

St. Mary's Catholic Primary School

Behaviour Policy

1.STATEMENT OF PRINCIPLES

Together as a school community we aim to ensure that St. Mary's is a place where everyone can grow and achieve.

As a community we aim to:

Live our lives as Jesus taught us

Work hard to achieve our best

Respect each other and the world around us

Have fun and enjoy learning!

Central to our aims is our school motto:

"Happy are those who hear the word of God and keep it" Luke 11:28

Within our Catholic school, each and every person is valued as a unique individual made in God's image and loved by him. Jesus taught us to

- Love God
- Love each other

In line with this we aim to

- ✓ Provide a caring, stimulating and secure environment in which our pupils can learn and grow.
- ✓ Establish a community where every member is respected and valued.
- ✓ Enable children to achieve their full potential in all areas of development.
- ✓ To teach and practice a moral code based upon gospel values that will prepare the children for life in today's society.
- ✓ Ensure that every child knows that they are loved by God and the school community.
- ✓ Foster the further development of home/school/parish links.
- ✓ Create a school environment where everyone is listened to and recognised as a unique individual who has a contribution to make to our school community.
- ✓ Be an inclusive and welcoming school that welcomes all pupils equally regardless of social, academic, physical or emotional backgrounds/ needs.

At St. Mary's, we are very fortunate in having predominantly sensible and well-behaved children whose parents are supportive when matters of discipline arise. The atmosphere in our school is welcoming, purposeful and positive. However all children, from time to time, need help in managing their behaviour and adults also need support when difficult situations develop. We support the notion of having high expectations of our children and we believe in praise when it is earned. We encourage the children to treat others as they would like to be treated both within the classroom, where every child has a right to learn and teachers have a right to teach without disruption, and within the wider community.

2. CONTEXT

This policy should be read in conjunction with the policies listed below:

- Health and Safety
- Safeguarding

- Attendance
- Single equalities
- Teaching and Learning
- Anti- bullying
- Home- school agreement
- Special Educational Needs
- Care and control

3. CLASSROOM MANAGEMENT

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Equality is of great importance. We expect **every** member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and independent members of the school community.

Well prepared and stimulating lessons generate good behaviour and earn respect.

We ensure;

- Teachers and Teaching Assistants are in class before the lesson starts
- Staff are prepared for all lessons
- Staff keep everyone engaged and stimulated
- Staff extend and motivate pupils
- Staff mark all work promptly
- Staff keep an attractive, engaging and tidy learning environment at all times

4. RULES

At St. Mary's we set high standards and apply rules consistently. Relationships are vital between everyone at every level. Everyone is precious in God's eyes and should be treated with respect. Classroom rules are discussed regularly and drawn created with the children annually. These are then displayed in classes.

5. REWARDS

Good behaviour will be promoted and encouraged by praise and reward systems.

These include House points, stickers, welfare awards, Achievement and Attitude Awards (weekly) and Golden time.

Good behaviour will be pointed out and praised. High expectations will be set. The way staff treat each other should reflect the behaviour policy and mission statement. Assemblies and PSHE lessons will also promote good behaviour. Responsibilities will be given to children who behave well or need to have positive self image promoted by school.

6. SANCTIONS

In the playground

1.	Child reminded of how to behave
2.	Warning given
3.	5 minutes on the bench watching appropriate play
4.	Longer period on the bench
5.	Taken to the Nurture room for thinking time by staff member on duty
6.	Sent to a member of the Senior Management Team or Head Teacher

In the case of more severe behaviour points may be skipped

Concern sheets may be completed at any point in this process

Dinner hall.

