



St Louis Catholic Academy

Behaviour Policy 2024

Christ at the Centre: Children at the Heart
Learning to love: Loving to learn

Date Approved	18 th November 2024
Signed	Marc Walker (Co-Chair of Governors)
Minuted	Agreed between Meetings
Date of Next Review	September 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 behaviour 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.

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 praise, stickers, certificates and discussion.

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

In individual cases, FOR Ks1 and KS2, we use an Incentive Reward Chart to encourage good behaviour choices.

Traffic Light system

The aim is to enable pupils to stay on the green area by supporting them in following the school rules.

St Louis School Rules

We ask children to:

- ❖ Treat everyone with kindness and respect
- ❖ Be ready to learn throughout the day
- ❖ Always report behaviour that concerns, hurts or worries you to an adult
- ❖ Report any bullying or unkindness, on or off line, immediately
- ❖ Accept there are times when things go wrong or you make mistakes and with adult support, move on quickly
- ❖ Support and forgive each other when things go wrong: be open to the idea of reconciliation
- ❖ Commit to be the best that you can be in your behaviour and learning
- ❖ Attend school regularly, dressed smartly in the school uniform, with the correct equipment
- ❖ Complete homework on time and recognise the importance of your studies
- ❖ Follow teacher and other adults' instructions to help you learn and stay safe
- ❖ Line up quickly and quietly
- ❖ Walk around school calmly and quietly
- ❖ Look after school property, equipment and each other for everyone's benefit
- ❖ Dismount scooters and bicycles within the school grounds

Each day all pupils will start again with their green card displayed in the wall chart.

1) Green

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

2. Yellow (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

If the behaviour still does not modify despite warnings and support a red consequence 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 Catholic values of our community;

Those around us;

Property, equipment and our environment;

Safety of everyone and everything in the school.

5. 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

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

6. Rewards

Good behaviour points KS2

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 reward)
Diamond	125 points (pencil reward)

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

Stickers

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 choices, kindness and caring. Parents and carers are invited to attend the presentation.

Celebration Assemblies are held for Years Reception to Year 6 (alternating weekly between Reception/KS1 and KS2) 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.

7. Class based rewards

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

- Celebrate and reward positive behaviour;
- Offer opportunity for all to succeed;
- Provide reward incentives to include stickers, and other suitable small rewards.

8. 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 speak to parents, where appropriate, about our concerns, and work together to support the child.

We make clear:

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

These include:

- 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; bullying and swearing.

8. 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;
- Referral to Calm Club. During this time, children will complete an appropriate reflective task set by the class teacher;
- Removed from a situation or a problem for a short period of time;

On these occasions, we will aim to hold a parental/carer meeting— this is because teachers become concerned about a pupil's on-going behaviour pattern. The parents/ carers will be invited to school to discuss the matter, initially with the class teacher and their phase leader;

Discussion with the Headteacher/ Assistant 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.

9. Recording of behaviour 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/Carers 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.

10. The Role of Governors

Governors will:

- Monitor the Behaviour Policy;
- 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).
- Ensure that our expectations and strategies are known and understood by staff, governors, parents and carers and children (in an age-appropriate explanation).

11. The role of pupils?

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

12. The role of parents and carers

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

The policy will be reviewed annually.

Associated Policies and Documents

St Louis Home School Agreement

Anti-Bullying Policy

St Louis Suspension and Exclusions Policy