



St John Bosco RC Primary School Behaviour Policy

(please also see Anti-bullying policy)

Our school Mission Statement states, “Respecting and caring for each other and those in our community.” All staff and children at St John Bosco RC Primary School will work together to ensure that our school is a safe and positive place to work, learn and play. This policy should be read in conjunction with the anti-bullying policy.

In order to create a secure, welcoming and inclusive school, all staff and children, with the support of Governors and parents will work together to promote:

- A community in which children and adults are treated with respect
- An environment which supports children’s learning
- Care and respect for our building and the property of others

We will do this by following our golden rules:

- We are gentle
- We are kind and helpful
- We work hard
- We listen to people
- We are honest
- We look after property
- We are careful and polite around school

At St John Bosco’s, the Christian principle of Reconciliation is central to promoting good behaviour. Our children are encouraged to empathise and compromise with others and should feel welcomed back into the school community, following appropriate sanctions for unacceptable behaviour.

Creating a Positive Ethos

At St John Bosco’s we expect and reward high standards of behaviour and effort.

Rewards include:

- Verbal praise
- Written comments on children’s work
- Public displays of children’s work
- Public acknowledgement in assembly of good effort, behaviour and attitude to work through Merit Certificates
- Privileges, such as being allowed to help staff with special tasks
- Sharing children’s achievement with other staff by sending work to them
- Award of merit stickers for good work and behaviour
- Award of stickers and raffle tickets for good behaviour at lunchtime
- Sitting on the weekly VIP table
- Verbal feedback and notes home to parents
- Golden time
- Going out for activities with adults, including gardening

Lunchtime and Breaktime behaviour

At St John Bosco most children maintain a high standard of behaviour at lunchtime and breaktime. All staff, with the help of the Year 6 Buddy teams, work hard to keep our playground a safe place for children to enjoy themselves. Any child who engages in unacceptable behaviour is dealt with immediately. Children are frequently reminded not to intervene in such incidents, but to refer them to the staff who are caring for them.

The sanctions below will be used to deal with incidents of unacceptable behaviour, although sanction stages may be missed out if a more serious incident occurs.

List of sanctions

1. Children are given a verbal reminder about their behaviour
2. Children are withdrawn from the playground for a short time (5 mins initially and 10 mins for a further incident) to stand away from the playground steps alongside the gate
3. Until 1pm Children are taken by a Lunchtime Organiser to their class teacher who will supervise them in their classroom. After 1pm they are taken to the headteacher.
4. Children are taken into school by a Lunchtime Organiser to be supervised at the headteachers office, by the headteacher or another senior teacher (children will be asked to reflect on their behaviour in either written or verbal form)
5. If a child has to be withdrawn from the playground on several occasions during a half term, their parent/carer may be invited into school to discuss the matter
6. Lunchtime behaviour monitoring, good playtimes sheets are introduced

If an incident arises as a result of a specific activity, for example, football, then a child may be withdrawn from that activity for a time specified by a member of staff.

Incidents arising from not following the computer and internet use agreement will be dealt with in line with this behaviour policy

Serious incidents and racist incidents will be recorded in the incident book or on the serious incident report form (see Appendix 1), including any actions taken as a result of the incident.

In exceptional circumstances, in line with Local Authority guidance on exclusions, a child may receive a fixed term or permanent exclusion. In these rare circumstances, the school will seek the advice of the Local Authority and other support services.

Behaviour in the classroom

At St John Bosco, all staff are committed to the principles of positive discipline. Staff use a variety of strategies in order to promote positive discipline depending on the age group of the children in their class. These include:

- Display of the 'Golden Rules'
- Discussion about the kind of behaviour which creates a calm working atmosphere in the classroom
- Each class devising a small number of class rules, which are stated positively, eg 'listen to other children . . .' rather than 'don't talk when others are . . .' and are displayed in the classroom
- a reward system for children to earn individual/group merits/points etc.
- a notes home pad to send to parents of children who have done well during the day (on average 2 or 3 to be sent home each week)
- Golden time - half-termly for the last full afternoon of a half term, rather than weekly.

