



ST MARY'S CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY

DATE: - 26th March 2019

SIGNED CHAIR OF LGB: -

DATE OF REVIEW: - Spring 2022

REVIEW FREQUENCY:- 3 Yearly



St Mary's Catholic Primary School

BEHAVIOUR POLICY

“Love one another as I have loved you.” (John 16 v12)

Mission Statement

St Mary's School endeavours to give all children the best educational opportunities within a Catholic Christian Community that values the individual, recognises the worth of each person and welcomes everyone.

Values and beliefs

At St Mary's School we believe that every child is a gift from God, made in His image and likeness and therefore entitled to be valued and respected as a unique individual. Through partnership with parents, working together in a mutually supportive relationship, the school aims to make this mission statement our goal.

Equalities Statement/Principles

St Mary's Catholic Primary School acknowledges the Equality Act (2010) and the Public Sector Equality Duty (2011). We understand our duty to every member of the school community to ensure they feel safe, secure, valued and of equal worth. At St Mary's Catholic Primary School, equality is a key principle for treating all with respect and dignity and exercising our duty in relation to the nine protected characteristics. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

Policy Aims

1. To ensure that behaviour management is consistent with the mission statement.
2. To achieve high standards of leadership and example from the Head of School and the School staff.
3. To secure a first rate working relationship with parents in respect of the School's ethos and the principles and practices of this policy.
4. To achieve consistent, committed and prompt implementation of the Assertive Discipline techniques throughout the School.
5. To secure the optional involvement of all children in implementing and reviewing arrangements for Behaviour Management.
6. To contribute effectively to equal opportunities access for all children and to accord with the principles of educational inclusion.
7. To inform Behaviour Management approaches to groups and individuals with advice relating to underlying causes of unacceptable behaviour.

8. To ensure that rules, rewards and sanctions are agreed and understood and clearly related proportionately to one another.
9. To achieve high standards of pupils' behaviour.
10. To ensure full compatibility with the school's anti-bullying policy.

Assertive Discipline

The principal aim of the Assertive approach to behaviour management is to teach children to choose responsible behaviour, thereby raising their self-esteem and academic attainment. It is a programme that can help create an optimum classroom environment conducive to good teaching and learning.

Assertive discipline acknowledges that teachers have the right to teach and children have the right to learn in a classroom free from disruptive behaviour. An assertive response style is one in which the teacher clearly, confidently and consistently states his expectations to the pupils and is prepared to back up these words with actions. When a teacher, or any member of staff, responds assertively, they tell students exactly what behaviour is acceptable and what is unacceptable, what will happen when the pupil chooses to behave and what will happen when the pupil chooses not to behave. No questions. No room for confusion.

Our policy is based upon a mutual respect, to be in evidence in all that we do at the school.

- All members of the school community are expected to treat each other and all adults in the school with respect and courtesy.
- Appropriate behaviour will be recognised and celebrated.
- Inappropriate behaviour will be identified and dealt with through consistent, agreed strategies.

Whole School Rules:

- We will be polite and courteous to everyone in the school
- We will follow instructions, as soon as they are given, from all adults in our school
- We will keep our hands and feet to ourselves, giving each other proper space
- We will respect equipment and other people's property
- We move sensibly and quietly about the school;
- We keep the whole school clean, tidy and safe.

Playtime rules:

- Run only on the playground and field.
- Play happily without any kind of fighting.
- Do not remain in the classroom without a teacher's permission.
- Do not play ball games in the front playground before or after school.
- Do not run on the playground at the start of the school day.
- Trees should not be climbed.

Positive Recognition

As a school we aim to be positive about the achievements of children. Achievements in all areas of school life is acknowledged and celebrated widely.

Reinforcement will include:

- House points – resulting in termly ‘team time’ for successful house.
- Praise – both written and oral.
- Achievement certificates – ½ termly from both Class Teacher and Head of School.
- Children sent to other staff members and Head of School for praise.

Unacceptable Behaviour

Behaviour that is seen as inappropriate may include:

- That which prevents learning taking place (either own or that of others)
- That which places the pupil or others in danger
- Bullying
- Deliberate damage to property
- Any form of physical or verbal abuse, including rudeness and swearing
- Refusal to follow instructions from an adult

Consequences

The following sanctions will be used, depending on the age of the child and the severity of the incident:

- A warning. (e.g. initials on board)
- Time out and kept back at the end of the lesson to discuss inappropriate behaviour.
- Sent with work to another class
- Extra work or repeating unsatisfactory work
- Reporting to Head of School or senior teacher

If a child regularly disrupts other children and, despite being offered assistance from the School, is making no efforts to significantly improve the situation, the formal procedure may be applied.

Formal Procedure

Significant acts of misbehaviour, or ongoing acts of relatively minor misbehaviour, which are not felt to be appropriate to be dealt with under the above consequence system will be investigated and records kept. This may lead to the parents / carers being informed and / or invited to discuss the matter with the Head of School. In some cases, it may be deemed appropriate to impose sanctions, which may include:

- Withdrawal from lessons - sent to work in the inclusion area
- Lunchtime / playtime detention
- Withdrawal from school visits or other special activities
- Internal exclusions
- Fixed term or permanent exclusion

In cases of severe misbehaviour the school reserves the right to move to formal procedures immediately.

