

## *St. Mary's R.C Primary School*

### **Behaviour Policy**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>
<b>January 2017</b>	<b>January 2018</b>	<b>K Whitehead</b>

The aim of our Behaviour Policy is to help to create and foster good caring relationships, based on sound Christian values and respect for each individual member of the school community, in order that we can learn together with fun, friends and in faith. It supports our Roman Catholic ethos of forgiveness and reconciliation.

#### Introduction

- **This document is** a statement of the aims, principles and strategies for behaviour at St Mary's R.C. Primary School, Richmond
- This policy will be reviewed annually.

#### Purpose of the Policy

- This Behaviour Policy should be read with our Mission Statement, as together these establish the general ethos of the school.
- The purpose of our Behaviour Policy is to help to create an atmosphere where children feel secure and cared for, where they learn to respect and care for each other and the environment, and where the rules of acceptable behaviour are clearly understood, as are the reasons for their implementation.

## **Aims**

### **Our aims for behaviour are that all children will:-**

- have respect for each individual, regardless of gender, ability, status or appearance;
- be tolerant and understanding with consideration for the rights, views and property of others;
- develop a responsible and co-operative attitude towards work and their roles in society;
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- take pride and a responsible interest in caring for their environment.

## **Principles**

- Every child has the right to learn and no child has the right to disrupt the learning of others.
  - The establishment of an appropriate ethos is an essential prerequisite for learning. At St. Mary's we believe in an approach which promotes consistent, calm, caring and firm management of behaviour at school. Stress is given to regular and consistent praise and reward and not an excessive time on conflict or negative interaction. By recognising the positive aspects of a child's behaviour, we endeavour to raise the child's self-esteem and feelings of self-worth.

## **Responsibilities**

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:-

- esteeming children and adults as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life, and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- rejecting all conduct involving bullying or harassment;
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently;

- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging one another;
- allowing children to take increasing personal and social responsibility as they progress through the school
- taking opportunities to develop the moral, spiritual and cultural development of the child, as the situations arise.

**The Leadership Team** (Governors, Head Teacher and senior staff) work towards the school's aims by:-

- taking the lead in the establishment of a positive school ethos
- taking responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on pupil's behaviour and motivation
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- being pro-active in the development and nurturing of positive moral and cultural values
- recording and monitoring attendance and punctuality, and responding firmly when either is poor
- recording and reporting incidents of serious misconduct

## **Procedures**

**For promoting desirable behaviour:-**

- staff acting as role models
- staff offering guidance to children, including praise and encouragement
- the provision of a curriculum designed to extend and engage each child
- classroom organisation which facilitates independent working
- the encouragement and appreciation of children who act as positive role models
- collaborative work within classes and across year groups, which helps to develop good relationships
- a house point system, involving the distribution of stickers and other rewards for good work and behaviour at the weekly 'Celebration assembly'

- children's achievements are celebrated through display, Celebration Assemblies, Attendance Certificates, Star of the Week certificates and the House Trophy.

#### **For eliminating undesirable behaviour**

- clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of all teaching and non-teaching staff;
- a schedule of sanctions for undesirable behaviour, (see Appendix);
- conscientious supervision of pupils at all times;
- rapid and stringent response to incidents of bullying and racial or sexual harassment;
- a readiness to tackle persistent behavioural problems if necessary through the special needs procedure (see Special Needs Policy) or creating a personalised Behaviour Plan jointly with the child and the children's parents/carers

#### **Expectations of Pupils**

Pupils are expected to:

- attend regularly and punctually
- bring the required equipment to school e.g. reading book/ reading record book
- give of their best effort at all times
- be polite and respectful to other members of the community
- wear their uniform with pride
- behave in an exemplary manner on their way to and from school and when representing the school on trips
- care for their environment
- complete all homework set

Pupils must not:

- disrupt the learning of others
- put at risk the health and safety of others
- prevent the teacher from teaching

**For parents and carers:**

**The Governing Body assume that if you choose to send your child to St. Mary's RC Primary School then you are in agreement with our policies. These policies are available for all prospective parents to view on our school website.**

### **Appendices**

- 1- Reward System.
- 2 -Guidelines and Procedures for Behaviour at St. Mary's RC Primary School.
- 3- Schedule of Sanctions and for Dealing with Behavioural Issues.
- 4- Behaviour Reflection Forms

