

ST CHARLES'

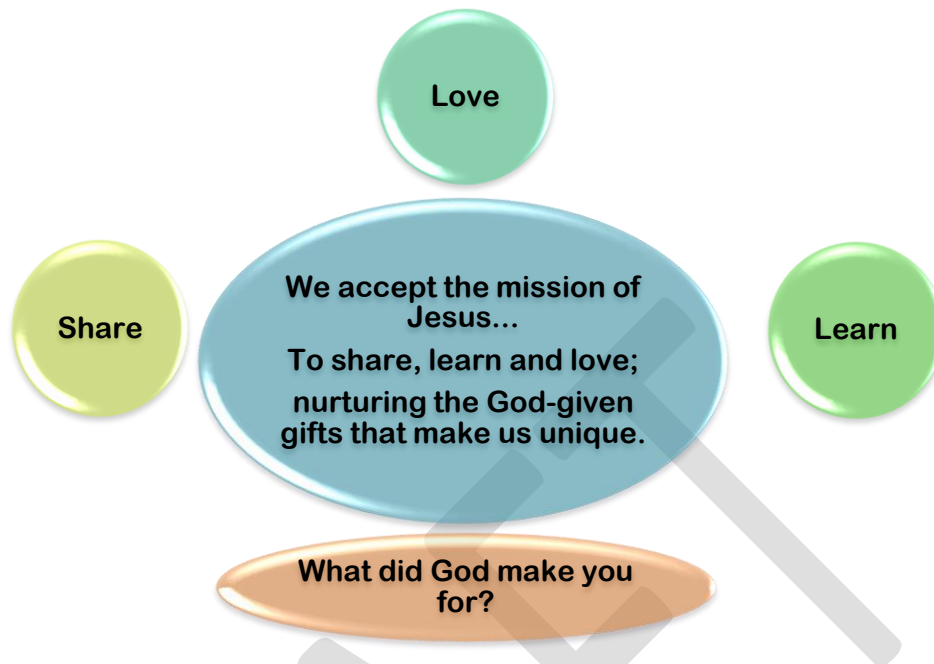
VC ACADEMY



Behaviour Policy

Policy Author	Date Published	Date for Review	Reviewer
A McGrath	Oct 2017	Jan 2018	A McGrath

Our Mission Statement:



How we live out our mission each day:

- We pray together
- We always try to be the best we can be in all that we do
- We speak and act kindly to one another
- We include others in our play and in our learning
- We follow the example of Jesus by helping others
- We know how to say sorry
- We grow closer to Jesus through our work, play, prayers and songs
- We know that God loves us because he made each one of us in his image

"I have come so that they may have life, and have it to the full" (John 10:10)

- We love and care for each other because Jesus loves us and we follow his example
- We use and share the gifts that God has given to us
- "Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you." (Ephesians 4:32)

At St Charles' VC Academy we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic background.

Aims of Policy

- To reflect the teachings of the Catholic Church whose Christian values will enable us to embrace all children and adults as equals.
- To support the educational and other aims of the school.
- To contribute to the ethos of the school.
- To ensure that the conduct of all members of the school community is consistent with the values of the school.
- To create a safe predictable working environment in which all children can learn positive social behaviour.

The Key Principles of Behaviour Management

Being Inclusive

Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.

Some of our children, for some or all of the time, will need more of our attention and support than others.

We have a responsibility to teach social behaviour to all children.

We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.

All pupils have the right to be educated no matter how challenging their behaviour.

Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

Being Positive

Parents and Carers need to be as fully involved as possible.

We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.

If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.

We should recognise acceptable behaviour through positive reinforcement.

We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

Being Assertive

We believe we all have rights- teachers have the right to teach, pupils have the right to learn.

Pupils and staff have the right to feel safe in school.

Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.

We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.

Staff requires support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

Our School Rules –

Be Ready – being ready to learn

Be Respectful – being respectful to all

Be Safe – being and keeping yourself and others safe

Everyone in the school has rights and responsibilities. To help protect our rights and to encourage responsibility, we have basic rules for our school. The School Rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.

“Praise, recognise and respond”

We believe that praise is the most powerful form of influencing children's behaviour.

Golden Book Assembly

Each Friday teachers choose two children from their class who have gone above and beyond, and invite their parents to a special praise collective worship. Children receive a special certificate to take home and an invitation to have hot chocolate and a treat with the leadership team during morning break.

Verbal Praise

The children go to see the Head with their work or another member of staff in school; display work in class and around school as an example.

Dojos

Children work each week to achieve their **dojo points**. Parents have a parent login to their child's dojo website and can see praise give to their child on a daily basis. Dojos can be gained through good manners, good behaviour, good work, being helpful, being a good friend etc. Children can achieve dojos at breakfast club and over lunchtimes. Children get certificates and rewards for 100, 200, 300, etc. dojos.

