

Chorley, St. Mary's Catholic Primary School

Behaviour Policy



Reviewed September 2020
Next review September 2021

1 Mission Statement

St Mary's is a welcoming community who: learn together; live out Catholic values; celebrate all achievement and believe all is possible in Christ's hands.

2 Aims

To encourage acceptable standards of behaviour, which promote respect for people and property, and develop patterns of behaviour which will be suitable throughout life. Within the school, these standards will contribute to effective learning and to a harmonious atmosphere, in keeping with our mission statement.

3 Context

This policy sits within a group of policies, which are there to keep the school community safe, and in promoting the best possible environment for learning. These include:

- Safeguarding Policy
- Anti-bullying policy
- Attendance Policy
- Single Equalities Policy
- Health and Safety Policy
- SEND Policy

The school works to prevent bullying by educating the children about what bullying is, what to do if children feel they are being bullied and whom they can speak to. The school is active in addressing incidents of bullying and works to support victim and perpetrator.

4 Rules

The school's rules are based on the Catholic Christian values it seeks to promote e.g. gentleness, respect, humility, truth and so on. The values are displayed prominently in the front entrance. Each week the school focuses upon and explores a different value.

There are general rules of behaviour:

- Be kind to others
- Show respect to each other
- Look after property
- Keep the classroom tidy
- Listen to the adult and each other
- Walk around school, don't run
- Put hand up to speak
- *Show me 5* (means everybody stops and looks at adult)

At the start of the year class teachers involve the children in drawing up a class charter which clarify and explain these rules at an age-appropriate level.

There are also specific rules related to the dinner hall and the playground – see appendices 5 and 6.

5 Behaviour strategies and teaching of good behaviour

We hope to achieve these aims through the following objectives:

IMPROVE AND MAINTAIN STANDARDS, THROUGH INCREASED SELF-DISCIPLINE OF ALL MEMBERS OF THE SCHOOL COMMUNITY.

This will be achieved in the following ways:

From staff

- (i) Awareness that they are role models for pupil behaviour.
- (ii) Providing opportunities for discussion of acceptable norms.
- (iii) Demonstrating in their relationships with the children that each individual, their efforts and achievements are valued.
- (iv) Valuing children's achievements and efforts.

From children

- 1) Children will be involved in the drawing up of an annual class charter that they will sign.
- 2) Being made aware of the need for codes of conduct within the school and the wider community. This will be achieved through discussion opportunities and day-to-day interaction.
- 3) Being encouraged to develop self-discipline by:
 - : Being polite and courteous in all aspects of school life
 - : Having consideration for others and reflecting on the results of their actions
 - : Being open and honest when confronted by their actions
 - : Showing good manners e.g. when eating lunch
 - : Being encouraged to value their own efforts by presenting work to their own highest possible standard.

TO CREATE AN ATMOSPHERE OF RESPECT AND TRUST.

From adults

- (i) Open discussion of any areas of concern will be encouraged amongst all adults within the school.
- (ii) Regular opportunities for liaison between support staff and teaching staff as appropriate and meetings with the Head teacher or Deputy or other senior member of staff as appropriate.
- (iii) Approach behaviour which challenges with a calm and controlled, firm manner, give the children the opportunity to calm down before discussion.
- (iv) It is the responsibility of every member of staff to contribute to the maintenance of good behaviour in class and around the school.

Between adults and children

- a. Children will be encouraged to discuss their concerns with any member of staff. If concerns are related to safeguarding, the member of staff will report to the designated safeguarding lead.

- b. Children will be given the opportunities to be placed in positions of trust and will be expected to take on appropriate responsibilities. Class council / school council meetings will take place regularly. Executive committee and school council will be made up of house captains and deputies from Year 6 plus two elected class representatives from each of Years 1 to 6. Play leaders will, on a rota basis, organise playground games and activities at morning break and lunchtime.
- c. Children will be expected to use an adult's full title, e.g. Mr _____, Mrs _____, Miss _____, when addressing them.
- d. Children will be expected to demonstrate courtesy to adults and children throughout the school day.