1.	Child reminded of how to behave
2.	Warning given
3.	Child taken to the calm chair
3.	Child taken to the isolation table
4.	Sent to a member of the Senior Management Team or Head Teacher

Concern sheets may be completed at any point in this process

In the case of more severe behaviour the first three/four points may be skipped

BEHAVIOUR LADDER – class 1

At times some children may make poor behaviour choices. At St. Mary's Catholic School we will always help children to see themselves in a positive way – using praise and encouragement to promote good behaviour. However we recognise that there also needs to be a clear structure of consequences if poor behaviour continues. In class 1 we use a sunshine , rainbow, cloud and thunderstorm system

	1.A look or a quiet word from the teacher	
	2. Moving away from the other children with a warning that they will move off the Sunshine if the behaviour continues.	
	3.Moving off the Sunshine a child will move onto the rainbow where they will loose 5 minutes (children can move back) The Golden time in class 1 will be at morning and afternoon breaks (2 X 15mins as we recognise children of this age would struggle to wait until the end of the day.) Lost time will be spent in the Nurture room	
	4. A warning that they will move to the cloud (loosing 10 minutes)	
	5. A warning that they will move to the thunderstorm (loosing 15 minutes) The child will sit in the calming chair as required	
	6. Sanctions can be leapfrogged as required	
	7.If a child is on report 3 times they will then be placed on a behavioural contract	
	8. Period of time in isolation during school time	
	9. Second period of isolation	
	10. A fixed term of 1 day exclusion	
	11. A fixed term of 3 days inclusion – support requested from PRU. There may be up to two fixed 3 day exclusions	
	12. Permanent exclusion	

Behaviour Ladder class 2 - Year 1 & 2

We are proud of the good behaviour of children at St. Mary's School. We have many rewards for good behaviour. Occasionally we do have times where children do not make good choices about behaviour. In these instances we follow our behaviour ladder. Children in class 2 have daily Golden time for the first half term moving to weekly Golden time

	A look or quiet word from the teacher/member of staff	
	Loss of 5 minutes Golden Time Where appropriate a first warning will be given to child and a reminder Other instances may be an instant loss of 5 minutes Golden Time – and their name moved to the rainbow ' Loose 5 minutes'	
	Loss of 10 minutes Golden Time More serious incidents - the cloud 'Loose 10 minutes' Where appropriate the child may also spend time (as required); - On the calm chair (5 mins) - at an isolation desk away from the rest of the class .	
	Loss of 15 minutes Golden Time Children can instantly lose 15 minutes Golden Time depending on the severity of the incident 15 minutes Golden Time lost can also be a combination of 5 and 10 minute losses in one. Name moved to the thunderstorm ' Loose 15 minutes' - 5 minutes on the calm chair and isolation desk Any child who loses 15 minutes Golden Time is automatically put on report for a week with daily targets and parents are always informed. Report card to be sent home to parents each night. (see appendix)	
	We would expect this to be the most serious action necessary to take. The following structure is provided to respond to the most severe behaviour	
	Isolation - Parents are informed and invited to discuss the behaviour with the Head teacher. The child is placed in isolation for a period of time - ranging from 10 minutes to a whole day depending on the severity.	
	Behaviour Contract – This includes a formal meeting with parents on a weekly basis, targets being set. Weekly report, inclusion and inclusion room time would also be used.	
	1 day fixed term exclusion - The child is excluded from school. County & Governors are informed.	
	3 day fixed exclusion - The child is excluded from school for a period of up to 3 days. County and Governors are informed. Support is requested from the Pupil Referral Unit. (up to two of these may be given)	
	Permanent exclusion If a third fixed term exclusion was necessary, permanent exclusion would be considered in conjunction with County and Governors	

Behaviour Ladder -Key stage two-Years 3, 4, 5 and 6 . At KS2 Golden time takes place half termly and is accumulated as a class (in slots of 1 minute). This is visually displayed on the thermometer. Lost time will be taken at breaks and lunchtimes (rolling to the following day as required)

