



St Louis Catholic Academy

Behaviour Policy 2024

Date Approved	6-3-2024
Signed	Bethan Byrne and Marc Walker
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Date of Next Review	Spring Term 2025

1. Purpose:

The Behaviour Policy aims to:

- Create an environment which encourages and reinforces good behaviour;
- Clearly define standards of acceptable behaviour;
- Encourage consistency of response to both positive and poor behavior choices;
- Promote self- esteem, self-management and positive relationships;
- Ensure that our expectations and strategies are known and understood by staff, governors and parents and carers;
- Encourage good relationships between home and school to support positive behaviour.

2. Standards of Behaviour

As a school community rooted in Gospel values, we work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility. The adults in our school model high standards of behaviour, with the children and with each other.

As adults we should aim to:

- Create a positive place where all children can learn;
- Value each child;
- Promote honesty, respect and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability or religious belief;
- Show appreciation and celebrate the efforts and contributions of all.

3. Classroom Management

We value good teacher- child relationships that encourage and promote good behaviour.

Our classrooms are well organised to promote a welcoming learning environment.

Our curriculum is well-structured to engage children in their learning and to develop confidence and independence.

Praise is used to encourage good behaviour as well as good work.

In **EYFS**, we use a number of strategies to develop good learning behaviours including praise, immediate feedback, stickers, stampers, discussion and time for reflection.

KS1, we use Dojos, stampers, stickers, certificates and discussion.

KS2, we use a '**traffic light**' system, stampers, stickers, certificates and discussion.

In individual cases, we use an Incentive Reward Chart to encourage good behavior choices.

Traffic Light system

The aim is to enable pupils to stay on the green area by supporting them in following the school rules. Each day all pupils will start again with their green card displayed in the wall chart.

1) Green Card

Pupils start each day with their names on the green traffic light.

2. Yellow Card (Warning)

Occasionally children will need a reminder of behaviour expectations in school. Pupils will be given a verbal reminder that if the behaviour continues their name is moved to the amber traffic light.

As soon as the pupil demonstrates that they have modified their behaviour they will be moved back to the green card.

If the pupil does not modify their behaviour the adult working with them will provide strategies and support to help them to move back to green.

3) Red Card

If the behaviour still does not modify despite warnings and support a red consequence card will be issued.

There will be rare occasions where a child's behaviour will take them straight to red.

4. Code of Behaviour

Our Code of Behaviour states that all members of our school community should have RESPECT for :

- Ourselves;
- The the Christian values of our community;
- Those around us;
- Property, equipment and our environment;
- Safety of everyone and everything in the school.

5. Children's Charter

We are committed to following the United Nations Convention on the Rights of the Child. This is an important agreement by countries who have promised to protect children's rights. The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children. Governors have signed a commitment to promoting these rights.

From the earliest age at St Louis, we actively teach and **encourage children to take responsibility for their own behaviour choices**. This also applies to any situation which may arise in which a child feels someone else is behaving in a way which makes them feel uncomfortable or vulnerable.

Children are taught to use the assertive phrase, **"Stop it! I don't like it!"** with other children, and know to then go to an adult if the behaviour continues. Children develop the skills to manage situations themselves, knowing that adult support is available to assist.

6. Restorative Justice

Our emphasis is on rewards and incentives to reinforce good behaviour.

We adopt a Restorative Justice approach where:

- Relationships are central to building a safe, loving and faith filled community
- Equity of voice
- Inclusive decision-making
- Shared ownership of classroom and school-wide values
- Non-punitive response to 'wrong-doing'
- Positive change supported when we do "with" not "for" or "to" others

We use a restorative approach that helps a child who make poor behavior choices to reflect and better understand how to manage their behavior going forward.

7. Rewards

Good behaviour points

These are awarded by any adult in the school who recognises good behaviour. Additionally, children remaining on 'Traffic Light green' all day, achieve 1 point. These points are recorded on the class Behaviour Award Chart.

