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**St Clare’s Catholic Primary School**

**Following in the footsteps of Jesus**

Behaviour Policy

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| Signed by: | | | |
|  | Headteacher | Date: |  |
|  | Chair of Governors | Date: |  |

**Behaviour Policy**

At St Clare’s Catholic Primary School we aim to create a positive, caring and encouraging atmosphere, in line with our Mission Statement:

**‘Following in the footsteps of Jesus, excellence in a nurturing and exciting environment.’**

**Aims and expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

* The school expects every member of the school community to behave in a considerate way towards others.
* We treat all children fairly and apply this behaviour policy in a consistent way.
* This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
* The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**Rights and Responsibilities**

At St Clare’s Catholic Primary we have four school values: Faith, Respect, Perseverance and Honesty.

All members of the school community, both adults and children, have certain rights. Three of the principal rights which underpin our policy are:

* the right to be treated respectfully

* the right to a quality education, uninterrupted by disruptive behaviour (the right to learn and the right to teach)
* the right to feel safe and secure.

There are other rights which are discussed in whole school, Key Stage and Class assemblies.

Within the remit of this policy the school, parents and children have responsibilities relating to behaviour responsibilities of the school:

* to teach effectively, setting consistently high expectations across the school, for all pupils both in terms of standards of work and behaviour in and outside the classroom
* to nurture all children and care for each individual’s welfare
* to communicate with parents regarding behaviour issues as appropriate
* to implement and monitor a fair and consistent hierarchy of rewards and consequences

**Responsibilities of Parents**

* To ensure that children come to school on time, appropriately dressed, ready to work and learn
* To actively support the authority and discipline of the school
* To acknowledge the professionalism of staff and work in partnership with them to resolve behaviour concerns
* To encourage the positive behaviour of their child in school
* To adhere to systems introduced to promote the health and safety of everyone during a pandemic outbreak

**Responsibilities of the Children**

* To arrive at school on time, ready to learn
* To work hard to the best of their ability and aim for the highest standards in all aspects of school life
* To co-operate respectfully with staff, accepting their authority and the rules of the school
* To show respect for the needs, feelings and property of others, both within school and the wider community
* To care for the school grounds and use equipment, furniture and other resources provided by the school appropriately, with due regard to their own safety and that of others
* To allow others to learn uninterrupted
* To follow school guidelines which promote the safety of themselves and others

Children are responsible for their own behaviour and their conduct towards others. They can choose their behaviour and therefore select whether to be rewarded or reprimanded. If children fail to adhere to the agreed rules and impinge upon the rights of others, they may in turn lose some of their own rights e.g. playtime will be lost. Where children consistently follow the school values they will enjoy additional privileges.

**School Charter:**

At St Clare’s we have: **The right to learn**

**The right to teach**

**The right to feel and be safe**

**Positive Rewards**

St Clare’s Catholic Primary emphasises the importance of rewarding good behaviour and positive work habits through praise, encouragement, public recognition and rewards.

The following rewards are used throughout the school:

Non-material Rewards, for example:

* a smile or thumbs up
* verbal acknowledgement and praise – both public and private
* sending individuals/groups of children to the Head Teacher for praise
* acknowledging children in assemblies
* giving individuals special jobs or responsibilities
* allowing children to choose the book for story time, etc.

Material Rewards:

* Rainbow Warrior awards
* stickers.
* items from rewards boxes
* praise certificates/postcards home

Each week children are chosen to receive Achievement Certificates- Rainbow Warrior Rewards in Friday’s Celebration Assembly. Invitations to attend the assembly are sent home to parents/carers of those pupils on the Wednesday before.

**The Rainbow System**

All children start each learning session with their name on the rainbow. If a pupil demonstrates remarkable work or progress they will receive a raffle ticket and a house point.

Children are put into school houses: Mother Theresa of Calcutta, Oscar Romero, Maximillian Kolbe and St Bernadette. At the end of each week, each class will announce the house which has got the most house points received in assembly.

**Rainbow Raffle Tickets**

Any child who demonstrates exceptional work or behaviour receives a ***Raffle Ticket*.**

A winning raffle ticket is drawn from the ‘***Class Charter’*** class prize basket in the weekly Celebration Assembly. Agatha Dunlop is responsible for topping up KS2 boxes, Linda Smith KS1 boxes.