## Appendix 1

### Reward System

- Weekly 'Celebration Assembly' which recognises and acknowledges achievements both in and outside school.
- Annual Prize giving ceremony which rewards both excellent effort and achievement.
- Certificates/postcards home.
- In-class reward system e.g. balls in the jar/class dojo.
- Home/school liaison.
- Samples of good work displayed/recognised by Headteacher.
- Special achievement, real effort, extra good behaviour etc. is rewarded by praise from the teacher and peer group. This may be re-enforced by visiting another teacher/class.
- Tidy cloakroom certificate awarded by School Council.
- House-Point System, weekly tying of ribbons on Trophy for the winning House during Celebration Assembly.
- Individual Housepoint Chart so that the accumulation of Housepoints is a reward for the House and the child is rewarded as an individual. A certificate to be issued on completing each level.
  - ❖ Bronze Chart and certificate 15 Housepoints achieved
  - ❖ Silver Chart and certificate 30 Housepoints achieved
  - ❖ Gold Chart and certificate 50 Housepoints achieved
  - ❖ Platinum Chart and certificate 75 Housepoints achieved
- Reward stickers.
- Lunchtime certificate and trophy.
- Going 4 Gold reward system.
- Positive marking of work.
- Attendance certificate for class with 100% attendance for week.
- Attendance certificates for children who have 100% attendance at the end of each term and entry into prize draw.
- It is felt that the approval of peers and adults gives a child the greatest reward, increasing self-esteem and improving self-image.

## Appendix 2

### Guidelines and Procedures for Behaviour at St. Mary's:

- Courtesy is expected from everyone at all times.
- All children are expected to be well-mannered at all times. Terms of 'please', 'Thank you', 'May I ...' etc. should be used as a matter of course.
- Children are expected to pick up coats, litter etc., and stand aside in the corridor for adults.
- Children are expected to follow the example set by adults in the school.

#### 1. Playground rules

##### *Mornings*

- On hearing the whistle or bell the children line up into 2 lines (boys and girls line) ready to walk into school quietly.

##### *Play-times/Lunch-time*

- Children must request to go to the toilet by asking an adult.
- If it is necessary for a child to return into the building, permission must be obtained from the Lunch-time Supervisor, or teacher on duty. Children must ask properly – 'Please may I ...?'
- Children must interact with each other sensibly at play-times. Kicking, fighting, name-calling etc. is not tolerated.
- When the bell rings at the end of play-time, the children must line up sensibly ready to walk into class.
- Children must walk in a quiet and orderly manner to their classrooms at the end of play-times. A member of staff must be present to escort the children calmly to their classroom.
- A separate line may be drawn up for children who are not co-operating.
- Children should show courtesy to adults and step to the side to allow them to pass first.

#### 2. Classroom behaviour

- On entering the classroom after breaks and dinner children to follow the instructions from the adult, usually KS1 children sit on the carpet area and KS2 children sit at their desks and take out work or reading.

- For wet playtimes members of staff need to remain with their class. Wet playtime activities can be carried out such as drawing, colouring, reading, board games etc.
- All children must know where all resources are located in their classroom. They are expected to access any tools or materials for a task by themselves, in a disciplined and courteous manner. Resources must be handled with care, and put away tidily.
- Children are not allowed to shout out in class, but must put their hand up and wait their turn to speak.
- Children and adults are expected to listen to each other, so that no-one is speaking when another person is speaking, during whole-class or small group sessions.

## Appendix 3

### Schedule for Sanctions for Dealing with Low level Behaviour Incidents

When a child does not conform to our expected standards of behaviour, the following procedure is followed:

1. Verbal warning x 2
2. Consequence given by adult eg. Loss of golden time KS1 / Moving down Going 4 Gold.
3. If low level disruption continues Class teacher to meet with parents/carers that day.
4. If persistent low level behaviour continues the following will be applied:
  - 1) Referred to Deputy Headteacher
  - 2) Meeting with parent/Carers
  - 3) Referred to Headteacher
  - 4) Meeting with Headteacher and parents/carers and pupil interview
  - 5) Move to Step 1 for dealing with sanctions for serious levels of Behaviour.

### Sanctions for dealing with Poor Behaviour

If the child does not improve after these sanctions then the child will be placed into Step 1 on the Schedule for Sanctions for dealing with Serious Behaviour Incidents

#### A) Misbehaviour in Class

If problems arise as to the behaviour of a child in class, teachers will follow these steps

#### 1. Teacher intervention / verbal correction / warning / Going 4 Gold System/ KS1 Loss Golden Time

For the vast majority of pupils within St. Mary's this is sufficient. It is far more beneficial to focus the child back to their purpose of being at school – to learn. This should be seen as central to correcting to behaviour. Bring the child back to the Golden rules of the school and we seek to give children opportunities to redeem themselves. Teaching children to moderate their own behaviour is seen as successful behaviour management. Successful behaviour management works best through personal relationships - not through sanctions.

