



**A love of
learning
A desire for
God**



St Mary's Catholic Primary Voluntary Academy Positive Behaviour Policy

Date agreed by governors:	April 27th 2020
To be reviewed:	1 year
Policy Holder	Head teacher

Introduction

In our school, the gospel values underlie all of our behaviour: All human beings are unique, made by God, loved by God and are worthy of respect. We show care and concern for God's people and creations.

We strive to establish a climate where children can develop principles based on Christian values - Christianity in action - which should be one of the principal visible signs of a Catholic school. Our school believes in promoting the values of moral and social responsibility, mutual respect, and self-discipline which are the foundation of good behaviour.

- St Mary's is a place of learning and therefore it is important that behaviour is managed so that its aims can be achieved. The purpose of a behaviour policy is to support this process through:
- The creation of a positive and orderly atmosphere where teaching and learning can take place.
- The creation of a positive, encouraging environment, which promotes self-development, acceptable behaviour and contrition.
- The creation of a safe environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities.

This policy document has been developed following consultation with the staff, pupils and governors of St Mary's Catholic Voluntary Academy.

Areas covered by this Behaviour Policy:

- Shared Values and Beliefs about Behaviour
- Aims of the Behaviour Policy
- Rights and Responsibilities
- School Rules
- Shared Routines in Teaching and Learning
- Encouraging Good Behaviour
- Celebration and Reward of Achievement
- Rewards and Sanctions
- Exclusions/Isolations
- Bullying and Racial Harassment
- Special Educational Needs and Disability
- Equality of Educational Opportunity
- Parental Involvement
- Monitoring and Evaluation

Shared Values and Beliefs about Behaviour

The members of this school community believe that:

- Pupils who feel valued, cared about and successful tend to behave appropriately.
- Where the ethos of the school is positive, good quality teaching and learning will lead to achievement.
- If pupils are treated inconsistently, they are unable to distinguish between desirable and undesirable behaviour.

Aims of the Behaviour Policy

- To encourage appropriate behaviour between all members of the school community.
- To ensure all members of the school community feel valued and secure.
- To encourage successful teaching and learning and the personal, social and moral development of the whole school community.

Rights and Responsibilities

We believe that people have the right to feel safe, to be treated with dignity and to learn and it is our responsibility to make sure that everyone has this right. We will develop routines to support the opportunity to be responsible and we will develop and implement effective practical and relevant rules in support of the above.

The School Rules (See Appendix 1)

School staff will ensure that pupils understand and are familiar with the School Rules. The School Rules will be displayed throughout the school.

Shared Routines in Teaching and Learning

Staff will establish shared routines for teaching and learning within which all members of the school community feel secure and which enable behaviour management to be consistent and fair. Shared routines will reflect the School Rules.

For pupils who behave inappropriately, routines offer a framework of security in which they can succeed in relating to adults and to learning.

Routines are therefore crucial to the establishment of effective teaching and learning.

Encouraging Good Behaviour

Acceptable standards of behaviour and respect depend on examples from everyone

- All have positive contributions to make.
- Good order has to be worked for, it does not simply happen.
- Set high standards.
- Apply rules firmly but fairly.
- Expect to give and receive respect from everyone.
- Treat everyone as an individual.
- Good relationships are vital between everyone and at every level.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Success is tested not by the absence of problems but by the way we deal with them.

Do not over react:

- Keep calm and address the problem
- Talk in terms of the rule broken i.e. 'You are not keeping yourself and others safe.'
- Avoid confrontation and humiliation
- Listen and don't shout
- Establish the facts
- Judge only when certain using a balance of probability
- Be consistent and use sanctions sparingly
- Remember that removal of privilege is the most effective strategy

Take the initiative:

- Start conversations and greet pupils
- Set high standards of speech and manners
- Enjoy relating to children
- Use humour to diffuse situations when appropriate
- Use PHSCE/Collective Worship to discuss or explore concerns and promote good behaviour
- Deal with misbehaviour immediately and be consistent

Celebration and Reward of Achievement (See Appendix 2)

All pupils will receive appropriate rewards for achievements in learning and behaviour.

