



St Mary's Catholic Primary School

Behaviour Policy

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Review Date: September 2021

St Mary's Primary School: Behaviour Policy

MISSION STATEMENT

“St Mary's School works to develop the full potential of each individual in an environment where the Gospel values of love, peace, truth and justice are lived out”

RATIONALE

At St. Mary's Catholic Primary School, we believe that every child should be valued and seen to be created in the image and likeness of God. It is a primary aim of our school that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our Behaviour for Learning Policy is designed to ensure that all pupils at St. Mary's have the opportunity to **learn, achieve and be successful**.

We accept the principle that good behaviour is a necessary condition for effective teaching and learning to take place and therefore seek to create an environment which encourages and reinforces good behaviour. We are proud of the way in which the vast majority of our children conduct themselves at school. Discipline is good and instances of very poor or aggressive behaviour are rare. The school promotes good relationships at all levels and expects children to show respect towards and care for each other.

OUR POLICY AIMS

Through the implementation of this policy at St Mary's Catholic Primary School we aim to:-

- Put the emphasis on praise and rewards in order to encourage good behaviour.
- Encourage children to be responsible for their own choice of behaviour.
- Create a happy but orderly atmosphere allowing all children to feel safe, secure and respected and able to learn.
- Enable children to develop a sense of self worth, tolerance and respect for others' feelings, property and the wider community.
- Provide a stimulating environment in which children are fully engaged and interested in their work, enabling each child's self-confidence to grow.
- Ensure that all members of the school community experience and celebrate success.
- Foster an environment where honesty and forgiveness are at the heart of all we do.

SCHOOL RULES

To help protect and encourage our pupils, we have basic rules for our classrooms and outside areas. These RULES are common throughout school and are based around the idea of rights, and respecting the rights of others.

We all have a right to:

- ✓ Be treated with respect
- ✓ Be safe
- ✓ Be able to learn

We all must respect the rights of others by:

- ✓ Treating others with respect
- ✓ Helping to keep ourselves and others safe
- ✓ Learning and allowing others to learn

Whether a child is rewarded or sanctioned depends if these rules are being adhered to or broken.

REWARDS

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common form of reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by noteworthy achievements. Each member of staff is able to allocate Family Group Points to any child they wish.

Other rewards that we may use at St. Mary's are:

- Praise for good behaviour
- Good behaviour stickers or stars
- Headteacher's rewards in the form of stickers and certificates
- 'Star Award' to be presented weekly to one child from each class (chosen by the class teacher) during assembly
- The family group with the most points at the end of each half term will be rewarded with a 'treat'
- We reward 100% attendance

'Family Group Points' Information for Parents

The most visual and successful method for rewards at St. Mary's is to reward children with Family Group Points, using the interactive reward system, "Class Dojo".

There are many ways your child can earn Family Group Points and they are all linked to the rules of our school.

One of the unique advantages of this kind of reward system is that you are able to monitor your child's behaviour at school from your own home. You will be given a personal account code to enter on the Class Dojo website and you can track your child's behaviour at your convenience. We actively encourage you to log on regularly so that we can work together to support your child in being the best that they can be.

More information will follow for parents (see Parent Family Group Points Information Letter)

SANCTIONS

Traffic Light System (in each classroom)

At St. Mary's, we expect all pupils to remain on green all day and they will be awarded 1 Family Group Point each day for this, 2 points will be awarded if they move to gold.

We do not expect any child to be on red and serious incidents will be logged on CPOMS, our online reporting system.

For more severe behaviour:

More severe behaviour will be logged on CPOMS and followed up by a phone call home. The Headteacher will be informed at this point.

If a child displays persistent inappropriate behaviour, then parents will be asked to come in to meet with the teacher to discuss what has happened, the school's expectations for behaviour and support for making appropriate changes. If behaviour does not improve, the parents will be invited in to meet with the Headteacher and the class teacher. This will also mean that the child is withdrawn from attending the school trip that term.

This will not be used as an expectation for identified children and positive behaviour strategies will be listed on their PCP.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour and the event is logged (refer to the School's Anti-Bullying Policy).

Safe Handling Techniques

Other than in an emergency, only staff trained in positive and safe handling techniques (e.g. Team Teach) should physically intervene to safely remove or restrain a pupil. A member of SLT has had this training and other staff have undertaken positive approaches to managing behaviour. These incidents will be very rare. These incidents would have to involve one or more of the following:

- A pupil acting in a way which endangers themselves
- A pupil acting in a way which endangers others (staff or pupils)
- A pupil acting in a way which significantly disrupts the education of other pupils

When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used.

Trained staff must never work alone when a child needs to be restrained or removed. Any such incident will be recorded on CPOMS.

CLASSROOM EXPECTATIONS

We believe that **EVERYONE** in the classroom has the right to learn and achieve.

At the start of each school year the children, in consultation with the class teacher, will design the class rules and their charter will be displayed on the wall. We operate a positive approach to behaviour with the traffic light system in all classes from Year 1 - 6. The traffic lights are displayed in each classroom. Every child's name will start each day in the green section of the traffic lights. At this point descriptions of the behaviours associated with each colour will be discussed.

It is expected that the majority of children for the majority of the time will keep their name in the green traffic light. For each day that they remain on green they will be rewarded with 1 Family Group Point.

Above the green traffic light is golden. This will carry a reward of 2 Family Group Points for each day this is achieved. It is not easily achieved and should be celebrated when it happens.

If a child misbehaves, they will receive a verbal warning. If the behaviour continues this will result in the child's name being moved from the green traffic light to the amber traffic light. If the child persists with behaviour that falls below the expected standard, the child's name will be moved to the red traffic light. This will then result in the loss of breaktime.

Pupils who have had their names moved to the amber or red traffic lights can work their way back up the traffic light system to green by addressing their behaviour and rectifying the situation. Staff will encourage children to change their behaviour. If they are seen to be behaving well, working hard and making an effort, the adult will move their name back up to the next traffic light.

At St. Mary's the relationships within school are positive and these are often commented upon by visitors. Relationships between pupils, staff and the community will be fostered and promoted positively through a mutual respect and through daily living out of our mission statement.

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POSITIVE BEHAVIOUR AT PLAYTIMES AND LUNCHTIMES

It is expected that the children will continue to keep the school rules in all areas of school which includes in the playground at break times and lunchtime play. Midday Assistants will adopt the school's positive approach to behaviour and relationships. It is expected that children will treat the Midday Assistants with the same respect as any other adult member of our school community.

Sanctions

On occasions it may be necessary for the Midday Assistants to adopt a range of strategies in order to improve behaviour to make the playground a happy and safe environment for all children. Sanctions will include:

- ✓ Verbal warnings
- ✓ Time out (5 minutes)
- ✓ For more serious incidents - being sent to a senior member of staff
- ✓ For very serious incidents – being sent to the Headteacher

The Midday Assistants will give verbal feedback to the class teacher at the end of each lunchtime period.

ROLES AND RESPONSIBILITIES

Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and enforces the classroom rules consistently. The teachers treat all children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher records incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Key Stage Leader/Headteacher. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service

Role of the Headteacher

It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher keeps records of all serious incidents of behaviour using the CPOMS system. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the appropriate school governors have been notified and in accordance with LA guidelines. (See Appendix 1 for **Process of Exclusion**)

Role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Role of the Parents

The school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in our home/school agreement, and we expect parents to read this and support those rules.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use sanctions to improve a child's behaviour, parents are expected to support the actions of the school. If parents have any concern regarding their child, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If earlier meetings with the Headteacher cannot resolve the problem, a formal grievance or appeal process can be implemented and parents have the right to contact the Chair of Governors at this point.

MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body, where necessary recommendations for further improvements are made. All serious incidents will be recorded on CPOMS and monitored by the Designated Safeguarding Leads.

The Headteacher keeps a record of any pupil who is excluded for either a fixed-term or permanently excluded.

St Mary's Catholic Primary School is aware of its obligations under the Data Protection Act 2018 and the General Data Protection Regulation, and is fully compliant. For further information, please see the Privacy Notices on our website or contact our Data Protection Officer.

REVIEW

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy was reviewed: 7th September 2020

This policy was reviewed with staff: 7th September 2020

This policy was reviewed and adopted: 15th September 2020

This policy was updated and approved for adoption by the Full Governing Body on 15th September 2020.

APPENDIX 1

Exclusions

In a very limited number of cases, it may be necessary to exclude a child from St Mary's on either a fixed-term or a permanent basis. Whilst it is our intention to avoid this situation, it is also acknowledged that this approach must still be considered as an ultimate sanction.

Who has the power to exclude?

Exclusion can only be made by:

- The Headteacher
- A person acting in the absence of the Headteacher

For what reasons might a child be excluded?

At St Mary's, exclusions will only be considered:

- Where there have been serious breaches of the school's behaviour policy (including bullying)
- When allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or pupils/staff/others in the school.

The exclusion process:

Before deciding whether to exclude a pupil, the Headteacher will:

- Make sure that an appropriate investigation has been carried out
- Consider all the evidence available, taking into account the school's behaviour and equal opportunities policies, and, if applicable, any equalities legislation.
- Talk to the pupil to hear his/her version of events if practical/possible.
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- If necessary, consult others but not anyone who may later have a role in reviewing the head teacher's decision, such as a member of the governors' discipline committee.

A child can only be excluded after the Headteacher has taken the steps above, and is satisfied that the pupil did what s/he was accused of. A pupil may be excluded for one or more fixed periods, but these must not exceed 45 days in any one school year. Exclusion for an indefinite period of time (sometimes called an informal exclusion) is unlawful. At St Mary's, the length of the fixed term exclusion will be dependent and considered, on an individual basis.

The school will notify the Governing Body of any fixed term exclusions on a termly basis. In addition, the school will inform the local authority each term of any exclusion that, in total, add up to five school days in any one term.

In all cases of exclusion fixed term or permanent exclusion the school will abide by the DfE's most recent guidance.