



St Mary's Catholic Primary School

Behaviour Policy

Introduction

Our school Mission Statement affirms the need to create a Christ-centred community where each member is valued, cared for and helped to develop as an individual. Positive relationships are fostered so that self-respect and respect for others can grow and self-esteem flourish.

Our behaviour plan is based on our core Christian values:

- We respect God
- We respect each other
- We take pride in our school
- We are responsible

It is the responsibility of the Headteacher, on behalf of the Governors, to develop the Behaviour Policy in the context of the DFE Framework "Ensuring Good Behaviour in Schools", 2012.

Aims

Our pastoral care is an essential element of the ethos of our school, both for our pupils and for the adult members of the community. We achieve this by providing a safe, secure and stimulating environment through:

- Ensuring that all have a clear understanding of our expectations of behaviour and how good behaviour is rewarded;
- Promoting the values of honesty, fairness and politeness;
- Creating conditions in which effective learning can take place;
- Generating mutual respect between all school members, adults, teachers, pupils, without ties of culture, race and gender;
- Working alongside children and parents to establish positive behaviour of children throughout the school;
- Ensuring a consistent approach to the application of sanctions;
- Valuing the community in which they live and grow to be active participants in building a compassionate society.

Expectations

Our school rules are communicated to pupils and displayed around the school. They are based on our 4 key values and are:

- I will use good manners
- I will listen carefully and follow instructions
- I will be kind and respect everyone in school
- I will always work hard and do my best
- I will walk safely and carefully around the school and classroom
- I will look after the building and equipment
- I will behave sensibly and responsibly at all times

Class Rules

At the start of each academic year teachers negotiate classroom rules which are phrased positively and are displayed where they can be seen and reinforced. These rules are based around the common principles of:

- Treatment of others
- Appropriate levels of noise
- Attitude to learning
- Safety

Classroom Arrangement

To help pupils achieve their best teachers will ensure that:

- There is a supportive, motivating seating environment
- Resources are well organised, visually appealing and accessible
- Seating arrangements are appropriate for children's needs

Classroom Management Strategies

To ensure there is a positive working atmosphere in the classroom teachers will:

- Encourage mutual respect for everyone in the classroom
- Praise good behaviour and respond professionally to inappropriate behaviour
- Ensure consequences for inappropriate behaviour are consistent
- Ensure that classroom rules apply to all
- Follow through on any sanctions
- Be well prepared
- Pre-empt situations
- Deal with pupil avoidance tactics – spare pencils, rubbers, etc – ensure all movement is purpose directed

Rewards

We believe that all pupil efforts and achievements should be recognised, rewarded and celebrated by all. Our focus is on positive reinforcement rather than highlighting the negative all the time.

Individual pupils may be rewarded in a variety of ways and teachers establish these at the start of each academic year.

- ★ Awarding of stickers
- ★ Use of special charts e.g. Pit Stop, Clouds
- ★ Awarding of certificates in assembly
- ★ Communication with parents via postcard
- ★ Extra responsibilities
- ★ The awarding of the 'Headteacher's Trophy'
- ★ Citizenship awards
- ★ Lunchtime behaviour certificates
- ★ Chance cards
- ★ WOW slips in Nursery

Classes of pupils are also rewarded in weekly assemblies for good attendance and clean and safe classrooms.

Sanctions

The majority of our pupils respond positively to praise. Staff, where appropriate, will tactically ignore minor misdemeanours and concentrate instead on ensuring that verbal praise and encouragement far outweigh requests for behaviour modification.

Whilst all pupils within the school try to follow the rules, when they are broken, the consequences must be clearly explained and the correct sanction applied.

Inappropriate behaviour will initially be dealt with by class teachers. Teacher will always be fair, firm and vigilant with pupils in their care and inappropriate behaviour will be dealt with calmly, efficiently, consistently and speedily.

**All significant inappropriate behaviour must be logged using CPOMS.
Please also note when parents have been informed.**

In an emergency and where the adult is alone in the classroom a card will be used to summon another member of staff.

We use the following steps as a way of dealing consistently and fairly with inappropriate behaviour.