Between children and children

- (i) Pupils will be expected to empathise with other points of view during discussion situations.
- (ii) They will be encouraged to respect the feelings of others and respond appropriately.

Children and property

Children will be taught to take care of school property and that of others.

DEVELOP AN AGREEMENT WITH PARENTS TO ASSIST US IN ACHIEVING OUR AIMS BY THEIR INTEREST AND SUPPORT.

This will be achieved by:

- (i) Home - School agreement which sets out roles and responsibilities of parents, school and pupils.
- (ii) Making them aware of our behaviour policy, with copies given to parents on their child's admission to school and thereafter available to view in school and on the school website.
- (iii) Creating an atmosphere in which parents can feel confident in approaching the school with any areas of concern and dealing with these worries at the earliest opportunity.
- (iv) Providing occasions for regular verbal and written reporting on pupil achievement and behaviour.
- (v) Ensuring that if a child's standard of behaviour or performance are not satisfactory parents are invited to discuss the matter at the earliest opportunity.
- (vi) Expecting parental support in upholding any remedial action that may need to be taken.
- (vii) In the unlikely event of non co-operation and continued adverse behaviour, informing parents of the enforcement of accepted procedures.

6 Roles and Responsibilities

Governing Body

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.

Headteacher

The headteacher is responsible for developing the behaviour policy in the context of this framework. S/he 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 includes measures to prevent all forms of bullying among pupils. The headteacher publicises the school behaviour policy, in writing, to staff, parents and pupils at least once a year on the school website.

Teachers/ Teaching Assistants

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.

Parents

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Parents have a clear role in making sure their child is well behaved at school. 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. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school.

7 Rewards and Sanctions

See also appendices 2, 3 and 4 'Behavioural Procedure Posters' for each key stage

REWARDS

- a) At EYFS and Key Stage 1 a variety of stickers are given to reward positive contributions of all kinds. Those children attaining stickers are asked to come out at whole school assembly to celebrate their successes.
- b) At Key Stage 2 a system for rewarding positive contributions of all kinds with house points is in operation. The house achieving the highest number of points in a half term is suitably rewarded during junior assembly and the highest achievers in the other houses.
- c) Children from Nursey to Y6 are rewarded with *Class Dojos*, an online rewards and sanctions program. In EYFS and KS1 the child who collects the most *Dojo* points in a week is the *Dojo* Champion. In KS2, *Dojo* points are converted to house points. Parents are made aware via alerts when their child is awarded points.
- d) Praise and public acclaim - within class and at school assemblies.
Sharing success - acknowledging good work produced within school, extra- curricular achievements and leisure activities at school assemblies.

SANCTIONS

A list of agreed sanctions is included. The list is not exclusive but if alternatives are to be used they must first be discussed with the head teacher or deputy.

<u>Unacceptable Behaviour</u>	<u>Sanctions</u>	<u>Responsibility</u>
Disruptive behaviour in class	See procedure attached appendix 2. Receive 1 st , 2 nd and 3 rd warnings Time out from the group. Complete reflection sheet. Miss playtime - work in agreed supervised area. Complete unfinished work at home. Contact home	Class teacher. If persistent reported to Head teacher or Deputy Head
Unruly playground behaviour	Discussion and apology. Time out to cool off e.g. Stand by wall in playground.	Duty teacher reported to class teacher
Persistent unruly playground behaviour	Miss playtimes for a period, working in supervised area. Removal of playground games.	Class teacher reported to Head teacher or Deputy Head
Poor table manners/unruly behaviour at lunch	Wait until last to be served. Miss the rest of playtime Given an appropriate job Be re-seated temporarily or permanently.	Welfare assistants but reported to class teacher and then to Head teacher or Deputy Head as appropriate.
Using bad language	Involving discussion and written outcome	Reported to Head teacher or Deputy Head
Persistent bad language	Parental involvement	Reported to Head teacher or Deputy Head
Eating sweets or chewing gum	Confiscation of packet to be returned to parent	Class teacher / Duty teacher
Fighting in playground	Immediate intervention by teacher Cooling off period - stand against playground wall Fill out think sheet Miss playtimes, football, etc. Discussion and apologies	Duty teacher reported to Head teacher or Deputy Head
Stealing	Personal interview to determine appropriate sanctions, e.g. Making recompense	Reported to Head teacher or Deputy Head
Persistent stealing	Parental involvement Exclusion if necessary	Head teacher reported to Governors

