



St Mary's RC Primary School

ST MARY'S RC PRIMARY SCHOOL: BEHAVIOUR POLICY

'Our School, Our Family, Modelled on Christ'

Christ is at the centre of everything we do at St Marys: the unseen but ever-present teacher in our classes, the model for our children and the inspiration for our staff.

We follow Christ's example, giving respect and care to everyone in our school family, our parish and the wider community.

We recognise that we are each created as a unique person equal in the eyes of a loving and forgiving God.

This policy is underpinned by our Mission Statement which reminds us that we model our actions and behaviour on Jesus so that every member of our school community feels happy, valued and respected and that each person is treated fairly and well. We are a caring school family with mutual trust and respect for all. Our aim is that all students should be able to achieve their full potential in a safe and nurturing environment. They will acquire the self-discipline that will make them good citizens of the future, able to lead fulfilling and satisfying lives. We expect our children to develop high personal standards and moral values, through a sense of responsibility and a respect for others.

Our school is a community of Governors, teachers, teaching assistants, dinner ladies, parents, pupils and other adults. It is the function of this school community, through a system of relationships, rules, rewards and sanctions to encourage and develop self-discipline within our children. Our fundamental aim of the Behaviour Policy is one of inclusion with the view to creating a safe environment in which all can work, learn and succeed and grow together.

Key Principles:

This policy reflects our commitment to ensuring our pupils develop excellent life skills and aims:

- To create an ethos in school which reflects our school aims and values.
- To create a safe and caring environment.
- To develop pupils' self-discipline, full potential and independent learning.
- To promote personal, social and citizenship education.
- To recognise, reward and emphasise positive behaviour.
- To provide a consistent framework for all children's behaviour.
- To involve parents / carers and gain parental support.

- To enable the children to learn important life skills.
- To encourage self-discipline in all children
- To provide an effective environment for all children to learn
- To raise children's self-esteem through a positive reward system

This policy is to be read in conjunction with other related school policies and documentation:

- Health and Safety
- Safeguarding
- Attendance
- Teaching and Learning
- Home school agreement
- Anti-bullying
- PSHE
- Special Educational Needs
- Equal opportunities

Approach to Classroom Management:

At St. Mary's School we encourage and expect high standards of behaviour from all children. Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work and play together with the common purpose of helping everyone to learn. The way, in which all adults in school conduct their relationships and professional duties must be included as part of the whole picture. We will actively seek to optimise such opportunities to demonstrate and emphasise appropriate and acceptable behaviour in all we do in school. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly, taking into account their individual needs. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

Our Good Behaviour policy is based on the following factors: -

- Behaviour for Learning
- Rules
- Consistency
- Good Relationships
- Restorative Approaches
- Respect
- Choice
- Curriculum
- Rewards
- Logical consequences

Behaviour for Learning

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The focus of our behaviour strategy is not just about children behaving well but about being encouraged to listen, speak, and participate; not just good orderly behaviour but also good learning behaviour. Teachers have a shared dialogue to promote excellent behaviour for learning. In our classrooms, we are consistent in strategies to encourage children to be independent in their thinking, responsible for their own learning and participate in each opportunity.

Rules

The school rules were devised by the House Captains and School Council in consultation with their peers. These rules are clearly visible throughout school and the children themselves designed the poster to display the rules. All children are taught the importance of following the rules in order to create a safe and happy environment for everyone.

1. No running indoors.
2. Look after your own and others' belongings.
3. Use 'inside voices' in ALL areas of the school building
4. Be kind, caring, and considerate to everyone-help people when they are hurt or upset and hold doors open for people.
5. Smile every time you see someone.

In addition, each classroom has established, with the involvement of the pupils, a set of classroom rules. These rules are often displayed in the classroom for all to see and are referred to regularly.

Consistency

All Staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school and the children know the rewards and sanctions that are in place. All children are treated equally and fairly. Children with additional needs will be managed according to their requirements.

Relationships and Respect

Developing excellent relationships is at the heart of everything that we do at St. Mary's. This is the basis for a productive school where all can work together profitably. Relationships between staff and pupils must be built on trust and respect. Children are taught the difference between right and wrong and through positive relationships this is incorporated into all that we do.

