

St Mary's Catholic Primary School

Behaviour Policy



Loving, Laughing and Learning in the Light of the Lord

Behaviour Policy

At St Mary's Catholic Primary School our overarching aim is to encourage our children to see that we should reflect God's love for us in our daily lives.

We aim to

- Establish a happy school environment in which there will be:
Witness to the gospel values
The teaching of our Catholic Faith
Experience of the Church's Liturgy.
- Value everyone as individuals, celebrating their strengths.
- Create an environment where pupils will be given fair and equal opportunities, with positive regard to gender ethnicity, cultural and religious background, sexuality or disability.
- Encourage positive behaviour in all aspects of school life and in all areas of the school so that pupils can learn without distraction while feeling safe and secure.
- Establish an ethos of respect and sensitivity.
- Develop self-discipline and independence with increasing responsibility in order for pupils to acquire and display well developed social skills.

Strategies to realise aims

We believe that a positive approach to behaviour management is beneficial to all. Strategies include:

1. Use of praise and encouragement to reinforce messages of good behaviour.
2. Pupils are encouraged to take responsibility for their actions and to realise that the choices they make have consequences.
3. Every individual is encouraged to respect the views and possessions of others. An ethos of involvement and communication allows pupils to feel their view is valued and responded to.
4. Positive messages are reinforced by the use of house points, stickers, certificates and "golden time". This provides a mix of individual, group, class and house recognition thus rewarding positive behaviour at all levels.
5. Parents are involved through invitation to awards assemblies and letters of praise.

Rules

In order to foster positive behaviour, time is spent at the start of each academic year familiarising all pupils with our school rules. They are

1. Do as you are asked straight away.
2. Treat others as you would like to be treated
3. Keep hands, feet and objects to yourself
4. Always walk around the school building.

In addition to these four school rules, each class agrees class rules. These can be adapted to the needs of the particular class and can change throughout the year if the need arises. The school rules do not change. A " Break time code" also exists to assist in the implementation of the school rules during break times.

Rules are displayed around the school.

We want parents and pupils to be aware that poor behaviour will not be tolerated. It is not fair for pupils and staff who have to deal with misbehaviour, or where it impacts on another child's education.

Sanctions

Sometimes children may forget our aims for good behaviour and do something that is not acceptable. Staff at all times endeavour to elicit good behaviour through positive behaviour management strategies. Sadly this is not always sufficient. Depending upon the situation it may be necessary to deal with persistent misbehaviour by introducing sanctions.

Sanctions for unacceptable behaviour are handled in a seven level system, which ensure that the child understands that it is his or her behaviour that is being punished, not the child itself.

All staff will deal with behaviour as they see appropriate which may include taking away privileges. However, in consultation with parents and teaching staff, St Mary's have the following guidelines that will help to deal with misbehaviour in a consistent approach throughout the school:

Level 1: Deals with minor behavioural issues that can be dealt with in a number of ways. Usually a comment made by the class teacher, or other adult within school.

Level 2: The child is given a formal warning.

Level 3: Removing the child away from the group either to sit elsewhere in the classroom or to spend some "time out" depending on the situation.

Level 4: If the inappropriate behaviour continues the child will be removed to spend time away from the larger group. This may involve visiting the headteacher's office.

Level 5: Parents are contacted by the class teacher to discuss the inappropriate behaviour. Following the discussion a written record will be kept by the class teacher.

Level 6: If after all these sanctions have been exhausted then the parents and child will be asked to see the Head Teacher, or Deputy Head Teacher. This alone should be after all avenues have been taken, but to no avail.

Level 7: involves the Governing Body and may result in pupil exclusion.

Any sanction will be delivered firmly, quickly and with consideration of all circumstances. It is important that the child is aware of what they have done and the consequences of their actions to themselves or others. In extreme situations, where staff consider it appropriate, levels can be jumped and individual behaviour strategies can be put in place, in agreement with parents, for pupils with additional/different needs.

The class teacher, or adult in charge generally deals with minor breaches of discipline, but persistent small things can be just as wearing as major incidents. Persistent bad behaviour is recorded and reported to the Headteacher or Deputy Headteacher even if the child has not reached level 4. Schools have a legal power to apply a wide range of penalties to pupils who break school rules, or who behave in a way that is unacceptable. Members of staff can impose these sanctions at any time a pupil is in school, or any other time when the pupil is under their charge-such as a school visit, to and from school, outside the school gates or when a child has used the internet or mobile phone to harass another child.

Related Policies

The school also has a separate policy on safeguarding pupils and an anti-bullying policy..

Parents

Teachers cannot teach effectively and pupils cannot learn effectively in classes disrupted by poor behaviour. As a parent, you are asked to respect the school's behaviour policy and the disciplinary authority of school staff. Parents are asked to treat school staff with the same respect they would expect to receive. Parents can be barred from school premises if their behaviour is unreasonable. Parents must not take matters into their own hands.

Major breaches of discipline are brought to the attention of the head, or deputy head without the need for a 'level' system. This may lead to a formal invitation to parents to discuss the issue, any of the sanction above, or a sanction befitting the breach of discipline including suspension for a 'fixed term' or 'permanently'

In some circumstances, a child may be withdrawn from a school visit or trip, or the parent may be called to take them home from a trip if their behaviour causes concern.

In extreme circumstances it may be necessary to exclude a pupil. Exclusions will only be considered after all possible avenues have been explored, or for incidents demanding an immediate exclusion.

Restrictive Physical Intervention

For the vast majority of the time, pupils at St. Mary's behave well. However, in order to fulfil our duty of care to all pupils and to prevent harm and maintain a safe/secure learning environment, as a last resort staff may need to restrain a pupil for his/her own safety and the safety of those around them.

Staff have been trained in de-escalation techniques and will always explore all strategies before using restrictive physical intervention. Restraint will only be used in strict accordance with the legislative framework to protect the child and those around them. The principles of this legislation are to prevent a pupil from doing or continuing to do any of the following:

- Committing an offence (or for a child under 10 years of age what would be an offence for an older child)
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school.

All incidents will be recorded and reviewed in line with DfE guidance.

This policy has been written following consultation with pupils, staff, governors and parents. Agreement has been sought in the spirit of partnership as school aims can only be achieved if all parties work together for the good of all concerned.

F. Robertson
January 2015

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