Lack of respect for others' property	Recompense to be made Incident recorded in anti-bullying log if require	Class teacher
Bullying (physical and verbal)	Staff member to refer to anti-bullying policy. Information gathering from all parties Contact both sets of parents Removal of privileges if appropriate. Opportunities for reconciliation Parental involvement Planned individual behaviour modification programme Exclusion	Class teacher, Head teacher or Deputy Head
Unacceptable behaviour whilst taking part in out of school activities	Removal from activity for an agreed period or exclusion from next visit	Reported to Head teacher or Deputy Head
Persistent unacceptable behaviour whilst taking part in out of school activities	Removal from activity for extended period/indefinitely Parental involvement	Head teacher and Deputy head
Racial/discriminatory abuse (see Single Equalities Policy)	All incidents logged and Discussion with parents Discussion between all parties Opportunities for reconciliation Parental involvement Exclusion	Reported to Head teacher or Deputy Head Governors

All serious incidents will be recorded in the **Serious Incident** book. Children will be asked to complete a 'think sheet' which will be discussed with head teacher/deputy. Parents will be informed of the incident by class teacher, deputy or head teacher.

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.' The school will respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school using the sanctions above as a guide. Subject to the policy, the 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 or
 - Wearing the school uniform or
 - In some other way identifiable as a pupil at the school.
- The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school or
 - Poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the school.

8 PERSISTENT, UNACCEPTABLE BEHAVIOUR

Persistent, unacceptable behaviour will result in some or all of the following:

- Formal meetings with the parents
- Formal monitoring strategies put in place, e.g., behaviour chart, contract
- *Individual Behaviour Plan* created
- Behaviour diary with planned meetings with parents and staff
- Contacting external behaviour support services if necessary, e.g. LCC Specialist teachers, Chorley Inclusion Support Services, Golden Hill Pupil Referral Unit and Inclusion Support Team, SEND services, School Nurse

If the behaviour does not improve then the option of “fixed” term exclusion may arise.

At all times, the school will seek to work with parents to resolve any problems so that exclusion is avoided. However, continuous, unacceptable behaviour could result in fixed term exclusion for a given period of time.

In exceptional circumstances, fixed term exclusion may be given immediately. Following this, an Individual Behaviour Plan to help the child improve their behaviour may be put in place. This may involve working with other support agencies such as an educational psychologist, specialist teacher, attendance consultant and appropriate behaviour support agencies e.g. Chorley Inclusion Support Services, Golden Hill Pupil Referral Unit and Inclusion Support Team. The school will always consult on national and local authority guidelines on exclusions.

Definitions

Fixed Term Exclusion: If a child continually misbehaves, disturbing his/her own and other pupils' education he/she will be subject to a fixed period of exclusion. The child will be allowed back into school after an interview with the parents, child and head teacher. From this will be the clear understanding that his/her behaviour must improve.

Permanent Exclusion: The school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the head teacher may decide to permanently exclude a pupil for a 'one-off' offence.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel. Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS

At St Mary's we take account of a range of individual pupil needs when developing and implementing our behaviour policy. We take account of pupils with special educational needs (SEN) or disabilities, but also of the needs within certain other groups defined by Ofsted[1] as 'at risk' within the education system:

- minority ethnic and faith groups, travellers, asylum-seekers and refugees
- pupils who need support to learn English as an additional language (EAL)
- children looked after by the local authority
- sick children
- young carers

- children from families under stress
- any other pupils at risk of disaffection and exclusion

Equality Act 2010

In dealing with issues of behaviour, school does not discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. School will actively avoid any other prohibited conduct in regard of the act.

9 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. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.
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. **Force CANNOT be used to search for these items**

10 Use of Reasonable Force

At St Mary's we act on the advice given in the DfE document *Use of Reasonable Force – Advice for headteachers, staff and governing bodies* July 2013.

