

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.



Current date approved:	March 2024
Approved by:	Full Governing body
Date of Next review:	March 2025

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 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.
- To 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. Staff will reflect on what might be the root cause of behaviour, for example, is the learning appropriate, are there any emotional needs?
- To help make clear to parents and 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. Staff will reinforce this by using the language ***“Be safe, be kind, be responsible.”***
- 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 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.
- For children with additional needs, adaptations are made so that they can also achieve rewards for their good behaviour.

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, assisted by staff, 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 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 and Year 1. These include apples, rockets etc. and allow children to measure their behaviour against the rest of their peers and adjust it, quickly. In Year 2 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 in terms of 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, St Francis of Assisi and St. Cecilia. A House captain and Vice captains from Year Six, 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

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rewarded, each week, with extra playtime 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.

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 half term, two children from each class who have been awarded the most saint stars are also recognised and awarded with a treat.

5. Friday's Congratulations' Assembly, led by the headteacher, is celebrated with all classes. The winning classes for behaviour and also the good behaviour award for during lunchtimes (awarded by the lunchtime supervisors) is also shared by the headteacher.
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 and awarded with a certificate 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 Six 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. Reinforce our work on treating others with mutual respect. Retaliation exasperates issues and is not encouraged. It can lead to sanctions when considered not in self-defence.

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7. Encouraging independence and resilience by ensuring that children, from their startingpoints, have correct equipment required for each day and that homework and reading books are brought to school on the given days.
8. Signing our home school agreement form to acknowledge that they support the school in its attempts at continued good behaviour for its pupils.
9. Demonstrating appropriate behaviours themselves, at all times, whilst on the 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. Sanctions for when these expectations are not met are shared. 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, staff have an opportunity to discuss any behaviour issues and make staff aware of children who may need support to meet expectations.

BEHAVIOUR EXPECTATIONS IN EYFS

Reception & Nursery staff model and encourage positive behaviour expectations, daily. With the use of the school behaviour rainbow charts and other visual prompt cards to focus mainly on rewarding good behaviour and preventing negative behaviour. Following instructions, sitting and listening, being kind, walking around school are focused on constantly, in line with the teaching of the prime areas.

Behaviour maps are used to remind children of positive and negative choices.

(See Appendix 1).

Thinking tree areas have been set up in the classrooms to support the children's understanding the impact of negative behaviour, awareness on others and their feelings and the importance of being sorry.

There are risk assessments and behaviour support plans (Appendix 2) that can be completed for individual children who need more support to make good choices. Parents are informed, of their children's behaviour both positive and negative as a good partnership between parents and school is the key to improving poor behaviour with our youngest children.

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

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informal word with parents or guardians.

2. **Normal sanctions include: a verbal reminder (in the first instance, reflect on the child's choice)**
Then, a yellow card - chance to improve
Then, red card - (a consequence) loss of free time such as playtimes, moving to sit alone, moving down on class behaviour charts, spending time in another class, sending work home, letters of apology and loss of responsibility will be actioned as appropriate. In all sanctions actioned, these should be manageable for staff to action and short in time to make the biggest impact.
3. Children are made aware that they are responsible for their own actions at a level appropriate to their age and development. (Please see behaviour plan attached Appendix 1.) Restorative conversations or reflection sheets may be initiated with the child and followed up with any necessary support.
4. Parents will be involved at the earliest possible stage if problems are persistent or recurring. Children will be supported to improve their behaviour with behaviour plans with agreed targets shared with both pupils and parents. This will be monitored over an agreed time. If this behaviour does not improve then this will be treated as a major behaviour breach and will be managed as below.
5. At all stages, teachers will log re-occurring incidents on CPOMs and negative/disruptive recurring behaviour will be reported to parents where necessary and on parents' evenings and in end of year reports. This will be brought to the attention of the Senior Leadership Team as appropriate.
6. 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

Major breaches of behaviour are rare, but the procedures have to be clearly stated and consistent.

Persistent minor incidents may become major incidents. Therefore, if a child continues to refuse to do work, follow instructions, is defiant, disengages, use inappropriate language, disrupt learning, is disrespectful - this will be dealt with as a major behaviour breach and procedures for dealing with major breaches will be actioned as below.

