

JANUARY 2024



BEHAVIOUR POLICY

ST EDWARD'S CATHOLIC ACADEMY

*“TRUE MIND, TRUE HEART, TRUE SPIRIT;
AS WE GROW IN THE IMAGE OF CHRIST”*

Approved by	Mrs Methven
Date	January 2024
Last reviewed on	January 2024
Next review date	January 2026



**St Ralph
Sherwin**
Catholic Multi Academy Trust

St Edward's Catholic Academy Behaviour Policy

Please also refer to:

- Anti-bullying policy
- Special Educational Needs (SEN)
- Equalities policy
- Attendance Policy
- Safeguarding and Child Protection policy
- Disability Discrimination Scheme
- Complaints Procedure
- Community Cohesion policy
- Health and Safety policy
- Learning and Teaching policy

Introduction

At St Edward's we pride ourselves on our strong Catholic ethos based on the Gospel values and teaching of the Church. To this end we aim to maintain a high standard of behaviour. An important part of this is the support we receive from the families who share our values.

This policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff and all members of our Academy community.

Aims, expectations and principles

This policy reflects and supports the aims of our Mission Statement:

'True Mind, True Heart, True Spirit; as we grow in the image of Christ.'

At St Edward's Academy we believe that every individual is unique and made in God's own image. We accept the trust the parents and carers have placed in putting their children into our care, as a privilege. Therefore everything we do is aimed at developing each child to his or her full spiritual, academic and social potential.

**I know the plans I have for you says the Lord,
Plans to give you hope and a future.**

Jer. 29:11

As a Catholic Academy our Religious Education, based on the teachings of the Gospel and the Catholic Church, permeates every aspect of Academy life. Relationships and behaviour are integral to our happy, healthy and safe learning community as we seek to foster a positive attitude between all members of our Academy community showing mutual respect regardless of ability, gender, race or culture.

The main aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the Academy community. The Academy 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, not merely deter unacceptable or anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

- It promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and;

- It avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout the Academy, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour. If we become complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

At the core of our approach to behaviour are the St Edward's virtues:



These Virtues were chosen after consultation with all stakeholders and are fundamental to the conversations adults have with pupils. These detail the behaviours we expect from children and how they can grow “in the image of Christ” at St Edward’s. The class points children are rewarded with at school directly refer to these and this common language is focussed on identifying and rewarding positive character development.

Refer also to the St Edward’s Child Protection and Safeguarding Policy and to Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings for important safeguarding procedures to which we all adhere.

Roles, Rights and Responsibilities

Pupils

It is the responsibility of pupils to **make good choices** at all times and with all adults and pupils in Academy. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple rules to avoid bad choices:

- **We follow instructions**
- **We keep hands, feet and objects to ourselves**
- **We use positive language (including body language)**

Following instructions can include ‘**3-2-1-Stop**’; in our Academy, this means three things:

- **silent voices**
- **empty hands**
- **eyes on the speaker**

Chaplains been introduced. Children from Year six are chosen for this role because of their exemplary behaviour. They have a very important role within the Academy.

Class teacher

All staff in our Academy have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour (including following Academy rules) and positive relationships – ‘catching’ pupils behaving

well is vital, exclaiming about how well a pupil has behaved and praising the virtue they have shown. The class teacher must work closely with the class TAs so that together they take responsibility for the behaviour of individuals and groups within the class and all are aware of any positive and negative behaviours.

With these principles in mind, specific responsibilities of the class teacher and TAs are to:

- use Class Dojo
- praise children on an individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, what choice they have made and which virtue they have shown.
- follow our warnings system, making explicit why: always state what rule they have broken, and note the incidents (Refer to Sanctions section)
- display in the classroom the consequences of their choices (both positive and negative; see Consequences, below) – this can help when you explain why you are praising / warning
- be consistent with all consequences
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around the Academy
- be a positive role model by demonstrating positive relationships with everyone in the Academy
- keep a record and any relevant notes if a child misbehaves and / or receives a warning
- seek restorative conversations with children who have misbehaved
- having followed regular procedures and consequences, seek help and advice from a colleague (e.g. member of SLT)
- liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the SENCO and Behaviour Support or Educational Psychologist (with parental permission)
- report to parents about the child's social and emotional aspects of Academy life, including relationships and complete Pastoral Care slips as necessary.

