



VITA ET PAX PREPARATORY SCHOOL
Behaviour Policy

Reviewed May 2018

Vita et Pax Preparatory School Behaviour Policy

Introduction

In Vita et Pax school, we have established and maintained high expectations for behaviour which our pupils and school community respect. We are all aware of the importance of encouraging appropriate behaviour in school and of the different ways that this can be achieved.

Where teachers are seen by the pupils to work hard, to put themselves out in the interests of pupils, to have high standards, to co-operate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves.

Where teachers insist, firmly but fairly, on hard work and commitment from pupils, and on high standards of behaviour, they are more likely to obtain them.

The following principles guide how our code of conduct is implemented:

1. Positive rewards for good behaviour.
2. A clear set of school rules that is easily accessible to all the children, to be fed into class rules. These are consistently applied.
3. A clear set of consequences for breaking these rules, which are consistently applied by all staff.
4. Parents fully involved in the positive reward system and informed of their children's behaviour at consultation in reports and, otherwise if and as appropriate.

Mission Statement

Vita et Pax is a Catholic multi-cultural school, which nurtures Christian faith and behaviour. We believe that school should be an enjoyable and enriching experience.

Aims of the policy

- To foster a learning environment that encourages respect and appropriate and positive behaviour.
- To ensure the whole school community is aware of the expectations, rules, sanctions and rewards, and that we work in partnership to develop consistency.
- To help pupils develop and learn self-discipline.
- To give pupils a sense of personal security along with the knowledge that their personal safety is being looked after in school, and that they are valued.
- The success of our policy can sometimes be seen in how children behave when adults are not around. We aim for our children to "internalise" the policy – to know it and be secure with it, and accept it.

Positive Reinforcement of Good Behaviour

As staff we will recognise and cultivate good behaviour and praise it. In situations where we need to talk to a child or number of children about inappropriate behaviour, we will endeavour to praise a child or children who are behaving according to expectation, thus giving the group of children who are misbehaving a chance to change their behaviour.

The rules are:

- We respect each other
- We are good learners and always do our best

- We listen carefully
- We walk around school safely
- We look after our school and everything in it.

These rules may be slightly adapted for understanding by class teachers. They apply to all settings in school, on visits or trips, and school journeys. Our standards of behaviour need to be consistent if our children are to become secure in knowing what acceptable and unacceptable behaviour is.

Every room in the school will have the rules prominently displayed. Class teachers are responsible for:

- Creating the rules in a contract form
- Explaining the rules at the beginning of the year and making them accessible and understood by all children in the class.
- Discussing the rules in sessions such as PHSE and circle time. All adults at Vita et Pax have the following responsibilities:
 - Refer to the rules when settling disputes and investigating incidents.
 - Refer to the rules when talking to parents and carers.
 - Induct new staff, students and volunteers into the rules.
 - Never walk past an incident and leave it for someone else to sort out. Please deal with the incident or refer it to a colleague. Leaving the incident alone will show disregard for the rules and show children that we do not value the school rules.
 - Praise any child when you see them doing something right. "Spread the good word" right around the school.

Desirable behaviour and rewards

We aim to give positive reinforcement and praise as frequently as possible, and to avoid the build-up of unwanted behaviour. We encourage the following behaviour:

- Good manners.
- Kindness, thoughtfulness, and respect for others origins, opinions and property.
- Good time keeping and attendance.
- Sharing, taking turns and patience.
- Pride in schoolwork and the learning environment.
- Self-discipline and self-motivation.
- Taking responsibilities and tasks seriously.
- Trying your best.

We acknowledge good behaviour by:

- Approval non-verbal and verbal.
- A thank you.
- Stamps and certificates.
- Sending children to the Head or Senior leaders
- Talking to their parents and carers in front of the child, or phoning home.
- Awards and prizes at assemblies, for behaviour and/or punctuality and attendance.
- Showing good work to another teacher by prior arrangement with that teacher

- Nursery and Reception teachers will have their own methods of reward in their class which may include stickers.

School Incentive reward systems

- Marble Jar
- Lucky Dip
- Lining Up
- House Point
- Head teachers awards
- Class group sticker Chart Class

Class Group System

At the beginning of Year 1-6 teachers will introduce the marble jar. Every time the class as a whole are behaving well, the teacher or other adult will drop a marble in the jar. This acts as a signal to the children, without stopping their work that they are behaving well. Marbles can be earned for lining up well for dinner supervisors, coming into assembly quietly, etc. When the marble jar is full, they can negotiate a “treat” with the Headteacher or Senior Leadership team.

House points

Children are awarded house points for positive social behaviour, Citizenship and academic excellence. The points for each house group is collated throughout the school and announced weekly at Assemblies. The winning house for each half term will be able to negotiate a “treat” with the Headteacher or Senior Leadership team.

Lining up points

Classes are awarded lining up points at the beginning of the day, break times and lunchtimes. The classes with the most points is award the cup during our weekly Thursday Assembly.

Individual System Good work/behaviour/ Headteacher’s award.