	A look or quiet word from the teacher/member of staff	
	Loss of 5 minutes Break time Where appropriate a first warning will be given to child and a reminder Other instances may be an instant loss of 5 minutes Time- Blue Zone 1 Calm chair for 5 minutes as required	
	Loss of 10 minutes More serious incidents The child's name will be moved to the second blue zone 'Loose 10 minutes' The child will spend 5 minutes on the calm chair (as required) The child will be moved to work on an isolation desk within the classroom. The child may work in isolation in another classroom as necessary. They will always be escorted and returned. Upon return an adult will sit with them to ensure they are back on task. If a child needs to be removed from the classroom they will be escorted to the Nurture room by the TA/ SMT/ the Headteacher	
	Loss of 15 minutes Time Children can instantly lose 15 minutes time depending on the severity of the incident Where appropriate the child may also ; <ul style="list-style-type: none"> - Spend time on the calm chair - Work at an isolation desk within the classroom - Work at an isolation desk in another classroom - Work in the Nurture room They will always be escorted and returned. Upon return an adult will sit with them to ensure they are back on task. Any child who loses 15 minutes time is automatically put on report for a week with daily targets and parents are always informed. Report card to be sent home to parents each night. (see appendix)	
	We would expect this to be the most serious action necessary to take. The following structure is provided to respond to the most severe behaviour	
	Isolation - Parents are informed and invited to discuss the behaviour with the Head teacher. The child is placed in isolation for a period of 1 or 2 days	
	Behaviour Contract – This begins with a formal meeting with parents. Initially parents will be asked to meet staff on a daily basis and targets will be formally reviewed on a weekly basis. Weekly report, inclusion and inclusion room time would also be used.	
	3 day fixed exclusion - The child is excluded from school for a period of up to 3 days. County and Governors are informed. Support from the Pupil Referral Unit is requested. A second 3 day fixed term exclusion may be given prior to the next step depending on the circumstances	
	Permanent exclusion If a third fixed term exclusion was necessary, permanent exclusion would be considered in conjunction with County and Governors	

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises.

Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

At St. Mary's we will discipline pupils for all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member (This may include an event such as an extra curricular trip/visit, A residential visit or representing school at a sporting event)

The Headteacher/teacher may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

7. PREVENTING BULLYING

Bullying is unacceptable and is treated seriously. If we discover acts of bullying we act to stop any further occurrence of such behaviour. We offer support to the victim and also to the child who has been "bullying" to help them to change their behaviour.

Procedures followed for incidents of bullying are held in our Anti bullying policy: a copy of which can be found on our website.

8. CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

2. Power to search without consent for 'prohibited items' including:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

9. USE OF REASONABLE FORCE

In our school we do not have a “no contact policy” as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment.

10. ROLES AND RESPONSIBILITIES

The Role of the Governors

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Role of the Headteacher

The Headteacher is responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. The Headteacher must publicise the school behaviour policy to staff, parents and pupils at least once a year.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour in line with the school behaviour policy.

Role of Parents

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are expected to support their child's learning and to cooperate with the school as set out in the home school agreement.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education.

Parents must ensure that their child attends punctually and regularly.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion

11. SCHOOL SUPPORT SYSTEMS

We recognise that for some children additional or different action may be necessary as a result of special educational need and /or disability. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional, behavioural difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN list. AN individual behaviour plan will be established in consultation with the child and the parents/carers. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include nurture support through the Sunshine room or referral to an outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

12. CONSULTATION, MONITORING AND EVALAUATION

The staff and governors monitor the effectiveness of this policy on a regular basis. The school keeps a variety of records concerning incidents of misbehaviour.

It is the responsibility of the governors to monitor the rate of fixed term and permanent exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and that no child is treated unfairly,

The governing body reviews this policy every two years. The Governors may however review this policy earlier than this if the government introduces new legislations or the governing body receives information on how this policy might be improved.

13. COMPLAINTS PROCEDURE

This section should be read in conjunction with the school's complaint procedures.

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

Finally

We believe that every child is a gift from God, “precious in his eyes” and should be loved and valued. Our behaviour policy will seek to support this philosophy.

APPENDIX - REPORT SYSTEM

When a child is placed on report the following will happen:

- Parents are informed
- Staff are informed
- Headteacher is informed
- Child loses all break times for the first two days and spend their time in the Nurture room.
- For the third day, provided that the child has got all their stars they may do “half and half” reporting into the Nurture room first and then having some free play time.
- On the last two days the child, provided they have all their stars, reports in to the Nurture room and is then free to play out for the entire break time.