Class Reward

All the class work towards a shared goal and decide with their class teacher what their class reward will be.

Attendance Cup

Each week the class with the best attendance is awarded the attendance cup for the week and will be invited to the canteen to have ice pops at 3pm.

Positive notes home

Pupils who have shown outstanding behaviour will be rewarded with a positive note home. The note will state why their child has been given the note. An announcement of positive notes home will be made in the newsletter.

Early years rewards system

Stickers will be given out for something extra special rather than just what we would expect them to do normally as we don't want children behaving well just for stickers. We want it to be intrinsic but also want to motivate them.

'Star of the Day' – this is where a child who has earned the most Dojos is awarded a star at the end of the day – all children will get a turn at this as the focus for earning Dojos changes daily.

Early Years Consequences

Negative behaviour will be dealt with verbally.

For repeated negative behaviour we give **two warnings** and if continued then a **short 'time out'**.

If the behaviour is violent or it deliberately hurts another child then there is an **'immediate time out'**. Time out will be spent by sitting in solitude on their respective carpet according to which class base they belong. During this time the children will be encouraged to think about their behaviour. Following time out an adult will have a conversation with the children to outline a way forward and restorative action. **Time out will be 3 mins in Nursery & 4/5 mins in Reception** depending on age.

KEY STAGE 1 and 2 RESTORATIVE MEETINGS

Where possible the school will try a range of strategies before issuing any consequences.

Restorative Practice

For real change to take place it is essential that the children face up to their own responsibilities in a realistic and reflective manner. This may take the form of 'restorative conversations' with the adults working in the class or with a member of the Senior Leadership Team. These may occur during morning play or lunchtime.

In cases where a child does not respond positively to the restorative approach they might incur a consequence such as exclusion from the playground for the duration of break (15 mins) due to continued negative choices made during lessons.

Alternative lunchtime play provision organised by the SENDCo and supervised by experienced support staff is also an option for vulnerable pupils or for those with specific needs.

Internal or Fixed Term exclusions

If a serious incident occurs, (see appendix for incident forms), the Senior Leadership Team may decide that a pupil should be excluded from the classroom and playground for longer periods of time and asked to work in another class. This can happen from between half a day and up to 5 days. The child may also be excluded from eating their lunch with their peers.

Fixed term exclusion is an extreme sanction, the Head of School will normally consult with the Chief Operating Officer and Chief Executive Officer, so that all options can be explored. The decision to exclude will be followed immediately by a telephone call to the parent/carer, followed by a letter home. A parent has the right to make written representations to the Trust board about the exclusion.

Permanent exclusion is an extreme sanction and is only administered by the Chief Executive Officer of the Trust.

Vulnerable Pupils

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

Behaviour is a fixed agenda point during weekly senior leadership team meetings and vulnerable children are discussed. If children are identified as struggling with behaviour, staff will begin a series of intervention.

Class teachers will speak to parents/ carers to say that they have concerns about a child's behaviour in the first instance. Senior leadership team will discuss with parents, strategies to further support their child's behaviour. These may include:

Behaviour Support Plans

Support from the Behavioural Education Support PRU Outreach Team.

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

Monitoring and tracking Behaviour

Behaviour incidents are logged by all adults using paper forms. The Head of School will collate and analyse these at the end of each half term to identify key problem areas around the school & ensure plans are put into place to address them.



ST. CHARLES' VC ACADEMY BEHAVIOUR PLAN

Pupil name:		Class:	Teacher:
Date of birth:		Medical conditions/needs:	
Date plan starts:		Staff working with the pupil:	
Date of next review:			
Challenging behavior <i>What does it look like?</i> <i>What triggers it?</i>	Targets <i>What are we working towards?</i> <i>How do we get there?</i>		
Strategies for positive behavior <i>How do we maintain positive behavior?</i> <ul style="list-style-type: none">• <i>Phrases to use</i>• <i>Rewards, motivators</i>	Early warning signs <i>How do we prevent an incident?</i> <ul style="list-style-type: none">• <i>What to look out for</i>• <i>How to respond (reminders, alternative environment)</i>		
Reactive strategies <i>How do we diffuse the situation?</i> <ul style="list-style-type: none">• <i>What to do and what not to do</i>• <i>Phrases to use</i>• <i>Calming techniques</i> <i>At what stage should another member of staff be informed? Who should this be?</i>	Support after an incident <i>How do we help the pupil reflect and learn from the incident?</i> <i>Is there anything that staff can learn about working with this pupil?</i>		
Agreement:			
Parent name:		Staff name:	
Parent signature:		Staff signature:	
Date:		Date:	



