



“Christ’s ministry, as recounted in the Gospels, and the values he promoted through his teachings are fundamental to the life of our school in fulfilling its purpose as a Catholic institution.” (Mission Statement)

“The children are at the centre of all that we do and their potential to achieve is recognised. Their time in our school is characterised by a sense of belonging, security, challenge and appreciation”. Mission Statement

Reviewed 2023

BEHAVIOUR POLICY

At St Aidan’s the children are at the centre of a partnership between Home, School and Parish. That partnership is rooted in the belief that we have the responsibility of supporting our children in their faith journey. We recognise that in the short period we have together we are preparing them for their future role as adults in society. In school, teachers, teaching assistants, admin staff, caretakers and midday supervisors work with the Head Teacher to form a team dedicated to the task of caring for our pupils. There is no discontinuity between the way the pupils are treated and treat each other and the way adults are treated and treat each other. We work in a climate of trust and mutual respect.

Aims

We aim to help our children to live their lives as true Christians by:

- Developing a sense of right and wrong so that they can make good choices in their lives.
- Develops interpersonal skills which facilitate co-operation with others, problem-solving and rational conflict-resolution skills
- Supporting them as they seek to make Jesus someone special in their lives. Encourage children to understand and follow the Christian value of forgiveness and the importance of the principle of bringing an incident to a close.
- Ensure the welfare of all pupils, especially some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with SEN, physical or mental health needs will receive behavioural support according to their need.
- Encourages children to develop independence through becoming responsible for their own behaviour, achieving self-discipline and self-control.

We aim to help each of our children to achieve their full potential by:

- Providing a broad and interesting curriculum to allow each child to develop his or her abilities
- Encouraging them to work well both as individuals and as members of a team.
- Providing support and challenge for all children regardless of their abilities.
- Providing parents with regular, clear information on their child's progress, behaviour, attitude to work and attainment.

We aim to help our children to be useful members of society by:

- Valuing and respecting all members of our school community.
- Encouraging the children to realise that they must think not only of themselves, but also of others who make up our wider world family.
- Understanding that while we depend on other people to do things for us, they also depend on us to do things for them.

Values and Beliefs

At St Aidan's, we believe that every child is a gift from God, made in his image and likeness and therefore entitled to be valued and respected as a unique individual.

Our Code of Conduct is based on mutual respect for one another

- Children are expected to treat each other and all adults in the school with respect and courtesy.
- All adult members of our school community are expected to treat each other with equal respect and courtesy.
- All adults are expected to treat all children with respect and courtesy. Where children behave in inappropriate ways all school staff will continue to treat the child with respect, no matter how serious the behaviour.
- Appropriate behaviour will be recognised and celebrated.
- Inappropriate behaviour will be identified and dealt with through consistent, agreed strategies.

Classroom Routines

The classroom is organised in such a way that children understand how things are done and what to expect. All classrooms will be organised, purposeful learning environments.

Routines focus on how things are done and what the basic expectations are – children are expected to do the given homework, it is expected that children will arrive punctually at lessons and acts of worship. Children are expected to walk silently in and out of assemblies, at Mass and any other similar events. Children are expected to walk around the school quietly, not to run and to open doors for all members of our community. Children are encouraged to behave in a positive way at all times. Should a child lose focus and need redirecting towards positive behaviour, this is done in the form of a positive reminder, focusing on what is expected and using the language of choice.

Classroom rules

Rules are drawn up by the children in each class, with an emphasis on positive – 'We should...' rather than 'Do not...'

The classroom is organised around a system of rules (which are visible and clear) and routines (which are understood and logical). Children are involved in drawing up rules for their own class. This is clearly displayed in the classroom and attention drawn to it. Because they have been involved in the drawing up of the 'Class Rules,' children feel ownership and develop a positive attitude towards the expectations expressed. We endeavour to ensure that children are aware of the choices they are making and to use sensitive strategies to promote constructive choices. Rules must be observable so that they can be reinforced through positive comment and reminder.

Positive systems

At the start of each academic year, each class will develop its own positive reward system.

Rewards for positive Behaviour

- Team Points/Table Points
- Stickers in assembly and in class
- Praise
- Time out/ Golden Time
- Inform parents
- Responsibilities

- Buddies
- Behaviour Award
- Sent to other members of staff and head teacher for reward and acknowledgement

Consequences (Sanctions)

Because there are times when children may not respond appropriately, it is recognised that a system of sanctions is necessary so that staff know how to deal with situations in a fair and consistent manner. Inappropriate behaviour is recorded in incident books held by class teachers, midday supervisors and first aiders.