These will often be celebrated in assemblies. Headteacher’s awards encourage and reward children for their efforts in a number of ways. Awards are given for achievement, effort, social skills, behaviour and contribution to the curriculum. These awards are presented in assembly on Fridays.

Stay on Green •

Children’s are praised and encouraged to stay on Green. This is a positive behaviour support system that gives a visual reminder to all children that good behaviour is expected. On the occasions that a child may need a visual reminder to make the right choice and lose their green card the following procedures will be followed.

- An adult will give you two verbal warning with an opportunity to make the right choice.
- If they continue to make the incorrect choice they will get a yellow card and possibly time out in the class This is time for the pupil to reflect and should last no more than 5 – 10 minutes.
- If there is no improvement in the behaviour they will change colour again and this will result in a red card. The class teacher or LSA will record the incident on your pupil record. Parents

will be informed that day and the child will need to attend detention at lunchtime the following day.

- Any child who continues to disrupt the learning of other children will be sent to either the Senior Leaders along with work they need to complete.
- Infant children have detention for 20 minutes and juniors for 40. Detention will normally be taken by a named member of staff. The pupil will be sent to him/her at the beginning of lunchtime. Your parent/carer will be informed by a standard letter.
- If a pupils name ends on yellow three times during a week, they will automatically have a red card on the third count.
- For Key Stage 2, a second red card in a half term will result in an after school detention and could also warrant a meeting with the Headteacher and Parents.
- At the end of each day the teacher in the class makes a note of children who did not Stay on Green.
- Stay on Green cards go home every week for parents/carers to sign in acknowledgement.
- Children who Stay on Green for the week and bring their Stay on Green card back get 5 house points and a sticker on Fridays.
- Certificates are awarded for a half term, whole term or the whole academic year as applicable.
- Children who Stay on Green will be rewarded with an extra playtime, certificates and special mentions.
- Stay on Green records will be looked at when appointing Head boy and Head girl and prefects.

Unacceptable behaviour and sanctions. We will not accept the following:

- Multi-discriminatory behaviour, which includes racist, sexist, homophobic, antidisability remarks or behaviour (always report to Head and SLT).
- Fighting, violent behaviour or physical attacks on other children or staff (always report to Head and SLT).
- Vandalism or destroying property.
- Stealing.
- Disrespect or disobedience.
- Swearing, cussing or verbal abuse.
- Overt or covert bullying.

Leaving class without permission. Serious issues of unacceptable behaviour, which are deemed to be serious, need to be recorded on Intergris and the parents involved at an early stage. Staff will need to refer the child to the SLT who will either deal with the matter or refer the child to the SENCo, or Headteacher. Serious issues may be defined as those issues likely to cause a risk to health and safety, damage to self or other persons or property, or which contribute to a break down in school discipline. Examples of serious issues include but are not restricted to; swearing, fighting, threatening or hitting an adult, bullying, running out of school, vandalism, setting off the fire alarms etc. Red emergency cards in all classrooms should be sent to the office or to another colleague in the event of a serious incident.

Detentions/Time Out.

- The class teacher, the timing of which is at their discretion, will supervise informal detentions at playtime.

- Formal detentions will be supervised by a member of the Senior Leadership Team.
- After school detention will also be supervised by the headship team
- After school detentions will normally be issued on the same day that an incident occurs.

Physical restraint.

Corporal punishment does not form part of our policy. It is an act of assault.

Staff Guidelines for Using Force

From time to time staff may find themselves in situations where physical contact with pupils is a real possibility. In these situations the following principles should be applied.

On breaking up a fight

Get rid of non-combatants; violence thrives on witnesses.

Don't put yourself at risk; alert colleagues, enlist their help.

Assess a situation first. Be calm, don't take it personally.

Use verbal intervention first e.g. "STOP!"

On stopping a pupil from absconding

If you stop the pupil leaving the premises, think what you need to do next. You cannot imprison him or her. A chase may put all parties at risk. It is vital to contact the police should a child abscond, SLT must be informed immediately.

Application of force is allowed where staff may need to:-

Physically interpose between pupils at risk of injury.

Block a pupil's path. Hold (but never round the neck or collar).

Push.

Pull.

Lead a pupil by the hand or arm.

Shepherd a pupil away by placing your hand at the centre of the back.

In extreme cases (such as self-defence) more restrictive holds.

RESTRAINT IS AN OPTION OF LAST RESORT TO BE USED ONLY TO PREVENT, INJURY OR PROTECT PROPERTY.

But you should not act in a way that might reasonably be expected to cause injury

Do Not: Hold round the neck or by the wrists.

Restrict a pupil's ability to breathe.

Slap.

Punch.

Kick.

Twist or force limbs against a joint.

Hold or pull by hair or ear.

Hold face down on the ground.

Nor should you touch in a way that might be considered indecent.

Avoid any touch in anger or in a situation involving conflict.

What is reasonable force?

The use of force is illegal if physical circumstances do not warrant it. The force used should always be the minimum needed.

In what situations does the guidance apply?