**Adults do not give out Raffle Tickets unless children have done something exceptional.**

**Rainbow Warrior of the week**

* Each week we nominate 2 children from each class to be **Rainbow Warrior of the Week.**
* Each Rainbow Warrior receives a certificate**,**
* **Parents must be informed on Wednesday before so that parents/carers can attend**

**Rainbow Reward Time**

All children have an entitlement of 20 minutes **Rainbow Reward** at the end of the week.

**Whole School Reward**

At the end of a half term all children in the school who have not been on the reflection cloud more times than the number of weeks in that half term, have an afternoon of Rainbow Reward that are chosen by the staff in discussion with the Head teacher- examples:

* Hot chocolate
* Disco
* Pantomime visit
* Colour Run

The planned rewards for the coming half term are displayed in the school hall for all to see.

The rewards for 2023 – 2024 are as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| When? | Whole School/Class | Who is Responsible? | Winning Team | Who is Responsible? |
| Autumn A | Spooky Disco | All staff | Chocolate Apples | Miss Mallon |
| Autumn B | Panto | Key Stage | Christmas Bingo | Miss Newell |
| Spring A | Mad science | All staff | Pancakes | Miss Dodwell |
| Spring B | Easter cakes | Miss Whitley | Treasure Hunt (Easter) | Miss Bradley |
| Summer A | Water play | ALL | Westminster Park | Mrs Ward |
| Summer B | Colour run | ALL | Ice Cream | Mrs Kelly Murphy |

**The Class Charter**

The class teacher discusses the school rules with each class incorporating the school’s Mission, Vision and Core Values. Following this, they work as a class to develop a school charter which agrees with everyone’s responsibilities, adults and children, and is displayed on the wall of the classroom. In this way, every child in the class knows the standard of behaviour that is expected in their classroom and how they can achieve this.

The class charter (using positive language) should follow this model but is bespoke and the language is appropriate to each year group. It must include the following:

* a visual representation of each responsibility
* as children it is our responsibility to…
* as adults it is our responsibility to…
* as a class it is our responsibility to…..

The class charter will be referred to regularly as part of the reward system.

* All children start On The Rainbow
* **First step**
* Removal of Approval (Firstly recognise someone else who is choosing to model the opposite of the undesirable behaviour)
* **Grey Cloud warning**
* Remind the child of the Class Charter
* State clearly what the expectation is
* Say “I need you to choose to… or you will choose to go onto the Grey Cloud”
* **Go onto the Grey Cloud**
* Say “You have chosen to …… that means you have chosen to go to Grey Cloud.” The child’s name is moved into the Grey Cloud.
* State clearly what the expectation is
* Say “I need you to choose to… or you will choose to have a warning for the Reflection Cloud.”
* “If you make the right choices for the rest of the session, then you will move back to the Rainbow”
* **Reflection Cloud warning**
* Remind the child of the reason they went into Grey Cloud
* State clearly what the expectation is
* Say “I need you to choose to… or you will choose to go onto the Reflection Cloud”
* “If you want to, you can choose to go to your partner class to think about your choices”
* **Go onto the Reflection Cloud**
* Say “You have chosen to …… that means you have chosen to move onto the Reflection Cloud.” The child’s name is moved onto the Reflection Cloud.
* This means they will lose 5 minutes of Rainbow Reward Time and gain a playtime time out.
* This child’s name is recorded in the teacher’s behaviour file (See Appendices).
* If a child is moved to The Reflection Cloud their parents will be informed. If they continue to receive additional reflection clouds, a meeting will be arranged with parents/carers and the class teacher.

Each child has their name on The Rainbow at the start of the day. They have the opportunity to start again with their name on the rainbow at the start of every session.

Children who have a pre decided behaviour plan may use this system differently to others in a way that is effective and conducive to meeting their individual needs.

If any child is on The Reflection Cloud and finds it difficult to engage in the lesson, then they will be asked to have time out either at a separate desk, an area outside the classroom, or in the Headteacher’s office. This will be a 5 minute time out – not taking work with them. They could even take a stop watch with them. After five minutes they come back to class to complete their work.

If a child continues to be disruptive or refuses to go to their partner class then a member of the Senior Leadership Team will become involved and the child will be removed from the class or the class will be removed from the child and the behaviour addendum will be applied.

**Consequences**

**Rainbow Reward**

For each classroom session, if a child moves into the reflection cloud they will lose 5 minutes of **Rainbow Reward Time**. If a child has 4 or more reflection clouds in a week they will miss all of Rainbow Reward Time. For these children they are likely to need an Individual Behaviour Plan.

