



## Behaviour Policy

### Mission Statement

# *Together we Journey with Jesus Inspiring each other to learn*

#### Our Aims

St Mary's provides a safe and secure environment for all to learn.

St Mary's ensures high quality academic, physical, social, spiritual and moral education for all

St Mary's encourages all to reach their full potential in accordance with the teachings of the Catholic Church in an environment of love and respect for one another.

#### Our Vision

Each child is a **unique individual** made in the image of God and is so loved.

The **learning journey** of the whole child takes place in the knowledge that **God is within** each one of us.

Our school, family, parish **community** is founded on the values of the Gospel and the life of Jesus.

## Equal Opportunities Statement

As a school we are committed to the principle of equal opportunity across the curriculum provision for all our pupils, irrespective of gender, ethnic or social background, religious affiliation, physical or academic ability. Any form of discrimination is totally contrary to the ethos of our school.

## Aims and Expectations

At St Mary's we promote and reward the exemplary behaviour we witness from our children. Our House Point system, class rewards and sharing assembly all provide opportunities for us to praise, thank and reward our children. We are very proud of the good behaviour pupils demonstrate every day and in order to maintain such a positive picture. St Mary's expects every member of the school community to behave well in a considerate and caring way towards others.

We believe everyone is created in the likeness of God and we should value and respect each other at all times. This policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We treat every child fairly and apply this policy in a consistent way. St Mary's rewards good behaviour, supporting our ethos of kindness and cooperation.

We work to ensure that every child stays safe, is protected from harm and neglect and grows up able to look after themselves.

# Roles and Responsibilities for Promoting Positive Behaviour

## Governors

The Governing Body must ensure that the school pursues policies designed to promote positive behaviour. It is responsible for providing guidelines on standards and behaviour and reviewing their effectiveness. The Governors support the headteacher in carrying out these guidelines. The Governing body monitor the rate of fixed term exclusions. The Governing body will review the policy every two years.

## Headteacher

It is the role of the headteacher to implement the behaviour policy consistently throughout the school and report to Governors. The head is responsible to ensure health, safety and wellbeing of all children in the school. The head keeps records of serious incidents of misbehaviour in the behaviour log.

The headteacher only has the power to exclude a pupil from school for serious acts of misbehaviour. The Chair of Governors must be notified.

The headteacher monitors the effectiveness of the policy on a regular basis and will make recommendations for improvements.

The Head teacher must determine measures (which may include a code of conduct and its application) designed to secure an acceptable standard of behaviour and to promote self-discipline, proper regard for authority and respect for others. In particular these measures should aim to prevent all forms of bullying and racial harassment.

All staff in school, work to support these measures.

## Staff

All staff at St Mary's have high expectations of the children in terms of their behaviour and they strive to ensure that all children work and behave to the best of their ability.

Class teachers treat every child consistently and enforce classroom rules of behaviour encouraging good behaviour choices. Children are treated with respect and understanding.

Class teachers are responsible for discussing the classroom behaviour rules with the children and display the agreed code in the classroom. (reviewed with each new class).

Class teachers monitor the traffic light system used to encourage positive behaviour.

Class teachers would consult with the SENCO/ behaviour support teacher to seek advice re: behaviour management for the occasional cases where additional classroom management/behaviour modification strategies need to be sought. An Individual Behaviour Plan (IBP) may be established.

## Pupils

Pupils are expected to contribute towards improving both their own and general standards of behaviour in and around school.

Pupils are encouraged to work within agreed rules for behaviour in our school community.

Pupils are encouraged to have a positive attitude to their learning and behaviour.

Pupils are encouraged to make good choices.

The School Council are directly involved in developing and monitoring positive behaviour strategies including our House Point system rewarding good behaviour.

## Parents

The school recognises that positive behaviour is best encouraged when the school and parents and carers work in partnership. Therefore we welcome parental support in promoting positive behaviour in school by modelling and encouraging good behaviour at all times.

We aim to build a supportive dialogue between home and school and we inform parents if we have any concerns about their child's wellbeing or behaviour.

We ask our parents to sign and support our home school agreement.

Parents are expected to support reasonable sanctions used to discipline poor behaviour by the school.

Parental concerns regarding the way in which their child has been treated should be shared initially with the class teacher. If the concern remains, the headteacher and then the governing body.

## Promoting Effective Teaching and Learning

The learning climate promotes positive behaviour. Pupils are affected not only by the physical environment which surrounds them, but also by the expectations and attitudes of others around them.

At St Mary's School we aim to promote positive behaviour through:

- highlighting how our Catholic faith allows us to understand and express our love of God, self and others;
- colourful, bright interactive displays that both celebrate and motivate children's learning; including our House Team school display.
- clean and tidy classrooms and school to illustrate the high value placed on pupils' well-being and the high standards expected;
- a variety of teaching styles and activities that enable all children to learn and develop;
- providing opportunities to develop responsibilities in school, e.g. on School Council, Minnie Vinnies or buddies.