1. I will receive a reminder

2. I will receive a warning and may be moved
3. I will miss something I like (e.g. playtime, lunchtime, NOT PE or any other curriculum subject which is statutory) and my parents may be informed by my class teacher
4. I will have time out in another teachers' class and my parents will be informed by my class teacher
FROM HERE INCIDENT TO BE LOGGED ON CPOMS
5. I will explain my behaviour to a member of the SLT

Each day is a 'fresh start', however, if a pupil persistently misbehaves, the class teacher will use their discretion to decide which is the most appropriate level of sanction. For incidents deemed to be serious, the Headteacher and Deputy Headteacher use their discretion regarding the most appropriate level of sanction.

The Playground

The playground is also part of the learning environment. Playtimes should be happy, safe and relaxed occasions when pupils socialise and play together. There are a simple set of playground rules which are shared with the children, and these are:

- We walk to the playground and back to our class
- We are kind to one another
- We keep unkind hands, feet and words to ourselves
- We do as an adult says straight away
- We look after those who are at the friendship stop
- We allow everyone to enjoy their playtime

We also have set procedures for the end of play and lunchtime.

KS1

- When the whistle blows at the end of play or lunch everyone helps to put the toys away
- All children then go and stand in their class circle
- All children sing a song together before they walk into class quietly

KS2

- When the whistle blows at the end of play or lunch everyone stands still and in silence
- The teachers call their classes and the children walk quietly and sensibly back to their classrooms

Sanctions for breaking the rules at playtime / lunchtime:

- Speak to the child about the broken rule and remind them how to behave and the consequences of further misbehaviour
- The child stands at the wall for 2-5 minutes for 'time out and cool down time' with a reminder of consequences for further misbehaviour
- The child is sent to the class teacher

Exclusions

All pupils will be made aware that the following behaviour is always unacceptable:

- Physical aggression or violence such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Verbal abuse / swearing
- Threatening behaviour
- Racial or sexual harassment
- Sexual violence
- Bullying (including cyberbullying)
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals
- Anything which compromises pupils own personal health and safety and learning but that of others too

This type of behaviour may result in fixed term or permanent exclusion.

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, considering all the circumstances, the evidence available and the interests of the pupil relating to those of the whole school community.

Depending on the type of exclusion, in most cases parents have the right to make representations to the Governing Body. In all cases of permanent exclusion parent have the additional right to appeal to an independent appeal panel.

Schools are under a duty to provide suitable full-term education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Medway Local Authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Pupil Support

St Mary's recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of the pupil.

St Mary's SENCo and Inclusions Leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The Education Act 2011 – Staff members’ power to search pupils

As recommended by Medway Council, we are including in our Behaviour Policy, that the powers of staff members to search pupils under The Education Act 2011 have been extended. These now include searching pupils without their consent for items that have been or are likely to be used to commit offences, cause injuries to themselves or others or damage property.

The power to seize items by force has been extended to include weapons, drugs, alcohol, stolen goods and items that may be used to commit offences.

Staff may also search mobile phones and erase data or files if there is good reason to do so.

Use of Reasonable Force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Parents as Partners

Parents have a vital role in promoting good behaviour in our school and so effective home-school liaison is important.

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil are aware of those concerns, and of the steps which are being taken in response. The class teacher has the initial responsibility for the pupils’ welfare. Early warning of concerns should be communicated to parents, and if appropriate the Inclusions Leader, so that strategies can be discussed and agreed before more formal steps are required.

We ask parents to:

- Keep us informed of any behavioural difficulties they may be experiencing at home
- Inform us of any trauma which may affect their child’s performance or behaviour at school
- Inform us of their child’s health and any absence connected with it
- Support staff to ensure their child is well-behaved in school
- Sign the Home-School Agreement

The school will:

- Promote a welcoming environment

- Give parents regular constructive and positive comments on their child's work and behaviour
- Encourage parents to come into school on occasions other than parents evening
- Keep parents informed of school activities through newsletters
- Involve parents at an early stage when there are concerns about their child
- Provide additional support systems for pupils with behavioural difficulties

Monitoring and Review

The Headteacher monitors the effectiveness of the policy on a regular basis.

Copies of all exclusions are kept on the school's systems and a record is sent to the Local Authority.

It is the responsibility of the Governing Body to monitor the rate of exclusions.