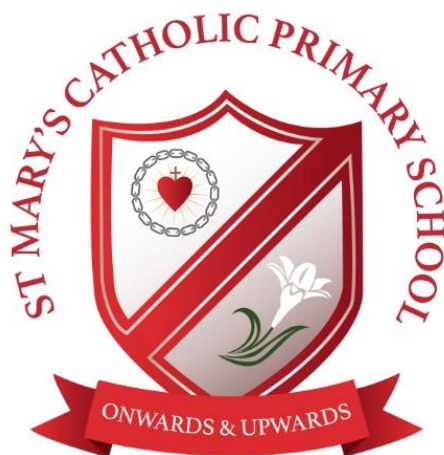


# St Mary's Catholic Primary School

## Behaviour Policy



**Date Adopted:** Autumn 2023

**Date of Review:** Autumn 2024

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## Behaviour at St. Mary's

At St. Mary's, our *Core Values* are at the centre of all that we do, underpinning our academic curriculum, equipping our pupils with character education and Cultural Capital to succeed and, overall, our approach to behaviour and learning. Our *Core Values* are:

- Tolerance & Respect
- Gratitude
- Excellence
- Love
- Resilience
- Self-Discipline

We believe that, at all times, our children should feel safe, happy and secure in school, both in the classroom and on the playground; we want all children to develop positive attitudes about themselves, others and towards their learning. Our policy is very much based on the positive and the expectations in the classroom reflect this.

Each class makes their own 'Class Rules' linked to the rights & responsibilities of everyone in school. These include themes such as:

- Creating a positive ethos for learning
- Acceptable behaviour in school
- Setting a good example to others, especially those younger than ourselves
- Treating everybody in our school with courtesy and respect
- Respecting other people's property, right to learn and our school environment
- Our ideal is that we will try our best in all that we do and will ask for help if we need it.

Class and playground rules are used to reinforce expected behaviours in school and all members of the school community are expected to be responsible for their own and each other's behaviour.

Our Behaviour Policy is designed to be inclusive and applicable to all members of our school community. We recognise that some children have additional learning needs and that for some of these children the ability to regulate their behaviour requires additional support and consideration when implementing this policy. However, the safeguarding of pupils and staff is paramount and staff are expected to use their professional judgement when applying reasonable adjustments for children with additional needs; this extends to implementing school policies.

**All children have the right to learn and a responsibility to ensure everyone else can too.**



## Rewards

At St. Mary's we celebrate achievement, effort and good behaviour and use it as a role model for other pupils. All children have the right to succeed and we enjoy celebrating each other's successes. We believe that it is vital that children should be rewarded for behaving appropriately and, at St. Mary's, we have the following rewards in place:

### Verbal and Written Praise

All class teachers reward their children verbally during the school day and make consistent use of positive feedback on school work completed.

### Reward Systems

Our school-wide reward system is focused upon, and based around, our *Core Values*. Within each classroom, class teachers will have their own system to reward the children, and often these are based around a system of points, merits or stickers achieved. These can be earned by children for a wide-variety of behaviours which are all underpinned by our *Core Values*, such as working particularly hard, answering questions correctly, being a good friend to a peer or demonstrating kindness and being helpful.

### Positive Letters Home

If a child has excelled in demonstrating one of our St. Mary's *Core Values*, then the class teacher, or another staff member who has drawn attention to this positive behaviour. This will highlight the exceptional behaviour recognised and share this special achievement with family members. These postcards deserve very special recognition when awarded.

### Certificates & Assemblies

A *Core Value* of the week is introduced to the whole school every Monday in assembly and this will introduce and identify the *Core Value* in context for all children to understand. Certificates are subsequently presented on the following Friday to children from each year group who have worked hard to display that value all week. In addition, a variety of different types of certificates are presented to children during assembly time on Fridays - these may include, sports and music awards and extends to any others that recognise achievement.

Each year group in turn also has the opportunity to share particularly great pieces of work or information with the rest of the school during a celebration assembly



# Sanctions

When children struggle to follow the principles outlined, there are clear procedures to be followed, which are:

## Early Years

When the children join Reception they are very young and are gradually introduced to the class and school rules as they acclimatise to school life. Expectations for appropriate behaviour are made clear through verbal explanations. As children mature and the academic year progresses, the sanctions which apply to the rest of the school will become applicable to those children in Reception.

## Key Stages 1 and 2

### Verbal Warning

If a child has broken any of these principles and is behaving in an inappropriate manner, which exceeds normal expectations, then they will receive a verbal warning.