## Rewarding Positive Behaviour

Behaviour that promotes self discipline, respect for self, others and legitimate authority is encouraged at St Mary's School in a variety of ways:

- In classrooms a range of strategies are used, dependent to some extent upon the personal relationships within the class. Among the well-used and effective strategies employed are:
  - verbal praise and congratulations
  - merits aiming for bronze, silver and gold
  - stickers and prizes
  - good work certificates
  - extra responsibilities in class and school
  - sharing with the headteacher, receiving stickers
  - star of the week
  - traffic light system
  - school house teams
- Outside the classroom opportunities exist to develop good behaviour:
  - school Council
  - sharing of play time equipment
  - Y6 pupils have responsibilities around the school
  - buddies
  - represent the school in a range of extra-curricular activities

## Use of sanctions and rewards to encourage positive behaviour and prevent poor behaviour.

In addition to the use of rewards outlined in this policy children are taught in school how to communicate, solve problems, manage their feelings, cooperate with others and consider issues from more than one point of view.

All classes establish class rules and responsibilities together so that a framework for behaviour is clear and agreed by all. Class rules complement the school mission statement.

Each class has a traffic light display with Gold, Green, Amber and Red poster.

Every child's name is displayed on the green poster at the start of each day, indicating that every child is making good behaviour choices.

With regard to any behaviour witnessed through our children making poor choices our procedure is as follows

- If poor behaviour is observed by a class teacher, children are given a warning, if persistent behaviours continue, the child is moved to amber.
- If poor behaviour continues the child will move to red and internal lunch-time supervision takes place.

- If a serious incident occurs for example physically harming another child, a child is moved straight to red and as a sanction lunchtime is spent in indoor supervision.
- If a child is moved to 'Red' three times within a half term they will bring a letter home informing you of their continued poor choices. We will inform you of the letter.
- If a child receives a second letter, we will introduce a report card system, where behaviour will be noted in each session, you will be asked for your support and acknowledgement.

During break / lunch time supervision, a think sheet appropriate to age group is completed and shared with the adult supervisor. An electronic record is kept of these incidences.

When pupils misbehave in class the procedure outlined below is followed:

1. Behaviour that needs changing is clearly identified to the child and a first warning given to child in class;
2. If poor behaviour continues isolation of the child would follow, i.e. sent to a designated space in their own class or another class. (AMBER)
3. If inappropriate behaviour continued, a privilege may be withdrawn e.g. loss of playtime, loss of a privilege. This would mean the child would remain inside supervised. (RED)
4. The beginning of the next teaching session/day would be a "fresh start" for the child. (GREEN)
5. If the child persisted in poor behaviour, for each session throughout the day or for subsequent days, an appointment would be made by the class teacher with the parents to discuss the child's behaviour. This would be logged by the class teacher onto the behaviour log.
6. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part in the rest of the activity. If necessary, the rest of the class will be removed from the situation.
7. All staff are aware of the regulations regarding the use of teachers as set out in DfE Circular 10/98. The use of force to control or restrain pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. The actions we take are in line with government and local authority guidelines on restraint of children. Members of staff are trained in positive handling through Team Teach (renewed May 2016)

When pupils are well behaved, good role models and display a positive attitude they are rewarded by

1. Moving to gold.
2. Receiving house points and stars

A display in the corridor for the whole school makes clear the high standard of behaviour expected in our school.

**NOTE: Very serious or extremely serious incidents of poor behaviour, such as violence, swearing, abusive behaviour towards other children/staff would be referred to the Headteacher / Assistant Headteacher directly and parents would be informed.**

## Excluding a pupil

### Procedure

- Internal seclusion takes place prior to fixed term exclusion dependant on the seriousness of the behaviour.
- The Headteacher may exclude a pupil for one or more fixed period up to 45 days in any one year. A pupil can also be excluded permanently. The head teacher can convert a fixed term exclusion to a permanent exclusion if circumstances warrant this.
- The headteacher will inform the parents immediately giving reasons for the exclusion. Parents will be informed they can appeal to the Governing body against the decision.

- The headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion and any fixed term exclusion beyond five days in one term.
- The governing body discipline committee considers any exclusion appeals on behalf of the governors.
- The committee consider the circumstances for exclusion, the representation by parents and LA and whether the pupil should be reinstated.
- The Headteacher must comply with the ruling of the discipline committee.

**Support available for pupils whose misbehaviour reflects significant learning or personal problems**

Class teachers would consult with the SENCO/ behaviour support teacher to seek advice re: behaviour management for the occasional cases where additional classroom management/behaviour modification strategies need to be sought. An IBP may be established.

**Support available for parents who wish to learn more about how to improve behaviour**

St Mary’s recognises the crucial impact parental involvement has on children’s behaviour. Throughout the child’s time at school we aim to involve parents fully in the learning by inviting them to take part in:

- New Parents Evening for children joining the EYFS class.
- Home/school liaison via newsletters, notes.
- Meetings, formal and informal with class teachers to discuss progress and ways of moving forward.
- Social, community events in school share activities and celebrate success.

The policy will next be reviewed: **Summer 2024**

**Signed .....**      **Date .....**