

St. Mary of the Angels Catholic Primary School
Behaviour Policy updated and amended in line with Co-Vid Sep 2020
(Amendments in red)

Mission Statement

Recognising and celebrating the presence of Christ in one another.

At St. Mary of the Angels:

- ◆ *we aim to follow Jesus through the teaching of the Gospels and inspire each other to be Christ-like;*
- ◆ *we all work as a big team to encourage everyone to be the best that they can be, at work and at play;*
- ◆ *we create a safe, positive, fair environment where all feel respected and valued.*

The school aims to create a happy, ordered environment where all members feel secure and valued.

Our School aims to maintain good behaviour and conduct in order to secure an orderly learning environment. We have high expectations of all children in both achievement and behaviour. This policy aims to provide children, staff, parents and Governors with a clear strategy which promotes respect and self-discipline as well as developing our Mission Statement and the one school rule of ***Love one another.***

To assist in understanding, we embrace the NSPCC rights and responsibilities in each classroom. We also refer to the British values and to the Catholic Virtues, stemming from our gospel values- these two being intrinsically linked.

Following consultation with staff, Governors, pupils and parents, the Headteacher, together with the Senior Management Team will determine and implement this policy which will ensure an acceptable standard of behaviour at all times.

OBJECTIVES

- To promote good behaviour by the active implementation of a positive behaviour policy.
- To positively influence the behaviour of all pupils both within school and in the community it serves.
- To create a positive attitude to behaviour which raises morale, resilience and self-esteem, and encourages pupils to exercise self control.
- To have clearly stated sanctions, should the need arise.
- To create a happy, caring, family atmosphere within our school in which everyone feels safe and valued.
- To provide a positive learning environment that encourages children to achieve maximum success in all they do.
- To contribute to the personal and social development of all children.
- **To work with children to understand the temporary changes to personal hygiene and social distancing in order to support them to achieve these necessary behaviours during Lockdown 2020**

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BEHAVIOUR EXPECTATIONS ACROSS THE WHOLE SCHOOL

- To teach, through the school curriculum, values and attitudes as well as knowledge and skills that will promote responsible behaviour, encourage self-discipline, respect for themselves, for other people and for property, in line with the Gospel values.
- To treat problems when they occur in a firm but sympathetic manner in the hope of achieving an improvement in behaviour.
- To help make clear to children the distinction between minor and more serious offences.
- All members of our school community are asked to respect each other, respect their own and other people's property and to take care of books, equipment and the building.
- Children are expected to exercise self-discipline and to take responsibility for their own actions.
- Children are expected to be well behaved, well mannered, truthful and attentive.

EQUAL OPPORTUNITIES

- Staff are to encourage and praise good behaviour rather than punish bad behaviour by providing a range of rewards for children of all ages and abilities. **Staff are required to carefully induct and consolidate new requirements in terms of personal hygiene, and social distancing, in the light of Co-Vid full re opening of schools on 2/9/20**
- This system is for all children and is to show that their efforts are recognised and valued.

APPROACHES

1. Resilience and behaviour awards are awarded to the class with the highest scores each week. Classes are expected to work as a team to follow the rules of the class and school. These include:
 - How well children line up and enter the building, showing respect and courtesy **and appropriate social distancing needs,**
 - How well children respect each other and are ready to start lessons,
 - How resilient and respectful children are in keeping the classroom and cloak room **clean and tidy.**
 - How resilient children are in looking after equipment appropriately **and reducing the need to swap or share equipment unnecessarily.**

Each week children, during wellbeing, assisted by staff, children score their classes against an identified given criterion; winners are awarded £5 to collect towards purchasing an agreed reward for their class. Results are shared via a recorded assembly with summary points for each class to recognise the achievements of their class as well as share, in an encouraging way, the areas that need to improve.

