

Believe - Achieve - Serve

Our Mission Statement:

At Ursuline Catholic Primary School we aim to build up a Christian Community which develops the full spiritual, emotional, intellectual and physical potential of each and every pupil in the happy, caring, supportive, family atmosphere of a Catholic School.

Together we endeavour, in all things, to honour God's name, to advance His Kingdom and to carry out His will.

This policy is compiled/revised through a process of meetings of the Behaviour Committee made up of pupils, School Council members, teaching and non-teaching staff, governors and parents of our school in consultation with all pupils, parents, staff and governors.

It was presented to the Governing Body for approval and has been approved.

The Behaviour Committee was set up to revise the policy in light of School Council suggestions. The policy reflects current practice within our school.

Aims

- To live out a whole school Behaviour Policy supported and followed by the whole school community, parents, staff, pupils and governors based on a sense of community and shared values.
- To encourage good behaviour rather than to simply punish poor behaviour by providing rewards for all pupils.
- Ursuline Catholic Primary School has a Behaviour Code of Conduct. The primary role of the behaviour policy, however, is not a system to enforce rules but to promote good relationships so that people can work together with a common purpose of helping everyone to learn.
- Ursuline does not tolerate bullying of any kind. If we are made aware that an act of bullying has taken place, the incident is recorded and we act immediately to stop any further occurrences of this behaviour.

Expectations

At Ursuline we:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other
- Support the way in which all members of our school community live and work together in a caring friendly environment that is happy, safe and where effective learning can take place.
- Reward good behaviour
- Deal with bad behaviour
- Provide encouragement and stimulation to all pupils
- Treat all children fairly and apply this policy in a consistent way
- Ensure that all children are aware of the Code of Conduct and that each pupil and parent have signed it
- Teach through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for others and for property. This is done in PSHE

A Positive Approach

An effective behaviour policy is one that seeks to lead pupils towards positive self-esteem and self-discipline. Consequently good discipline arises from good relationships and from high expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

The core beliefs at Ursuline are:

- Pupils must be supported to manage their own behaviour, not simply coerced into obeying a set of adult led rules.
- Praise and a system of rewards are more likely to encourage pupils to practise good behaviour.
- The best way to achieve happiness is to make someone else happy. Our approach to this is 'Bucket-Filling'. ***Everyone carries an invisible bucket that holds our good thoughts and feelings. When our buckets are full, we feel happy and when our buckets are empty, we feel sad.*** Children quickly understand that they can fill buckets when they do and say things that are kind, considerate, caring, and respectful. They also learn that when they don't make good choices they dip into buckets and remove those good feelings. Even the youngest child understands that actions and words can either fill a bucket or dip into it. This program is an integral part of the work that we are doing at Ursuline in order to harness what the science of human connection is telling us about the importance of social and emotional competencies, and the impact upon outcomes for children. We encourage and recognise everyone's efforts to be bucket fillers at home, at school, and everywhere they go. Bucket filling success is reflected in classroom displays.
- Our school's scheme is based on merit awards through which children can be rewarded one credit at a time for academic and non-academic achievements when a pupil...uses his/her initiative, shows a real improvement or effort in work or behaviour, completes independent research at home, makes a difficult choice to do the right thing, does something/says something above what is expected of individual age/ability. The pupil with the highest number of credits earns the class merit for the week. Six merits earn the Bronze award, twelve the Silver, eighteen the gold, twenty four the Ursuline Blue and thirty the Ursuline Smile.
- Celebrating success helps pupils to achieve more. Individual certificates celebrating achievements will be awarded throughout the year e.g. achievements in swimming, inter school competitions. Out of school achievements are celebrated in class and if pupils wish they can perform in front of the school at the Weekly Celebration Assembly.
- Weekly Celebration Assembly template follows: Music to walk in and out to (chosen by pupils); PowerPoint slides at beginning and end (designed by pupils); entertainment; merit award winners; Bronze, Silver, Gold, Ursuline Blue/Smile awards; Class of the Week (highest average credit score); achievements and good news to celebrate across the school; reader, writer or mathematician awards; improved presentation awards, other subject awards (based on work going on in year groups that week); bucket fillers of the week award.
- Incentive stickers are used. In addition, staff give verbal or written praise as often as possible
- Being aware of each child's needs help us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children develop self-discipline.
- Reinforcing good behaviour helps children feel good about themselves.

Use of Reasonable Force

. On very rare occasions there is a need for the use of reasonable force, to control or restrain pupils. The Policy on Positive Handling –Care and Control includes information on the use of reasonable force to control or restrain pupils. By signing Home School Agreements parents are acknowledging the school's right and responsibility to use reasonable force in the circumstances described in this policy. Parental consent is not required to restrain a pupil.

Code of Conduct

- **Be a good learner**
- **Use time wisely**
- **Respect everyone and everything equally**
- **Use manners**
- **Be sensible**

Golden Time

Each week, children are able to earn up to 30 minutes of Golden Time – a minute per session including break time and lunch time. Any time (minutes) not earned is spent sitting reflecting on the reasons why they did not earn the maximum Golden Time, whilst the rest of their class have fun. Classes organise their own Golden Time activities. Many classes suggest and agree with staff the activities that will be available to the children.

Sanctions

Children are made aware that they are responsible for their own actions.

Minor breaches against our school code of conduct are generally dealt with by the class teacher in a caring, supportive and fair manner. Normal sanctions include a verbal reprimand and reminder of expected behaviour, failure to earn Golden Time minute(s), moving to sit alone and letters of apology. Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Major breaches of discipline are generally rare and are referred to the Headteacher or Assistant Headteachers.

ABC Forms

Each class teacher keeps a record of any incidents deemed necessary and are recorded on the class ABC Forms.

Date Agreed: _____

Signed by: _____ **(Chair of Governors)**

