

# ST MARY'S CATHOLIC PRIMARY SCHOOL

## BEHAVIOUR POLICY

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### Introduction

This policy sets out the expectations of behaviour at St Mary's Catholic Primary School. As a caring community, the School aims to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

Aligned with its ethos and Mission Statement, the School has high expectations of maintaining a consistent approach to good behaviour by all members of the School community at all times during the school day.

This policy is linked to the School's Safeguarding & Child Protection Policy, E-Safety Policy and Anti-bullying policy.

### Aims

St Mary's aspires to be a caring and inclusive School. It aims for every member of the School community to feel valued and respected with the right to be treated well and fairly. The School Behaviour Policy is therefore designed to:

- Promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.
- Encourage the way in which all School community members –pupils, staff, parents and governors, can work together in a mutually supportive way.
- Promote a positive ethos in the school through encouraging a shared understanding of the values which underpin the School ethos.
- Create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe.
- Help pupils develop self-respect, self-control and accountability for their own behaviour.
- Promote self-esteem through success, positive relationships and awareness of how behaviour impacts on all.
- Encourage a partnership between home and School.

The policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum.
- Effective classroom management.
- Adult role-modelling.
- Whole school behaviour management plan.
- Playtime and lunchtime provision.
- Personalised programmes/ support from outside agencies.
- Responsible behaviour by parents.

### Behaviour Management Plan

Everyone in the School has the right to learn, be respected and be safe. The School's Behaviour Management Plan, therefore, has three key aspects: rules, recognition and consequences. These principles are also reflected in the Children's Behaviour Charter and explained in more detail below.

## PART 1

### Children's Responsibilities

Children are expected to follow the School rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in the School community. The School Council will play an important role in communicating and reviewing aspects of the behaviour policy.

### Staff Responsibilities

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around the School. Responsibilities are to:

- Role model good behaviour and positive relationships.
- Create a positive climate with realistic expectations.
- Emphasise the importance of values and being valued.
- Provide an effective learning and teaching environment.
- Encourage positive relationships based on kindness, empathy and respect.
- Ensure fair treatment for all regardless of ability, age, sex, race or preconceptions.
- Show appreciation of the efforts and contributions of everyone.

### Parents' Responsibilities

Parents have a vital role to play in their children's education, supporting their child's learning and co-operating with the school. The School aims, therefore, to ensure good communication between home and School, working collaboratively with parents, so children receive consistent messages about how to behave at home and at School.

#### It is expected that:

- **Parents behave in a reasonable and civilised manner towards all School staff as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.**
- **Parents behave in a reasonable and civilised manner towards each other on the School premises and refrain from shouting, swearing or aggressive physical displays.**
- **Parents behave in a reasonable and civilised manner in the presence of children on the School premises, whether their own child or not.**

**Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority policy.**

The School's rules shall be displayed, and the rewards and consequence systems explained to them in the School prospectus. The School has a Home & School agreement, which is signed by pupils, parents and teachers. It is expected that parents read and support it.

Parents will be contacted as outlined above should a member of staff have concerns about a child's welfare or behaviour. Should the School have to use reasonable consequences as the result of unacceptable behaviour, parents should support these actions. Parents should initially contact the class teacher if they have any concern about the way that their child has been treated. The Deputy or another member of the SLT may then be involved, progressing to the Headteacher and, if the concern remains, to the Governing Body.

## PART 2

### Curriculum and Classroom Management

Principles:

- Alongside positive relationships, good classroom organisation and effective teaching methods are key to good behaviour.
- The provision of a high-quality curriculum through interesting and challenging activities influences behaviour.
- A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.
- Learning environments must be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.
- Displays should aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

**St Mary's Children's Behaviour Charter.** The Children's Behaviour Charter will be clearly displayed in classrooms and signed by each class yearly, to re-affirm required behaviour. At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

Children at St Mary's will:

- Let people see their good side and not their bad side.
- Always speak to everyone with respect.
- Let people join in their games, especially those who are on their own.
- Share their belongings.
- Try not to play with people who make them silly.
- Respect each other's space.
- Walk away when someone starts a fight.
- Only go where allowed and where it is safe.
- Keep football to the agreed places on the playground.
- Take care of school buildings, grounds and equipment.
- Not touch anything that does not concern them.
- Follow instructions given by adults.