When a pupil attacks a member of staff.

When a pupil attacks another pupil.

When a pupil engages in, or is on the verge of committing, deliberate damage or vandalism.

When a pupil is causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.

When a pupil at risk absconds from class or tries to leave the school.
When a pupil persistently refuses to obey an order to leave the classroom.
When a pupil is seriously disrupting a lesson.

You must record all incidents involving force in writing at the time including:

The names of everyone involved, time and place and names of any other witnesses.
How the incident began and progressed, with details of behaviour (ABC – antecedent, behaviour, and conclusion).
What everyone said, as near as possible.
What steps were taken to diffuse the situation?
The degree or force used, how applied and for how long.
The pupil's response.
The outcome.
Details of any injury and of any damage to property.

You must Report to the Headteacher and SLT

Keep a copy of your report.
Tell the parents immediately, orally or in writing and give them a chance to discuss the incident (with a member of SLT present).

You are advised to

Seek advice from a member of SLT or a member of your professional association.

Exclusions

Fixed term Exclusions

We will follow ISA advice on managing exclusions. However, we reserve the right to establish our own reasons for exclusions. A child may be excluded for a fixed term or permanently. A child may also be excluded for a period of each day, e.g. the Lunch Hour.

Acts of vandalism, which place others at risk or lives at danger, such as setting of the fire alarms, result in an instant one day exclusion.

The Head and Deputy reserve the right to take fixed term exclusions on the following incidents: -

- Verbal attack on staff.
- Fighting.
- Physical attack on another child.
- Physical attack on staff.
- Bullying

Internal Exclusions

Internal exclusions may serve a number of different purposes. They are considered on a case by case basis by the leadership team, however they may follow on from persistent red cards.

The reason for the internal exclusion will be made clear to the pupil and parents.

An internal exclusion could be in another classroom or a separate room, depending on the seriousness of the incident.

Pupils should understand that they will be required to complete set work whilst excluded from class and this work should be provided by teachers.

During an internal exclusion, pupils will still have break and lunchtimes, however these will be separate to the rest of the school.

Dealing with repeated unacceptable behaviour.

Expectations, challenge and interactivity.

All children, regardless of their abilities, deserve the following: -

- Work that continually provides them with a challenge that will take their learning further.
- Work that is continually interesting, fun and interactive.
- Work that continually promotes pride in their presentation and work habits.

All children, of all abilities, deserve:

- Clear, unambiguous instructions that help them to be successful in their work.
- High expectations of their work and behaviour so that they can achieve their own personal best.
- Feedback on learning and behaviour that relates to what is expected of them.

A bored child with no challenge, a child whose work is not matched to their ability, a child who is given low expectations, may well become a disruptive child. When looking at a child's behaviour, senior leaders will also look at their work samples and make lesson observations look at the expectations, challenge, interactivity, interest levels and relationships in the classroom. There may be issues regarding the quality of teaching and learning in the environment that impacts on their behaviour.

Parents

Playtime & Lunchtime.

Playtime and lunchtime are very important for children. It is also times when bullying, fighting and other forms of unacceptable behaviour are more likely to occur. It is of the utmost importance that all staff take children's concerns seriously. Telling a child to 'go and play somewhere else and don't worry' in isolation is not acceptable. Playground staff should bring inappropriate behaviour to the attention of the Class teacher who will continue with sanctions in the classroom following the Stay on Green system.

Wet playtimes and lunchtimes.

Class teachers are responsible for cooperating with SLT and lunchtime staff on providing the following:

- Directions about which resources are to be used, what class games can be played.
- A box of materials and games to be used.
- If you have to leave a classroom to take a toilet or tea break, then make sure another adult knows where you are and is able to supervise your class regularly.
- Leave the classroom tidy

Home-school agreements.

When parents and carers choose to send their child to our school, they choose to follow our home-school agreement. This tells them what we expect of them at school, and what they can expect of us. They should be an important part of the admission procedure.

Child Protection.

Sudden or uncharacteristic behaviour changes need careful monitoring, and advice should be sought from the Child Protection Officer immediately, if there is an incident or disclosure to report.

Special Needs.

We need to understand the context of a child's background. (Some children deal with discrimination, instability, bereavement, illness, and their own special needs). However our policy applies to all children, as they all deserve high expectations, consistency, and all are entitled to the aims of our policy. For some children, accepting the policy will be easy and reassuring, for other children it will be a daily learning objective that we must try and help them achieve.

Homework Procedure

If homework that is not returned on the stated day a child will be either asked to complete the following night or that child will be detained at playtime to complete the homework.

Mobile Phones (also see the Mobile Phone Policy)

Children are not allowed mobile phones with them in school. If in the rare event of a parent wishing his/her child to bring a mobile phone to school to contact the parent after school:

- the parent must discuss the issue first with their child's teacher
- the phone must be handed in, switched off, to the office first thing in the morning and collected from them by the child at home time (the phone is left at the owner's own risk).
- mobile phones brought to school without permission will be confiscated and returned at the end of the week.