St Mary's does not have a 'no-contact' policy. 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 from taking action needed to prevent a pupil causing harm.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

School may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

School cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

In the use of reasonable force, the school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Can force be used on pupils with SEN or disabilities?

Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

10. School Support Systems

Supporting staff in behaviour management

There is a very experienced, well-trained staff at St Mary's, who manage behaviour well. When there is behaviour presented which challenges the expertise at hand, the school seeks support, advice and training from outside agencies e.g. LCC specialist teachers and Golden Hill Inclusion Support Team. At times, CPD opportunities are provided for example in training lunchtime welfare staff in promoting positive lunchtimes. At times, the school pairs up experienced staff with less experienced staff in managing specific types of behaviour.

The school approach to pastoral care for staff accused of misconduct is guided by advice and policies from KCSiE Sept 2020 pt 4 and from LCC HR procedure:

Dealing with allegations of abuse against staff

The County Council commends the use of the DfE's guidance for dealing with allegations of abuse against staff:

Keeping Children Safe in Education 2020 - Part 4 of this document relates to all adults working with children and young people, whether in a paid or voluntary position, including those who work with children on a temporary or supply basis.

When an allegation of abuse is made against a member of staff, school will contact the safeguarding team at LCC and potentially LADO. The school will also contact the LCC Human Resources Team, to discuss the allegation and whether the member of staff should be suspended from work. An individual should only be suspended if there is no reasonable alternative.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

If an allegation of abuse is made against a member of staff in school, the member of staff will be provided with a copy of the following document, which is intended to provide a broad overview of some of the key issues the employee may wish to understand, and also to signpost them to appropriate information, advice and support:

Handling Allegations Summary Jan 2020

<https://schoolsportal.lancsnqfl.ac.uk/corporate/web/viewdoc.asp?id=119878>

In addition, Section 12 of the School Child Protection Policy deals with safer schools/safer staff, including how allegations are managed.

It is important that a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on. It will provide clarification in cases where a future DBS Disclosure reveals information from the police about an allegation that did not result in a criminal conviction. It will also help to prevent unnecessary reinvestigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of allegation if that is longer.

11 Consultation, monitoring and evaluation

This policy has been reviewed and updated over a number of years and reviewed by staff and governors annually.

12 Complaints Procedure

The school's complaints procedure can be found on the school website or provided in hard copy form the school office.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

- 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.
- 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.
- Suspension is not be an automatic response when a member of staff has been accused of using excessive force. School will 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.
- School will 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.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- The Governing Board will always consider whether the staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
- 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

GENERAL PROCEDURES

1. Orderly conduct at all times. Classes will move around the building in orderly lines on the left-hand side of the corridor, closely supervised by the teacher (supervising adult).
2. Children must walk at all times inside the school building.
3. All staff will uphold disciplinary procedures as and when necessary.
4. All staff will use 'show/give me five' as universal sign for requesting silence and listen to the adult in class and in the yard. Staff member will hold up palm of right hand and children will respond by holding up their right hands silently. See appendix 1
5. Staff will ensure that there is a good working atmosphere in all areas of the school.
- 6. Children will never be left unsupervised.**
7. At wet playtimes infant teachers and support staff will take their break at different times so that each class is fully supervised. Junior children will be supervised in their own classrooms by their class teacher.
8. At lunch times in the dinner hall children should:
 - Remain seated until directed to leave by welfare staff.
 - Show excellent table manners.
 - Use *indoor* voices.
 - Demonstrate good manners to welfare staff.
9. No sweets to be allowed in curriculum time.
10. No chewing gum to be brought into school.
11. No toys to be brought into school, unless specifically asked to do so by the class teacher.
12. Children must not bring tablets or medicine, apart from inhalers, to school. If medicine is required the parent should make an appointment to administer it themselves.
13. Certain areas of the school will be prohibited to the children:
 - i. PE cupboard
 - ii. Stock room, stock cupboards.
 - iii. Caretaker's rooms
 - iv. Boiler house
 - v. Ladies toilet
 - vi. Staff room
14. In order to encourage a corporate identity and sense of pride, children will be strongly encouraged to wear the accepted uniform, which should be labelled. All staff will encourage children to abide by the uniform and dress guidelines.
 - PE kit, consisting of shorts, T-shirt and pumps should be in a labelled bag. Trainers are allowed for outdoor PE sessions.