### Time Out

If a child persists in causing a disruption then they will be sent for a 'Time Out' which will allow them the opportunity to calm down, reassess and get things into perspective before returning to class. These 'Time Outs' can be in the parallel Year group class for 10 minutes or in a quiet, appropriate area of the classroom. Once time is up, children are expected to return whole-class learning and continue with their work without further disruption. If they are unable to do this then they will progress to the next sanction level.

### Phone Call Home from the Class Teacher

If an individual is frequently getting verbal warnings or receives a 'Time Out' in another class, a phone call will be made to the child's parents to discuss their child's behaviour and how this can be supported moving forward. Parents of all children will be informed if their child's behaviour is continually disruptive

If the disruptive behaviour continues, involving 'Time Outs' in a parallel year group, the child's parents will be informed and subsequently invited in for a meeting with the class teacher and a member of the SLT (Senior Leadership Team - age phase leaders, assistant head teacher, deputy head teacher and head teacher) to discuss further.



### **Headteacher and Deputy Headteacher**

The Head or Deputy will become involved when a child cannot settle back into class and continues to hinder the teaching and learning of their peers. Parents will be informed directly, invited in for a more formal discussion and, depending on the frequency and severity of the problem, the options of outside agencies, suspension and exclusion will be discussed. In the case of a severe incident, a member of the SLT team will contact a parent immediately and a record of this will be logged on CPOMS (Child Protection Online Management System).

### **Exclusion**

If a pupil has been either physically or verbally abusive to another pupil or member of staff, they will incur an internal exclusion and their parents will be required to come into school for a discussion by the end of the school day. Permanent exclusion would only be used in the extremely rare instances where all other strategies have been tried and a child is making no progress with improving their behaviour. Violent or abusive behaviour will be treated very seriously.

### **A Fresh Start**

To ensure that every pupil is motivated to improve their behaviour, the sanctions detailed, which they may have received on a given day, will not continue into the next - this will allow every individual to have a fresh start each day. Our overall aim in operating any of these procedures is to produce a safe, happy and secure environment for all our children. We want them to be valued as individuals, earn the respect of others and take responsibility in managing their own behaviour. Teachers should avoid *at all times* punishing whole groups of children for the misbehaviour of a few as this causes resentment and is counter-productive.

Where negative or undesirable behaviour is displayed during lunchtime, the steps detailed will be followed, and the class teacher will be informed of any children who have engaged in disruptive behaviour on the playground or in the lunch hall. Following on from this, if a child has not reassessed their behavioural choices following a 'Time Out', the class teacher or a member of the SLT will be informed immediately.

## **Role of the Parents or Carers in Managing Behaviour in School**

The parent's role begins before the child enters school and continues for many years after. It is the duty of parents or carers to prepare their child to face the outside world. Parents have the task of building up their child's self esteem and feeling of self worth and developing positive attitudes. Children learn by example. Their first role models are parents and carers, closely followed by the wider family, parish and community including friends and teachers. Children will reflect what they see around them:

- Tolerance of others
- Development of social skills of sharing, taking turns



- Respect for the rights and possessions of others
- The need to be good listeners
- A sense of right and wrong

## Beyond the School Gate

*Response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.*

When pupils are taking part in any school organised or school related activity **away from the premises**, the Behaviour Policy will be applied consistently. Parents who are helping with supervision on a school trip are expected to ensure that the children in their care behave appropriately. Before any trip, teachers remind the children about acceptable behaviour and care is taken with grouping children and allocating adults. Any parent experiencing problems with a child's behaviour on a school trip should inform the teacher in charge of the trip. If unable to do so, they should contact the school.

Other reported bad behaviour or bullying will be dealt with on a case-by-case basis. Generally, school staff should not expect to be involved with incidents that occur off the school premises when a child or children are not under the lawful control of that staff member. However, in cases where the incident could adversely affect the reputation of the school or where the incident is likely to impact further on members of the school community, staff may be required to intervene. Parents will be involved in the investigation of the incident and sanctions, as already identified within this policy, may be applied. Where there are abusive comments or aggression to staff, outside of school, these matters will be investigated and reported to the appropriate agencies.

## Conclusion

The environment we aim to provide at St. Mary's is designed to develop our *Core Values* of Gratitude, Self-Discipline, Love, Tolerance & Respect, Excellence and Resilience so that our children may, in the long term, make a positive contribution to the life of the community in which they live.



## COVID-19 Addendum for Remote Learning

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact the school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Children should:

- Be contactable during required times
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will work with parents and to resolve the issues.