ST CHARLES' VC ACADEMY SERIOUS INCIDENT RECORD

Name of young person:		Name of person writing report:	
Date & time of incident:		Location of incident:	
Name(s) of staff involved:		Name (s) of witnesses:	
Reason for intervention: <ul style="list-style-type: none"> • Injury to a person • Damage to property • Criminal offence (homophobia, racism, etc.) • Serious disruption • Absconding (leaving the room or building) 		External agencies informed <ul style="list-style-type: none"> • Medical staff • Parent/carer • Social worker • Police • other 	
Briefly describe events leading up to the incident:			
✓ Behaviours that occurred:			
Verbal abuse	Slapping	Punching	
Biting	Pinching	Spitting	
Kicking	Hair grab	Neck grab	
Clothing grab	Body holds	Arm grab	
Weapons/missiles	Head butting	Self-mutilation	
Pushing	Disruption	Damage to property	
Who was at risk?			
Briefly describe events that occurred during the incident:			
Describe any changes made to routines, staff or environment in an attempt to reduce the risk:			

✓ Diversions, Distractions & De-escalation strategies attempted:	
Verbal advice	Limited choice
Clear directions	Distraction
Negations	Planned ignoring
Take up time	Consequences
Time out	Humour
Change of staff	Success reminders
Medical intervention	
Injury to child:	Action taken:
Injury to staff:	Action taken:
Injury to others:	Action taken:
✓ Action following the event:	
Person responsible for safeguarding has checked this record:	
Parent/carer informed by phone or in person:	
Parent/carer informed by letter:	
Risk assessment to be carried out:	
Positive Handling Plan to be completed:	
Procedural change:	
Student support:	
Staff support:	
Relationship repair:	
Disciplinary action:	
Has any complaint been lodged: YES NO (details not to be recorded here)	
Signed by:	Role:
Staff to be informed BEFORE the Head Teacher	PHASE LEADER <input type="checkbox"/>
An informed decision is needed before following the hierarchy of staff. If a child has physically assaulted another child & caused an injury then SENIOR LEADERSHIP TEAM should be informed straight away.	ASSISTANT HEAD <input type="checkbox"/>
	DEPUTY HEAD <input type="checkbox"/>



ST CHARLES' VC ACADEMY BEHAVIOUR INCIDENT RECORD

Name of Child: _____ Class: _____

CC: Behaviour file in leadership office

Date of Record:	Reported by:
Date of Incident:	
Time of Incident:	Location of Incident:
Names and Classes of children involved:	
Type of Incident: <input type="checkbox"/> Incitement <input type="checkbox"/> Swearing <input type="checkbox"/> Name calling (adults' discretion as it may not be a serious incident) <input type="checkbox"/> Classroom disruption (low level) <input type="checkbox"/> Unkindness to another child which is not deemed necessary for serious incident form PHYSICAL ALTERCATIONS ARE SERIOUS! (Use the blue form)	<input type="checkbox"/> Not following instructions (adults discretion as it may not be a serious incident) <input type="checkbox"/> Rudeness to a child <input type="checkbox"/> Rudeness to adults (serious if persistent) <input type="checkbox"/> Ridiculing <input type="checkbox"/> Other <input type="checkbox"/> What? _____
Brief description of Incident:	
Phase Leader's comments of actions taken (restorative/parents informed/plans etc.):	
Consequences if needed / further action :	
Class Teacher's actions regarding the incident (restorative conversation/ sanction). TAs MUST inform class teacher of incidents that the teacher may have been absent for	

Agreed Scripts

30 second intervention

"I noticed you are (having trouble getting started/ struggling/ etc....

It was the rule about.....that you broke.

You have chosen to

Do you remember last week/ yesterday/ this morning when you (celebrate previous achievement).

That is who I need to see today....

Thank you for listening"

(Give the child some take up time)

Seven assertive sentence stems to set you off

You need to (speak to me at the side of the room)

I need to see you...(following the agreed routine)

I expect.... (to see your table immediately tidy in the next two minutes)

I know you will.... (help...)

Thank you for (letting go of her hair, let's walk and talk)

I have heard what you said, now you must ...(collect your things calmly and move to,...)

We will..... (have a better day tomorrow)

Developed script

You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen... if you choose not to do the work, then this will happen...I will leave you to make the decision.

Do you remember yesterday when you helped me to tidy up, that is the Stefan that I need to see today, that is the Stefan that

I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.

I am not leaving, I care about what happens. You are going to be brilliant.

What do you think the poor choices were that caught my attention?

What do you think you could do to avoid this happening in the next lesson?

Darryl it's not like you to....(kick doors/ shout out)