Procedures we follow during lessons:

If a pupil exhibits inappropriate behaviour in class:

- the pupil will receive a preliminary verbal warning

If the pupil continues this inappropriate behaviour:

- the pupil is given an official warning and their name is written on the board (1st warning)

If the pupil still continues this behaviour:

- the pupil is given another warning and a tick is placed next to their name (2nd warning). This is their final warning.

If the pupil continues this inappropriate behaviour, the following strategies will take place:

Next Step: Pupils in Reception and in Year 1 will be given 'Time Out' (maximum of 5 mins) to reflect on what they have done. In cases of persistent poor behaviour, the class teacher will talk to the parents about the child.

Throughout the school, children will miss their playtime. If this occurs three times in a week, a request will be made to see their parents and the child may be put on a report card. If a child has misbehaved, they will not be considered for the Class Behaviour Award on Friday.

Although extremely rare, if a pupil misses their playtime more than twice in a week, children in KS2 will be given a detention, timetabled by the Senior Leadership Team where they will complete a Reflection Sheet.

If a pupil receives 2 consecutive detentions, the class teacher will contact the parents to discuss and enlist support. When the pupil's behaviour improves, a letter will be sent as a reward. (See appendix 1)

If a pupil receives a further detention within a half-term, or unacceptable behaviour remains, a letter will be sent home requesting a meeting with the parent(s) and the Head/Deputy Head. (See appendix 2) At the meeting, it may be necessary to implement a report card. The pupil will be given a home-school report card, to be signed daily by the parents, as a means of affirming positive behaviour, praise and acknowledgement. (See appendix 3 and 4)

If persistent inappropriate behaviour continues, the SENCO will monitor the child and if necessary contact the parents to review the situation

At St. Aidan's, we approach any incident by asking the following questions:

Theme 1 & 2 – What's happened? What were you thinking/feeling? With each party.

Theme 3 – Anything to add? Who has been affected?

Theme 4 – What do you need so things can be put right/to move on?

Theme 5 – What needs to happen to meet these needs and repair the harm? Children need to be reflective about their behaviour.

At St. Aidan's, we do not accept the following behaviour:

- bullying
- racism, sexism or any other discrimination
- physical abuse, i.e. pushing, kicking, fighting, spitting, etc
- disrespecting another child or member of staff
- Carrying weapons
- refusing to follow instructions
- Swearing
- Significant disruption to the reputation or the life of the school

False Accusations

If children make false accusations against other children and staff, it will be dealt with seriously and if necessary, a severe sanction will be imposed. Naturally, this will be proportionate to a child's age.

Sanctions

When unacceptable behaviour occurs, a progressive set of sanctions will be used. The severity and frequency of incidents will determine which of the following is used and at the Head Teacher/Deputy Head Teacher's discretion:

- Reduce the number of corrective actions
- Have an individual behaviour plan (where necessary involve the SENCO) negotiated with parents
- Involve outside agencies in a Pastoral Support Plan
- Temporary exclusion
- Fixed term or permanent Exclusion. A permanent exclusion is a sanction very rarely used.

Re-integration Meetings

Where a child has received a Fixed Term exclusion, a re-integration meeting will be held between the Deputy Head teacher, Head teacher, or Senior Team Leader, parent and child. In order to ensure positive behaviour moving forwards, these meetings allow the child to reflect on their actions prior to returning to class. A child may not attend their class until this has taken place.

SEND

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate unacceptable behaviour. Some children, including those with SEND who have specific needs relating to behaviour, will find it continually difficult to follow the behaviour code. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of external agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.) Parents/carers will may also be appropriate to complete a Common Assessment Form (CAF) if multi agencies are involved with the child or a Pastoral Support Plan if the child is at risk of exclusion.

Where necessary, support staff will be made available to support vulnerable children and in adjusting behaviour targets and techniques for individual children.

Behaviour Management in the Playground

We aim to promote structured play. Playground activities are designed to involve children fully. The role of the Mid-Day Supervisory Staff is to supervise and guide, ensuring that games are played fairly and everyone is given their turn.

Activities

The school has invested in a wide range of equipment for playground activities. These activities are organised by children with guidance and intervention by the staff. Each playground area displays a plan showing identified zones where particular games and activities are taking place, thus enabling children to choose in which activities they wish to participate.

All members of staff encourage children who appear to be isolated to participate in peer group activities and to feel welcome. Children are encouraged to welcome newcomers into games and activities.

Conflict and resolution in the playground

We aim to ensure that intervention should take place before confrontation occurs. This requires vigilance on the part of staff to ensure that possible conflict is identified before it escalates. Staff monitor behaviour in the playground and should be aware of early signs of conflict.

Immediate action is intended to divert children from conflict.