#### Strategies could include:-

- Home/School Booklet with built-in reward/success system.
- Removal of a treat.

- Working towards a reward.
- Homework from school, with parental support.

### **Pupil/Parent Discussion**

With parent / child / class-teacher / Member of Senior Leadership Team.

- The child is put into a situation where s/he must give reasons for his/her behaviour and agree that it is unacceptable, and that up until now, everyone involved has been working to help the child because they care for him/her.
- It is now made clear to the child that other strategies have failed, and it is now up to him/her to take responsibility for his/her future direction.

### **B) Misbehaviour in the play-ground**

- Minor offences (incidental pushing etc.):  
- verbal correction.
- More serious offences (kicking, fighting, deliberately offending another child):-
- The child automatically misses the next morning's play and class teacher needs to meet with parents and child to discuss incident.

### **Play-ground and Lunch-time Behaviour**

Lunch-time Supervisors to deal with all minor incidents and provide consequences.  
Lunch-time supervisors to record incidents into Lunchtime Behaviour book.  
Reporting to the class teacher where deemed appropriate.

'Bump-to-the-Head' letters will be given to children who bump their heads coupled with a text message.

Lunch-time Supervisors to report to Class Teachers if serious incident e.g.

Blurred vision (after a knock)  
Serious bleeding  
Fighting  
Bad-language  
Any sexualised language/gestures/behaviour

Generally all children should be outside for play-times. Social interaction is a very necessary part of Primary Education.

## **Schedule for Sanctions for Dealing with Serious Behaviour Incidents**

We recognise that all pupils make mistakes from time to time and that they need to be taught to understand the school community rules in a sensitive and understanding way. **Behaviour sanctions are therefore only used where pupils knowingly break school rules or do not comply with the behaviour, uniform and attendance policies. Parents and staff should be aware that, although rare, the Headteacher reserves the right to exclude pupils for a fixed term or permanently and will do so if the need arises** (the Department for Education publishes separate guidance for schools in this matter). The Governing Body understands that primary children are not always responsible for breaking uniform or attendance / punctuality rules. However, because there are no other available means of sanction against parents, then the sanctions below still apply to those cases.

### **Step 1**

If a child displays extremely poor behaviour: refusal to comply, disrupting learning for others, refusal to listen, is disrespectful, swears, harms another person, showing no remorse, they will be removed from their current classroom so all children can learn in an appropriate environment and teachers can teach. At the end of the school day the class teacher and a Senior Member of staff will meet the parents to discuss next steps. If the child shows no improvement in attitude or behaviour following the consequence given and a fresh start then this will progress to Step 2.

### **Step 2**

Meeting arranged with parents, class teacher and member of the Senior Leadership team. Discuss behaviour and set targets. Review period of 3 weeks to be set up where the class teacher and parent meet again to discuss behaviour and review agreed targets. If 2 further incidents occur then go to step 3.

### **Step 3**

Deputy Head with parents to explain seriousness of issue. 3 week support programme from the school (this may include support from the governors, school office re: uniform), other professionals. 2 further incidents during this period of support - move to next step.

### **Step 4**

The Parent will be asked to attend a meeting with the Headteacher who will explain that if persistent misbehaviour or breaking of the school rules continues then an exclusion is likely.

### **Step 5**

Continued non-compliance with the school behaviour policy in extreme cases and in all cases of serious physical assault may be considered by the Headteacher as evidence for permanent exclusion.

**All staff have a duty and responsibility to work collectively to ensure that behaviour within the school is exemplary**

Headteacher	K Whitehead	Date	January 2017
Chair of Governing Body	A Kane / A White	Date	January 2017

## BEHAVIOUR REFLECTION SHEET

PUPIL'S NAME:

CLASS:

DATE:

TIME:

1. Which school rule did I choose not to follow?

2. What were the consequences of my behaviour?

3. What could I have done instead?

2. What do I think would be fair to happen now?

Pupil's signature:

KEY STAGE 2 REFLECTION FORM.

PUPIL'S NAME:

CLASS:

DATE:

TIME:

What happened?

What were you thinking/feeling at the time?

How has this affected other people?

What can you do to begin to put things right?

What else would you like to say?

Tasks set by teacher:

Class teacher and pupils, please sign when task completed:

Class Teacher Comment:

Class Teacher:

Pupil:

