



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

## **BEHAVIOUR POLICY**

**DATE: - 23.01.24**

**SIGNED CHAIR OF LGB: - .....**

**DATE OF REVIEW: - Spring 2027**

**REVIEW FREQUENCY:- 3 Yearly**



## **St Mary's Catholic Primary School**

### **BEHAVIOUR POLICY**

**'Love one another as I have loved you.' John 16:12**

#### **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.

#### **Aims**

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour, we promote good relationships throughout the school built on trust and understanding, and through the use of this policy we support our children in developing a high level of individual and social responsibility.

### **The key aims of this document are:**

- To create a culture of exceptionally good behaviour where optimal learning takes place.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good relationships and empathy for others.

### **Purpose of this policy**

To provide simple, practical procedures for staff and children that:

- Recognise behaviour expectations
- Positively reinforce behaviour expectations
- Promote self-esteem and self-regulation
- Teach appropriate behaviour through positive interventions.

### **Behaviour for Learning**

St Mary's principles: 'Be Ready, Be Respectful, Be Safe'

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules 'Be Ready, Be Respectful, Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

### **Consistency in practice**

1. Meet and greet children by name each morning
2. Refer to Ready, Respectful, Safe for how we do things at St Mary's
3. Consistent positive reinforcement
4. Consistent consequences
5. Model positive behaviours and build relationships
6. Plan lessons that engage, challenge and meet the needs of all children
7. Be calm and 'give take up time' when going through the behaviour pathway
8. Prevent before sanctions
9. Never ignore or walk past children who are behaving badly

## **Our School Rules: Ready, Respectful, Safe**

### **Be ready**

- We arrive at school on time, every time.
- We wear our uniform with pride and have the right clothes for PE and playing outdoors.
- We take part fully in lessons and demonstrate good learning behaviours – resilience, curiosity, active listening.

### **Be respectful**

- We always listen when an adult is talking.
- We are polite and show good manners to everyone.
- We respect difference and know that we are all equal.
- We look after our school.
- We display good learning behaviours – collaboration, active listening.

### **Be safe**

- We follow instructions – first time, every time.
- We stand up to bullying of any kind.
- We walk sensibly around our school.
- We know who to go to for help and support.
- We stay safe online and outside school.

Our Rules	Visible Consistencies	Rewards
<ol style="list-style-type: none"> <li>1. Be ready</li> <li>2. Be respectful</li> <li>3. Be safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Wonderful walking</li> <li>3. Lining up on the playground</li> <li>4. Entering and leaving assembly</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive praise</li> <li>2. House points</li> <li>3. Note home from class teacher</li> <li>4. Presentation points</li> <li>5. Headteachers certificates</li> </ol>

Consequences
Gentle approach, use child's name, child level, eye contact, deliver message
<p><b>1.WARNING:</b>  I noticed you chose to .... (notice behaviour)  This is the second time I have spoken to you.  If you choose to break the rules again you leave me no choice but to ask you to sit in a quite area.  Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you today. Think carefully. I know that you can make good choices.</p>
<p><b>2.TIME OUT &amp; LETTER HOME (yellow)</b>  I noticed you chose to .... (notice behaviour)  You need to...  Sit outside head's office  Two yellow letters in a week will result in a red letter</p>
<p><b>3.FOLLOW UP, REPAIR AND RESTORE</b>  1.What happened? (Neutral, dispassionate language)  2.What were you feeling at the time?  3.What have you felt since?  4.How did this make people feel?  5.How can we do things differently in the future?</p>
<p><b>FURTHER CONSEQUENCES – CONSISTENTLY POOR BEHAVIOUR:</b>  Three red letters will result in a behaviour plan.  A phone call home from the class teacher.  Consistently poor behaviour to be addressed by the class teacher in the first instance then then Key stage behaviour lead and then the headteachers.  Individual behaviour plans must be discussed with the SENCO, Key Stage behaviour leads, headteacher and child's parents.</p>

**REMEMBER IT IS NOT THE SEVERITY OF THE SANCTION, IT'S THE CERTAINTY THAT THIS FOLLOW UP WILL TAKE PLACE THAT IS IMPORTANT.**

## **SEN Pupils**

We are aware as a school that nationally pupils with SEN are more likely to be excluded on a fixed term or permanent basis and are also more vulnerable to incidents of bullying. We try to adhere to the behaviour policy where possible for all pupils, but equally as our mission statement points out we need to value the individual and recognise their worth, which may result in a different approach for these pupils and their needs.

To support this as a school we do the following;

- Look at each case and child individually, which may result in a triangulation of input from the pupil, teacher and parents.
- Carry out risk assessments where needed to reduce the potential for incidents
- Provide the children with a safe space at lunch, as and when needed
- Expose pupils to a rich PSHE curriculum which covers aspects of social, emotional and mental health skills.
- Run interventions such as drawing and talking, emotions and pay for access to County Inclusion Support Services.
- Ensure that all teachers read and sign to say they have read the policy.
- Developed various roles including play leaders, safeguarding council, pupil council.
- Continue to train and support Lunchtime staff to better understand our pupils and provide a way of dealing with behaviours at lunch.

## **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 Headteacher 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 Headteacher'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 Headteacher 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 Headteacher 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 Headteacher.

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 Headteacher 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 Headteacher 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 Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.