

St. Mary's Catholic Primary School, Loughborough
POSITIVE BEHAVIOUR POLICY

Policy agreed by staff on 10.09.11

Policy adopted by full governing body on 25.10.2011

Review due November 2013

Overall aims

In St. Mary's we believe that children need to feel happy, secure and valued in school before any learning can take place.

Children need to: know they are cared for and respected
 feel they can rely on and trust all around them
 know they will be listened to when problems arise.

To achieve these objectives our discipline is firm and consistent, with children knowing the boundaries. A system is used in St. Mary's with children and parents being aware of the school rules and sanctions. Parents are informed of the Positive Behaviour) policy when a child enters school and made aware that school and family must work together for the good of all.

PRINCIPLES

Children are taught the importance of truth at all times and are expected to treat each other as they would like to be treated themselves. Staff lead by example in the way they respond to one another and to the children themselves.

Fairness is important and all children need to know that they will be treated fairly and always listened to. They must have the confidence to tell an adult if they have a problem or if they know of others with problems. Children are taught not to retaliate but to seek help. Bullying is not widespread in St. Mary's but we consider that any action that causes anyone to be, or feel, upset must be dealt with. Only by taking action when there is evidence can

we maintain a school where children feel secure and confident. (Please see separate Anti-bullying policy)

Help for others is nurtured through regular charity work and by children being encouraged to look after each other.

Through our R.E. programme and our aims as a school we try to create an environment where children aspire to the behaviour expected of them.

SCHOOL RULES

1. Follow instructions given by all members of staff.
2. Treat others as you would like to be treated yourself.
3. Keep hands, feet and objects to yourself.
4. Look after your school.
5. Always walk quietly in school.
6. Speak nicely.

ROUTINES AND EXPECTATIONS

When appropriate, children line up in a reasonable manner

In class children abide by the class rules which are agreed at the beginning of each school year

Copies of class rules will be displayed in each classroom.

Classes arrive in to assembly with a member of staff leading at the front of the line

Children walk along the corridors

Children and adults hold open doors for one another

A member of staff is present in the cloakroom when children collect their coats and belongings

Children hang their coats and bags on a peg in the cloakroom

Children will not interfere with other children's belongings in the cloakroom

Children will reply to all staff by name

In the lunch hall

Children will sit with members of their House

Children say 'please' and 'thank you' for their school lunch

Children abide by the **Dining Room Code of Conduct**

Children will leave their packed lunch on the trolleys

On the playgrounds

Children will keep to the games routines

Any unacceptable behaviour should be reported immediately to a lunch time supervisor

If inappropriate behaviour occurs, pupils may be asked to sit on the Thinking Bench or to go to the teacher on duty for a period of time

Older pupils are trained as Little Leaders to support games on the Infant playgrounds

On the Key Stage 1 playground there is a 'friendship stop' and Year 2 pupils act as playground friends

Pupils are reminded of appropriate behaviour by the 'star' prompts around the Key Stage 1 playground

Rewards

We encourage the children to praise each other and celebrate success. We are positive and give praise for good work and behaviour. Rewards for good behaviour include house points and recognition by peers through 'Writer of the Week', 'Mathematician of the Week' and 'Most Punctual Class of the Week' certificates and staff bringing praiseworthy action and work to the notice of others.

Assemblies are used to praise children and team spirit is encouraged and developed through our house system. Cups are awarded weekly and termly to winning houses; certificates and merit certificates are distributed in assemblies.

This policy aims at rewarding all children through a system of house points leading to Merit cards and relies on parents to take an interest and encourage their child.

Children earn praise for positive behaviour and work and in this way we reward children who are constantly good as well as those who 'suddenly'

make an effort. Stickers are given out at lunchtime and in the classroom for effort and appropriate behaviour

The most effective way to have good order is to use praise, rewards, responsibility and ensuring we emphasise the positive things children do. 'Star of the week' certificates are also handed out in St. Anne's class.

A system is in place in each class to reward good social skills and especially collaborative working

In the Foundation Stage, each child has a card to receive ten smiley faces and one is awarded each time it is considered appropriate

Children will be awarded house points and when they have achieved ten they will be awarded a Merit Certificate in assembly.

Instead of the third Merit Certificates the child will receive a Bronze certificate and instead of the sixth Merit Certificate a Silver and instead of the ninth, a Gold.

STRATEGIES AND SANCTIONS TO DEAL WITH INAPPROPRIATE BEHAVIOUR

1. Warning – a child is reminded what is expected and asked to adhere to the rules.
2. Dealing with disputes/Time out – at teacher's discretion the offending child may be sent to another teacher's classroom. At lunchtime a child will be sent to another part of the playground, to stand by the supervisors, to sit on the Thinking Bench or to leave the playground.
3. If a child reaches this stage he/she must visit the Headteacher or Deputy Headteacher to give an explanation and to discuss ways in which the child may correct his/her behaviour. A housepoint may be deducted from the child's total.
4. If poor behaviour is persistent the parents will be contacted and/or a meeting set up.
5. Further sanctions will be discussed including denial of certain privilege leading to possible exclusion.

NOTES

1. There is also a severe clause whereby if a child's behaviour on any day is totally unacceptable then they will be referred straight to the Headteacher.
2. We also operate a book system for children who are constantly erring in which a record is kept of both good and unacceptable behaviour. This book is sent home daily to inform parents for them to contribute their comments.
3. All arrangements at lunchtime will follow the same procedures and consequences in line with teaching staff
4. Strategies are in place to deal with conflict between pupils as follows: -

Dealing with disputes

Circle Time

Broken Record

Three Part statement

Training

Members of the teaching and support staff have attended training last year.

SEAL project training

Positive Handling training

Whole school behaviour and positive strategies' training Autumn Term 2010/Spring Term 2011