It is expected that teachers and other school staff:

- Support the whole school agreement towards positive behaviour management
- Should ensure that their lessons are well planned and interesting and differentiated accordingly
- Challenge pupils in their learning to encourage independent thinking and learning
- Are consistent in their approach to all pupils
- Pupils are taught about the importance of taking responsibility for their own actions and how their responses effect those around them
- Pupils are given a choice and asked to consider their actions before making negative decisions
- Where appropriate pupils are given strategies to reflect before making an inappropriate decision

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- All adults in school recognise the importance of mutual respect and building positive relationships with pupils
- Support the behaviour policy
- Pupils are taught through a values based curriculum
- Include PSHE lessons (and Family Links) to discuss behaviour issues / teaching of emotional stability
- Teach skills necessary for good behaviour and behaviour for learning – embedded throughout the curriculum and also taught discreetly
- School staff act as role models
- Identify and reward good behaviour
- Identify children that need extra help / support with their behaviour / emotions and liaise with /seek advice from external agencies

Choices

Children are taught to take ownership of their behaviour and to understand the importance of choice. We aim to help children to manage their own behaviour and recognise when their behaviour has been inappropriate. We endeavour to teach and offer children the opportunity to modify and correct their behaviour.

Rewards

As a school we believe that it is important that we reward pupils who consistently comply with the standards of behaviour and effort set by the school. Rewards once given will not be taken away for subsequent infringements of the code. We operate whole school, class and individual reward schemes. We praise our children in a variety of ways:

- Verbal / non-verbal praise
- Eye contact and smiling!
- Merit points
- Special responsibilities
- Positive visit to other teachers (e.g. Head teacher, Deputy)
- Selected by class teacher for the weekly REACH award and rewarded with a certificate and trophy
- Each class celebrates their successes through special assemblies.
- Celebrating good behaviour / success
- Stickers/ credit cards/prizes from Head teacher / Class teacher for good work or behaviour
- Positive meetings/ communication with parents
- Special certificates to mark special events such as sporting achievements
 - Golden tickets

Procedures for dealing with inappropriate behaviour – Logical Consequences and Staged Plan

At St. Mary's we believe that children should take responsibility for their own behaviour.

Within Class 1, the following approach is implemented:

Sunshine, cloud, raincloud approach

- All children are naturally on the sunshine every day.
- Children will have non-verbal reminders for low level behaviour

- If the classroom rules are not being followed (after a reminder from the adult in the classroom) they then move onto the cloud.
- Following the incident, time is taken to talk to the child about the incident and why it isn't acceptable.
- They get two reminders whilst on the cloud to follow the rules and earn their reward (back off the cloud and into the sunshine).
- Following the incident, time is again taken to talk to the child about the incident and why it isn't acceptable. They are given a behaviour target to put into practice immediately following the incident.
- The third reminder moves them onto the raincloud should they fail to action the behaviour target. At this point they miss playtime and a further conversation takes place outlining why their behaviour is unacceptable. (This is only necessary in extreme circumstances as most children return to the sunshine with positive reinforcement of their improved behaviour)
 - Each lesson they start again on the sunshine – giving the children a chance to redeem themselves.
- Class teacher will reinforce the behaviour expectations throughout the day.

We recognise that this approach does not always work with children who have specific behaviour needs. For these children school implements an individualised system based upon advice from specialist agencies and is outlined in their IBP (Individual Behaviour Plan).

From Class 2 onward, the following approach is implemented:

If a child breaks agreed school/class rules, staff will issue a warning (Stage 1), reminding the child of the part of the code they are breaking. If the child persists or repeats the behaviour after a short time period, they will be directed to the Headteacher/ Deputy Head (Stage 2) where they will be encouraged to reflect on the impact of their behaviour on their own school experience and on others too. This will help children to take responsibility for their actions, whilst also making them aware of how their behaviour has affected other people and how they can put it right. This links to the restorative approach, which teaches children to see the results of their actions and how they need to make amends.

For all acts of physical or verbal harm or showing a lack of respect to staff, warnings won't be given and we will move to Stage 2.

