

# **St Hugh of Lincoln RC Primary School**

## **Behaviour Policy**

### **Be Kind**

Updated: November 2020 (Updated May 2020 to reflect school closure due to COVID – 19 and September 2021)

Review date: September 2022

## **Be Kind**

Every aspect of school life is underpinned by the phrase 'Be Kind.' It is the benchmark for all behaviours and school initiatives and policy. Although the behaviour policy has many elements (see below) everything starts and ends with 'Be Kind.'

## **Golden Rules**

The 10 Golden Rules were implemented by the children and are the benchmark for behaviour in school. They are:

- **Keep your hands and feet to yourself**
- **Walk sensibly and quietly down the corridor**
- **Take pride in your appearance**
- **Keep all the school tidy**
- **Try to do your best**
- **Listen well to everyone**
- **Do not talk when adults are talking**
- **Line up properly, with no talking**
- **Be polite and respectful**
- **Use the playground and equipment correctly**

## **House points**

These are awarded for keeping the rules, for courtesy, kindness, extra effort etc. The children collect house points for themselves as well as for their houses. There are four houses inspired by the success of the Paralympics in 2021. The house points are collected each week and shared in Friday's Assembly. The winner each week receives extra play on a Friday afternoon. The winning house

each term will have a non-uniform day on the last day of each term. We will send a letter out the day before to let you know which house has won.

## **Classroom Procedures**

Class teachers are responsible for creating a positive ethos through praise and rewards for good work and desirable behaviour which reflects the School's Mission Statement and Aims.

Teachers establish their own methods of rewarding positive behaviour to suit the response of their pupils.

## **Special Award**

Each week, every teacher chooses a child to receive the Headteacher's award in Friday's Assembly. This is someone who has done exceptional work, behaved in an outstanding way or achieved highly in some area. The child will bring a certificate home so you know how well they have done.

## **Consequences for breaking rules**

If a child persistently behaves in an unacceptable manner the class teacher will be supported by the leadership team and other staff. The level of support will be appropriate to the need of the teacher, the class and the child. The purpose of intervention is not simply to punish but to modify behaviour. Persistent bad behaviour can indicate an underlying problem, which needs investigation.

The class teacher employs behaviour management strategies. If behaviour does not improve the situation is reported to one of the Assistant Headteachers or the Headteacher. In cases of serious concern the support and advice of outside agencies may be sought.

If the teacher believes the child just needs some time out to calm down then they may send them to another class for a few minutes.

If a child does not complete work set in the lesson, the child may have to miss break or lunch time to catch up. Occasionally the teacher may send unfinished work home to be finished. Children who do not complete their homework may also have to miss break to complete it.

For examples of extreme behaviour like fighting or extreme defiance, the child will be sent to the Assistant Headteachers or the Headteacher. This may result in lost break time, internal or external exclusion and parents will be informed.

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective. Such cases will be treated

on an individual basis. The class teacher, support staff, senior management team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

- Meeting of all involved, including parents / carers, to draw up a Behaviour Contract. This to be reviewed regularly.
- Designation of a member of the senior management team to be the first point of contact in exceptional circumstances.
- Limited access for the child to whole class teaching on a planned basis.
- Extra one to one support.
- SEN staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for a Statement of special educational needs in the longer term, if appropriate.
- At least weekly liaison with parents/carers.
- Home - school books or good news books.

## **Exclusions**

There are 3 types of exclusion and parents are always informed.

An internal exclusion is when the child does work set by the class teacher under the supervision of a senior member of staff for a morning, afternoon or all day.

They do not have break time with their friends.

A fixed term exclusion is when a child is excluded from school for a day/s. Work is set for this time and should be completed at home.

The last type is when the child has to leave the school permanently and is called a permanent exclusion.

Our aim is for your child to be safe and happy at school. If you have any concerns, please see the class teacher in the first instance.

## **COVID 19**

Children who school on a temporary basis because of coronavirus (COVID-19) will still be pupils for all purposes other than registration. For example, they will still be pupils for the purposes of the school's SEN, safeguarding and school medical duties. The school will be able to apply its normal behaviour policy to such children.

<https://www.gov.uk/government/publications/school-attendance>

Refusal to follow social distancing and other associated health and safety measures will be considered a breach of the school's behaviour policy.

The school will be happy to work with parents/carers to address these issues where a pupil's behaviour is impacted by any special needs or disabilities.