If a child is regularly on the reflection cloud on 3 occasions in a day, they will be provided with a sticker chart (see appendices) to promote positive reward time and an ABCD behaviour sheet will be tracked (see appendices).

If a child misses all of Rainbow Reward Time or poses a physical threat to other children, they will have a more structured behaviour plan (see appendices). This plan will be distributed to all members of staff who are likely to support this child with the behaviour, so the message is always the same.

Pupils who receive more Reflection Clouds than the number of weeks in the half term will miss the end of half term rewards.

**Playtime Time Out**

In addition to missing 5 minutes of Rainbow Reward Time, children will miss one playtime for every session that their name is moved onto the reflection cloud in the Quiet Room. If a child is struggling in reflection time, they will do their time out in the Headteacher’s Office. It will be the playtime immediately after they’ve been on the reflection cloud. Children must complete a playtime Time Out for each reflection cloud on every occasion. This may occur on the following day.

Playtimes include: Morning, Lunchtime & Afternoon – KS1

Morning & Lunchtime – KS2

Lunchtime ‘Time Out’ – Time will vary depending on the situation. Usually this will be 15 minutes (the length of a break time).

Incidents of children having playtime ‘Time Outs’ will be recorded in the whole school behaviour file by the member of staff leading the reflection time.

When the children have had 3 reflection clouds, the Class teacher will meet with parents to discuss new behaviour systems which will be put in place. If this continues then Mrs Ward will meet with the parents.

**Exceptional Circumstances**

Children will be given a reflection cloud straight away and parents will be contacted by the head teacher or a member of the Senior Leadership Team. This is only decided by the SLT after the issue has been investigated.

* Hitting / Fighting
* Damaging property
* Endangering others
* Rudeness / bad language to pupils / teacher

Should this have happened it is the responsibility of the class teacher to ensure that they make time to have a conversation with that child that day, or first thing the following day in order to rebuild the relationship to make a fresh start and avoid any recurrence of any particular triggers.

**Behaviour Policy Addendum**

On the very rare occasion that a child refuses to adhere to the policy and is potentially at risk of exclusion, then the following procedures will need to be followed:

**Short Term Steps**

* Phone Call to parent / carer to explain that their child is at risk of exclusion.
* The child is removed from the classroom or the class will be removed from the child by the Headteacher, when possible, or a member of the Senior Leadership Team.
* They are placed in an alternative class, not their partner class at the discretion of the Headteacher for the next lesson. Work is provided for the child and needs to last the duration of the lesson.
* The Headteacher or member of the Senior Leadership Team will discuss expectations with the child and then return them to their class.
* Parents are called to inform them of whether the integration back into class has been successful.
* If the child refuses to adhere to these steps then a fixed term exclusion will take place.

**Long Term Steps**

As a result of a child going through the short term steps process, a long term aim has to be drawn up in the form of developing or reviewing their current behaviour plan.

The plan will be reviewed if the short term steps result in a fixed term exclusion. This will be done once the following has taken place:

* ***A multi-agency meeting, including parent / carer, class teacher, headteacher, teaching assistant***

1. From this meeting a plan is agreed which will then be discussed and completed with the child.
2. The plan is to be signed by the child, class teacher, parent and SLT member.
3. The plan is to be reviewed weekly to begin with.
4. If the child continues to disrupt then the school will seek to look at a managed transfer or permanent exclusion.

**Lunchtime Arrangements:**

The Mid Day Assistants are responsible for managing the behaviour of pupils at lunchtimes, both in the school hall and outside on the playground. They will follow the same system for awarding reflection clouds and these will be recorded in the behaviour file in the head teacher’s office.

If a child receives a reflection cloud they will miss part of their next play and will be asked to leave the playground.

**Signed: Chair of Governors Date:**

**Signed:**   **Headteacher**

**This policy will be reviewed annually**

**Date to be reviewed: Autumn 2024**

**Appendices**

House Point Chart

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**Sticker Chart Behaviour Plan**

**Child A**

If Child A stays on the rainbow or above the rainbow, he gets to pick a friend (who has not been on the grey cloud) for at 3:10.