The rewards accumulate to become certificates:

Bronze	25 points
Silver	50 points
Gold	75 points
Platinum	100 points (pencil)
Diamond	125 points (pencil)

Certificates are awarded at Celebration Assemblies. Families are invited to see their child receive Gold, Platinum and Diamond certificates.

Dojos

KS1 use Dojos to reward good behavior

Stickers/ Stampers

These are used across the school at the discretion of adults

Headteacher Certificates

Teachers nominate children to receive a certificate for achievement in studies and for good behaviour. Parents and carers are invited to attend the presentation.

Weekly Celebration Assemblies are held for Years Reception to Year 6 and these award:

- Sports Achievements;
- House Cup (house points are collated weekly to award the cup to the highest scoring house);
- Golden Trainer for class behaviour during PE;

- Headteacher certificates;
- Attendance Cups for the class with the best attendance.

8. Teachers may use their own class-based reward and incentive schemes. These will be reward schemes that:

Celebrate and reward positive behaviour; Offer equality of opportunity to succeed;

Provide reward incentives to include stickers, and other suitable small rewards (ten minutes golden time etc.);

Complement the school wide systems for reward and consequences.

9. Consequences

Rewards are central to the encouragement of good behaviour but we recognise that there is a need for consequences to demonstrate disapproval of unacceptable behaviour and to protect the secure ethos valued within the school. When consequences are necessary, we aim to implement them in an age-appropriate way.

We make clear:

- The reason for the consequence;
- That people sometimes make poor behaviour choices;
- What change and learning around behaviour needs to happen avoid future consequences;
- It is the behaviour choice that is not acceptable, rather than the child.

These are:

- Hurting other children - by hitting, kicking, or with words
- Bullying (persistent physical or verbal abuse towards another pupil).
- Using bad language.

All adults will record incidents of children showing poor behaviour choices on Myconcern.

Parents are informed where there are persistent concerns regarding a pupil's behaviour.

12 Further Consequences

In addition to the traffic light system, there are a number of consequences for continued unacceptable behaviour that include:

- **Loss of a playtime.** During this time, children will complete an appropriate learning task set by the class teacher, often work missed in class time or have a short period of reflection and complete a note;
- **Short term removal from class** - there are times when it may be helpful for a child to be removed from a situation or a problem for a short period of time. On these occasions **children may be sent to the phase team leader with their work team;**
- **Parental meeting** - if teachers become concerned about a pupil's on-going behaviour pattern, their **parents will be invited to school** to discuss the matter, initially **with the classteacher and their phase leader;**
- **Lunchbreak time out** in the school library to reflect on their actions with a senior leader

- **Discussion with the Headteacher** -The next incidence of repeated inappropriate behaviour choices will result in the Headteacher involving parents and carers in discussion to resolve the behaviour concerns together;
- **Recording of concerns**- If a child **swears using inappropriate language** or **physically hurts an adult or child** using inappropriate physical behaviour, this must be logged on Myconcern. Parents will be notified, usually by class teachers, at the end of the school day;

In the event of a child being **seriously violent to another child or adult**,the **parents will be contacted immediately** .

When responding to incidents, adults will seek to understand what has triggered the poor behaviour choices in a child and ensure that any identified concerns are recorded on Myconcern and acted upon.

School

What is expected of Governors?

- They will monitor the Behaviour Policy;
- They will make the ultimate decision on any permanent exclusion following the Suffolk County Council Guidance. There are 2 kinds of exclusion - fixed period (suspended) and permanent (expulsion or expelled).

What is expected of our pupils?

- Pupils are expected to follow the Behaviour Policy and to follow our school rules;
- Children are expected to report behaviour that concerns, hurts or worries them to an adult;
- Children will be encouraged to be open to the idea of reconciliation.

What is expected of parents and carers?

- Parents will support the principles set out within the school Behaviour Policy;
- Parents will not encourage physical violence or inappropriate language use in or around school at any time.

The policy will be reviewed annually.