The role of the class teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

- If a child misbehaves repeatedly in class, a note through the home school diary is issued by the class teacher to the parents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of School /SENCO.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Head of School

- It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.
- The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Head of School has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated serious acts of misbehaviour or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. These actions are taken only after the school governors have been notified and in line with Local Authority procedures.

The Role of Parents

- We explain our expectations for behaviour on our website, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement.
- We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school.
- If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

The Role of Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in adhering to these guidelines.
- The Head of School has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

Extra Curricular Activities

For extracurricular activities, either on site or off site where the children are under the lawful control of the staff member, the same rules apply as in the classroom. Misbehaviour will result in the child not being able to join in the activity for the rest of the session. Persistent misbehaviour will result in the child being excluded from any further involvement in the club with no refund of money.

Bullying

Bullying in any form is not acceptable within our Community. The school recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated. The school will take this seriously and address it through the same process as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

All adult staff will listen to reports of bullying and thoroughly investigate any incidents. The Head of School will notify parents of children who have been involved in bullying activities within 2 working days. *(For further details please see school's Anti-Bullying Policy)*

Partnership with Parents

Our Home School Agreement clearly sets out our expectations for behaviour. Parents and school staff will work together to reward appropriate behaviour and bring sanctions to bear for inappropriate behaviour.

Clear communication between the school and home is essential for the mutual support and co-operation. Home/School Books detailing behaviour will be used where there is frequent inappropriate behaviour by a child.

Exclusion of a Pupil

At St Mary's exclusion is seen as the last resort, after all other attempts to modify behaviour have failed. Exclusion serves several purposes:

- To act as a consequence of the chosen poor behaviour and reinforce, in the mind of the child, the seriousness of the behaviour.
- To maintain high standards of behaviour in school.
- To secure the well being and entitlement of other children and staff in school.

Exclusions may be for either a fixed term or permanent. It is the Head of School's responsibility to decide whether a child should be excluded. Exclusions will only happen in response to a serious breach, or series of breaches of the school's Behaviour Policy or where the alternative forms of behaviour management have been shown to have failed.

If the Head of School decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set for the duration of a fixed term exclusion.

Details of exclusion procedures are kept in the school office.

Use of Reasonable Force

Occasionally situations may arise in which physical restraint may be required. A member of staff, may use such restraint as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of following-

- causing personal injury or damage to property
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils

(Please see Use of Reasonable Force Policy)

Practical methods to defuse the situation will be considered before restraint is used – keeping calm, offering verbal prompts, guiding, steering or retreat (if appropriate). In a serious incident leading to physical restraint or where physical restraint has been resisted, parents will be informed.

Confiscation of Personal Items

- Children should not bring into school any personal items which are not part of their necessary school equipment.
- Children should not wear any jewellery to school other than studs if they have pierced ears.
- KS2 pupils may wear a simple watch which tells the time.
- No mobile phones should be brought into school.

Any child found to have these items with them in class or on the playground will have them confiscated. All confiscated items will be stored securely and returned at the end of the day. School takes no responsibility for the confiscated items.

Misbehaviour outside school Premises

Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by staff.

Schools can impose sanctions when the pupil returns to school or under the lawful control or charge of a member of staff.

All educational visits will include clear statements to parents and pupils about behaviour standards and processes.

APPENDIX A

St Mary's Catholic Primary School



Governor's statement of behaviour principles

Governors are required to make and frequently review, a written statement of general behaviour principles to guide the Head of School in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head of School.

This statement has been adopted by the Governing Body.

The Governors at St Mary's Catholic Primary believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At St Mary's Catholic Primary, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the Gospel values of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head of School in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- St Mary's Catholic Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head of School is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Head of School to include guidance on the use of reasonable force, within the Behaviour Policy.

Accident & Incident Record

Name of Child: _____

Year: _____.

Date: _____

Time: _____.

Location of incident: _____

Recorded by: _____.

Type of Incident:

- Fighting /Physical act
- Violent behaviour
- Damaging property
- Prejudicial language
- Swearing
- Verbal incident
- Disobedience
- Rudeness
- Other

Type of Accident:

- Trip / fall
- Collided with another pupil
- Collided with a static fixing

Resulting in:

- Graze
- Bumped head
- Bruising
- Other

Brief description of accident / incident:

Action taken (MDSA's):

- Reminded pupil of behaviour policy
- Class teacher informed
- Head of School informed

Action taken (teacher):

- Children concerned interviewed
- Reminded pupil(s) of behaviour expectations
- Parent/carer informed verbally (F2F or phone)*
- Letter to parent/carer*
- Refer to SLT*

*Copy of form to Head of School

Action Taken:

- Graze cleaned
- Plaster applied
- Ice / cold compress applied
- Note to pupil for parent/carer
- Bumped head sticker given

- Office informed
- Parent/carer informed by phone
- Pupil continued in school
- Pupil sent home

Further comments and actions taken by class teacher / Head of School: