

# **St. Mary of the Angels Catholic Primary School**

## **Behaviour Policy**

### **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.



## **BEHAVIOUR POLICY**

<b>Current date approved:</b>	<b>November 2022</b>
<b>Approved by:</b>	<b>Full Governing body</b>
<b>Date of Next review:</b>	<b>November 2023</b>

***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. We will not label anyone. We will always listen and we will be fair and committed to the idea that every day is a new day.***

Following consultation with staff, Governors, pupils and parents, the Headteacher, together with the Senior Leadership 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 provide high quality, engaging, well-pitched teaching and learning as this intrinsically supports the management of behaviour.
- 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.
- Contribute to the personal and social development of all children.

## **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.

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### **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.
- 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,
- How well children respect each other and are ready to start lessons,
- How resilient and respectful children are in keeping their environment tidy.
- How resilient children are in looking after equipment appropriately

Each week children, during wellbeing time, 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 the Friday Congratulations assembly, with summary points for each class to recognise the achievements of their class. They also share, in an encouraging way, the areas that need to improve.

2. Simple graduated zone charts support behaviour in EYFS. These include apples, rockets etc. and allow children to measure their behaviour against the rest of their peers and adjust it, quickly. In KS1 and KS2, Dojo points are awarded to reward pupils for their resilience, positive attitudes and star effort to add to their chart. These Dojo points then support the democratic vote from the School Council team each week for who should win "Class of the Week."
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. The Dojo points system operates throughout the school. Children are rewarded for academic and non-academic achievements - for effort, for positive relationships, and for all aspects of good work. A half termly 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

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the children and can be amended over time, extra play for this house is also awarded. Dojo points 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 treat.

5. Friday's Congratulations' Assembly, led by the SLT, is celebrated with all classes; the winning classes for Behaviour and for Resilience is also shared by the HT with prayers to close the week. The £5 tallies are displayed visually on class Wellbeing displays. Pictures of the pupils in each class who have been mentioned for their good work or attitude are shared on class pages.  
Teachers also select one child per class who deserves special praise for behaviours linking specifically to the Catholic Virtues/British values focus for the half term.
6. Behaviour Mentors are chosen from Year 6 to collect names of individual children who deserve special mentions for resilience or independence. 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. These are then awarded, in a special, resilience assembly led by the Pupil Mentors each half term. Children are 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. This helps the children to be ready to learn in the morning and afternoon sessions.

#### **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. Attending Parents' Evenings, parents' functions and by developing informal contacts with school.
4. Accepting that learning and teaching cannot take place without high behaviour expectations.
5. Remembering that staff endeavour to deal with behaviour problems patiently and positively.
6. Re-enforce our work on treating others with mutual respect. Where a child is seeking to really defend themselves for whatever reason, this will be viewed in a very different light.
7. 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.

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8. Signing our home school agreement form to acknowledge they support the school in its attempts at continued good behaviour for its pupils.
9. Demonstrating appropriate behaviours themselves, at all times, whilst on school site, to all other adults and children.

### **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 week 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 Thursday 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. Restorative conversations may be initiated with the child and followed up with any necessary support.
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.
4. Parents will be involved at the earliest possible stage if problems are persistent or recurring. Teachers will log re-occurring incidents on CPOMs and negative/disruptive behaviour will be reported to parents on parents' evenings and in end of year reports. This will be brought to the attention of the Senior Leadership 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.

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### **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, spitting, verbal abuse; refusal to work, disruptive behaviour in class, discriminatory remarks, any instance of a child bringing in an offensive, banned or illegal item into school and bullying or child on child abuse 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 the child being isolated from class or 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, the Local Authority and the most up to date guidance.
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/herself
- ◆ 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

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- ◆ 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. 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.

### **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

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

### **HOME/SCHOOL AGREEMENT**

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 Home School Agreement 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.

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### **ESAFETY**

Schools have rights and responsibilities in relation to cyberbullying and we aim to work together to create an environment in which pupils can learn and develop safely, free from harassment and bullying. At St Mary of the Angels, we take measures in school to ensure pupils are kept safe from online abuse and inappropriate material. An e-safety curriculum is in place and delivered to the children across all key stages. Pupil access to the Internet is through a filtered service, which should ensure educational use made of resources is safe and secure, while protecting users and systems from abuse.

Further information on safer internet advice for parents can be found on the following website:

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

### **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.***



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