* Sit on the carpet
* Do his work
* Stay in his seat

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| --- | --- | --- | --- | --- | --- |
|  | Session 1 | Session 2 | Session 3 | Session 4 | Lego at 3:10 |
| Monday |  |  |  |  |  |
| Tuesday |  |  |  |  |  |
| Wednesday |  |  |  |  |  |
| Thursday |  |  |  |  |  |
| Friday |  |  |  |  |  |

Behaviour Plan

***Child A***

**Behaviour plan – Date: (All staff within Class and SLT have a copy of this plan)**

At all times the behaviour policy will be followed in term of Child A being given a warning - move to Grey Cloud, warning – option of going to partner class, warning – move to Reflection Cloud, warning – move to chill out room. The actions below are for use only after the options offered by school behaviour policy have been exhausted.

|  |  |
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| **Potential behaviours displayed by Child A** | **Agreed Actions to be taken** |
| Child A leaves the classroom and wanders around school but does not leave the building.  He is angry but in school. | The school doors will be bolted by a member of staff, especially the main front entrance. Adult A leaves the class to ensure that Child A does not leave the school grounds.  Child A is asked whether he needs time out. If yes, Adult A comes to sit with Child A for 5 minutes – using a timer - where they have a conversation about anything other than his behaviour.  If no, then Child A has the choice of going to his partner class) or back to class.  If Child A becomes aggressive then the procedure underneath will be followed. |
| Child A leaves the classroom and attempts to leave school. He is angry and can be aggressive. |
| Child A becomes aggressive when out of class and tries to kick, bite, and scratch teachers. | Child A will be restrained by Adult A with the support of Adult B and moved to a safe place if he is a risk to himself or others.  Child A will then be reintegrated into class when is calm |
| Child A starts to destruct a classroom/area in school. | Child A will be restrained and moved to the nearest safe and contained area if he poses a threat to himself or others. Once contained the above point will be enforced. |
| Child A starts throwing objects and displaying threatening behaviour towards children. | Child A will be restrained and moved to the nearest safe and contained area if he poses a threat to himself or others. The aggressive behaviour actions will be followed.  He will work out of class for the next session with Adult A.  If Child A continues to possess a threat to himself during the next session, then he will be kept in during breaktime/lunchtime. |
| Child A refuses to complete his work | Child A will be asked to stay in during his breaktime/lunchtime with the support of Adult B.  Child a will take unfinished work home to complete. |
| REWARD  Child A receives a reward at 3:10  Child A has a positive affirmations book that will be filled in and sent home daily | |

Signed: School Parent Pupil

Date: Review Date.

**RECORD OF BEHAVIOUR**

**Name:**   **DOB:**  **Date:**  **WC:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please complete a tally of the number of times each form of behaviour occurs in each session (morning or afternoon). Please quote the actual words said.

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| **Behaviour Tracking** | | | | | | | | | | | | | | | | | | | | | |
| **GC = Grey Cloud BC = Reflection Cloud R = On the Rainbow AR = Above the Rainbow** | | | | | | | | | | | | | | | | | | | | | |
| **Child’s Name**  **Week …………** | **Monday** | | | | **Tuesday** | | | | **Wednesday** | | | | **Thursday** | | | | **Friday** | | | | |
| **GC** | **BC** | **R** | **AR** | **GC** | **BC** | **R** | **AR** | **GC** | **BC** | **R** | **AR** | **GC** | **BC** | **R** | **AR** | **GC** | **BC** | **R** | **AR** |
| **Child A** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Child B** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Day | Behaviour 1 | Behaviour 2 | Behaviour 3 | Trigger |
| *Mon AM 1* |  |  |  |  |
| *Mon AM 2* |  |  |  |  |
| *Mon PM 1* |  |  |  |  |
| *Mon PM 2* |  |  |  |  |
| ***Tues AM 1*** |  |  |  |  |
| ***Tues AM 2*** |  |  |  |  |
| ***Tues PM 1*** |  |  |  |  |
| ***Tues PM 2*** |  |  |  |  |
| *Wed AM 1* |  |  |  |  |
| *Wed AM 2* |  |  |  |  |
| *Wed PM 1* |  |  |  |  |
| *Wed PM 2* |  |  |  |  |
| ***Thurs AM 1*** |  |  |  |  |
| ***Thurs AM 2*** |  |  |  |  |
| ***Thurs PM 1*** |  |  |  |  |
| ***Thurs PM 2*** |  |  |  |  |
| *Fri AM 1* |  |  |  |  |
| *Fri AM 2* |  |  |  |  |
| *Fri PM 1* |  |  |  |  |
| *Fri PM 2* |  |  |  |  |