

# De La Salle College



## Behaviour Policy

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# **BEHAVIOUR POLICY**

## **POSITIVE BEHAVIOUR MANAGEMENT POLICY**

De La Salle's Christian practice is reflected in the development of the Positive Behaviour Management Policy. Positive Behaviour Management is a clear set of rules defining conduct and behaviour that is explained to the children and understood by the staff. The staff model and teach pupils what is good to do, what is not good, what is safe, what angers or hurts, what pleases and what positive ways can be used to release anger and frustration.

The ultimate goals of Positive Behaviour Management is to teach children self-discipline and develop self-esteem, as well as giving them an understanding of the consequences of their behaviour. When children are self-disciplined and self-directed; their needs and interests become clearer to them and to others. From this, a child centred curriculum readily follows.

It is essential that Positive Behaviour Management is consistent as this minimises confusion and ensures that children are clear about what behaviour is expected from them and from each other. To do this the College aims to provide a warm, safe, happy and secure environment as the springboard from which learning can occur. To promote positive disciplinary procedures for children, the staff will use positive techniques of guidance, redirection and reinforcement rather than promote comparison, competition or criticism. When behaviour management is positive it does not damage self-esteem, but allows children to feel capable, competent and to experience pleasure from being around others. It takes into account the children's developmental understandings and abilities, recognising that needs and behaviours change as children grow and mature. Positive behaviour management praises and acknowledges caring, co-operative and desirable behaviours.

Staff should use positive language to direct children, for example, "walk inside" not "don't run inside". Language used does not label the child but labels the behaviour, for example, "the way you behaved was not kind" not "you are a horrible person". Positive language can teach, give simple explanations and/or offer alternatives so that a child can make judgements and choices and thus, in time, wise decisions. It is based on self-control not coercion. It leads to self-discipline, recognising that this is often a long, slow process. While the need for sanctions is inevitable, it can be minimised by addressing possible causes of inappropriate behaviour through sensitive and individual programming.

Some causes of inappropriate behaviour include; anger and frustration, boredom, desire for attention, imitation, tiredness, excitement, jealousy, social clumsiness, high activity levels and too much choice or lack of choice. The techniques we use for behaviour modification depend upon the personality of the individual child, their developmental level and the probable cause of the behaviour. The staff aim to provide children with an understanding of the limits of acceptable behaviour, the reasons for these limits, consistency in the management of our behaviour, and to provide good role models for acceptable behaviour. If children exhibit socially unacceptable behaviour the staff encourage alternative ways that allows all children to feel safe and secure in their environment.

### **Training and Strategies for Positive Behaviour Management:**

Staff members should keep up to date with behaviour management techniques, there is a dedicated section on this in the PASTORAL folder which is available in the staff shared area. Mr Cook will also deliver PBM workshops for members of staff and departments as required. Mr Cook should also be proactively consulted in order to share other methods and techniques that will help enhance the positive learning atmosphere in the College.

At De La Salle School we believe that:

- Everybody has the **right to feel and be safe**
- Everybody has **the right to dignity**
- All teachers have **the right to teach**
- All students have **the right to learn**
- It is **the responsibility of everybody** to make sure that we can **all enjoy these rights**.

## **PRIMARY SCHOOL BEHAVIOUR POLICY**

Throughout the Primary school from Pre Reception to Year 6 our behaviour expectations are as follows:

- 1. WE LISTEN**
- 2. WE DO AS ASKED STRAIGHT AWAY**
- 3. WE RESPECT AND WORK POSITIVELY WITH OTHERS**
- 4. WE WORK TO THE BEST OF OUR ABILITY**

These expectations form the basis of our positive behaviour management policy. Copies are published in every classroom and in the “Setting out Booklet” received by every parent when their son enters the school.

As they are expectations, pupils are not generally rewarded for achieving them. They are referred to throughout the school by every staff member.

### **Rewards/sanctions**

1. Pupils are recognised for making good choices in their day to day learning and living in the community.
2. Rewards can take many forms;  
In Pre Reception making good choices is linked to an individual sticker chart and a class “Happy learning Weather” display. Verbal feedback and encouragement is always given and specific behaviours are identified and explicitly acknowledged: “Thank you for sharing your game with your friend”, “Well done for taking turns” etc  
From Reception to Year 6 verbal feedback, stickers, raffle tickets for weekly class based draws, house points (Years 3-6), being mentioned in the Superstar Spotting book (regularly read out in assemblies), mentioned in newsletters or notes home-celebrating good work or exceptional behaviour . Weekly achievement assemblies focus on 2 classes and comprise of certificates awarded for progress or achievement and a Leading Lasallian who is rewarded for epitomising Lasallian values. A Leading Lasallian lapel badge is awarded to these pupils. Exceptional pupils may receive a Lassallian Gold award for consistently exceeding all expectations in the school.
3. Sanctions are always age and stage appropriate.  
They would be imposed for not achieving our basic expectations and would always begin with a reminder of how to behave. If further reminders are needed the pupil may move down the “Happy Learning Weather” display, the class behaviour ladder or initials put on the board as a visual reminder/warning for that pupil. Time out (within class) or reporting to the parallel teacher (where appropriate) may also be considered. Parents may be informed via homework diaries or, if appropriate by phone call or at the end of the school day. In Key stage 2 pupils may be asked to see their House teacher or the Key stage Manager. The head teacher should only be involved after this process, unless the incident/behaviour is considered serious enough to involve parents.
4. Year 6 follow the above but, in addition, use coloured slips which is seen as a part of their effective transition to the merit system used in secondary school.

“Exceptional Performance Slips” are stapled into diary and signed by parent/carer. Half term “Positive Postcards” are given out to boys who have worked consistently throughout the period. These are stapled in diary, to be signed by parent. If expectations are not met a verbal reminder is given, followed by pupil’s name written on the board. This is backed up with a reminder slip stapled into the diary and signed by parent/carer. If expectations are still not being met, a tick will be placed next to the name. A blue slip will be stapled into the diary to be signed by parent/carer. The consequence of this is a period of “Time out” at lunch time, being supervised by TA/Primary Teacher.

## **Secondary School Behaviour Policy**

The Secondary School Behaviour Policy seeks to promote behaviour based on mutual respect between all members of the School community.

### **Basic Classroom Rules (these apply to all year groups from year 7 – year 13):**

1. All students to line up outside the classroom in alphabetical order and wait to be called in.
2. Uniform is checked as students enter the room.
3. Students enter in silence.
4. Students are seated alphabetically.
5. Students stand behind the chairs in silence and wait to be told to sit down.
6. All lessons begin with a 5 minute silent starter activity.
7. Students raise their hands to ask questions and remain in their places unless given permission to move.
8. At the end of the lesson, five minutes of silent work, stand in silence, dismiss in silence having cleaned up any litter around them.
9. The students leave their bags in their locker during the school day.

### **REWARDS**

As they develop and mature, pupils are encouraged to move away from a need or desire for ‘extrinsic rewards’, and towards the ‘intrinsic ones of pleasure and self-satisfaction’ in a job well done. That encouragement notwithstanding, any significant achievements and/or efforts may be rewarded by the work in question being put on display. Writing notes to parents in the pupil’s Homework Diary and displaying work are the more tangible rewards available to the Department’s teachers who are encouraged, as part of their professional demeanour, to recognise and to praise realistically, all of the genuine achievements and efforts of their pupils.

Teachers award merits to all boys in year 7 to 9 and credits to year 10 and 11 for good behaviour or achievement. These are recorded in the Homework Diary and contribute to various individual and year group rewards.

### **MERITS/CREDITS WILL BE AWARDED FOR:**

1. Excellent effort and achievement on a particular piece of work.
2. Behaviour that is beneficial to the community or another individual.
3. Carrying out specific extra duties to a high standard, for example – Class Representative, House Captain or Form Monitor.

**Please note: Merits/Credits should not be awarded for complying with our basic classroom rules; this is the minimum expectation of every pupil.**

## REWARDS & SANCTIONS – LOWER SCHOOL

### REWARDS

Everyone works better when the good work they do is recognised. Your child's teachers will praise enthusiasm, effort and achievement in a variety of ways by speaking to the student in class, by writing comments on their work and by giving good marks. Recognition of achievement is open to all students of all ages and all abilities. It will reflect effort and achievement related to the student's individual ability.

To reward good effort and achievement on a particular piece of work, or over a period of time, teachers will use the College Award System. Recognition may also be earned for anything which is done that sets a new standard for the student personally, or for others to follow, for example – good conduct, helpfulness, leadership and other qualities which make a genuine contribution to College and community life.

We run a different Reward and Sanction system for students in Lower School (Years 7, 8 and 9).

1. Each time your child earns a Merit, the teacher will then sign the Merit column in the Student Planner and you will also have to countersign this. The House Tutor will also receive this information.
2. When your child has achieved 20 Merits in one term, the House Tutor (HOH to co-ordinate) will send a letter home.
3. When your child has achieved 40 Merits in one term, the HOH will send a letter home and present your child with a Merit Pen.
4. When your child has achieved 60 Merits in one term, the Assistant Headmaster will send a letter home and your child will be granted a non-uniform day.
5. The 12 boys with the most Merits in a year group will also receive a Merit Badge (3 students from each House group) and will be invited to attend a reward afternoon e.g. bowling.