We do this by:

- Listening to both sides.
- Engaging participants in discussion about how the problem may be resolved, ensuring that children listen to each other.
- Remaining objective and polite to all children.
- Encouraging participants to compromise.
- Suggesting alternative activities, groupings or partnerships.
- Staff working or playing alongside participants to offer guidance and support.

The policy will undergo annual review. It will be discussed at the beginning of each Academic Year, with induction for new members of teaching and support staff.

Working with Parents and expectations

These are the channels we use for working with parents/carers:

We welcome the opportunity to work with parents to promote and reinforce the School's Ethos. Parents/Carers are always welcome to meet with the Head Teacher and Deputy Head regarding any concerns they have about their children. We expect Parents to support our policy and procedures by reinforcing the St. Aidan's School way. (See Appendix 7)

Verbal or physical abuse or harassment will not be tolerated and will be dealt with under the powers of the Governing Body. (96 Act Sec. 547)

June 2020

Appendix 1

Dear M _____,

I am writing to tell you about the very good work _____ has done/ great progress _____ has made since our last meeting. Thank you for the excellent support you are giving _____ and the class.

Yours sincerely

Appendix 2

Letter 4 (formal - behaviour concerns)

Date: _____

Dear M _____

Ref: Unacceptable behaviour

Following recent communication between (class teacher) concerning _____'s behaviour, I regret to inform you that this pattern of behaviour is still continuing. The most recent incidence was:

.....

I am naturally concerned about this and would ask you to arrange a meeting with me. I would be most grateful if you would contact the office on 01737 556036 tomorrow morning from 8.45 a.m. to make an appointment.

Yours sincerely

T. Hallett (Head Teacher)

Appendix 3

Appendix 7

Home Contact Report Letter to Parents

Dear

I am writing to inform you that xNAMEx has been put on a Home/School Contact Report. Over the next four weeks, this report will provide a record of xNAMEx. behaviour during lessons and at playtime.

The report is used to open up a dialogue between home and school focusing on positive aspects of behaviour as well as negative issues. Your child will be given the opportunity to make comments in the book as well. I would appreciate it if you could spend some time every day discussing the Contact Book with your child and looking at how their behaviour is improving.

If you have any questions or concerns, please do not hesitate to speak to me. Thank you for your support in this matter.

Yours sincerely

Class Teacher

Appendix 4


































Report Card

Home contact report – duration 4 weeks

Name

Date

Week: 1 2 3 4

Day	First session	Break	Second session	Lunch	Afternoon session	Comment/Parents Signature
Mon						
						
Tues						
						
Wed						
						
Thu						
						

Fri	 	 	 	 	 	
Weekly Comments)						

Appendix 5

What I Did Wrong.

Name:

Date:

Draw a picture of what you did wrong

What rule have you broken?

Draw a picture of what you should have done instead?

How has my behaviour affected others?

Appendix 6

What I Did Wrong.

Name:

Date:

What I did wrong (write down how it started and include your feelings too as well as a rec of the actual wrong doing)

What rule have you broken?

What could I have done instead?

How has my behaviour affected others?

Appendix 7

Policy for the Promotion of Positive Behaviour

Information to parents:

At St. Aidan's we have been working on developing our policy on behaviour. All staff have been involved in developing the following process.

We intend our policy to:

- Promote teaching and learning.
- Enhance children's self-esteem and encourage respect of self and others.
- Develop interpersonal skills which facilitate co-operation with others, problem-solving and rational conflict-resolution skills.
- Encourage children to develop independence through becoming responsible for their own behaviour, achieving self-discipline and self control.

We aim to achieve this by ensuring that our children:

- are respected.
- are spoken to in a positive way.
- are encouraged to adjust negative conduct without loss of face.
- are able to participate more fully in the curriculum.
- have self-esteem enhanced, which improves children's ability to contribute positively to the community.

Rights and Responsibilities

St. Aidan's School promotes the following rights:

- The right of children to learn.
- The right of teachers to teach.
- Everyone's right to physical and emotional safety.
- Everyone's right to dignity and respect.

Rules and Routines – each class has its own rules, drawn up by the class, and established routines which all agree to keep.

Making break times a positive and enriching experience for children, the school has invested in training staff and

equipping the playground with a range of activities to ensure that children have plenty of things to do during lunch break. Mid-day staff support children in participating in structured play which will enhance their recreation and social skills.

Sanctions:

Correction takes the form of sanctions (consequences) which :

- support children in changing negative behaviour.
- are related, respectful, reasonable, and revealed in advance.
- close in time to the cause – no long delays after the event.

We intend that children know how the consequences of their actions are intended to help them improve.

In the case of serious behaviour issues or incidents which affect the wellbeing of other children, parents will be contacted by letter to discuss strategies.