Consequences (See Appendix 3)

The school will establish a system of consequences for behaviour which does not conform to the School Rules. These consequences will be fair and reasonable for the whole school community and will be routinely practised.

Where incidents are of a serious nature the normal procedures are superseded. The head teacher reserves the right to judge the seriousness of the incident.

Exclusions/Isolations

Before excluding/isolating a child a range of strategies for promoting good behaviour should have been used but this should not prevent immediate action being taken to protect other pupils and staff if necessary.

A decision to exclude a child should only be taken:

- In response to serious breaches of the School Rules once a range of strategies have been tried and failed.
- If allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When pupils do not respond to school actions a Behaviour Plan should be drawn up to help pupils manage their behaviour. This should be done by the class teacher.

Bullying and Racial Harassment

Bullying and racial harassment are not acceptable behaviour in the school.

- Every effort will be made to identify bullying and racial harassment within the school community.
- Bullying and racial harassment will be monitored and will be dealt with as soon as they occur.
- All identified incidents of bullying or racial harassment will be reported to the Head teacher.
- The Head teacher will keep a record of all reported incidents of bullying or racial harassment.

Special Educational Needs and Disability

This policy adheres to the requirements of the SEND Code of Practice.

Equality of Educational Opportunity (See Appendix 4)

Equality of educational opportunity will be ensured as far as is practicable for all children who are behaving inappropriately.

Parental Involvement (See Appendix 5)

We encourage parents to be positively involved in all aspects of their child's behaviour in school and we will keep parents informed about their child's behaviour at school. We expect parents to model appropriate behaviour whilst on the school premises and to actively support the School Rules.

Monitoring and Evaluation

The success of this policy will be measured against the following outcomes:

- Appropriate behaviour is maintained by all members of the school community.
- All members of the school community feel valued, secure and are successful in teaching and learning
- This policy will be reviewed on an annual basis.

Appendix 1 St Mary's Catholic Primary Voluntary School Rules

School Rules:

1. We listen and follow instructions
2. We strive to learn
3. We are polite, kind and respect others
4. We care for our school
5. We keep ourselves and others safe.
6. We live out our school values

Appendix 2 Rewards

At St Mary's Catholic Primary Voluntary Academy we recognise that all children can achieve.

We celebrate achievement in learning and behaviour side by side.

Rewards include (teachers to decide):

- verbal praise
- sharing achievement with other children and adults
- informing parents
- displaying work
- rewards assemblies where certificates are awarded for consistently good behaviour
- golden time
- Team points:
 - 1) 'Team Points' assemblies where team points are counted and winning team receives a trophy.
 - 2) 'Team Points' winners to receive an extra playtime.

Appendix 3: Consequences

Consequences of breaking the School Rules should:

- be immediate
- relate to the behaviour, not the child
- be consistent and perceived as fair
- provide an opportunity to put things right

Sanctions

1. A verbal reminder of the rule/rules broken.
2. A second verbal reminder (to be recorded somewhere in the classroom)
3. A 'Yellow' card will be given to the child which is displayed in a wall chart in the classroom. Followed by 5 minutes (Key Stage 1) or 10 minutes (Key Stage 2) 'Think time' the following break.
4. A 'Red' card to be given to the child. Followed by 15 minutes (key stage 1) or 30 minutes (key stage 2) 'Think Time' the following lunchtime. Continued misbehaviour after a 'red' card has been awarded will result in the child going to another class for the remainder of the day or other appropriate sanction decided upon by class teacher.
5. Teacher has the discretion whether or not to contact parents by 'Ping' after a 'Yellow' card. 6. Parents informed by 'Ping' by class teacher after 1st and 2nd red card.
7. Parents will be sent a letter from the class teacher after 3 red cards in a half term.
8. Continued, persistent breaking of the Rules (more than 3 red cards in a half term) will result in the Head teacher arranging a meeting with parents/carers and child and may result in an isolation or other appropriate sanction.
9. All 'Yellow and Red' cards should be logged appropriately on CPOMS.