KS1 and KS2:

If children produce poor quality work or insufficient work, (this may include homework) a child may be asked to stay in at playtime / lunchtime to complete this. Children will always be pre warned that this will be going to happen so that they have an opportunity to redeem themselves. If children do not complete homework on a regular basis, school staff will contact parents to discuss this issue and offer support where appropriate.

Lunchtime staff:

- May reward positive behaviour through placing the names of children who have followed school rules and displayed school values into a 'Golden Book.' These children names will be called out each Friday in award assembly.
- Class teachers or when needed SLT are informed about negative behaviour at children at lunchtime.

Record keeping

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All records of behaviour (which may include bullying allegations, homophobic or racial incidents) are kept on CPOMs.

Restorative Approaches

When an incident has occurred where a child has behaved inappropriately the school has adopted a Restorative Approach to help solve the problem.

The school adopts a Restorative Approach to questioning: -

1. What happened / what's happening?
2. What were you thinking / feeling at the time?
3. What do you feel / think now?
4. How have you and others been affected?
5. What do you need?
6. What do you need to do to put it right?

Exclusion

It may be necessary to exclude a child from St Mary's RC Primary School although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will already have been identified by the school and will most likely have their own Individual Behaviour Plan (IBP). The decision to exclude is taken by the Head teacher and this may be a fixed term or permanent exclusion. The Head teacher will take into account the circumstances, evidence available and the need to balance the best interests of the pupil against those of the whole school community. The following are examples of behaviour which will not be tolerated and warrant a possible exclusion:

- Extreme or violent abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. The Headteacher will present a behaviour monitoring report to the Governing Body each term. All fixed term exclusions are reported to the Governing Body.

We seek the support of parents with any persistent behaviour issues and staff will communicate with parents where this is the case.

Power to use Reasonable Force

All staff at St. Mary's are permitted to use 'reasonable force' to ensure the safety of children within the school. We need to ensure positive intervention is used to ensure for the safety of our pupils. Examples of times when the use of reasonable force would be used include:

- Separating fighting children.
- When a child who is disrupting the learning of others refuses to leave the classroom.
- When a child is posing a risk to themselves, another pupil or a member of staff.

The use of reasonable force will always be a last resort and will only be used when other behaviour management strategies to de-escalate the situation have failed.

Bullying

All members of St. Mary's are committed to providing a safe and nurturing environment for all children, in which any forms of bullying behaviour will not be tolerated.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or groups either physically or emotionally. Bullying can take many forms, including:

- Emotional Bullying
- Physical Bullying
- Online Bullying- through mobile phones, internet or social network sites.
- Verbal Bullying

Any incidents of bullying will be dealt with by the Head teacher or Deputy and parents of all parties will be informed. Teachers and schools have a duty to make their own judgements about each specific case but each case will be dealt with professionally and with care.

Prevention

A school's response to bullying should not start at the point at which a child has been bullied. St. Mary's staff work collaboratively and have developed an approach whereby all staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This involves talking to pupils about issues of difference, in lessons, through dedicated events or projects and through assemblies. Staff themselves are able to determine what will work best for their pupils, depending on the particular issues they need to address.

St. Mary's have created an ethos of good behaviour where all pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and is reinforced by staff and older pupils who set a good example to the rest.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies including:

- Circle Time - Assemblies linked to our school values - PHSE curriculum - Monitoring areas within the school building i.e. toilets, cloakrooms etc. - Staff training - Monitoring of playground by staff on duty and the SLT.

Special Educational Needs

As an inclusive school, St Mary's are aware of the certain protections for pupils with SEND that are exemplified in the Equality Act (2010). Importantly, this act refers to the possible need to amend the general discipline policies in place, depending on individual challenges arising as a consequence of a child's special educational need and/or disability.

Due to this legislation, it is essential that all staff are fully aware of the individual needs of their pupils and are mindful that behavioural needs may be linked to their special educational needs or disability. As well as this, in specific cases, staff understand that reasonable adjustments should be made to the behaviour policy to ensure that ALL pupils can access all the benefits of their education. Subsequently, we ensure that background information, Targeted Learning Plans

and Behaviour Plans must be taken into account before applying sanctions. Staff are also reminded that repeated misbehaviour could constitute a Special Educational Need in itself and it may be indicative of:

- A learning difficulty
- A lack of appropriate social skills
- An emotional upset e.g. bullying, anxiety or family turmoil

Conduct out of school

This may include:

- Taking part in any school organised or school related activity (e.g. school trips, sports matches)
- Travelling to and from school
- When the child is wearing school uniform or in some other way identifiable as a pupil at the school
- Behaviour that could have repercussions for the orderly running of school
- Behaviour, which could pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

The aim of the good behaviour policy – what should our school be like?