## REWARDS & SANCTIONS – UPPER SCHOOL

### REWARDS

Everyone works better when the good work they do is recognised. Your child's teachers will praise enthusiasm, effort and achievement in a variety of ways by speaking to the student in class, by writing comments on their work and by giving good marks. Recognition of achievement is open to all students of all ages and all abilities. It will reflect effort and achievement related to the student's individual ability.

To reward good effort and achievement on a particular piece of work, or over a period of time, teachers will use the College Award System. Recognition may also be earned for anything which is done that sets a new standard for the student personally, or for others to follow, for example – good conduct, helpfulness, leadership and other qualities which make a genuine contribution to College and community life.

We run a different Reward and Sanction system for students in Upper School (Years 10 and 11) than the Merit system of Lower School.

1. When your son receives a Credit, the teacher will then sign the Credit column in the Student Planner and you will also have to countersign this. The House Tutor will also receive this information.

2. When your child has achieved 15 Credits in one term, the House Tutor (HOH to co-ordinate) will send a letter home.
3. When your child has achieved 25 Credits in one term, the HOH will send a letter home and present your child with a Merit Pen.
4. When your child has achieved 35 Credits in one term, the Assistant Headmaster will send a letter home and your child will be granted a non-uniform day.
5. The 12 boys with the most Credits in a year group will also receive a Merit Badge (3 students from each House group)
6. In order to raise achievement and attainment in Years 10 and 11 we operate a prize draw once a term that has a number of prizes to be won.
  - When your child has achieved 10 Credits in one term, he will receive one entry in to the end of term prize draw. 20 Credits equals two entries and so on. There is no limit to the amount of entries that one student can have.
  - Each raffle will take place at the start of the following term.

## BEHAVIOUR PROTOCOLS – ALL STUDENTS

### **SANCTIONS – Forgetting equipment**

If a student fails to bring to a lesson his homework diary, pen, exercise book or text book then the pupil should receive a warning and note in homework diary. If he continues to fail to bring the correct equipment he may be issued with a demerit.

### **SANCTIONS – Behaviour**

Under normal circumstances, problems with pupils' work or behaviour in the classroom should initially be dealt with by the class teacher, and then, if necessary, by the Head of Department (HOD). The class teacher may use any of the following sanctions. **However, the order of progression through the sanctions should be as follows and the order should not be skipped:**

#### *Subject Teacher in the classroom:*

1. **Name written on board.**
2. **To be asked to move seat and tick placed next to name (Lower School only).**
3. **Demerit.** These are completed by the classroom teacher. The top copy is given to the boy indicating the consequence of his poor behaviour. This may be;
  1. **Break time detention**
  2. **Lunch time detention**
  3. **Thirty minute after school detention**
  4. **Community Task**
  5. **Extra work**

This is then taken home, signed by the parents, and returned to the issuing teacher. The second sheet is retained by the issuing teacher until the top copy is returned and the consequence completed. This will then be pass both copies to the Head of Department. The final sheet is given immediately to the Head of House.

The Head of Department should be available to the classroom teacher to provide solutions to behavioural issues as required by the classroom teacher/pupil. They may decide to issue:

4. **Department sanction**, for example a one hour after school detention.
  5. **Parents are contacted after consultation with the Head of House.**  
**A note of the telephone conversation should be passed to Assistant Head (Pastoral) or Assistant Head (Curriculum and Achievement).**
  6. **Target Sheet** - for specific areas of concern the Head of House may place a boy on a Target Sheet that will monitor performance in a specific area.
  7. **The Head of House may issue an after school detention.**
  8. **Report Book** – if a pupil has received a number of Head of Department or Head of House detentions he will be placed on a report book. Assistant Headmaster (Pastoral) will communicate with parents
- ◆ Whilst on report students must:
- Hand the Report Book to the teacher at the beginning of each lesson.  
The teacher will write any comment and return it at the end of the lesson.
  - Show it to his parents and have it signed.
  - Show it to his tutor every House Period and have it signed.
  - Show it to his Head of House at the end of every day.
  - At the end of the report session be interviewed by his Head of House about future conduct.
  - Report Book filed by Head of House in pupil folder.

#### ***Assistant Headmaster (Pastoral)***

On occasions, when the above sanctions have not worked, the pupil will be referred to the **Assistant Headmaster (Pastoral)** via the Demerit form. The following sanctions may be considered:

10. **SMT detention**, which will take place after school.
11. **Headmaster's detention** and at this point parents will be involved. Normally, such a move should only be contemplated after the imposition of other and less drastic sanctions has not brought the desired result. Saturday detentions will only be issued by the Headmaster/Deputy Headmaster/Assistant Headmasters.
12. **Suspension.** The ultimate sanction against any pupil is that pupil's **suspension from their lessons. Assistant Head (Pastoral) will sanction internal suspension and Mr Turner** will make a decision when it is necessary for an external suspension.