



WHOLE SCHOOL BEHAVIOUR POLICY

Approved by:

Date:

Last reviewed on:

Next review due
by:

In the light of the Mission Statement the school aims to ensure the following:

1. A secure environment and ethos where teaching and learning are the priority.
 2. An ethos and environment that promotes a whole school approach to support children in developing their own self-monitoring of behaviour.
 3. A code of behaviour that facilitates and promotes relationships based on the Christian Ethos of co-operation and mutual respect.
 4. An ethos and environment that ensures there is forgiveness for all, where there are opportunities for children to correct wrong choices made in their behaviour.
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The Governors and staff realise that our behaviour policy will be a success with the following:

1. Strong links between the home and school, where parents understand and support the behaviour code.
(Yearly letters from each class teacher to explain class teacher expectations for the year).
2. Develop self-regulatory skills in all children through building on positive attitudes where praise and rewards are seen as the most important/effective consequence to reinforce positive choices in behaviour by children.
3. Positive and negative consequences are applied where appropriate/inappropriate behaviour choices have been made.
4. Expectations are clearly understood by all of the school community and are shared with children families and staff..
5. Communication between all members of the school community is important and ensure a clear understanding and fair application of the school behaviour policy and expectations.
6. External support services will be used where appropriate to enhance our school provision and also enables the school to focus on the children who require additional support.

School Expectations

The school expectations of behaviour and the positive and negative consequences of children's behaviour choices are shared with the school community at the beginning of the year. The staff discuss these with the children and are also sent home for parents to discuss with their children. They are displayed in the classrooms. (See appendix A and B)

Good to be Green Weekly Report Cards

Good to be Green weekly report cards will be monitored by the SMT. **Positive examples will be shared with the children to promote how to follow the school expectations.**

Red Cards

Red cards will be given to children (with guidance from the behaviour and consequence chart - appendix C) who make negative behaviour choices. Red cards will be sent to the office or the lead person for behaviour and a record is kept of children who have received red cards for their behaviour choices as a record to identify where behaviour intervention is required. The adult who issued the red card will record the behaviour incident on CPOMS so that a record can be kept and other appropriate adults will be informed. These red cards are on a reflection sheet which a child will complete, in another class, to reflect on their negative behaviour choices and identify the positive behaviour choices they need to make so that they can re-join the learning in class. If a child receives two red cards within a week a specific behaviour intervention i.e. behaviour contract will be put in place to aid the child in ensuring their behaviour meets the school expectations.

If after the creation of a behaviour contract, the child's behaviour does not improve then there will be:

1. Referral to the Deputy Head / Head Teacher.
2. Meeting with parents / carers.
3. Targets to be given to the child to 'rebuild trust' in the relationship between themselves and school. This may lead to certain sanctions being put into place and gradually removed as improvement is consistently identified.
4. Date agreed for a review meeting.

If there is still no improvement in the child's behaviour, then this will lead to either an in-school exclusion from their class, a preventative placement, fixed term exclusion or a permanent exclusion.

Serious Incidents

There will be certain incidents that occur that will be classed as serious incidents in the classroom and will require an alternative approach. It is the teacher's decision, with guidance from the behaviour and consequence chart created by the school community, (appendix C) as to what classifies as a serious incident in their classroom.

Any such incident will result in:

1. Referral to the Deputy Head / Head Teacher of the School.
2. Creation of a Behaviour Contract or Personal Support Plan (PSP), drawn up by the Deputy Head / Head Teacher, in agreement with child, parents / carers.
3. Targets and non-negotiables to be agreed and signed.
4. Time frame agreed for the improvement in behaviour.
5. Targets to be given to the child to 'rebuild trust' in the relationship between themselves and school. This may lead to certain sanctions being put into place and gradually removed as improvement is consistently identified.
6. Date agreed for a review meeting.
7. On-going review of behaviour.
8. An in school exclusion where a child will not be allowed to do their learning with their class but will complete their learning somewhere else within school for a fixed amount of time.
9. If there is no improvement in behaviour then a Preventative Placement will be considered to educate the Child off the school premises. This will be in discussion with Senior Leaders and Parents/Carers and will be used as a preventative measure to reduce the requirement of a Fixed Term or Permanent Exclusion. The School has a joint agreement with St. Cuthberts RC Primary School, Heyscroft Road, Manchester, M20 4UZ - Headteacher - Mrs Maguire

If there is still no improvement in the child's behaviour, then this will lead to either a fixed term or permanent exclusion from school.

Any serious incidents (such as violent, aggressive and extreme disruption to learning) must be logged in the serious behaviour incident folder in the Headteacher's office and onto CPOMS. It must be shared with the Senior Leadership Team for actions to be put in place to help prevent further incidents.

Critical Incidents

There will be certain incidents that will occur that will be classed as critical incidents. It is the Deputy Head / Head Teacher's decision as to what classifies as a critical incident.

Any such incident will result in a fixed term exclusion or a permanent exclusion. This will also be logged in the Serious Behaviour Incident File (kept in the Head Teachers office) and onto CPOMS.



ST AMBROSE R C PRIMARY SCHOOL

Princess Road
Chorlton-cum-Hardy
Manchester M21 7QA
Tel: (0161) 445 3299
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Loving minds ♥ hearts ♥ hands.

