

St Mary's Catholic Primary School

# Behaviour Policy



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Loving, Laughing and Learning in the Light of the Lord

## **Behaviour Policy**

**The mission of our school is to grow as a community through our faith in God, giving love and respect to all.**

We believe that the foundation of our behaviour policy is to bring children to the realisation and understanding of how being caring and responsible individuals can enrich our lives.

When God created people, he gave us many gifts including free will.

Through his teachings, he gave us guidance on how to use this gift wisely. He endows each one of us with a conscience in order that we can rationalise our choices.

It is the role of the adults in school to assist young people in their understanding of right and wrong and to guide them towards informed choices which will enrich their lives and the lives of those they meet.

We will encourage the children towards self-discipline and support them in taking responsibility for their action which involves the children thinking for themselves, making choices and assessing the consequences.

We will encourage in everyone an attitude of respect for themselves, for everyone connected with the school and for those who visit the school.

We do this in the hope and understanding that this will become a code for all their relationships.

Good behaviour creates conditions for effective learning and helps to develop in children responsible attitudes and values for life.

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.

### **The role and responsibility of pupils**

- To listen to each other and adults and patiently allow others to finish speaking.
- To listen, without talking, in prayers and assembly
- To speak politely to everyone, never shouting or swearing
- To look after each other, including reporting injury and bullying
- To refrain from hurting other people physically or emotionally.
- To respect others and school possessions (taking care of and not stealing or borrowing without asking) and keep things tidy.
- To work hard in class
- To take pride in their work, classroom, school, and own appearance, including wearing school uniform appropriately.
- To move quietly around school without running.
- To do as adults ask them to do, the first time they are asked.
- To set and agree to the class rules at the start of each school year.

### **Role and responsibility of parents/guardians**

- Parents need to work collaboratively with school so that children receive consistent messages about how to behave.
- Parents are expected to read and support the application of the school rules in the behaviour policy.
- Parents should support their child's learning, and co-operate with the school, as set out in the home-school agreement.
- Parents are asked to inform school about any concerns they have regarding their child's welfare or behaviour.
- Parents are asked to be honest about their child's behaviour outside school and to have an open mind about behaviour they may have taken part in at school.
- If the school has to use reasonable sanctions as a consequence of a child's behaviour, parents should support the actions of the school.
- If parents have any concerns about the way their child is being treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and finally the school governors. If these discussions do not resolve the

problem, a formal complaint or appeal process can be implemented (see complaints procedure).

- Parents should attend any meetings requested by the school and any multi-agency assessments/meetings in order to fully support the improvement of their child's behaviour.

### **Role and responsibility of teachers**

- It is the responsibility of the class teacher to ensure that the school and class rules are understood and enforced in their class and that the class behaves in a responsible manner during lesson time.
- Teachers need to work collaboratively with parents and other staff so that children receive consistent messages about how to behave.
- Teachers will have high expectations of the children in terms of behaviour and will strive to ensure children work to the best of their ability.
- Teachers will treat each child fairly and enforce school and class rules consistently.
- The teacher will treat all children with respect and understanding.
- If a child misbehaves repeatedly in a serious way or in a way that disrupts the learning of others, the teacher will seek the advice of the headteacher.
- The teacher will liaise with the headteacher, school SENCO and outside agencies as necessary in order to support pupil behaviour.
- The teacher will communicate with parents any issues of concern regarding behaviour in a timely manner.
- The teacher will seek to build a supportive dialogue between home and school.
- The teacher will support the pupils to set appropriate class rules at the start of each school year.
- If a child's behaviour endangers the safety of others, the teacher will stop the activity and prevent the child from taking part for the rest of the session.

### **Role and responsibility of the headteacher**

- It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and report to governors on the effectiveness of the policy at governors meetings.
- The headteacher will work collaboratively with parents and other staff so that children receive consistent messages about how to behave.
- It is the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher will support staff by implementing the policy and by setting the standards of behaviour.
- The headteacher will keep records of all physical and other serious incidents of behaviour.

- The headteacher will be responsible for giving lunch time or fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.
- The headteacher will keep a record of any child who is excluded.
- The headteacher will share at the start of each school year, the school rules to reinforce a common purpose and ethos.
- The headteacher will work with the school SENCO and outside agencies to support pupils with behavioural needs and to ensure the wellbeing of the school community.

### **The role and responsibility of the Governors**

- The governing body has the responsibility of setting out behavioural principles, which inform the standards of discipline and behaviour, and of reviewing their effectiveness.
- The governing body must monitor and review the effectiveness of the policy.
- The headteacher has the day-to-day authority to implement the school behaviour policy but governors may give advice to the headteacher about particular disciplinary issues.

### **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 " Playground code" also exists to assist in the implementation of the school rules during break times.

### **Strategies to encourage good behaviour**

In order to encourage good behaviour amongst the children we need to show that it is worthwhile. Opportunities should be taken to recognise and respond to the children doing something well and praise given to reinforce both publicly and privately. Strategies we use to encourage good behaviour include:

- Careful, differentiated planning of work to ensure pupil's experiences have both appropriate and meaningful challenge. This will promote success and foster a positive growth mindset and high self-esteem.
- Use of a range of teaching styles and activities to meet the needs of learners.
- Resources readily available to allow a degree of independence and self-reliance appropriate to age/ability.
- Praise and positive feedback to support a growing sense of worth and confidence.
- Establish positive relationships, helping to ensure pupils feel recognised as an individual with things to offer as part of the school community.
- Rewards for positive behaviours e.g. certificate assemblies, stickers, house points etc.
- Listening to pupils and communicating that we have heard what they have said.
- Clear and consistent rules and sanctions.

Pupils need to feel safe and secure both physically and emotionally.

We need to be aware that there will be experiences in school which can trigger off compelling patterns of behaviour. By increasing our own awareness we can recognise such situations that are potentially disruptive and attempt to minimise them e.g. some children may be unable to co-operate in a group situation for very long and will therefore require greater support and/or observation.

#### **How children can sort out their own difficulties**

Children should be encouraged to take responsibility for sorting out conflicts whenever possible. This means that adults must take responsibility for teaching them and modelling strategies for doing this and for seeing that children carry them out and reach a successful conclusion.

We emphasis to pupils that they must not take the law into their own hands. Where a conflict cannot be resolved by talking, an adult should be informed. The suggested restorative strategy for resolving conflict is as follows:

The others listen with no interruption

Pupils are usually encouraged to maintain eye contact.

Each child has a turn to say

1. What the others have done to upset them
2. How they feel about it
3. How they would like them to behave in future

No one is allowed to interrupt or argue.

They go on taking turns until everyone has had their say.

The adult is there as a referee, not as part of the discussion. He/she is there to ensure turns are taken and each child can speak uninterrupted.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

### **Dealing with disruptive behaviour**

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 especially where it impacts on another child's safety, wellbeing and/or education.

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. Research suggests that it is the more minor inappropriate behaviours that are the most difficult to respond to. Having a clear set of procedures for both staff and pupils, helps this process.

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. Sanctions will be discussed with the child involved parents only. 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.

### **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 10years 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  
October 2017

Review date: October 2020