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**St Mary's Catholic Primary School, Loughborough
Positive Behaviour Policy**

**With Jesus as our guide
We promise to care for one another
To work hard
To build a community in Christ's Love**

Aims

At St Mary's school we believe that children need to feel happy, secure and valued in school before any learning can take place and understand the importance of building positive relationships based on the example and teaching of Jesus.

Developing positive communication skills so children can talk about any incidents that arise and know when they have made the right choices.

Being able to reach a restorative outcome.

Children need to know they are cared for and respected, feel they can rely on and trust all around them and know they will be listened to when problems arise. Forgiveness and reconciliation is the foundation of our Catholic faith and the opportunities for restoration follows Jesus' example.

To achieve these objectives our discipline is fair, firm and consistent, with children knowing the boundaries, respecting others and showing love and forgiveness. A system is used at 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 the school and family must work together for the good of all, following the Catholic ethos.

Principles

The most important principle is following Jesus' example and the commandment of loving your neighbour, as you love yourself. 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

model and 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 talk about the issue, solve and forgive and to seek help. We consider that any action that causes anyone to be, or feel upset must be dealt with. Only by taking action, can we maintain a school where children feel secure and confident. (Please see the separate Anti-Bullying Policy).

Help for others is nurtured through regular charity work, PSHE, our Come and See RE teaching, use of the school council, chaplaincy team, peer mediators and little leaders on the playground at playtimes. Every member of our school community has a responsibility to teach children socially acceptable behaviour and find positive solutions. Through our RE and PSHE programme and our aims as a school, we endeavour to create an atmosphere and relationships where children aspire to the behaviour expected of them and the model of Jesus.

School Rules

1. Follow instructions given by all members of staff.
2. Treat others as you would like to be treated yourself.
3. Use hands, feet and objects positively and with respect for others.
4. Look after your school and each other.
5. Always walk quietly in school, unless instructed otherwise.
6. Speak positively and nicely to others using their name and showing good manners: please, thank you, excuse me, can you...

Routines and Expectations

When appropriate, children line up sensibly and quietly in a reasonable way or will walk in quietly from the playground when their class is called in. On the first whistle at playtimes, children will stand still and silently and leave the trim trail or activities in order to listen to instructions.

In school, children abide by the school rules and will also abide by class rules which are agreed by the children at the beginning of each school year.

Copies of class and school rules will be displayed in each classroom.

Classes arrive into assemblies and liturgies silently with their hands in prayer, with a member of staff leading at the front of the line.

Children and staff walk along the corridors quietly.

Everyone will use and model good manners; for example using please or thank you and using quiet voices.

A member of staff is present in the cloakroom when children collect their coats and belongings and is also present at the entrance, exits doors at the beginning and end of the school day to encourage the following of the school rules.

Children hang their coats and bags on a peg in the cloakroom and do not interfere with other children's/ staff belongings.

Everyone will call and reply to everybody by their name.

In the lunch hall:

Children will sit with members of their house and help each other, except on a Friday, where children can choose their places if good behaviour has been shown all week.

Children say 'please' and 'thank you' for their school lunch and help each other to tidy up.

Children abide by the Dining Room Code of Conduct.

KS1 will leave their packed lunch on the trolleys, others on their pegs.

On the Playgrounds:

Equipment, sports coaches and little leaders are provided to encourage children to play games and develop their social skills with each other. Children will follow and keep to the rules in games routines, including where ball games can be played, which is not at the beginning of the day when parents and younger siblings are entering and waiting. Scooters and bicycles must not be cycled/scootered on the playground but should be walked from the gates to the provided bicycle and scooter sheds. This also includes parents and siblings who are not at the school.

If inappropriate behaviour and breaking of the school rules occurs on the playground, pupils will be asked to sit on the Thinking Bench, to go to the adult on duty to take part in restorative justice or to talk to peer mediators/little leaders. If the incident occurs at the end of playtime, it will be reported to the class teacher. If this behaviour occurs again, it is

written in the school behaviour/lunchtime behaviour books and the class teacher will be asked to look at it and discuss it with parents. If the child's name appears again in the behaviour book for the same negative behaviour, a meeting will be called with the child's parents and a member of the Senior Leadership Team. Only extreme breaking of school rules or where children cannot resolve the issue through restorative justice will go straight to the Headteacher or member of the Senior Leadership Team and parents will be called immediately.

Rewards

We encourage the children and staff to praise each other and celebrate success. We aim for positivity at all times and give praise for good behaviour, effort, ability to forgive and restore relationships and good work.

This policy aims to reward all children through a system of house points leading to Merit awards, culminating in bronze, silver, gold, platinum and diamond awards. It also relies on parents to take an interest and encourage their child. Rewards for good behaviour include housepoints, stickers, and recognition by staff through English, Maths and RE stars of the week. End of term awards include other subject certificates, citizenship, attendance, pen licence awards and staff bringing praiseworthy action and work to the notice of others. This will be in the form of phone calls and discussions with parents, including for children showing Growth Mindset qualities, such as resilience and encouraging others.

Assemblies/Collective worship are used to praise children and team spirit is encouraged through our house system, to which families are invited. The house cup is awarded weekly and termly to the winning house; certificates and merit certificates are distributed in the weekly achievement assembly. When children have received ten housepoints they will be awarded the merit certificate and for certain totals, the other classifications of merits. Thus, instead of the third merit certificate the child will receive a bronze certificate and instead of the sixth merit certificate a silver; instead of the ninth a gold certificate and then further awards of platinum and diamond.