Headteacher: Mrs Ruth Vayro

Date

Dear Parent(s) of children in _____

After a good start, we can all continue to look forward to a very exciting and rewarding school year. In order to provide my pupils with the excellent educational climate they deserve, I have developed the following classroom Behaviour Plan that will be in effect at all times:

School Rules and Expectations

1. We are kind and respectful to others.
2. We are ready to listen and follow instructions.
3. We are ready to focus on our learning and complete our tasks.
4. We look after all equipment and the school environment

When children choose to follow the expectations they may get:

1. **Verbal praise.**
(An adult congratulates us on making the correct choices)
2. **Stickers/Superstar on behaviour chart**
(We receive these as a consequence of making the correct choices)
3. **ACE certificate**
(We will be recognise in ACE assembly for demonstrating excellent choices in following the school expectations)
4. **Gold Star reward.**
(We will be entered into a 'Gold Star' raffle each time we display positive behaviour)

When a child chooses not to follow the expectations

- 1st time **Verbal reminder.**
(An adult reminds us of our choices so that we can then follow the school expectations)
- 2nd time **Rainbow**
(An adult provides a second reminder of our choices)
- 3rd time **Raincloud**
(We will be given the opportunity to go to another class for 5 minutes and refocus on our learning)
- 4th time **Timeout**
(We will be sent to a member of the SMT to discuss our behaviour choices and our parent/carer will be informed by the class teacher)

We have already discussed this plan with your child, but would appreciate it if you would review it with him or her.

Thank you for your support.

Yours faithfully



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Headteacher: Mrs Ruth Vayro

Date

Dear Parent(s) of children in _____ class - Year _

After a good start, we can all continue to look forward to a very exciting and rewarding school year. In order to provide my pupils with the excellent educational climate they deserve, I have developed the following classroom Behaviour Plan that will be in effect at all times:

School Rules and Expectations

1. We are kind and respectful to others.
2. We are ready to listen and follow instructions.
3. We are ready to focus on our learning and complete our tasks.
4. We look after all equipment and the school environment.

When we follow the expectations we are encouraged by:

1. **Verbal praise.**
(An adult congratulates us on making the correct choices)
2. **House points/stars/stickers**
(We receive these as a consequence of making the correct choices)
3. **ACE certificate**
(We will be recognised in ACE assembly for demonstrating excellent choices in following the school expectations.
4. **Good to be Green reward.**
(At the end of each half term a child will be recognised for exceptional effort with a special golden certificate and prize.)

When we have difficulties following the expectations we will be helped by:

- 1st time **Verbal reminder.**
(An adult reminds us of our choices so that we can then follow the school expectations)
- 2nd time **Yellow card**
(An adult provides a second and final reminder of our choices)
- 3rd time **Red card**
(We are given the opportunity to go to another class for 10 minutes and complete a reflection form so that we can refocus on our learning)
- 4th time **A second red card**
(We are sent to a member of the SMT to discuss our behaviour choices and our parent/carer will be informed by the class teacher. The child will also use a behaviour report form to ensure their behaviour meets the school expectations)

It is in your child's best interest that we support each other with regard to all aspects of school life. Your child will be using a Good To Be Green behaviour card that will inform you of their behaviour and how well they are doing each week in their learning. These are to be signed by the parents/guardian on the Friday and the children will return them on the Monday to be entered into a raffle.

I have already discussed this plan with your child, but would appreciate it if you would discuss it with him or her. This will ensure your child is clear that we are working together in their best interests.

Thank you for your support.
Yours faithfully

Examples of Behaviour and Consequences Chart

Outstanding (Gold) behaviour	Consequence
Exceptional effort in your learning, in school or at home. Going above and beyond the expected behaviour.	Same as expected behaviour consequences plus: Privilege Card Parent/carer informed Awarded a Golden Certificate at the end of the half term.
Expected (Green) behaviour	Consequence
100% effort in your learning. Neat presentation of learning. Being kind to others. Showing respect to others as you would want them to show to you. Listening attentively. Follow instructions at the first time of asking. Looking after all equipment. Keeping the school environment tidy. Opening doors for others. Remembering to use please and thank you.	5 House points Verbal Praise Stickers Ace certificate Good to be Green reward Being put on the VIP at Lunch
Low Level (Verbal Reminder) behaviour	Consequence
Name calling Not being an active listener Not following instructions Refusing to co-operate Invading the space of others. Not aiming high. Running/being noisy on the corridor Disrespectful attitude Toy/play fighting/wrestling Untidy presentation including book graffiti Winding up others No homework/P.E. kit Littering.	A verbal reminder about making the correct choices.
Medium Level (Yellow Card) behaviour	Consequences
Persistent low level behaviour Throwing objects Scuffling Dishonesty Tampering with other peoples belongings Unsafe behaviour Swearing Refusing to accept consequences. Bystanding	5 minutes loss of break or lunch time. Completing and redoing learning at breaks or lunchtimes
High Level (Red Card) behaviour	Consequences
Persistent medium level behaviour. Intentionally hurting someone (physically or mentally) Threatening/intimidating behaviour Fighting Racism/ discriminating comments Assault and Physical aggression Bullying Vandalism Directed swearing Spitting at others Stealing Using objects and weapons to hurt others Misuse of school IT equipment	All at Head teachers and Deputy Headteachers discretion. 10 minutes 'time-out' of class to complete a behaviour reflection form and the child has to make up the missed learning time in their break or lunchtime. Two red cards in a week: Full breaks and lunchtimes missed. On report to the Deputy/Headteacher Loss of privileges Parents contacted Seclusion A preventative placement Exclusion