

Rationale for Behaviour Policy

We believe that our key objective is the education of the pupils entrusted to our care and that this will be most successfully achieved in a calm and orderly school environment. We also place great importance on creating an environment whereby children enjoy coming to school, in the belief that happy children are hardworking children. The school believes that it is the right of every child to work and play in a secure, harmonious Christian environment, where they feel safe. Our rules should be just and fair.

Aims:

- To create an environment in which the children feel safe, secure, respected and where they develop a sense of self-worth.
- To develop a moral framework within which the children have an understanding of the importance of good behaviour within the teaching of the Gospels
- For children to demonstrate their understanding of good behaviour through their actions.

Objectives:

For the children to show:

- An understanding of right and wrong.
- Sensitivity and consideration for others.
- A pride in themselves and their school.
- Self-confidence.
- Self-control.
- An interest in their activities.

For the children to develop:

- An understanding of the need for rules.
- A respect for and tolerance of other's opinions and ways of life.
- Responsibility for their learning and their environment.
- A sense of fairness.
- Strategies to cope with situations they may encounter in the classroom or playground.

Principles:

- **Safety** – The policy seeks to ensure the safety and wellbeing of all pupils, members of staff and other individuals on the school site.
- **Quality education** – Evidence shows that an effective curriculum, appropriately differentiated to stimulate and engage the pupils, is a key factor in motivating children and in maintaining an orderly learning environment. Teachers and support staff need to have high expectations of all their pupils, in terms both of achievement and behaviour. Discipline is most effective when teachers can be constructive and positive, and when they are specific about what behaviour is expected of a pupil and what is unacceptable. The conduct of school staff themselves is an important

element of the school ethos and of the behaviour of pupils. Pupils are likely to behave and learn better when they feel responsible for their learning and capable of success. Pupils should be encouraged under the guidance of the teacher to set and organise clear goals for themselves, reflect on their own progress and work cooperatively with their peers.

- **Respect** – The policy seeks to develop a sense of respect for both one another and for the school environment. It is expected that every member of the St. Mary's Catholic Primary School community shows respect to all other members.
- **Value** – The policy seeks to promote a school ethos where all individuals feel valued.
- **Responsibility** – The policy seeks to nurture individuals who will take responsibility for their actions.
- **Partnership** – The policy seeks to emphasise the fact that good behaviour will only flourish when pupils, parents, staff, governors and other individuals work towards a common aim.
- **An emphasis on the positive** – The policy seeks to be positive in its tone and practice. At its core is a desire to 'catch children being good'. However, the policy also recognises that sanctions are at times required for children who misbehave.
- **Inclusion** – The teaching and learning, achievements, attitudes and well-being of every child in the school matter. We actively seek to remove barriers to learning that can hinder or exclude pupils.

Core Strategies:

St. Mary's believes in using a positive behaviour approach. This includes strategies such as:

- Giving public praise and private criticism. Children deserve to be spoken to quietly, in private, if their behaviour is a concern and to be praised publicly. This ensures that public attention is given to positive behaviours.
- Focusing on the behaviour, not the child. This ensures the child does not feel they are disliked; it is their behaviour that is the focus.
- Remembering that it can take 5 positive comments to counteract a negative one. If a child is reprimanded, the next conversations with them should be positive ones so they know it is not held against them.

Several key strategies underline the school's behaviour and discipline policy. These are as follows:

School Rules

'The Values of St. Mary's'

- We always work hard
- We are always gentle
- We always listen to people
- We are always kind and helpful
- We always look after property
- We are always honest
- We are always polite

These are displayed in all rooms and around the school. They are discussed regularly in school assemblies and within the curriculum. All children receive a 'credit card' sized copy of the values during their time at St. Mary's. Each half term one of the school values will become a whole school focus and assembly led by the Headteacher each Monday will be led by that theme.

Term	Value
Pentecost 2 2016	We always listen to people
Advent 1 2016	We always work hard
Advent 2 2016	We are always gentle
Lent 1 2017	We are always kind and helpful
Lent 2 2017	We always look after property
Pentecost 1 2017	We are always honest
Pentecost 2 2017	We are always polite

Rewards:

There is a shared commitment from all members of staff to reward good behaviour. This is most frequently done in the form of verbal praise which can act as a powerful motivating factor in encouraging and maintaining positive behaviour. In addition, a variety of individual, class-based and whole-school reward systems also operate.

School Value Raffle Ticket (a raffle ticket can be rewarded to a child who has made a special effort to follow the focus school value) a draw will take place on a regular basis and the winning ticket will be presented with a prize.

The following rewards may also be used:

Class and Individual Rewards

- A system of points/stars/smiley faces or certificates, which can be earned according to certain criteria.
- Special responsibility, for example, being a class monitor.

School-wide Rewards

- Special mention in assembly
- Special mention in the school newsletter
- Special postcards can be sent from the Headteacher and other senior staff by post to the homes of children who have made an extra special effort.