- Jewellery should not be worn e.g. ear rings, wrist adornments etc. Children may wear watches which are removed during PE.
- Sensible shoes should be worn, i.e. easy fastening, low heels - not trainers, plastic or fashion shoes.
- Nail varnish should not be worn and children are encouraged not to wear hair adornments.
- Long hair should be worn up to minimise risk of head lice infection.
- Children should take responsibility for and have pride in their appearance e.g. by having their shirts tucked in.

15. The electronic bell will sound to signal the beginning and end of the school day and the beginning and end of playtimes and lunch. A hand bell may be sounded at other times.

16. In the *infants (Reception and KS1) and juniors (KS2)*, at the start of the school day children can enter their classroom from 8.45am. At playtimes and lunch, children will stand still after the bell has been sounded and wait to be directed to their line by the duty teacher. They will be met by their class teacher.



When an adult
says,

Give me Five!

We must have:

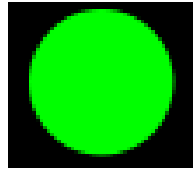
1. Eyes looking
2. Ears listening
3. Lips closed
4. Hands still
5. Brain ready

Appendix 2

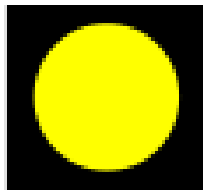
Chorley St. Mary's Catholic Primary and Nursery

Behavioural Procedure – EYFS

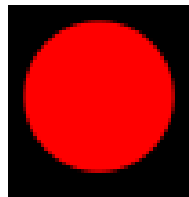
Everyone on Green!



Warning



Negative Dojo and contact with home



See Mr Smyth or Miss McCluskey

Physical or discriminatory behaviour will be straight to Negative Dojo and see SLT.



Chorley St. Mary's Catholic Primary and Nursery

Behavioural Procedure – KS1



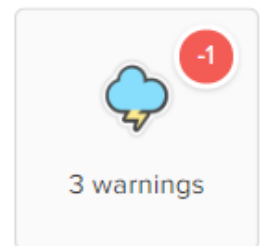
Gentle Reminder

1st Warning

2nd Warning

3rd Warning – Negative Dojo

Missed Playtime and 5 minute reflection sheet



Removal to another class*

See Mr Smyth or Miss McCluskey

Contact with home

Physical or discriminatory behaviour will be straight to Negative Dojo and see SLT.



*** During period of COVID pandemic children must not be removed to another class. This would compromise measures taken to reduce mixing of groups. They can be removed to another area of the school with supervision e.g. Peace Room, Quiet Room etc. In the absence of that, HT can be called upon to assist.**

Chorley St. Mary's Catholic Primary and Nursery

Behavioural Procedure – KS2

Gentle Reminder as a 1st Warning



2nd Warning

3rd Warning is a Negative Dojo

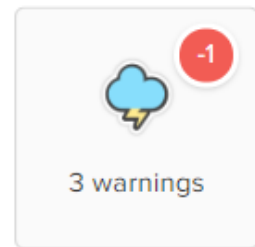
5 minute reflection sheet completed at the time

Miss the next playtime

Removal to another class*

See Mr Smyth or Miss McCluskey

Contact with home



Physical or discriminatory behaviour will be straight to Negative Dojo and see SLT.