Support Staff

It is the responsibility of teaching assistants, office staff, mid-day supervisors and all other adults in Academy to support the Headteacher and teachers in meeting the above objectives. All support staff need to work closely with the class teacher and liaise regularly on any good or negative behaviour. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved linked to the school virtues.

Headteacher

In addition to the above, it is the responsibility of the Headteacher to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the Academy, and to report to governors, when requested, on its effectiveness
- ensure the health, safety and welfare of all children in the Academy
- maintain a record of all reported serious incidents of misbehaviour and monitor completed Pastoral Care slips.
- issue fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child after consultation with the governors.

Parents

The Academy works collaboratively with parents so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the Academy. The Home/School Agreement endorses this. We inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to:

- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the Academy community should be treated with respect

and therefore set a good example in their own speech and behaviour.

- Support the Academy's decision when applying consequences to deal with any specific incident / issue
- Seek to clarify a child's version of events with the Academy's view in order to bring about a peaceful solution to any issue.
- Maintain their support by upholding their commitment to the Home/School Agreement.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, and if still unresolved, the governors (see also the Complaints Procedure).

Working together for good behaviour in Schools is a helpful document for parents, available on the following website <http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00960-2009.pdf>

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Headteacher has the day-to-day authority to implement the Academy Behaviour Policy, but governors may give advice to the Headteacher about particular disciplinary issues and work together with the Headteacher on matters of behaviour.

Consequences

Positive consequences

Each teacher and class are using Class Dojo points as a system for reward and praise, based on the overall Academy principles set out in this policy. This will include individual and class rewards and typically, especially with older children, group rewards to promote inter-personal relationships. Each class (YR –Y6) is currently using an interactive computer program which is personalised to each class and tracks the rewards given to each child on a daily, weekly, termly and yearly basis.

Some of the positive consequences for the good choices and good behaviour that children show are:

- Regular verbal feedback to reinforce the virtues the children have shown
- Reference to good role models
- Children are congratulated
- Certificates: given in Assemblies to reflect achievement and behaviour.
- Certificates for receiving a certain number of class points:
Bronze 100
Silver 200
Gold 400
Diamond 600
Platinum 800
Headteacher's Award 1000
St Ralph Sherwin Award 1200

Assemblies, especially our Friday Assemblies, are an opportunity to publicly celebrate the good choices children have made in the Academy and praise the virtues shown by these children. Also important is to celebrate achievements out of Academy in order to promote a wider range of interests and a broad outlook.

Attendance is also rewarded. Each child receives an additional class point for being in school on time.

Negative consequences

Staff at St Edward's employ a consistently clear negative consequences behaviour system. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have just three rules:

- **We follow instructions**
- **We keep hands, feet and objects to ourselves**

- **We use positive language (including body language)**

Children receive warnings for behaviours that go against our rules, when they have not shown a virtue we expect of them. These are displayed in all classrooms. Negative points are given to children who receive warning, linked to not showing a school virtue. Three warnings or severe misbehaviours result in the children spending their lunchtime in the Reflection Room for a restorative conversation and reflection. Along with time in the Reflection Room, a slip and text message is sent home to inform parents. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and Academy. The Reflection Room is rigorously monitored and logged and further action will be taken if children attend the Reflection Room on a regular basis.

This further action will be:

1. A meeting with the Parents and Class Teacher.
2. A meeting with the Parents and Deputy Headteacher.
3. A meeting with the parents and Headteacher

There are more visual behaviour systems used in Reception and Year 1.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement so children understand and accept the Academy rules.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

The Academy rules are displayed on the wall of each classroom. In this way, every child in the Academy knows the standard of behaviour that we expect in our Academy.

The Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Anti-Bullying Policy)

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Academy keeps a record of all children and incidents of misbehaviour that result in attendance in the Reflection Room. All slips sent home and returned are filed, stored and monitored. The class teacher records incidents with reference to the warnings system. Incidents that occur at lunchtime are recorded in the class lunchtime liaison booklet which is given to the class teacher at the end of lunchtime for them to act upon. Any consequences already given will have been recorded by the mid-day supervisor.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. Racial or bullying incidents of any kind must be reported and are recorded in the Incident Book and reported to Governors on a termly basis. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the Academy policy is administered fairly and consistently.

Equal Opportunities

The Academy expects every member of the Academy community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way in accordance with the Catholic Ethos of our Academy and our Mission Statement.