- Children to feel safe, secure and happy
- To show good manners
- School to be enjoyable for everyone
- High expectations from all staff – value good behaviour
- A positive learning environment which enables children to learn
- To be respectful to each other
- A code of conduct to underpin everything
- Support from parents
- Calm working environment
- Consistent approach to promoting good behaviour
- Clear and consistent approach to sanctions

How good behaviour is encouraged

- By the use of a quiet voice and a calm manner
- To aim to have a "No shouting school".
- Positive praise
- Leading by example – being a positive role model
- Offering meaningful rewards
- Recognising small achievements
- Make children feel special
- Recognising everyone's need to be heard
- Effective teaching and learning
- Access to a differentiated curriculum
- Consistent approaches for all children
- Clear boundaries
- Children need to understand what and why good behaviour is needed

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- Zero tolerance of inappropriate behaviour
- Eye contact and smiling!
- Good communication between home and school - Home/school agreement

How good behaviour is rewarded

- Merits
- Stickers
- Smiles
- Positive praise
- Well done awards
- Certificates
- REACH assembly
- Reward charts
- Star pupils
- Positive comments to parents
- Celebrating good behaviour/success
- Sent to another member of staff to reinforce success and praise
- Praise sent home- credit card, telephone call, letter/ email, verbal

Behaviours not tolerated in school

- Bullying
- Homophobic discrimination/bullying
- Racism
- Swearing
- Fighting/Pushing/pinching
- Refusal to follow rules/instructions
- Name calling
- Answering back
- Shouting out, shouting at children and all staff
- Running through the building
- Lying
- Leaving a room without permission
- Interfering with others belongings
- Dropping litter
- Lack of respect

What children can do to help?

- Follow the class rules
- Listen to others
- Follow instructions
- Be tolerant
- Tell the truth!
- Show respect to one another and to staff
- Don't answer back or question
- Be responsible for their own actions
- Feedback to teachers when something happens, don't let it escalate
- Don't hold grudges – forgive and forget

- Walk around school calmly and quietly
- Look after their school
- Take responsibility for their own possessions

What can parents do to help?

- Make sure your child is in school on time
- Ensure the child has everything they need for the day
- Tolerance and Respect to staff, children and other parents
- Support the school's decision
- Don't question the teachers' decision in front of the child – follow appropriate channels of communication
- Attend parents and TLP meetings
- Support the school rules even though they may be different to home rules
- Parents to understand that appointments may need to be made with class teachers outside of normal teaching hours
- Label all clothes and other possessions

What children can expect teachers to do

- Be prepared to listen when things go wrong
- Question their behaviour without shouting
- Show respect
- Empathy – if and when needed
- Have a clean slate everyday
- Consistency
- Fairness
- Setting examples/being a good role model
- Provide a safe and enjoyable learning environment
- Deal with a situation when you can or tell the children when you will deal with it
- Help them work towards their full potential
- Encourage them to make the right choices
- Value them as individuals
- To ensure the Code of Conduct and Class rules are abided by
- Reward good behaviour as often as possible

Consultation, Monitoring and Evaluation

The Head teacher monitors the effectiveness of this policy on a regular basis. The Head teacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps records concerning incidents of misbehaviour via CPOMS. The Head teacher / Deputy Head records those incidents deemed to be serious behaviour. The Head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide For Schools', and that no child is treated unfairly

because of race or ethnic background. 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.

Complaints Procedure (see 'Complaints Policy')

In respect of this particular policy it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact that can provide support.
7. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees, it is important that schools provide appropriate pastoral care to all members of staff

Reviewed: November 2022

Next review date: November 2024

Headteacher: Miss D McNicoll

Chair of Governors Mr James McMahon