*** During period of COVID pandemic children must not be removed to another class. This would compromise measures taken to reduce mixing of groups. They can be removed to another area of the school with supervision e.g. Peace Room, Quiet Room etc. In the absence of that, HT can be called upon to assist.**

We line up calmly

We don't push in



We walk carefully

We don't run



We speak quietly

We don't shout



We keep our table clean

We don't want to make a mess



We are polite to everyone

We are not rude



We use good table manners

We don't speak with our mouths full



Chorley St. Mary's Catholic Primary and Nursery

Playground Rules

We are gentle

We don't hurt others



We are kind and helpful

We don't hurt anyone's feelings



We play well with others

We don't spoil others' games



We care for the playground

We don't damage or spoil anything



We listen

We don't interrupt



We are honest

We don't cover up the truth



The school rules

During the COVID-19 pandemic we ask our children and staff in school to support these **additional** school rules:

Our school rules.....	
<i>We stay in our year group through our school day. In Breakfast Club and After School Club, we stay within our smaller groups.</i>	<i>This means : To look after each other we only play, work and talk to children in our home group</i>
<i>We wash our hands carefully in the correct places e.g. at the designated sinks in KS2.</i>	<i>We wash our hands at the start of the day and before and after playtime and lunch. We wash our hands when our teachers ask us to. If we cough and sneeze, we wash our hands.</i>
<i>We take care of our own equipment</i>	<i>We use our own books, pencils, rulers and colours. We keep them safe in our folders when we do not need them. We always use only our own drinking bottle.</i>
<i>We remember to always catch our coughs and sneezes. We act safely towards others</i>	<i>We catch our coughs and sneezes in a tissue or the inside of our elbow. We never cough or spit at any one else at all.</i>

Our rules outside the classroom

<i>We play in our own group areas</i>	<i>We stay in the space for our group even if we have friends in another group</i>
<i>We eat our own food and drink our own drinks</i>	<i>To keep safe we do not share our food</i>
<i>We think about others when we play</i>	<i>We make sure everyone has space. We keep our hands and feet to ourselves.</i>
<i>We always listen and follow our teachers instructions</i>	<i>We work together as a team</i>

When we learn at home:

<i>We try our best with our work</i>	<i>We show that we are ready to 'give it a go'</i>
<i>We help our parents and carers to support us at home</i>	<i>We follow instructions at home. We follow the timetable our teacher suggests. We make sure that we take regular breaks</i>
<i>We ask a question when we are stuck</i>	<i>We remember that our family and our teachers at school are always ready to help us</i>
<i>We remember our rules for staying safe online</i>	<i>We only use the websites which adults ask us to. We do not talk to people we do not know online.</i>
<i>We are always polite and helpful</i>	<i>We are good role models</i>

1. Our school routines

When we:	We:
arrive at school	Go straight to class, do not play on yards
enter school	Put coats on pegs, put lunchboxes and water bottles where they are supposed to go. WASH HANDS
leave school	WASH HANDS and go straight home with parents – do not play
go out to play	WASH HANDS and remember to give each other space in our groups
go for our lunch	WASH HANDS and remember to give each other space in our groups
enter our classroom	Carefully and only go to our own places.
use school equipment	Do not put near mouth, only use equipment as told to by an adult.

2. Our school sanctions

Our usual school sanctions apply when children in school do not follow our school rules. *We will always use a restorative approach to dealing with poor behaviour. This will apply particularly in cases where the rules that are broken relate to safety in school. We will ask children to reflect on the consequences of their behaviour choices. Our restorative questions are:*

- *What happened?*
- *What were you thinking of at the time?*
- *What have you thought about since?*
- *Who has been affected by what you have done?*
- *In what way have they been affected?*
- *What do you think you need to do to make things right?*

3. Our school rewards

Our usual school rewards will apply. We will not be sending 'physical' rewards home e.g. badges, certificates.

4. Pupil Support

We understand that this is a difficult time for children and we will provide support for our children to settle back into school. This will include:

- *Refreshing all our children on our school routines and expectations*
- *Talking to our children about our behaviours, rules and routines and why we need these*
- *Talking to our children about how they might be feeling and how to deal with their feelings*
- *We will use a range of resources to support children to understand and manage their feelings*
- *We will provide additional support and signposting of other agencies when it is needed*

5. Reasonable adjustments

As at all times we will make reasonable adjustments as appropriate for our children with SEND needs. Behaviour plans will continue to include reasonable adjustments when appropriate.

These adjustments will be in line with the current Government guidance around social distancing and the guidance on the implementation of protective measures.