Major breaches of behaviour include: physical assault, deliberate damage to property, stealing, leaving school without permission, biting, spitting, verbal abuse, refusal to work or follow instructions, disruptive behaviour in class, discriminatory remarks, bullying or child on child abuse of any form or bringing into school prohibited items.

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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 behaviour 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

These steps are generally followed in this order; however, there are incidences where for the safeguarding of pupils and staff immediate exclusion will be deemed necessary route to follow if a child was not being safe in school in extreme circumstances. This will be in line with suspension and exclusion Walsall Council and Government guidance.

1. The child will receive a verbal warning from the Head teacher with appropriate actions; a request that parents come into school to discuss the problem will follow. The child may be placed on a behaviour plan with clear objectives and strategies to support - this will be reviewed over an agreed period of time.
(See Appendix 5)
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. The child will continue to be placed on a behaviour plan with clear objectives and strategies to support - this will be reviewed over an agreed period of time.
4. If the behaviour does not improve, 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 e.g.:

- ◆ If the child is likely to hurt him/herself
- ◆ If a child puts him or herself in danger

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- ◆ 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).

PROHIBITED ITEMS

School staff can search a pupil for any item if a pupil agrees.

Staff, authorised by the Headteacher, also have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. If items are found, parents will be contacted and the police informed as appropriate.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette paper/electronic cigarettes
- Laser pens
- Matches
- Fireworks
- Pornographic images

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. 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.

To support lunchtime supervisors, a clear pathway of expectation and sanctions for behaviour are shared and each lunchtime supervisor is assigned a year group to be in charge of daily so that relationships are developed. A behaviour book is kept for each class and minor breaches of behaviour are recorded. If a child has three incidents of behaviour recorded in the book, then they are referred to the SLT and the child misses some minutes of lunchtime play as a sanction.

Persistent or serious misbehaviour at lunchtime will be brought to the attention of the headteacher immediately where a behaviour reflection sheet will be completed and the policy applied appropriately. Please see attached lunchtime behaviour example and behaviour reflection sheet. (Appendix 3 and 4)

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At the end of each week, a class are nominated for the lunchtime behaviour award and receive the trophy in recognition of their excellent behaviour during lunchtime.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

In the event of behavioural concerns for children with SEND, the SENDCO, in conjunction with the Senior Leadership Team, will monitor progress within the SEND Code of Practice and arrange appropriate support/ reasonable adjustments. Reasonable adjustments does not mean we are lowering expectations. It means that some pupils need additional support to ensure that they can meet the high expectations that we have for all pupils. 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. Where the school consider that it is appropriate, an individual behaviour plan will be applied allowing for additional support and sanctions to be applied to give children as many chances as possible to improve behaviour and avoid exclusion (See example attached Appendix 2) 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.

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.

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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.