Children at St Mary's will never:

- Kick or bite.
- Push, smack or punch.
- Pull hair or other people's clothes.
- Swear, use bad language or tell lies.
- Answer back or be rude.
- Run off and hide.
- Damage school property or property of others.

Retaliation:

- Children should know that they should not retaliate to provoke, or continue a behaviour incident.
- Children should not 'hit back' either physically or emotionally (by look or comment) and if an incident occurs make sure an adult is informed.

## PART 3

### Rules

Everyone is expected to follow whole-School rules:

- Always use common sense, courtesy and consideration.
- Always try our best and allow others to do the same.
- Show respect by looking after ourselves, others and school property.
- Listen and follow adult instructions.

### Recognition

The School aims to create a healthy balance between recognition and consequences, with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour.

The emphasis is on positive behaviour management through RECOGNITION and PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility. Examples:

- Praise and positive individual or group recognition.
- Stickers – either worn by child, or collected on a chart or card.
- Positive recognition to parents at the end of the session/ day.
- House point token awarded.
- Showing work to another adult/class Headteacher.
- Good behaviour notes sent home to parents.
- Certificates (presented in Assembly).
- Collective whole-class rewards: Each class can collect - for example, marbles in a jar, or gain stickers for a chart for positive behaviour, hard work or meeting class targets. A full jar or chart leads to a whole class treat or special time as agreed between the teacher and children.

*House point system.* All children belong to a House group in which they remain. House point tokens can be awarded by any member of School staff to recognize good manners and exemplary effort and learning. At the start of each term, House Captains decide which charity their house will be supporting. Tokens are collected in the Reception area throughout the term. At the end of the term, the charity chosen by the winning house is sent a donation from the School. Children learn that they are not only demonstrating good behaviour and learning, but also supporting and benefiting others.

### Consequences

Despite positive responses to encouraging good behaviour, if unacceptable behaviour escalates it may be necessary to employ consequences to enforce the School rules, and to ensure a safe and positive learning environment.

The School operates a hierarchy of *corrective interventions* and *consequences*, working from the least to the most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low-level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach them that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour. Extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/ or being sent to the Headteacher or another member of the SLT. The emphasis at any stage is on a child being re-engaged in the lesson and their learning as soon as appropriate.

**Stage 1: Verbal reminder of the expected behaviour or School rule.**

Choice presented to child: You can choose to ...X.... or you can choose to....X...  
If you choose to ...X... then you will have time out.



**Stage 2: Time out within classroom or resource area (3-5 minutes for KS1, 5-10 minutes for KS2)  
Name recorded in behaviour book.**

Choice presented to child: You can choose to ...X.... or you can choose to ...X....  
If you choose to ...X... then there will be a further consequence.



**Stage 3: Time out outside the classroom or in another class. (3-5 minutes for KS1, 5-10 minutes for KS2); miss 10 minutes of playtime to make up for learning time missed– name recorded in behaviour book; Reflection sheet filled in if appropriate and discussed with an adult.**

Repeated incidents or reaching Stage 3 regularly will be reported to parents at the end of the day, or as soon as possible, either in person, by letter or phone call. This will be recorded (date and time) in the Behaviour Book.

Choice presented to child: You can choose to ...X.... or you can choose to ...X....  
If you choose to ...X... then there will be further consequence.



**Stage 4: If unacceptable/disruptive behaviour continues, sent to speak to Headteacher/Deputy Head/SLT member as appropriate; time out working away from class for rest of morning/ afternoon; Reflection sheet filled in; meeting with parent arranged and recorded; possible use of timetable to monitor behaviour/individual behaviour targets.**

With persistent disruptive behaviour or extreme behaviour incidents, children will be expected to fill in a KS1 or KS2 Reflection sheet. This will be kept on file along with the incident record sheet. If appropriate, consequences may also involve making reparation for the unacceptable behaviour, for example, writing a letter of apology.