Some class teachers may choose to have different class awards, such as class dojos, marbles in jars, whole class rewards of extra playtime etc. depending on the age group and needs of the class. Classes may have systems to reward good social skills and especially collaborative working.

Children earn praise for positive behaviour and work and in this way we reward children who are consistently showing good behaviour as well as those who work hard to improve their behaviour. Stickers can be

given out at lunchtime, in the classroom for effort and appropriate behaviour, as well as positive notes home.

The most effective way to maintain positive behaviour is to use praise and model the behaviour expected i.e. using assertive language and requesting for what is needed, not for what is not needed.

Assertive Language

The Consistent use of assertive language by teachers and other adults will create a climate that supports children's self-esteem, develops their emotional literacy and makes instructional language clear and precise. This language is effective in managing behaviour but also models the language that they should be using to each other.

Assertive language structures to be used are;

"I need you to..... Thank you"

"We/you need to.....Thank you"

"I can see you are....."

"You seem to be....." (a feeling)

"I feel..... when you..... (so that....)"

Learning

Missed or insufficient work will be completed with the adult at break time in the classroom.

Strategies and sanctions to deal with inappropriate behaviour and the breaking of class and school rules.

1. Warning - a child is reminded of what is expected and they are expected to adhere to the rules. " I need you to...thank you". Following an incident, staff will use language from the "No Blame Approach": i.e. the use of the three part statements (I feel...when you...so that) to ensure that children's behaviour is challenged, the child has the opportunity to respond.

When children do not comply to reasonable instructions the "Broken Record Technique" will be used. (see Appendices) This combines active listening and assertive language to the child only. Restorative justice (see appendices) is used to deal with disputes. If a child persistently does not adhere to the rules – at a teacher's discretion - the child may be sent to another teacher's classroom with their school work or moved to a table on their own in the classroom. Parents will be informed by the class teacher if this has had to happen during the school day.

Where there are disputes between children or groups of children, an adult will facilitate the resolution. This has a restorative outcome. Each incident will have an outcome particular to the needs of the victim and take into account the effect on the perpetrator. A list of possible restorative outcomes will be compiled though discussion with the staff and children.

2. If the child continues to show negative behaviour and has not made an effort to follow what is asked of them in restorative justice, then they must visit the Headteacher/Deputy Headteacher/Member of the Senior Leadership Team to give an explanation and to discuss ways in which the child can correct their behaviour, or be removed from the classroom by a member of the Senior leadership team. This will be noted in the behaviour book. Parents will be contacted to discuss their child's behaviour.

If a child is posing a danger to others, the other children may be removed and the child left insitu. An adult should then use the 'Broken record' from a distance. When the situation has de-escalated and the child is calm, a new "I need you to" will be used to remove the child to appropriate calming down/debriefing room. Disputes should be debriefed as soon as possible but after there has been enough time for all protagonists to calm down. If the child/children have been sent home, then the debriefing must happen before the child/children return to the classroom.

3. Further sanctions will be discussed including denial of playtimes to put into place the restorative justice.

Some children may need a behaviour plan put in place in agreement with parents or they may have other special needs and attachment issues, where alternative behaviour strategies may need to be used.

4. Extreme negative behaviour e.g. violence towards another, threatening, swearing, persistent bullying and repeatedly disruptive behaviour will result in time out. A member of the school leadership team may be called to intervene.

Behaviours causing concern will be communicated to parents and the incident will be discussed with the child and their family, with non-negotiable sanctions.

If a child's behaviour has been out of control, violent or abusive to another adult or another child and/or the child/family refuse to engage with the school and its behaviour policy, this will result in a fixed term exclusion between 1 and 5 days and will be logged as

such. This can only be agreed by the Headteacher/Deputy Headteacher. The parent must meet with the Headteacher/Deputy Headteacher and any other persons involved to debrief the incident with the child upon return from the fixed exclusion. This will result in an agreed home/school sanction. The child cannot return to school without this meeting. All exclusions will be reported in writing to the parents and the Chair of Governors and information given to parents about rights and appeals.

If there is no improvement and the behaviour is so detrimentally negative to others, it can result in a permanent exclusion, which can be appealed to the Governing body.

All exclusions and incidents will be logged, monitored by the Senior Leadership Team and kept in the racist and discipline incidents file held by the Headteacher, which is used to monitor and report incidents anonymously to the local authority annually.

Beyond the School Gate – Parents

Whilst this behaviour policy refers mainly to the behaviours of pupils within the school premises, the school reserve the right to discipline beyond the school gate whilst taking part in any school organized or school related activities, travelling to or from school, whenever in school uniform or in some way is identified as a pupil within our Academy Trust. Parents must not confront other parents about issues with behaviour and should address the school to rectify issues. Parents that do not model polite and positive behaviour to each other and staff will not be allowed to drop or collect children on the school playground. Parents must follow the school's complaints procedure.

Health & Safety

Staff have been trained how to positively handle others and how to develop positive behaviour annually. Children will be supervised at all times.

Other points:

See Anti-Bullying, Complaints Policy, Performance Management, Teaching and Learning Policies, Uniform Policy, Special Needs Policy/ DSEND Inclusion Policy, Safeguarding Policy, PSHE/RE Policy.