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2. Simple graduated zone charts support behaviour in EYFS KS1 and Lower KS2. These include apples, rockets etc and allow children to measure their behaviour against the rest of their peers and adjust it, quickly. Those who achieve highly each day receive saint stars to add to their chart. At KS2, especially in UKS2, these are replaced with team effort extrinsic rewards such as marbles in jars for rewards which support the democratic vote from SC team each week.
Only teachers/adults in the room will move children up and down on these graduated systems to avoid unnecessary handling and cross contamination.
3. Children from Years 1 -6 have been divided up into four houses: St. Teresa of Calcutta, St. John Paul the second, St Francis of Assisi and St. Cecilia. A House captain and Vice captains from Year 6, chosen by the rest of the school, provide role models for their House.
4. A 'Saint Star' system also operates throughout the school. Children are rewarded for academic and non-academic achievements - for effort, for being caring, and for all aspects of good work. A weekly total of points is posted on the saint star board in the hall. The winning house are rewarded, each half term, through permission to wear an article of clothing in the colour of their house with the rest of their uniform on an agreed day of the next half term, to give purpose and value to their efforts. As part of pupil voice, this was negotiated by the children and can be amended over time extra play for this house is also awarded.
Saint stars are displayed in classes and individual tallies of each child are kept. The visual displays both in the classes and hall encourage other members of their house to try their best in every aspect of school life. At the end of each term up to 5 children from each class that have been awarded the most saint stars are also recognised and awarded with a prize.
5. **A short** Friday's Congratulations' Assembly, led by children is recorded and shared with all classes; a short recording of the winning classes for Behaviour and for Resilience is also recorded by the HT with prayers to close the week. The £ 5 tallies are displayed visually. This includes a "writer of the week" displayed weekly in the hall, improving mathematicians, a choice from wider learning, to include sports. Parents of these children can access the assembly on the website, to celebrate these achievements too.
Teachers also select one child per class who deserves special praise for behaviours linking specifically to the Catholic Virtues/British values under focus for the half term.
6. Behaviour Mentors are chosen from Yr 6 **to organise** names of individual children who deserve special mentions for resilience or independence. **These are also collected each Friday morning and shared via the website.** Pupil Mentors ask staff to nominate children and then pupil conferencing identifies why they have been chosen, encouraging their efforts as exemplary for others to see. Children are then awarded an appropriate resilience/independence badge.
7. "Wellbeing Time" at the start of the day and after lunch encourages children to be calm and reflect on their behaviour and playtime. Members of the Emotional Ego Crew speak to children who have had difficulties, helping them to solve the problem and give strategies to prevent this happening next time, **maintaining appropriate social distancing.** (Teachers are also involved in these discussions.) This helps the children to be ready to learn in the morning and afternoon sessions.

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Parents are asked to help by:

1. Recognising that an effective Behaviour Policy requires close partnership between parents, teachers and children.
2. Discussing the school rules with their child/ren, emphasising their support of it and assisting when possible, with its enforcement.
3. **Take a very clear stance on the non-negotiable place of spitting in school, in whatever form**
4. **(Not in place during partial re – opening of schools)** Attending Parents' Evenings, parents' functions and by developing informal contacts with school.
5. Accepting that learning and teaching cannot take place without high behaviour expectations.
6. Remembering that staff endeavour to deal with behaviour problems patiently and positively.
7. **Expect their child not to “hit out” in line with social distancing and mutual respect for Co-Vid requirements.** Where a child is seeking to really defend themselves for whatever reason, this will be viewed in a very different light.
8. Encouraging independence and resilience by ensuring that children, from their starting points, have correct equipment required for each day (PE kits, instruments) and that homework and reading books are brought to school on the given days.
9. Signing our home school agreement form to acknowledge they support the school in its attempts at continued good behaviour for its pupils.
10. Demonstrating appropriate behaviours themselves, at all times, whilst on school site, to all other adults and children, including **maintaining social distancing, being prompt, using appropriate exits and entrances and only being on school premises when absolutely needed.**

BEHAVIOUR EXPECTATIONS

Class teachers discuss behaviour expectations, in detail, at the beginning of each academic term.

In Key Stage 1 and Key Stage 2, with the support of the teacher, children draw up their own class expectations and spend the first two weeks of the Autumn term agreeing, understanding and complying with expectations. Good manners, lining up, moving around school, corridor and playground behaviour are also be discussed. This is then revisited each new term to remind children again of expectations, through Induction weeks and lessons.

Class expectations will also be discussed regularly by all staff to ensure consistency as necessary.

During staff briefing meetings each Wednesday behaviour is a specific agenda point. This gives staff an opportunity to discuss any behaviour issues and make staff aware of children who may need support to meet expectations.

MINOR BREACHES OF BEHAVIOUR

1. Inappropriate behaviour is generally dealt with by a teacher or support assistant in a caring, supportive and fair manner, with some flexibility regarding the age and understanding of the child. This may include an informal word with parents or guardians.
2. Children are made aware that they are responsible for their own actions at a level appropriate to their age and development.
3. Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, moving down on class behaviour charts, sending work home, letters of apology and loss of responsibility.

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4. Parents will be involved at the earliest possible stage if problems are persistent or recurring. Teachers will log re-occurring incidents in their record books and negative/disruptive behaviour will be reported to parents on , (Not in place during partial re – opening of schools) Parents' Evenings and in end of year reports. This will be brought to the attention of the Senior Management Team as appropriate (please refer to the next paragraph).
5. The Headteacher may withdraw the child from certain activities such as representing the school in a team, loss of status as monitors or not taking part in a class trip. Parents will be informed.

N.B. No child must be retained after school as a punishment and each case will be treated individually.

