

Loved and inspired by Mary...We shine and learn as a family of God.

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. We recognize all pupils may have challenges and changes in behavior so we endeavor to support pupils to reflect and repair.

Central to our aims is our school motto:

Loved and inspired by Mary... We shine and learn as a family of God.

Within our Catholic school, each and every person is valued as a unique individual made in God's image and loved by him. Loved and inspired by Mary we shine and learn as a family of God.

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, EAT faith in action and to promote their mental health and wellbeing we enjoy team celebration.

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 of reflection
4.	Longer period of reflection
5.	Taken to an area for calmness such as our rainbow room
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 given the opportunity to reflect - child moved if required
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 – KS1 and KS2

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 they will require reflection time of 5 minutes 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 need 5 minutes of reflection time using the repair and reflect sheet. Reflection will either be in the moment or at break times.	
	4. A reminder that they will move to the cloud (having a reflection period of 10 minutes)	
	5. A reminder that they will move to the thunderstorm (requiring 15 minutes reflection) 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 a discussion will be held with families 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	

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises when representing school for example when out at an extra-curricular activity the same high standards apply. 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.

Advice will be taken from schools legal/safeguarding team.

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.

Where physical intervention may be required for safety and wellbeing this will be recorded and discussed.

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 support pupils in demonstrating positive behaviour. Teachers, teaching assistants and other paid staff with responsibility for pupils can follow all steps of behavior 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 as a school driven by our Catholic Ethos we believe all pupils should be supported to “Shine and Learn as a family of God”

APPENDIX - REPORT SYSTEM

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

- Parents are informed
- Staff are informed
- Headteacher is informed
- Child will have reflection time all break times for the first two days.
- For the third day, provided that the child has achieved their stars they may do “half and half” and then having some free playtime.
- On the last two days the child, provided they have all their stars, is free to have their playtime.

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