Consequences during dinner time

Dinner supervisors will record misbehaviour in a book. Warnings given will be recorded on a slip to be given to the class teacher. These will be counted as part of the 'Good to be Green' system. More serious incidents will be dealt with by the class teacher, or the Senior Leadership Team, who will then decide on the consequence following the 'Good to be Green' system.

Restorative Action

Children on a 'Yellow Card' still have the opportunity to put things right at the teacher's discretion. The method for this will be decided upon by the class teacher. Suggested actions – extra effort being put into behaviour, an apology letter, lines. There must be sustained improved behaviour to achieve this. If this does happen a child will go back to green and can enjoy the benefits of 'Being Green'. Any further misdemeanours will result in the child going straight to red.

Class Teacher responsibility

During lesson times, led by the class teacher it is their responsibility to decide upon warnings. Other adults in the room may highlight behaviours but it is the teacher's decision on whether or not it warrants a warning.

Guidance for Dealing with Serious Incidents

Outright defiance	Staff will follow the agreed behaviour management procedures, where appropriate, then refer to Head or Deputy
Racist incidents	Staff witnessing the incident will deal with it immediately, log it on CPOMS and alert the Head or Deputy who will decide if further action is necessary
Leaving the premises	Inform the Head or Deputy immediately
Fighting	Staff should seek support from the Head or Deputy
Stealing	Staff will deal with the incident and log it. If persistent seek advice from Head or Deputy
Physical assault on staff	Inform the Head or Deputy immediately
Serious Safeguarding Incident	Staff witnessing the incident will deal with it immediately, log it on CPOMS and alert the Head or Deputy who will decide if further action is necessary

Incidents of all the above should be logged and passed to the Head teacher or Deputy Head teacher. Incidents referred to the Head or Deputy could result in 'Isolation' without moving through the warning process.

Appendix 4 Procedures for Ensuring Equal Opportunities

When a pupil is sent out of a lesson:

- The School has a responsibility for maintaining access to the curriculum.
- The class teacher should ensure that appropriate work is made available to the pupil.
- Any work missed must be covered as fully as possible with the aim to reintegrate the pupil as soon as possible.
- The teacher is responsible for monitoring the pupil's progress and for ensuring that the work is marked.

Appendix 5: Parental Involvement

Meeting with Parents / Carers

Teachers should speak to parents as soon as possible if behaviours are causing concern.

For children who persistently break the rules or are involved in a serious incident, the following guidelines will be followed wherever practicable.

Parents/carers will be told the reason for the meeting in advance. Invitations should be positive and welcoming. The time of the meeting will fit in with the family's commitments if possible. The parent/carer can bring a friend / relative or social worker. There will be an interpreter if necessary. Information will be at hand. Greetings should be friendly and informal. It will be demonstrated that the child is valued.

The subject for discussion will be explained and parents/carers will be asked if there is anything further they wish to discuss during the meeting. It will be established what the school and parents/carers want to achieve from the meeting. The meeting will start with comments in positive terms and as non-judgemental as possible.

If the subject of the meeting is a 'problem' this will be explained in as positive a manner as possible. Parents/carers opinions about possible solutions will be sought from time to time. Checks will be made that perceptions of parents/carers match school perceptions. What has been decided will be summarised at the end and checked that parents/carers agree.

Parents/carers will be asked if there is anything else needing to be covered. Parents/carers and school will agree targets for further action including a further meeting if necessary.

In general, the school will try to ensure parents/carers are:

- approached in a sensitive manner
- made to feel part of the process of defining the problem, and seeking solutions
- made to feel welcome in school
- in agreement with what has been decided

After the meeting

- a brief report will be written on what the issue was, what was agreed and targets.

Reporting to parents/carers

- the school will provide regular reports to parents about progress in learning and behaviour.

Reports will:

- concentrate on small target steps
- leave a space for parent comments
- be discussed with the child before being sent to parent. Communications from parents will be:
- made known to all appropriate staff
- logged on CPOMS.