

St Mary's & St Peter's Catholic Primary

Behaviour Policy

Adopted: March 2016

Review Date: September 2017

St. Mary's & St Peter's Catholic Primary School

Behaviour Policy

"I have come so that they may have life, and have it to the full"
(John 10-10)

Mission statement

As members of this Christian community we are carriers of the vision:

- that we live together in peace and charity and in that spirit serve others.
- that we be people of prayer so that we may live justly, love tenderly and walk humbly with our God.

The mission of St. Mary's and St. Peter's Catholic Primary School is to provide a Christ centred worshipping community where uniqueness and difference is embraced and celebrated. Each person, especially the most vulnerable, is nurtured to achieve their full potential and human wholeness enabling them to make a valuable contribution to society as a child of God.

The school ethos is realised through the day-to-day life of the school.

Extract from School Aims

We will develop in the children an appreciation of the needs and rights of others, by encouraging respect and tolerance towards other's beliefs, and respect for other's property.

We will encourage compassion and empathy in their dealings with one another.

We will ensure that each child will have experience of forgiving and being forgiven.

We will always encourage children to apologise when necessary.

Rationale

In our school we believe that every child is made in the image of God and that every child is special. We aim to capitalise on the ethos and atmosphere of the school by surrounding the children with models of quality relationships.

They experience people co-operating, collaborating, respecting and valuing each other.

The school should provide a calm, relaxed and supportive environment in which everyone's worth is recognised. If the children feel positive about themselves they will be more able to react positively towards others.

Our teaching is based on Gospel values and we want our children to play and work together in a responsible way. We want them to learn how to behave well and to know what is acceptable and what is unacceptable.

School Practice

We have agreed to adopt a system of "Positive Behaviour".

It is important for the staff to be seen to act when a child reports something. It is also imperative that all adults apply rules and sanctions consistently, while ensuring flexibility to take account of individual circumstances i.e. a special needs child, emotional and behavioural difficulties, outside influences, etc.

School Rules:

Our school and class rules are simple and non-discriminatory and help pupils to develop an understanding of right and wrong.

It is our aim to help children know that we are all God's children and that in our society people do have different ways of worshipping God, different customs, dress, etc. which must be respected. Any intolerance of others, their beliefs, their origins or their abilities is totally unacceptable.

- Do what an adult in school tells you the first time.
- Do be gentle. Do not hurt anybody.
- Do be kind and helpful. Do not hurt people's feelings.
- Do work hard. Do not waste your or other people's time.
- Do look after property. Do not waste or damage things.
- Do listen to people. Do not interrupt.
- Do be honest. Do not cover up the truth.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- House points (see appendix 1)
- All staff congratulate children and tell them they are good.
- Written communication on children's work.
- Teachers give out a variety of stickers.
- Children sent to other staff and Headteacher to show good work.
- Every week a child from each class receives a certificate for something special they have done and this is displayed on the Celebration Board in the hall. Their names are all put into the weekly newsletter.

Certificates are given for: * Good work. * Good behaviour. * Good manners.
* Being helpful. * Being kind, etc.

Consequences

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. The consequences used in class and school are graded according to the age and maturity of the children, i.e in Foundation Stage the children have a thinking chair

Behaviour can be tracked using traffic ladder system.

- All children start on green
- Children who misbehave are given a verbal warning.
- If a second verbal warning is given then the child moves down the ladder.
- If a third verbal warning is given then the child moves down the ladder again.
- If a fourth verbal warning is given then the child is put on the red card and receives 5 minutes detention. The child's name is then written in the detention book with a description of the behaviour.
- Any subsequent red cards incur an extra 5 minutes detention each. For every 3 detentions a letter will be sent home to parents.
- If 3 letters are sent home, parents will be invited into school for a meeting about their child's behaviour.
- If parents are invited into school on three occasions then a meeting with the Head teacher will take place to decide the next steps to support the child.

Examples of Minor Inappropriate Behaviour

- Persistent talking.

- Deliberate calling out or interrupting.
- Disruptive movement around the classroom.
- Disorderly manner in lines and around the building.
- Deliberately spoiling the classroom environment.
- Misusing the toilets.
- Running in school and jumping on steps.
- Going into out of bound areas.

Examples of Serious Inappropriate Behaviour/Incidents

We consider some forms of behaviour so inappropriate that the head teacher will be informed, the incident will be recorded and appropriate action will be taken.

- Fighting (intentional physical abuse of another person, child or adult, staff member or visitor to the school).
- Bullying (see section on Bullying and Anti Bullying Policy).
- Stealing.
- Abusive language.
- Vandalism.
- Racist name calling/ any type of racial harassment (see Race Relation Policy).

Action

If a child's behaviour is so serious the matter will be thoroughly investigated by the teacher and Head/Deputy Head.

If the misbehaviour is proved then a letter will go home immediately and parents will have to discuss the matter with Head/Deputy Head in order to prevent this type of behaviour being repeated.

We must always remember that the sanctions are directed towards the behaviour and not the child. All our children need to feel valued and cared for. It is our duty to help them understand that they have a choice about the way they behave.

For repeated inappropriate behaviour report cards will be issued to support the child over different periods of the day. The child must take their report card to the Head teacher or Deputy at the end of each day to be monitored. Parents will be kept informed of how their child is progressing.

Special Needs – Adapted Programmes

Very few children should be entirely outside our Positive Behaviour Procedures because of their special needs. We acknowledge however, that despite our best efforts we occasionally encounter a child who still finds it very difficult to behave in an acceptable manner. Such children may need a specialised programme which would include smaller steps and more realistic targets. Advice may be sought from outside agencies.

Lunchtime

The lunchtime staff will use a similar system of rewards and consequences. They will praise the children and for exceptional behaviour will give out golden tickets which the children will take back to class. Each golden can then be exchanged for 10 House Points.

For inappropriate behaviour they may use "Time Out" which means children may have to stand by the wall.

The lunchtime supervisors will bring minor inappropriate or persistent behaviour to the attention of the class teacher. The class teacher will follow the steps of consequences on the behaviour ladder.

Any serious inappropriate behaviour is immediately brought to the attention of the class teacher, Deputy Head or Head teacher.

APPENDIX 1

School Houses and House Points

The whole school is split into four houses (Lynx, Tigers, Lions and Leopards). House points can be awarded by any member of staff in school. The class teacher or the child themselves will record any allocated house points onto their chart in their classroom.

Points are awarded on an individual basis or for table groups etc. Points are counted up every Friday and the accumulation of points is shared in the Celebration assembly. At the end of every term the house with the most points wins a treat. The treat will be decided upon by the School Council, who gather the views of their classmates.