**Unacceptable Behaviour**

The following behaviour conflicts with the School's Mission Statement and is therefore always unacceptable:

- Kicking and biting in any circumstances.
- Physical attacks on a child or adult.
- Swearing and using bad language.
- Verbal or physical behaviour that is aimed at individuals or groups that is seen to be threatening or intimidating.
- Serious defiance of an instruction given by an adult.
- Deliberate damage to school property or the property of others.
- Taking other people's property without permission.
- Lying.
- Deliberate disrespect or disruption during prayers and worship.

If this behaviour is an isolated incident, then in these cases children will be sent to speak to Headteacher/Deputy Head/SLT member who will choose a consequence depending on age and individual circumstances: Adults should all model similar language; for example, "You have chosen to behave in a way you know is unacceptable at St Mary's. Therefore, in this case the consequence will be...":

- Loss of play for a day or longer.
- Time out working away from class for morning/ afternoon.

AND

- A Reflection sheet filled in.
- Incident recorded, and parents informed.
- Possible use of timetable to monitor behaviour/ individual behaviour targets.

Extremely unacceptable behaviour will be reported to the Headteacher, Deputy Headteacher or other SLT member immediately. A letter will be sent to parents/carer, or a phone call made the same day. For continual unacceptable behaviour, or in case of serious verbal or physical aggression, the child may be excluded internally from their class. This may also lead to a fixed-term exclusion or, on rare occasions, may take the form of a permanent exclusion. See FIXED-TERM AND PERMANENT EXCLUSIONS below.

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. This will be recorded as having happened.

It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: *How did you make other people feel? Is there anything you wish you'd done differently? What can you do to put it right? Is there anything I can help you, so it doesn't happen again?*

## PART 4

### Playtimes and Lunch times

At play and lunch times, The School aims to provide a range of activities to engage children in positive play with their peers. This includes play equipment, Huff and Puff activities for each Key Stage and structured games, with the focus on co-operative play, good communication and teamwork. There is also have a system of Buddies and Peer mediators to support pupils.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news to class teachers and other adults, and awarding house points. If problems arise between children, the emphasis is on peaceful problem-solving and conflict resolution.

### Consequences

At play and lunchtimes there is a three-stage hierarchy of corrective interventions and consequences.

#### Stage 1: Rule and expected behaviour reminder

Choice presented to child: You can choose to ...X.... or you can choose to ...X...  
If you choose to ...X... then you will have time out.



**Stage 2: Timeout for 5 minutes – child to stand with an adult or stand by a wall. Incident recorded in the incident book.**

Choice presented to child: You can choose to ...X.... or you can choose to ...X...  
If you choose to ...X... then there will be a further consequence.



**Stage 3: Timeout outside staff room for remainder of play or lunchtime; Reflection sheet filled in and discussed with an adult afterwards; Incident recorded in the incident book; Headteacher/ Deputy/ other SLT member informed**

If Stage 3 reached more than once then parents to be informed.

Adults will follow up an incident of unacceptable behaviour with a private conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period.

### **Fixed-term and Permanent exclusions**

Extreme behaviour, or persistent disruptive and challenging behaviour, may lead to a pupil exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, they will inform the parents/carers as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can appeal against the decision to the Governing Body, and how to do so through the letter of exclusion.

The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body cannot exclude a child or extend the exclusion period made by the Headteacher. Exclusions will normally be considered by a Disciplinary Committee called by the Governing Body under formal guidelines.

## **PART 5**

### **Special Educational Needs**

The School recognises that for a small number of children, whose behaviour is beyond the whole-School rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. Such behaviour should be addressed as part of any individual behaviour plan that they child may have, agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, such as the Behaviour Support Service or Educational Psychologist.

### **Recording, monitoring and evaluating behaviour**

Behaviour in School will be recorded through reflections sheets, behaviour books and lunchtime incident book. Progress towards individual targets will be recorded on individual behaviour or education plans. The Senior Leadership Team and Curriculum & Staffing Committee will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

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