

St. Mary's Catholic Primary School

BEHAVIOUR POLICY



Mission Statement

"St. Mary's School is a happy place, where we follow Jesus by living, loving, learning and working together."

School motto

"Being the Best We Can Be."

Core Values

Respect, Nurturing, Creativity, Passion, Integrity

Aims

The aim of St. Mary's Catholic Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community whose values are built on the Gospel Values of love, respect, integrity, forgiveness, tolerance and understanding.

The school's behaviour policy is designed to support the way in which all members of the school community can live, love, learn and work together in a supportive and nurturing environment where everyone is encouraged 'To Be the Best They Can Be'.

At St. Mary's we work closely with Parents/Carers and appreciate their involvement in the present and future education and development of their children. We believe that the primary job of the teacher and other adults working within the school is to praise, reward and celebrate appropriate behaviour. Working with this philosophy always in mind, we hope to prevent inappropriate behaviour and foster a love of school and a love of learning.

At St. Mary's we **do not tolerate** bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all of our children are able to attend school free from fear. (See Anti-Bullying Policy)

To achieve these aims, we will:

- As adults, treat each other with respect and consideration at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of the school community can live, love, learn and work together in a happy, safe and secure environment where effective learning can take place.
- Share our Mission Statement and core values (respect, integrity, nurturing, creativity and passion) frequently with all members of the school community.
- Discuss with children examples of behaviour that support the Mission Statement and Core Values.

- Discuss with children and parents the benefits of good behaviour with regards to maintaining our positive and supportive school ethos.
- Share with parents rights and responsibilities of all members of the school community and request that parents sign a Home School Agreement (see Appendix)
- Make clear to children and parents immediately, areas of behaviour that need improvement and how this improvement can be achieved.
- Give children opportunities to hold positions of responsibility.
- Make appropriate use of whole school sanctions.
- Make appropriate use of motivation systems to help children overcome behavioural difficulties.
- Encourage all members to show care, courtesy and concern for each other, for all aspects of God's creation and for the school building and resources.
- Agree positively expressed school and class rules with the children that provide children with a clear understanding of what constitutes good behaviour.
- Teach children about their rights and responsibilities within the school community.
- Encourage children to support each other in maintaining good behaviour.
- Work in partnership with parents ensuring children's personal development reflects their potential.
- Reward good behaviour through positive verbal and tangible feedback.
- Ensure that all members of the school community are clear of what bullying is (and isn't), through the school's anti-bullying policy and annual SEAL work.
- Ensure that bullying behaviour is reported promptly so that it can be dealt with effectively.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from positive relationships and from setting high expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

Core Beliefs:

- Behaviour can change.
- It is the behaviour that is unacceptable/naughty – not the child.
- Praising positive behaviour and a system of rewards are more likely to change behaviour than blaming and punishing.
- Using a positive reward system will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We always consider the safety of other children and minimise disruption whilst helping children acquire self-discipline.
- Reinforcing good behaviour helps our children to feel good about themselves and ultimately enables them to be successful learners.
- Every day is a fresh start.

School/classroom rules:

At the beginning of each academic year (or on Changeover Day when classes visit their new teacher) all classes work together to create their own set of class rules. These rules are displayed inside the classroom.

Children also revisit the school's core values of respect, integrity, passion, creativity and nurturing and create examples of how we can live out these values in school life.

Rewards and Consequences:

We aim to create a healthy balance between rewards and consequences – both being age appropriate. All rewards and consequences should be flexible and must take into account individual circumstances. Whole class 'blanket' punishments should be avoided.

The emphasis of the school behaviour policy is on **REWARD** and **POSITIVE PRAISE**.

Rewards:

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Dojos

Dojos are used throughout school to reward children for demonstrating our core values e.g. opening doors for adults; asking other children to play; always trying their best – especially if the work is challenging.

House Points

All children are assigned to one of the school's four houses (Matthew, Mark, Luke and John) when they start in Reception. Children are awarded house points for many different reasons - good work, excellent behaviour and having a positive impact on school life being a few examples. House points are added together every week and winning trophies are given to the two children (KS1 and KS2) who have amassed the most points in that week. Combined house points are also totalled for each house every week and the house with the most points at the end of each half-term receives a treat (chosen by their house captain).

8 children (1 boy and 1 girl per house) are chosen from Y6 to be house captains for the year. It is their job to motivate their house mates and to select their reward if they win the house competition.

2 children from Y6 are also chosen to run the house system. They collect and collate the house points on a weekly basis.