MAJOR BREACHES OF BEHAVIOUR ARE RARE BUT THE PROCEDURES HAVE TO BE CLEARLY STATED.

Persistent minor incidents may become major incidents.

Major breaches of behaviour include: physical assault, deliberate damage to property, stealing, leaving school without permission, intentional spitting verbal abuse, persistent lack of social hygiene requirements including covering your mouth when sneezing, coughing etc; refusing to throw handkerchiefs safely into the waste paper bin, refusal to wash hands appropriately, or deliberate misuse of this time; refusal to work, disruptive behaviour in class and bullying of any form. This type of behaviour is the responsibility of the Headteacher or the SLT team in her absence, who will follow appropriate steps in line with the Behaviour Policy.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage; each stage is recorded.

PROCEDURES FOR DEALING WITH MAJOR BREACHES OF BEHAVIOUR

1. The child will receive a verbal warning from the Headteacher with appropriate actions; a request that parents come into school to discuss the problem will follow.
2. A very serious problem may result in parents being asked to take their child home for the rest of the day while appropriate action is considered.
3. A repeated, significant breach of behaviour, across an identified period of time, will result in a formal written warning to parents, shared with all stakeholders, outlining next steps if the child's behaviour does not improve.
4. If the problem continues then an exclusion will be enforced, in consultation with the Governing Body and the Local Authority.

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5. If no marked improvement is evident then permanent exclusion will be considered, in consultation with the Governing Body and Local Authority.
6. Where necessary, at any point considered to be appropriate and supportive of the child's needs and safeguarding, a case conference involving parents and support agencies will take place.

RESTRAINT

When disciplining children, physical restraint is not used, unless it is necessary to physically intervene or restrain a child for safety reasons eg:

- ◆ If the child is likely to hurt him/her self
- ◆ If a child puts him or herself in danger
- ◆ If he or she is likely to cause hurt or harm to another child or a member of staff
- ◆ If a child's behaviour is likely to cause significant damage to school property
- ◆ Parents will always be informed and a record kept by the Head teacher on CPOMS (Please refer to our Physical restraint and Reasonable Force Policy).

LUNCHTIME SUPERVISION

At lunchtime, supervision is carried out by a team of Lunchtime Supervisors and identified classroom assistants who can refer to the Headteacher or the SLT in her absence. Supervisors/ Supervising adults are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected.

Repeated minor problems may result in the child being withdrawn from the playground and sent to the SLT or Headteacher.

Supervisors must be treated with the same respect expected by all at St. Mary's. Verbal or physical abuse of any kind will not be tolerated.

Persistent or serious misbehaviour at lunchtime will be brought to the attention of the Headteacher who will apply the policy appropriately.

SPECIAL NEEDS

In the event of behavioural concerns for children with SEND, the Inclusion Manager, in conjunction with the Senior Management Team, will monitor progress within the SEN Code of Practice and arrange appropriate support. This may include the involvement of the Pastoral Lead Teacher and/or SENCo and the Educational/Psychological/Welfare Service. For further information, refer to the Special Needs Policy.

Children who are having behavioural difficulties are also discussed during safeguarding and behaviour weekly staff update briefings to make all staff aware of how they may be able to support.

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HOME/SCHOOL CONTRACT

The School aims to impress upon parents the significant part they have to play within the School's Behaviour Policy. As part of this written partnership between home and school, parents will be asked to read our "Good Behaviour Guide" and sign that they are in agreement with measures to be taken.

ANTI BULLYING POLICY

When an incident of bullying is suspected (this does not include the general tumble of school life) class teachers immediately inform the Headteacher or SLT team who will refer to the Anti-Bullying Policy in conjunction with the current Behaviour Policy.

RACIAL EQUALITY POLICY

Incidents involving deliberate racist taunts will be handled in the same way as incidents of bullying. Breaches of these policies are considered to be a major incident and will not be tolerated.

Bullying, racial harassment, equal opportunities are subjects covered in religious education, PSHE lessons and key stage and whole school assemblies with the intention of deepening every child's understanding of their significance.

The Headteacher will keep a log of major incidents and will liaise with the community police officer and LA Welfare Officer when appropriate.

Through the implementation of this Behaviour Policy we aim to help all members of our school community experience God's loving care for each individual. It is the responsibility of every member to contribute to the creation of this ethos, which should be reflected in all areas of school life.

The whole staff on an annual basis will monitor this policy and practice and the outcomes will be reported to the Governing body.

This policy has set out ALL the ranges of sanctions that will be used, IF they are needed, to cover the full spectrum of breaches of behaviour.

Sanctions are only used when all else fails.

The great majority of our children seldom break the rules. They are a pleasure to teach and are a credit to their parents and to St. Mary of the Angels Catholic Primary School.