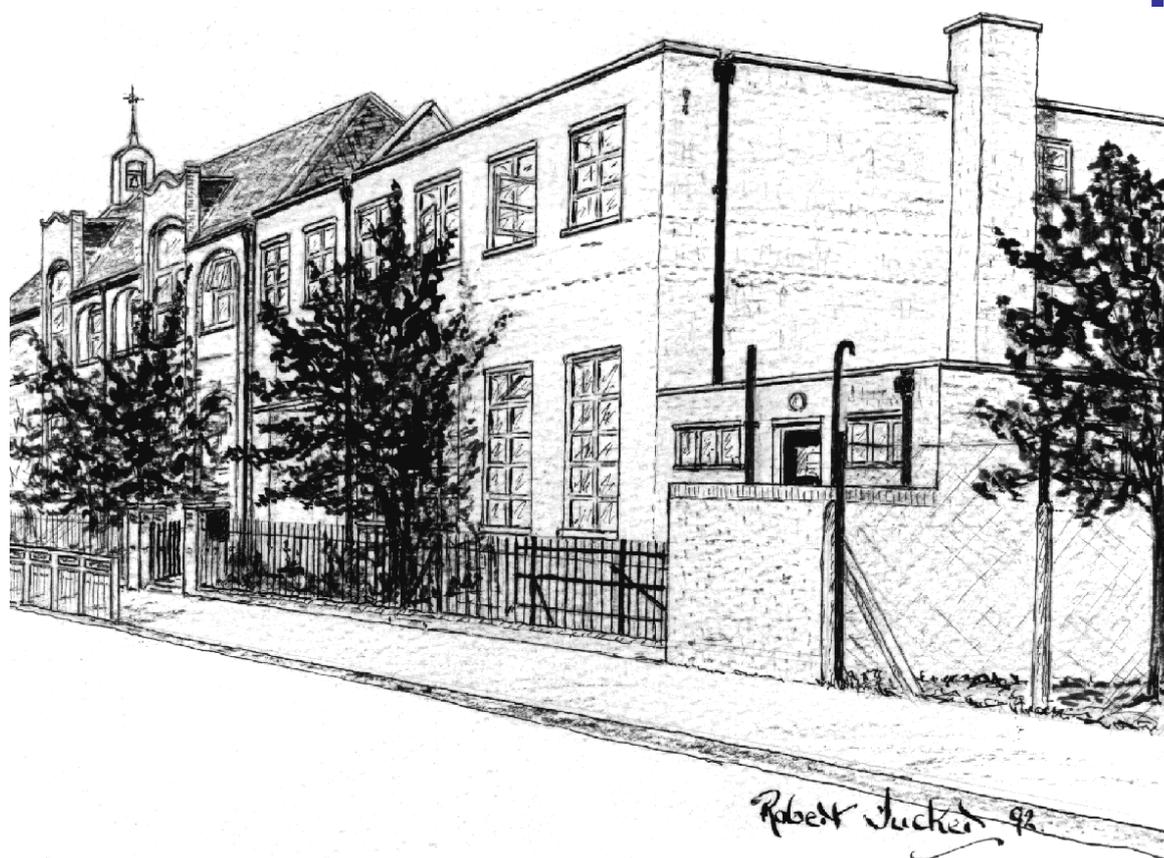


**ST. MARY'S CATHOLIC  
PRIMARY SCHOOL**



**A POLICY DOCUMENT**

**BEHAVIOUR**

# BEHAVIOUR POLICY

## CONTENTS

- I. Mission Statement
- II. Aims of the Policy
- III. The Golden Rules
- IV. Rewards & Sanctions
- V. Roles of Governors, the Members of the School Community
- VI. Review Date
- VII. *Appendix (A)* Agreed Appropriate Behaviour For Pupils
- VIII. *Appendix (B)* Teachers' '*aide memoire*' for Implementing the Behaviour Policy
- IX. *Appendix (C)* Teachers' '*aide memoire*' for Agreed Rewards & Sanctions to be Used in and Around School

## THE MISSION STATEMENT

# St Mary's Catholic Primary School

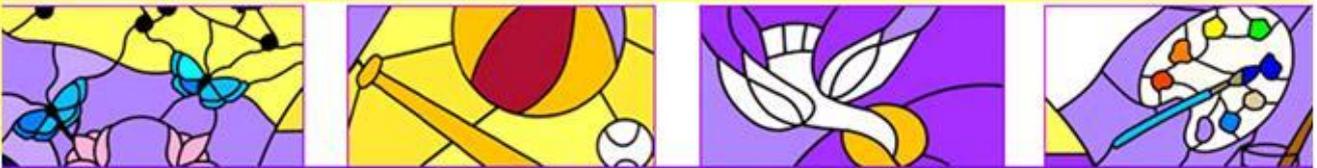


## To be the best that we can be.

We are uniquely created by God,  
Each of us is equally valued and cherished for who we are.

