’ from pupils in the classroom

- The teacher does not take the pupil’s poor behaviour personally.
- The teacher clearly communicates in a direct discrete encouraging way, using straightforward language. The teacher will make polite suggestions rather than demands.
- The teacher will remain calm and try not to get into a critical or cross mode.
- Teacher will try to ensure the work is broken down into small achievable steps.
- Frequent opportunities for reviewing progress will be given to reward success.
- The teacher will avoid allowing the pupil to become over dependent on them and will expect the pupil to develop independent learning.
- The teachers will be positive in their approach. They will look for good things that are happening or nearly happening. The pupils’ self esteem will be built up by celebrating their strengths.
- If a pupil displays angry outbursts the pupil will be given time to restore their dignity as well as calm down. ‘Time out’ may be offered if appropriate.
- Clear boundaries will be established for the pupils. The teachers will regularly check that the pupils understand boundaries and rewards.

CONSEQUENCES

Good classroom management and the use of preventive strategies do much to defuse problematic situations without the need for sanctions to be applied. However, it is recognised that in some circumstances some intervention will be required. The main objective of this is to encourage and enable individual pupils to accept responsibility for

their actions and behaviour and to recognise that they have a choice in how they behave. Pupils should make some reparation for inappropriate behaviour. Pupils have an active role within the school and so are involved in target setting and discussing behaviour, its consequences and the proposed sanction(s).

As with rewards, so far as is practicable, consequences and sanctions are to be applied consistently. Pupils frequently need to be reminded of the consequences of their actions and the sanction to be applied if this behaviour continues. Pupils should be offered a choice which would enable them to avoid the sanction rather than feeling that they have no choice.

The sanctions will be applied in turn. A decline in behaviour will necessitate one of the more serious sanctions being immediately applied. Sanctions include:

- ignoring the pupil's inappropriate behaviour and praising the appropriate behaviour of others in the class/pupils grouping
- distraction - asking the child to carry out a task which will result in the inappropriate behaviour stopping
- defusing potentially volatile situations - e.g. by use of humour but never sarcasm
- giving a non-verbal sign to stop
- making a reference to school/class rules (see Classroom Management, below)
- giving the pupil a verbal warning coupled with a clear description of what behaviour you wish to stop (avoid general, non-specified directions such as "stop that" etc). In the first instance this should be given quietly to the pupils on their own to avoid giving the pupils an audience and giving rise to a possible escalation in poor behaviour
- giving the pupil a warning verbally and in public i.e. before the other pupils as this will be necessary if the other pupils are aware of the poor behaviour and believe that the pupil is "getting away" with behaving inappropriately - again, the behaviour and the result you require must be clearly and calmly explained
- offering a pupil time out - making it clear that this is an opportunity to reflect on poor behaviour and calm down
- loss of free time
- a clear warning. The pupil will then be given a 'Rights Respecting Reflection' to fill out. This will mean a loss of minutes of their break or lunch time in order that reflection be completed.
- a referral to SLT or the Headteacher
- a telephone call to parents/carers may be necessitated.

Serious incidents (defined as those giving rise to a fixed term or permanent exclusion) will be recorded on a log form (retained in Headteacher's Office).

The circumstances in which exclusion is imposed are set out in appendix 2 together with the procedures that the school is legally bound to follow in such an event. Staff are reminded that this is a power limited by statute to the "head teacher" (see sections 64ff of and Schedule 18 to the School Standards and Framework Act 1998). It is important that staff comply with the legal provisions, especially as a parent/carer has the right to ask for a review of the decision to exclude.

All incidents of bullying (see anti-bullying policy) are to be referred to the SLT.

DEALING WITH CRITICAL INCIDENTS

A critical incident constitutes a pupil or member of staff being at physical risk. For a critical incident, the member of staff should request the help of the SLT. The SLT will discuss the pupil with the member of staff at the first opportunity. The member of staff will need to fill out a log as soon as possible, detailing the incident. The log must be passed directly to the Headteacher. The critical incident will be dealt with within 24 hours.

A number of solutions could be found in dealing with an incident:

- The pupil is put on a pupil contract and parents informed.
- A home school diary

If the pupil continues to make the wrong choices:

-The pupil is placed on a support programme and is regularly monitored both in school and by means of network meetings. Outside agencies may become involved, eg: The Behaviour and Learning Support Service.

As a final stage the pupil will be sent to the Headteacher

- The pupil is excluded for a definite period
- The pupil is excluded permanently from school and the LA informed.

One of the above sanctions may be employed after one referral at the discretion of the Headteacher.

The circumstances in which exclusion is imposed are set out in Appendix 2 together with the procedures that the school is legally bound to follow in such an event. Staff are reminded that this is a power limited by statute to the "head teacher" (see sections 64ff of and Schedule 18 to the School Standards and Framework Act 1998).