For instances of behaviour that does not follow the golden rules (examples of types of behaviour at different stages see Appendix 2), the follow sanctions to be put in place:

- Stage 1 – warning on board
- Stage 2 – child misses 5-10 mins of break/lunchtime and writes out the golden rules in class during the next break time
(this stage can be revisited twice before moving to stage 3)
- Stage 3 – child is sent to another class until the end of the next session (no more than an hour)

Stage 3:

1. At Stage 3 parents will be spoken to by the class teacher.
2. After the second time a child reaches a Stage 3 sanction and the child's parents are spoken to they will be given a daily behaviour report card. This also needs to be reported to the SLT who will record the incident on a behaviour record and the child will miss the end of term golden time afternoon.
3. Following either the first or second stage 3 sanction (depending on the incident) there should be discussion with the SENCo about involvement with any external agencies (for example; behaviour support, school nurse, speech and language)
4. These stages can be repeated twice and on the 3rd occasion that child reaches a Stage 3 sanction parents will be spoken to by the Headteacher and advised that a further Stage 3 sanction would result in a days isolation in another classroom, followed by possible exclusion.
5. For more serious incidents children can move straight to Stage 3 without moving through the previous stages.

Children should be sent back from interventions for poor behaviour and class teacher will make decision about behaviour stage (depending on child's behaviour earlier in the day).

Each day children will be given a new start.

Where poor behaviour takes place off site or on a school trip, children may be removed from the group, or in exceptional circumstances may be returned to school.

Additional Needs

Where a child has Special Educational Needs (SEN) or a disability, the above sanctions may be modified and supplemented where appropriate, for example Pastoral support programmes, including SEAL groups or an Individual Education Plan. Support may also be sought from external agencies.

Reviewed May 2016

Appendix 1

St John Bosco RC Primary School

Serious incident report

Seen by head:	Monitored by:	Log number:
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Section A

Name of child:		Year group:	
Date of incident:	Time:	Location:	
Name of staff involved:		Names of witnesses:	
Reason for intervention			
Danger to self		Danger to others	
Severe damage to property		Severe disruption to other pupils	
Describe lead up to incident / Triggers:			
De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very Effective)			
Verbal advice & Support		C.A.L.M talking	
Distraction		Options offered	
Time out offered		Planned ignoring	
Time out directed		Success reminded	
Transfer adult		Contingent touch	
Choices		Listening	
Reassurance		Social Space (CALM Body language)	
Appropriate behaviour		Negotiation	
Praise Points		Take up time	
Other		Please specify:	

Details of incident:

Section B (Only to be completed if Physical controls were used)

Positive handling strategies used & effectiveness rating (1=Not Effective 10=Very Effective)					
Caring C Guide		Friendly hold		Single elbow	
Double elbow		Figure of four		Chair Wrap	
Cradle		Wrap		Seated Wrap	

Breathing Monitored (ABC)		Number of staff involved	
Duration of physical intervention		Duration of incident	
Parents informed			

Section C Medical intervention (Please mark every box **YES** or **NO**)

Injury suffered by child		Please specify:
Treatment required		Please specify:
Injury suffered by staff		Please specify:
Treatment required		Please specify:
Injury suffered by others		Please specify:
Treatment required		Please specify:

Section D Follow up

What happened from the child's point of view?
How did the child feel?
What will the child do differently next time they feel that way?
Review of pupil's Risk Assessment / Care and Support Plan as a result of this incident:

Witness signatures				
Signed:		Date:		Independent advisor:

Appendix 2

Examples of behaviours at each stage

Stage 1 – warning

These may be behaviours that are seen after a class/individual reminder is given, but are still repeated at a low level

- Talking whilst teacher is talking
- Messing around with objects
- Not listening
- Not following instructions

Stage 2 (5-10mins out, twice before moving to Stage 3)

These may be behaviours that are characterised by deliberate intent

- Blatantly ignoring staff instructions
- Defiance to adults
- Responses displaying a disrespectful attitude
- Teasing other children
- Swearing/using bad language

Stage 3

These are serious incidents or intentional behaviours that are repeated

- Further deliberate defiance
- Staff being shouted at
- Fighting with other children