Together we **learn** and grow with God.  
Together we **support** and motivate one another.  
Together we **respect** each other and the world in which we live.  
Together we **forgive** as God forgives us.  
Together we **inspire** lively and enquiring minds.  
Together we **encourage** creativity, independence and responsibility.

Together we are home, school, parish, community.  
We work together through the Gospel values central to the Catholic faith.



## Aims of the Policy

Through the implementation of this agreed policy we aim to improve and maintain appropriate standards of behaviour in school. This policy should be read in conjunction with the schools' Positive Behavioural Support Policy.

## Golden Rules

Our school rules are few. We believe that school rules are most effective when they are phrased as positive expectations for the behaviour of everyone in the school.

We have four '**Golden Rules**' which incorporate respect for self, others and property. They are known by pupils displayed prominently around the school and parents are told of them at induction meetings.

### The Four Golden Rules are:-

**BE KIND TO EVERYONE**

**LOOK AFTER EVERYTHING IN SCHOOL**

**LISTEN CAREFULLY TO OTHERS**

**BE SAFE AND SENSIBLE**

## REWARDS AND SANCTIONS

Whenever possible, we aim to be positive in our approach and to notice and reward good behaviour rather than take it for granted. We believe that everyone should have equal access to rewards in our school. All members of staff, teaching and non-teaching, use a range of rewards to promote good behaviour.

We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie and what sanctions will be used if they overstep the mark. **Appendix (A)** gives appropriate behaviour for the classroom, around the school, in the hall and in the playground. **Appendix (B)** gives ideas for teachers on how we can ensure the implementation of our policy and **Appendix (C)** the rewards and sanctions to be used by staff. We believe that sanctions are most effective if they are applied fairly and calmly. The smallest possible sanction that is effective should always be used. Pupils need to be given the opportunity to make amends. Sanctions should be applied in a way that maintains self-respect. Punishment should not be used to humiliate, and the punishment of whole groups should be avoided unless this is appropriate.

Consistent, positive behaviour is rewarded by staff in a **'gold book'**. The gold book also records excellent work or a particular one-off effort by a child. Children who appear in the gold book will be called out in assembly every half term. Children in the gold book will have a letter sent home to their parents/carers from the Headteacher.

Each teacher has a book. Support staff may also discuss with class teachers a child's name being put in the class gold book.

## **THE ROLES OF MEMBERS OF THE SCHOOL COMMUNITY**

Different members of the school community have similar, though at times, distinct roles to play in supporting and encouraging positive behaviour, from the children at St Mary's School.

### **ROLE OF THE GOVERNING BODY**

The Governing Body plays a key role in influencing the ethos of the school, its general atmosphere and philosophy and hence standing in the community it serves. This influence carries with it a responsibility to support the Headteacher and staff in maintaining high standards of discipline.

The Governing Body needs to keep under review the school's policy on behaviour and to monitor the number of exclusions taking place.

### **ROLE OF THE HEADTEACHER**

**To:-**

- Determine and secure acceptable standards in the behaviour of pupils,
- support staff and encourage collective responsibility when dealing with behaviour throughout the school,
- ensure that standards are consistently applied through the school, and
- be responsible for securing discipline on a day-to-day basis.

The power to exclude a pupil from the school can be exercised by only the Headteacher or Deputy Headteacher in the Head's absence.

### **ROLE OF THE PARENTS**

- Parents have a vital role in fostering good behaviour,
- ensuring their children regularly attend school and
- arrive on time for school,
- have a positive attitude to the staff and schooling of their child, and
- attend open days/evenings.