Other examples of reward systems used in school:

- Verbal praise to child and to parents
- Stickers, smiley faces, certificates
- Notes home to parents
- Sending good work to Reward Assembly
- Names appear in newsletter
- Tea@2
- Whole class rewards e.g. trip to the park
- Reward Playtime
- Golden Time
- Choosing from headteacher's prize box
- Class specific rewards e.g. magic buttons, flowers in the garden, steps to the magical castle, passport points

Strategies to be used by staff to enhance good behaviour:

- Collect children promptly from the yard at 8:50am
- Provide good role models
- Avoid shouting – encourage a calm and responsive atmosphere
- Foster an open door policy. Deal with parental concerns in a timely, respectful, sympathetic and professional manner
- Supervise children as they move around the school and on the playground
- Give reminders about expected behaviour – reinforce class rules
- Intervene in a timely manner and verbally warn children when they are in danger of engaging in behaviour that may become a serious breach of discipline
- Use positive phrases, rather than negative e.g. 'walk', rather than 'don't run'
- Plan activities that teach children specific social skills
- Allow time in class to discuss behaviour and its consequences
- Reward good behaviour
- Encourage toilet breaks to occur at the beginning and end of breaks
- Encourage games at break-times that involve turn-taking
- Be vigilant – especially when on playground duty
- Give reasoned explanations for rules and consequences
- Ensure resources are accessible and labelled
- Actively involve parents in behaviour feedback – good and bad!
- Make use of external agencies where necessary to support good behaviour
- Ensure behaviour, not the child is criticised
- Be well organised and prepared
- Avoid queues
- Allow adequate time for tidying up
- Involve children in the development of independent working skills
- Ensure all children's needs are met
- Use social stories
- Encourage children to think through their actions. Could they have acted differently?

Wherever possible, discussion, positive reinforcement and encouragement will be used to bring about improvements in behaviour.

Children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Poor behaviour will not be tolerated and a series of graduated, logical consequences will be used:

1. Child given verbal warning by the teacher/ other member of staff
2. Child experiences short period of 'Time Out' within the classroom
3. Child sent for 'Time out' with another teacher
4. Parent notified by teacher directly, or by note to parent in Diary (KS2 only)
5. Child will miss Reward Playtime
6. Child sent to speak to headteacher.
7. Letter sent home to parents/guardians with follow up discussion

Examples of Serious Breaches of Discipline:

Severe behaviour can include, but is not limited to:

- 1) Theft
- 2) Destruction of property
- 3) Gross insolence or disobedience
- 4) Fighting/physical assault
- 5) Persistent disruption to learning
- 6) Bullying – including homophobic and racist abuse
- 7) Verbal/threatening behaviour including spitting
- 8) Absconding
- 9) Causing intentional bodily injury
- 10) Behaving without due regard for personal or others' safety.

Should a child be involved in any of the above breaches, or is displaying behaviour that is *likely* to cause one of the above breaches if it persists, the following graduated consequences will be used:

1. Verbal warning given to the child
2. Meeting with child and parents

3. Written notification to parents of serious/repeated offence
4. Fixed term exclusion

For continuing unacceptable behaviour or in the case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

Only the 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 child 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, she will inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher will inform the parents that they can appeal against the exclusion to the governing body.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusion beyond five days in any one term.

Re-admission to the school following external exclusion will be on the basis of a behaviour contract negotiated between the child, the child's parents and the school.

If further breaches occur (of any category of offence), a permanent exclusion may be invoked by the headteacher.

Review date:



St. Mary's Catholic Primary School

HOME SCHOOL AGREEMENT

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> To be supported by peers and managers 	<ul style="list-style-type: none"> To ask for support when needed To offer support to colleagues and managers
<ul style="list-style-type: none"> To be listened to To share opinions 	<ul style="list-style-type: none"> To listen to others To give opinions in a constructive manner
<ul style="list-style-type: none"> To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> To model courteous behaviour To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> To be made fully aware of the school's systems/policies expectations 	<ul style="list-style-type: none"> To seek information and use lines of communication
<ul style="list-style-type: none"> To receive appropriate training to increase skills in behaviour management 	<ul style="list-style-type: none"> To support others developing their skills in promoting positive behaviour and good attendance To acknowledge areas of own behaviour management skills which could be developed To try new approaches

Children	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be treated with respect 	<ul style="list-style-type: none"> • To behave respectfully to others and property
<ul style="list-style-type: none"> • To be safe 	<ul style="list-style-type: none"> • To behave in a way which keeps self and others safe
<ul style="list-style-type: none"> • To learn 	<ul style="list-style-type: none"> • To attend school regularly • To be willing to learn • To allow others to learn
<ul style="list-style-type: none"> • To make mistakes 	<ul style="list-style-type: none"> • To own mistakes • To allow others to make mistakes
<ul style="list-style-type: none"> • To be listened to 	<ul style="list-style-type: none"> • To give opinions in a constructive manner • To listen to others

Parents/Carers	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be treated with respect 	<ul style="list-style-type: none"> • To behave respectfully towards others
<ul style="list-style-type: none"> • To be kept informed about their child's progress and pastoral concerns 	<ul style="list-style-type: none"> • To make sure their child attends school regularly and on time • To talk to their child about what he/she does in school and to be supportive of school • To talk to teachers if they have any concerns about their child's learning or well-being • To trust the school's professional systems to deal with issues or concerns raised • To communicate concerns to school staff using the appropriate channels of

	communication i.e. conversation/letter to appropriate member of staff.
<ul style="list-style-type: none"> • To be listened to 	<ul style="list-style-type: none"> • To listen to others
<ul style="list-style-type: none"> • To have access to information of the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> • To absorb information and share concerns
<ul style="list-style-type: none"> • To have concerns taken seriously 	<ul style="list-style-type: none"> • To share concerns constructively.

Signed: _____

Parent of: _____

Date: _____