The level at which a member of staff should sanction the pupils depends on the seriousness of the pupil's actions. In cases of serious misdemeanours the parents will be informed immediately. Cases of bullying will be immediately referred to the teacher. (Definition: Bullying is the wilful conscious desire to hurt, threaten or frighten someone. It also includes thoughtlessness and unconscious hurt through action, comments or verbal use. (see Anti-Bullying Policy)

Dealing with Conflict Resolution

All pupils from time to time have conflicts over a range of issues. It is vital that these are dealt with in the proper way. Bullying will also be dealt with using the procedure set out below. Members of staff will:

- Decide upon a good time to deal with the issue.
- Listen to all parties concerned individually and record in brief or report important details. Use open questions and deal with the primary behaviour.
- Assure the pupils that the situation will be dealt with and is fully resolved.
- Make the pupils aware of the consequences of their actions and the rules they have disregarded.
- Decide on appropriate measures for all parties involved to re-establish a safe and positive learning environment as soon as possible.

DEALING WITH RACISM IN SCHOOL

In line with the school's mission statement, at Holy Ghost School we are working to establish positive relationships and a happy and secure learning environment. Racial harassment of any kind will not be tolerated. Sanctions will be given in line with the degree of the misdemeanours. As racism is a learnt behaviour, our programme for personal and social education will also confront racist attitudes. Any racism will be reported to the Headteacher. A report will be made and kept in the incident forms.

PHYSICAL INTERVENTIONS

The school's positive behaviour policy is based on seeking to equip pupils with the tools to enable them to recognise that their behaviour is problematic, accept responsibility for their actions and behaviour and seek to moderate it. Failing this, through de-escalation techniques and positive reinforcement of appropriate behaviour, staff aim at keeping incidents to a minimum and seek to restrict their severity. In some cases this is not possible and sanctions have to be imposed. In a minority of cases, where there is a risk of pupils:

- seriously injury themselves
- seriously injuring others
- causing serious damage to property

the law permits physical intervention. Clearly this is an option used only in the last resort, when all other practical methods to de-escalate the situation have been tried without success. (By law a pupil can also be removed from class if they are disturbing the learning of others.)

All trained staff are authorised to intervene physically should the situation arise. This is a matter for the staff member's professional discretion. All occurrences of physical intervention must be recorded in writing and handed to the Headteacher within 12 hours of the incident.

HOME - SCHOOL AGREEMENTS AND RISK ASSESSMENT

Upon admission of a pupil to Holy Ghost School, the school, the pupil and the pupil's parent/carer are required to enter into a signed home school agreement. A copy of the agreement is at appendix 3.

The purpose of the agreement is to ensure that the pupils and his parent/carer are clear about the school's rules, policies, procedures and expectations with regard to behaviour and agree to these. .

EQUAL OPPORTUNITIES

In implementing this policy, as when implementing all school rules, policies and procedures, staff will ensure equality of opportunity for all by having regard to race, gender, class, religion, sexual orientation and special educational need. The school's commitment to equal opportunities is set out further in the Equal Opportunities Policy.

APPENDIX 1

Holy Ghost Team Point System

- Team points are awarded for:
 - Attendance
 - Effort
 - Behaviour
 - Attainment
- Any member of the school staff can give team points. Team points *cannot* be taken away. Team points are recorded on a school display.
- All the pupils in the school are put into teams that are named after different planets.
- Team points are collated over a half term and the team with the highest level of points can decide their own reward for their team.
- Each half term in assembly the team points' winners are announced and the winning team receives the "Winners of the team points" cup.

APPENDIX 2

Procedures to be followed in the case of exclusion

- The decision to exclude is vested in the "Headteacher" – in the case of Holy Ghost School. In the absence of the Headteacher from the school site, this authority is delegated to the Deputy Headteacher.
- Exclusion is either for a fixed term or permanent – exclusions cannot lawfully be made for an open ended period.
- Before a decision to exclude is taken, the head teacher must carry out an investigation of the facts surrounding the incident/s.
- All relevant facts will be considered and reported, the pupils will have an opportunity to give his version of events and any witnesses will be interviewed.
- In the event that exclusion is appropriate, the head teacher will inform the pupil's parents/carers by telephone of the decision and confirm this in writing, together with providing parents/carers with details of their legal rights if they are dissatisfied with the decision.
- The chair of governors is informed, as is the LA.
- Parents/carers have a right to appeal against the decision if the pupil is excluded for more than 5 days. This information is also contained in the letter referred to above.
- When a pupil has completed a fixed term exclusion, the pupil and his parent/carer is required to attend a re-integration interview prior to his/her returning to classes. At this interview short-term targets will be set to help secure a successful reintegration.

It is impractical to set out an exhaustive list of the type of incidents that would give rise to this sanction being exercised. Each incident will be considered on its own merits. In general, however, incidents likely to attract this sanction are those which:

- constitute serious breaches of the school's positive behaviour management policy
- following the implementation of a range of alternative strategies which have been tried without success

where to allow the pupil to remain in school would seriously harm the education and welfare of the pupils or others in t