## **ROLE OF THE TEACHER & SUPPORT STAFF**

- It is the responsibility of the teacher to ensure good classroom practices. Children need a calm and purposeful atmosphere to enable good teaching and fewer disciplinary problems.
- To have clearly understood procedures and consistent standards.
- Expectations of behaviour should be constructed in such a way as to ensure that pupils learn to expect fair and consistently applied 'Rewards and Sanctions'.
- Ensure that there is a visual behaviour management chart displayed in the classroom so that children can see the consequences of their actions and the next steps. (three strike rule and classroom Dojo to be used by all teaching staff).

## **ROLE OF THE MIDDAY SUPERVISORS**

- They must be aware of the behaviour policy and the rewards and sanctions to be used and their part in overseeing the welfare and behaviour of the children in their care.
- They must treat all children in a fair and consistent manner and encourage them to keep the '**GOLDEN RULES**'.
- A 'Green Card / Red Card' system is to be used on the school playground as a reward and sanction scheme for the playground.
- Green Cards are to be given to children for excellent behaviour, promoting kindness and living out the schools Golden Rules to the best of their ability. A game/activity will be played by a member of SLT each day for all children who have received a green card.
- If a child is given a Red Card then the child must spend some of their lunch time in the 'reflection room' with the schools' ELSA (on the same day as the card is given). Whilst having a period of 'time out' from the playground children are asked to reflect on their behaviour through discussion or a written reflection (depending on the child's age). Parents will be notified about a red card and the reason for the card being given via email on the same day that the child spends time in the reflection room.

## **ROLE OF THE SCHOOL MONITORS**

- Monitors are selected from Year 6 and remain in post for the term.
- Their duties entail delivering registers to every class each morning and during the lunch hours, and being present at different areas of the stairways after playtimes. They also assist staff in day-to-day tasks around the school.
- Monitors are expected to be positive role models for other children.
- They should encourage children to walk sensibly and safely.

## **ROLE OF THE HOUSE CAPTAINS**

- In Year 6, as part of the additional responsibilities given to the children are the roles of House Captains and Vice House Captains.
- These are very important roles and the children have to prepare a presentation to give to their houses at the start of an academic year. Following this, the children and staff in each house vote for their House Captains and Vice House Captains. The chosen children will represent their house in this role for the entire academic year.
- House Captains and Vice House Captains are expected to set an example to younger children, to embody the values that the school holds dear and to contribute to the wider community.
- They help the younger children, both in the classroom and at playtimes. They play a pivotal role in special days and themed weeks, assisting the staff in their planned activities.
- One of their favourite jobs is showing visitors around our wonderful school.

**This policy was last reviewed in February 2015**

**Next review February 2018**

**Reviewed in Draft – awaiting approval by the Governing Body**

## *Appendix A*

### **AGREED APPROPRIATE BEHAVIOUR FOR PUPILS IN AND AROUND SCHOOL RULES FOR THE CLASSROOM**

- ◆ Enter the classroom, walking quietly. Sit at your desk or on the carpet.
- ◆ Listen to others.
- ◆ Put your hands up to speak to the teacher.
- ◆ Always walk in the classroom.
- ◆ Share equipment; take turns.
- ◆ Work quietly, so as not to disturb others.
- ◆ Respect other people's belongings.
- ◆ Tidy up after yourself.
- ◆ Take on a responsibility - e.g. be a monitor, special people.
- ◆ Keep any additional rules the class agrees to at the start of a school year.

### **RULES FOR WALKING AROUND THE SCHOOL BUILDING**

- ◆ **WALK**, when moving in and around the school building.

#### **STAIRS**

- ◆ **WALK** slowly.
- ◆ Keep to the right on all stairs.

#### **CORRIDORS**

- ◆ Always hold the door open for the person behind you.

#### **TOILETS**

- ◆ Toilets are to be used for the correct purpose:- only one child to a cubicle, flush after use. Wash hands and put paper towels in the bin.

#### **CLOAKROOMS**

- ◆ Hang coats securely by their hooks.
- ◆ Pick up and hang up any garments which may be on the floor.

## *Appendix A (continued)*

## **RULES FOR THE HALL AT LUNCHTIME**

- ♦ Wash your hands before you go into the hall.
- ♦ Walk into the hall.
- ♦ Talk quietly.
- ♦ Dinner children, you should queue sensibly for your meal and take it to your table.
- ♦ Put your hand up if you need to ask the Midday Supervisors for help.
- ♦ Have good table manners.
- ♦ At the end of your meal, school dinner children bring your plates to the trolley/table for cleaning; packed lunch children show The Midday Supervisor your lunch boxes and then replace boxes on shelf.
- ♦ Walk quietly out of the hall and go into the playground.
- ♦ Only come back into the school building to use the toilets.
- ♦ Tell the midday supervisors if you are unwell or unhappy.

