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## Positive Behaviour Management

Date	Review Date	Coordinator	Nominated Governor
November 2017	Spring 2018	A. Abel	Achievement, Behavior & Safeguarding committee

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff Jan 2016 (DfE 2014)
- Equality Act 2010: Advice for Schools (DfE)
- School attendance parental responsibility measures: Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police (DfE)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of

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anti-social behaviour. We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted, as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment. We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have in place systems designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. In such an instance school personnel will talk to individual children about their concerns or worries or just to calm them down if something has upset or angered them.

**Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.**

We have a duty to safeguard children, young people and families and any concerns will be reported to the Designated Safeguarding Lead.

We understand that 'Headteachers and school personnel authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have an item in school that is forbidden.

We have decided that the following items are forbidden in this school: knives or weapons, alcohol, drugs or medicines, stolen items, tobacco, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.



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We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Statement of Behaviour Principles**

Section 88(2) of the Education and Inspections Act 2006 requires the governing body to:

- a. Make and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils; and
- b. Notify the headteacher and give her related guidance if the governing body wants the school behaviour policy to include particular measures or address particular issues.

This statement is to be taken in conjunction with the school behaviour policy and home school agreement, which are reviewed and approved annually by the governing body.

Our principles are that:

- Staff and pupils will follow the Our Lady of Lourdes school way.
- Staff and pupils will be polite and respectful at all times, to each other and to visitors.
- Any form of discrimination or bullying will be addressed promptly.
- Staff and the governing body will provide opportunities for pupils to take responsibility and be involved in decision-making.
- Expectations of both staff and pupils will be explicit and consistent.
- Staff will be fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated.
- Staff will be empowered to take prompt and effective action when pupils behave inappropriately.

The school will work in partnership with home and external agencies to maximize the chances of every pupil behaving responsibly.

### **Aims**

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the all safeguarding risks including radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.



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## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed the deputy and headteacher to work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated the leadership and management portfolio holders to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - discussing improvements to this policy;
  - organising surveys to gauge the thoughts of all pupils;
- nominated the achievement, behavior & safeguarding committee to:
  - visit the school regularly;
  - work closely with the Headteacher and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

The Headteacher will:

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- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of pupils' behaviour,
- ensure school rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure that individual children talk about their concerns or worries or are calmed down if something has upset or angered them;
- with all members of the Senior Leadership Team will:
  - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
  - ensure pupils move around the school in an orderly manner
  - praise good behaviour
  - celebrate successes
  - ensure the appropriate performance of school personnel
  - take action if school personnel do not follow this policy
  - consistently inform parents of this policy
  - ensure school personnel praise good behaviour and work
  - ensure school personnel understand the additional needs of all pupils in their care
  - monitor the number of sanctions and rewards given by individual school personnel
  - have in place clear strategies for pupils who are likely to misbehave
  - ensure school personnel are aware of these strategies and apply them
  - have in place support mechanisms for pupils with behaviour difficulties
  - ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties

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- ensure the health, safety and welfare of all children in the school;
- work with the School Council to review the Our Lady of Lourdes way to encourage good behaviour and respect for others;
- **recommend to the Governing Body the use of a parenting contract:**
  - in cases of poor attendance;
  - when a pupil has consistently misbehaved or has been permanently excluded or excluded for a fixed period;
  - when it is considered that parenting is a factor in the truancy or bad behaviour of a child and where the parent appears to be in need of support.
- work closely with the achievement, behavior & safeguarding committee and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :
  - pupil attitudes to school and learning
  - the views of pupils, parents, school personnel and governors
  - the number of fixed-period and permanent exclusions
  - incident logs, rewards and sanctions
  - the number of reported cases of bullying
  - strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- organise a 'Buddy System';
- analyze the concerns from the 'need to chat tins';
- track pupils through ISPs;
- create links with parents;
- deal with external agencies;
- review and monitor;



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- annually report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to compile a list of class rules;
- display class rules;
- work with pupils to compile a list of sanctions and rewards;
- display the list of sanctions and rewards;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- take individual children when a situation arises to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and refer to a visual timetable if required;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- maintain high standards of ethics and behaviour within and outside school so as not to undermine Catholic values;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

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Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct (Our Lady of Lourdes way) and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council to make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

### Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct(Our Lady of Lourdes way) and guidance necessary to ensure smooth running of the school.

### Encouraging Positive Behaviour

Positive behaviour is encouraged through the implementation of the Our Lady of Lourdes way reward scheme

- The school community is encouraged to follow these guidelines that are based on our mission statement and core values.

Core Value	Our Shared Aim
<i>Understanding</i>	We treat others as we want to be treated
<i>Kindness</i>	We make others feel valued by what we do and what we say We care for everyone in our community because we belong to the school family

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<i>Respect</i>	We make the right choices We recognise that everyone is a child of God
<i>Faith</i>	We love God and one another We believe in ourselves and have a go!
<i>Excellence</i>	We try to be the best we can We join in with our learning because we want to do well
<i>Responsibility</i>	We look after our environment We know that we are responsible for what we do

- Pupils and staff evaluate pupils' behaviour half termly against these criteria. A score is given out of five and these scores are accumulated so that good behaviour can be rewarded at the end of the academic year.
- Pupils who are not in line to be rewarded are given careful guidance and targets to improve, and staff work with parents where necessary. Bonus points may be awarded if significant or maintained improvement is seen.
- Pupils are given a visual indication of their behaviour in class by the card system

	Exceptional Behaviour, Sustained Effort, A selfless act
	Engaged in your work, Participating in class, showing kindness
	Expected attitudes and behaviour
	Being disruptive or disrespectful, Not engaging in class
	Ignoring warnings, Serious offence

- All adults within school are able to reward or encourage positive behaviour by changing a child's position within the card system.
- Positive learning behaviour is encouraged by target setting. Pupils are rewarded at assembly and by stickers to recognize a focus in their learning behaviour.

### **Sanctions**

Sanctions which must be applied fairly and consistently have been devised:

- by the school leadership;
- not to be degrading or humiliating to any pupil
- Pupils are aware that a red card means they will be sent to the headteacher or a member of the senior leadership team in her absence
- For other inappropriate behaviours sanctions may include
  - Reprimanding;
  - Loss of playtime, supervised by a member of staff;



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- Contacting parents;
- The use of incidence cards/books or report books.

A system is in place to ensure that no child ever misses out on sanctions or rewards.

## **Exclusion**

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

## **Pupil Support**

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

## **Celebration of Good Behaviour**

Good behaviour is celebrated at the weekly achievements assembly. But regular praise and encouragement is part of the school ethos.

## **Outside Agencies**

We will work with outside agencies to provide support for pupils who demonstrate persistent poor behaviour.

## **Incidents**

- All incidents of bad behaviour are recorded on an incident sheet.
- The co-ordinator thoroughly investigates all incidents and reports to the Headteacher.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops

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- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

### Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - Maintaining good order and discipline
  - Safeguarding pupils
  - The use of reasonable force
  - Dealing with bullying
  - Pupils at risk of disaffection
  - Pupil support programmes
  - Equality
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

### Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	