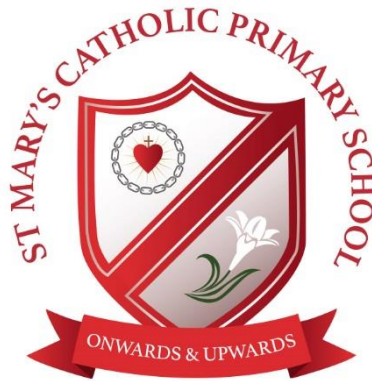


# St Mary's Catholic Primary School

## Behaviour Policy



**Date adopted: Autumn 2021**

**Review date: Autumn 2022**

We believe that all 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.

We believe that it is vital that children should be rewarded for behaving appropriately and at St. Mary's we have the following rewards:

### **Verbal and Written Praise**

All class teachers reward their children verbally during the school day and also through the positive comments written on their schoolwork.

### **Reward system**

#### *Stickers or points*

All class teachers have within their classrooms a system of stickers or points. These can be earned by children if they have done something well, such as worked particularly hard, answered a question correctly, been a good friend to a peer or been kind and helpful.

Children throughout the school can work towards earning these rewards for displaying recognition for special achievements, sporting excellence, good effort as well as for academic achievements. Classes will have their own unique reward systems in place.

### **Positive letters home from their year group teachers and support staff**

If a child has done a particularly good piece of work, answered a question well or shown excellent group work skills then they will be presented with a letter from their teachers or support staff. This letter can then be taken home to share with their family. These letters deserve very special recognition by all concerned.

### **Certificates & Assemblies**

A core value of the week is introduced every Monday in assembly and certificates will be presented 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 include, sports and music awards and 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

### **Positive Telephone calls home from a member of the senior leadership team**

Sometimes when a child has worked particularly hard or achieved a special target a member of the senior leadership team will telephone the child's parents to share this success with them. 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.

When children struggle to follow the principles, 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.

##### **Name on the Board**

If the child continues to disrupt the teaching of the lesson then their name will be placed on the board, which will act as a visual reminder to the child and also as a deterrent to the rest of the class.

##### **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 and get things into perspective before returning to class. Time Out will be in the parallel class for 10 minutes. Once time is up children are expected to return to class 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 and their name is on the board then a phone call will be made to the child's parents to invite them in to discuss their child's behaviour and how it needs to improve.

##### **Sanction letter home from their teacher**

If the child still persists then they will be sent to a different year group. The child will be spoken to and a letter will be sent home to inform their parents that their behaviour continues to be inappropriate and that they have disrupted their own year group. Their parents will be invited in for a meeting with both the child's class teacher and the Assistant Head.

### **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 by letter and a phone call made to invite parents in for a more formal discussion. 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 then a member of the senior leadership team will contact a parent immediately.

### **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 asked to come into school for a discussion at the end of the 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 his or her 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, 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. This causes resentment and is counter-productive.

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

Every class will have a "Behaviour Book" and staff will record any incidents, even if it is a one-off, in their book so that a record is kept. If the incident is serious, the incident needs to be recorded on Sims.

Children who need to miss a playtime or a lunch time, for whatever reason, will spend the time in the Learning Centre. This will be supervised by a member of the SLT on a rota basis.

### **Reward System**

As part of our Positive Management Programme we believe it is important to reward success. We, therefore, operate a reward system in each year group that allows children to earn merits, stickers and certificates for good or improved work or learning, effort, excellent social skills and interaction or meeting an agreed behaviour target.

**Reception:**

Children will receive a Golden Child Award for meeting the above criteria.

Children who complete exceptional work, show exceptional behaviour or are exceptional ambassadors for our behaviour expectations will be awarded merits. During the last Red Book Assembly each term, merit certificates will be awarded. Each year group will decide between themselves on their expectations so that they are consistent in their approach. In KS1 certificates will be awarded depending on the number of merits received. In KS2 a target will be set:

5 merits = bronze

10 merits = silver

15 merits = gold

If a pupil has exceeded all expectations, a platinum award will be given.

**Discipline 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 self-discipline, tolerance, understanding and an awareness of the needs of others regardless of race, ability, gender or creed, so that children may, in the long term, make a positive contribution to the life of the community in which they live.

**COVID-19 Addendum**

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. 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 to integrate back into school life.

- Children will have a staggered start and end to the school day to ensure adequate social distancing.
- Children will wash their hands or use hand sanitiser on entry to their classrooms, before and after breaks and if they sneeze or cough.
- Children will learn and socialise in year group hubs and will not have any contact with other hubs.
- Children know that if they need to sneeze or coughing, they must do so in a tissue, dispose of it and wash their hands ('catch it, bin it, kill it'). They should avoid touching their mouth, nose and eyes with hands
- Children must tell an adult if they are experiencing symptoms of coronavirus
- Children have been provided with their own stationery and must not share it with others

### **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.