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' tokens. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded, a Smiley can never be deducted.

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him/her, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour	1 Smiley (recorded on class chart)
10 Smileys	A merit is recorded on individual achievement card awarded by an adult from school team
50 Smileys	A bronze sticker on merit card (Pencil)
100 Smileys	Bronze Award presented in assembly
150 Smileys	A silver sticker on merit card (Book Mark)
200 Smileys	Silver Award presented in assembly
250 Smileys	A gold sticker on merit card (Book Token)
300 Smileys	Gold Award (Special Trip) and presentation in assembly

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

The Team System

All children are allocated to one of our 4 teams (St, Matthew, St. Mark, St. Luke and St. John). Each team has a board in the school hall where special is displayed and team achievements are celebrated. Team events are held through the year including assemblies and competitions. On a team level, there is a running total of Smileys and a cup is presented to the winning team on a half termly basis.

Golden Time

Golden Time is a form of reward that can be used by teachers who feel it is appropriate to their class. It is not something that has to be used each week. However when it is used it must contain a choice of high quality activities which the children really don't want to miss. This may be best organised in whole Key Stages. Golden Time is a short (normally 20 – 30 minutes) whole-class reward for good behaviour during which children engage in purposeful but enjoyable activities that act as a catalyst for continued good behaviour and attitudes. The key features of Golden Time are as follows.

- Golden Time 'time' is removed incrementally in 5 minute blocks.
- The time can be earned back.
- The principle is that at least 5 minutes of Golden Time is always retained provided the child shows remorse and respect during their time out period of golden time.

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Physical intervention can only be used by staff with relevant training. Names of staff who have undertaken this training are listed below:

Steve Chiswell

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCo and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly child'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction, given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

Who	Strategy	Types of Behaviour
Classroom teacher / TA	Use normal strategies: e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.	<ul style="list-style-type: none"> Noises / saying comments Distracting others Not facing the right way
Step 1 Classroom teacher / TA	Give a final warning: Use the agreed phrase, 'This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.	<ul style="list-style-type: none"> Wandering Deliberate fidgeting Any behaviours similar in severity as defined by staff
Step 2 Classroom teacher / TA	<p>Time Out (A)</p> <ul style="list-style-type: none"> Child sent to designated chair/area of classroom. 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance. Child records when, why on class list at isolation table. <p><i>If behaviour improves return to lesson. If not or if child refuses, move to Step 3</i></p> <p>For a regular offender:</p> <ul style="list-style-type: none"> Record who, when, why. Possible removal of treats / playtime / detention etc. Discussion with SLT and/or SENDCo : consider Behaviour Intervention. 	
Step 3 Sent to teacher colleague in another class	<p>Time Out (B)</p> <ul style="list-style-type: none"> Child escorted to designated colleague. Up to 1 hour/session working alone without causing disturbance. Possible removal of treats / playtime / detention Teacher to complete Time Out B Record sheet and file in Behaviour Folder. <p><i>If behaviour improves return to class.</i></p>	<ul style="list-style-type: none"> Refusal of Time Out A No improvement during Time Out A Repetition of previous behaviour after Time Out A

	<p><i>If not or if child refuses, move to Step 4</i></p> <p>For a regular offender:</p> <ul style="list-style-type: none"> • Detention • Discussion with SLT and/or SENDCo: consider School Action of the Code of Practice. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents informed by letter that behaviour is a cause for concern. • Parents discuss concerns agree targets/support. • Consider alternative strategies, inform other agencies. • Access to extra-curricular/enrichment activities is linked to improvement. 	
Step 4 Headteacher	<p>Time Out (C)</p> <ul style="list-style-type: none"> • Child escorted to Headteacher. • Up to half a day working alone without causing disturbance. • Detention • Teacher to complete Time Out C Record sheet and file in Behaviour Folder. • Parents informed of isolation by letter if with Headteacher for half day. • Teacher to record incident on CPOMs <p><i>If behaviour improves return to class. If not or if child refuses, move to Step 5</i></p> <p>For a regular offender:</p> <ul style="list-style-type: none"> • Discussion with Headteacher / Deputy Headteacher / SENDCo: consider the need for School Action Plus • Complete a 'Behaviour Assessment Profile'. • Parents / LA (Jigsaw) informed by letter that child's behaviour is causing serious concern. • Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc. • Access to extra-curricular / enrichment activities dependant on progress. • Referral to multi agencies i.e. Behaviour Support/Ed Psych etc. 	<ul style="list-style-type: none"> • Continued poor behaviour after Time Out C or refusal of Time Out B • Pinching • Fighting • Kicking • Hitting • Pulling / Pushing • Use of sexual images/language to offend • Spitting • Swearing • Continuous disruptive behaviour • Biting • Throwing objects that could cause harm • Insolence towards adults • Being disrespectful • Lying • Stealing • Any behaviours similar in severity as defined by staff
Step 5 Headteacher /SENDCo	<p>Pastoral Support Programme (PSP) - 'On Report'</p> <ul style="list-style-type: none"> • Teacher completes a Behaviour Assessment Profile to identify areas of 	