## **RULES FOR THE PLAYGROUND**

- ♦ Play co-operatively.
- ♦ When the bell rings, stand silently where you are, keeping away from entrances/ exits.
- ♦ The teacher will then tell you to line up, one class at a time.
- ♦ Wait for your teacher to collect you.

### **Before school**

- ♦ Remain on the lower playground.
- ♦ Keep all your belongings with you. No running games to be played.

### ***Appendix A (continued)***

#### **ADVENTURE TRAIL/CLIMBING WALL**

- ♦ Wait until a teacher/Midday Supervisor is present before going on.
- ♦ Only go on the adventure trail if it is your turn.
- ♦ For safety reasons, only go on the soft mat area, if it is your turn on the equipment.

*Appendix A (continued)*

**FOOTBALL AREA**

A rota exists for football and is displayed on the cupboard door in the back hall.

## Appendix B

### TEACHERS' AIDE MEMOIRE FOR IMPLEMENTING THE BEHAVIOUR POLICY

- ◆ Children must be aware of the '**Golden Rules**' in school - they may be very different from the rules at home. **Revise each term.**
- ◆ All children should be treated the same (**Equal Opportunities**)
- ◆ Increase children's confidence by giving them attainable tasks - in their work as well as their general behaviour.
- ◆ Praise **their** level of work - don't compare them with the best.
- ◆ Consider how much effort has been put in by a child - reflect this by your comments in books.
- ◆ Label the behaviour, **not** the child.
- ◆ It is important to point out to children areas they need to work on. Their and **our** expectations must be consistent.
- ◆ As teachers we should lead by example. Do say sorry to children when you are wrong.
- ◆ Endeavour to build up relationships in which children respect you and find you approachable. A sense of humour is helpful!
- ◆ For children who consistently fail to finish work, the teacher must decide upon appropriate strategies to implement.
- ◆ Make appropriate comments and symbols on children's work.
- ◆ Use good work assemblies to encourage pupils to achieve and to be motivated.
- ◆ Praise good work in class. Acknowledge the children's effort.
- ◆ Increase a child's sense of achievement by asking him/her to show his/her work to the Headteacher/other teachers.

*Appendix C*

**TEACHERS' AIDE MEMOIRE FOR  
AGREED REWARDS AND SANCTIONS FOR USE  
IN AND AROUND THE SCHOOL**

**REWARDS – This list is a selection of rewards that should be used in school.**

- ♦ Verbal praise
- ♦ Talking about good behaviour to class, other members of staff
- ♦ Stickers
- ♦ Speaking to parents
- ♦ House points
- ♦ Sending to Headteacher for a special reward
  - ♦ Name written in the '**gold book**' for excellent work and /or behaviour. Sending a letter sent home to parents/carers from the Headteacher.
- ♦ Sharing good behaviour at assemblies, each half term.

**SANCTIONS – It is intended that children should follow these sanctions sequentially. However incidents of a more serious nature may automatically move to one of the latter sanctions.**

**In the classroom :**

1. Warnings – clearly communicated to the child e.g. 'I am giving you a warning because....'
2. Move the child within the classroom – separate from other children.
3. Send to the Key Stage leader
4. Send to the Deputy or Headteacher, record name. Send letter to parents, after three occasions of being sent to the Headteacher

**At lunchtime :**

- A 'Green Card / Red Card' system is to be used on the school playground as a reward and sanction scheme for the playground.
- If a child is given a Red Card then the child must spend some of their lunch time in the 'reflection room' with the schools' ELSA (on the same day as the card is given). Whilst having a period of 'time out' from the playground children are asked to reflect on their behaviour through discussion or a written reflection (depending of the child's age). Parents will be notified about a red card and the reason for the card being given via email on the same day that the child spends time in the reflection room.

The following consequences may also be used :

- ◆ Ask child asked to write a letter of apology at home and have this signed by their parent/carer. This should be handed to the teacher.
- ◆ Exclusion

If a child has persistent or more serious behaviour management issues, the advice of external agencies e.g. LBL, VBS, EP service will be sought.