	<p>strength and concern.</p> <ul style="list-style-type: none"> • PSP Meeting with parents/child to agree the way forward. • Clear/realistic targets for behaviour agreed (maximum of three). • Clear rewards/consequences identified for success/failure (including possible exclusion). • Daily feedback to child (x 5), weekly feedback to parents. • Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc. • Consider EHC. • Consider EHA. • PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly <p><i>If targets are achieved remove from PSP. If PSP failed, move to Step 6.</i></p>	
Step 6 Headteacher	<p>Behaviour Contract A last step before exclusion</p> <ul style="list-style-type: none"> • Clear specific rules which the child must uphold in order to remain in school. • Further sanctions an immediate consequence of breaking the contract. • Reviewed weekly. • Parents, Chair of Governors, Jigsaw informed. <p><i>If behaviour improves return to PSP If not move to Step 7.</i></p>	
Step 7 Headteacher	<p>Internal Exclusion (up to 5 days)</p> <ul style="list-style-type: none"> • Child has no contact with own class or classmates. • No access to playground, extra-curricular or enrichment activity. • Parents, Chair of Governors, Jigsaw informed by letter. • LA informed of likelihood of external exclusion. <p><i>If behaviour improves return to class on a Behaviour Contract or PSP. If not move to Step 8.</i></p>	<ul style="list-style-type: none"> • Failure to meet PSP targets or behaviour contract targets
Step 8 Headteacher	<p>Fixed Short Term Exclusion (up to 5 days per exclusion)</p> <ul style="list-style-type: none"> • Parents, Chair of Governors, LA Officer informed by letter. • Parents may make representations to 	<ul style="list-style-type: none"> • Uncontrollable behaviour at times • Unsafe defiance • Deliberate use of a

	<p>Chair of Governors</p> <ul style="list-style-type: none"> • Pupil Discipline Committee may meet but cannot reinstate. • Upon return to school, child stays on Contract for a minimum of 2 weeks. <p><i>If behaviour improves remove from Contract to PSP.</i> <i>If not move to Step 9.</i></p>	<p>weapon</p> <ul style="list-style-type: none"> • Serious injury to someone else, with intent • Stealing • Racism • Homophobic bullying • Use of sexually explicit language to specifically offend
Step 9 Headteacher	<p>Permanent Exclusion</p> <ul style="list-style-type: none"> • Parents, Chair of Governors, LA Officer informed by letter. • Discipline Committee meet and consider all representations and reports (parents/child may attend). • Discipline Committee either reinstate or uphold exclusion. • Parents notified of right to appeal. • If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks. • If appeal unsuccessful, remove child from school roll. 	<ul style="list-style-type: none"> • Persistence in relation to behaviours listed against Steps 4-6 • Any behaviours similar in severity as defined by staff • Bullying • Any behaviour considered a criminal offence

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Playtime / Lunch Time code of behaviour / warning procedure

- Reminder of rules
- Verbal warning
- Time out on a bench (5 min)
- Time out on a bench (10 min)
- Sent to Key Stage Leader (10 min) EYFS – AC KS1 – SC KS2 LW
- Sent to HT and parents informed
- MSA's book / reporting to staff at end of session for Level 2 offences
- Incident reports should be completed for all level 3 or 4 offences

Parental Involvement

Parents play an important role by helping the children abide by the behaviour policy set out by the school. If full development of an individual's potential is to be achieved, home and school must work together. When entering the school for the first time parents and children should be encouraged to read the behaviour and discipline policy together. On entry to the school, parents are requested to sign a Home/School Agreement. It is essential parents are fully informed and involved in finding solutions with teachers to address difficult or persistent issues.

Parents should:

- ensure their child is punctual in their arrival at school
- ensure their child arrives alert and eager to learn
- ensure their child has the right equipment for that day's activities
- ensure their child abides by school uniform policy
- show an interest in their child's achievements e.g. attending parent's evening, reading through annual written report with the child and discussing it with them.
- teach their child to respect members of staff, fellow pupils, others and personal property
- support their child in the completion of their homework
- Attend meetings with class teachers and Senior Leaders including the Headteacher

Investigations

Very occasionally it can be an effective strategy to discuss the behaviour of a particular child with a class or group of children, without the child being present. The agreement of the Headteacher must be obtained before this strategy is employed.

Troubled Children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for EHCs and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school, as well as daily feedback about the child regarding progress, is essential. This can be achieved through the use of reading records and homework diaries.

Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour, e.g. "To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- Should provide clear consequences for breaking the agreement, e.g. exclusion.

If in doubt, consult a member of the SLT.

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.

Issued:	May 2017
Due for Review:	
Committee:	
Signed:	