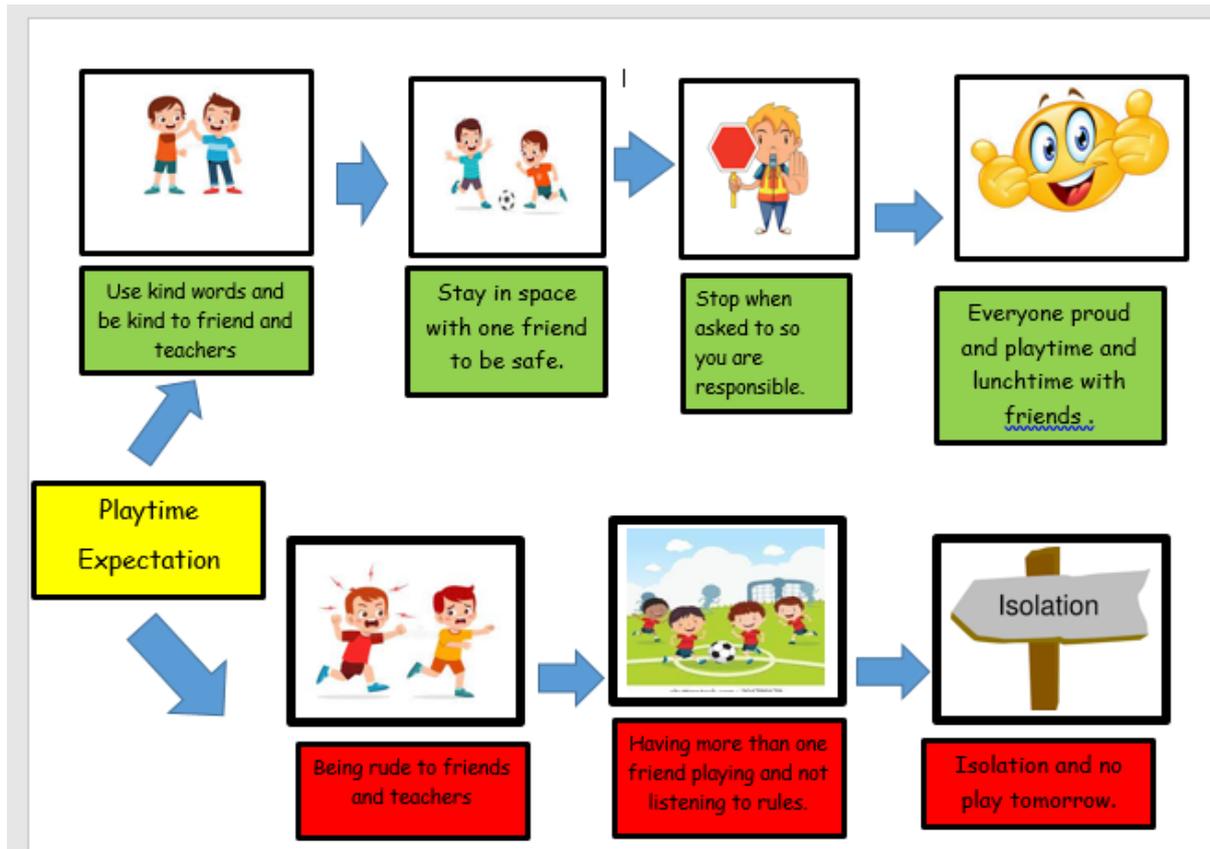
This policy has set out ALL the ranges of sanctions that will be used, IF they are needed, to cover the full spectrum of breaches of behaviour.

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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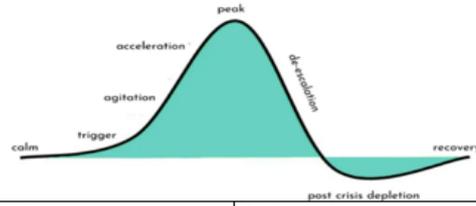
Behaviour plan to support positive choices. Appendix 1



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Example of adapted behaviour plan to reflect needs of child. (Appendix 2)

Defusing Dysregulations



<p>1. The agitation stage</p> <p>This is a warning sign that de-escalation techniques are needed.</p> <ul style="list-style-type: none"> • Reminder of expectation using simple language. • Give choices. • Model good behaviour. • Praise good behaviour. Praise others if he is not showing this. • Ignore some small behaviours (where appropriate). 	<p>2. The acceleration stage</p> <p>This is a strategy he uses to attempt to gain more attention from adults.</p> <ul style="list-style-type: none"> • Reminder of expectations. Give warnings or count down. • If he does not comply, an appropriate consequence will occur (3 minutes off play time or working in conservatory.) Consequence will be delivered at appropriate time to reduce a secondary response. • Request SLT or other adult support if appropriate by sending a nearby child or adult.
<p>3. The peak</p> <p>A may become violent or verbally aggressive.</p>	<p>4. De-escalation – after the event</p> <ul style="list-style-type: none"> • Use a restorative conversation to discuss what happened

<ul style="list-style-type: none"> • Request SLT or other adult support if appropriate by sending a nearby child or adult. • Removal from the space using 'Team Teach' • SLT to support this if needed. • An appropriate amount of time spent in inclusion with a member of staff 	<ul style="list-style-type: none"> • Reminder of expectations, what the rewards and consequences are for different behaviours • Reminder that we know he can do it.
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When isolation is used this will be in the form as stated below.

How long	The length of isolations will be 1 whole day, half days - these will be manageable time durations due to needs of child.
What does isolation entail?	<ul style="list-style-type: none"> • Sitting near office with a reading comprehension /spelling activity that can be done independently. <ul style="list-style-type: none"> • No ICT interaction • A member of staff will provide time to have outdoor break when no one else is outside. <ul style="list-style-type: none"> • Lunch will be eaten near office. • Parent will need to collect child at the end of day from office.
If isolation is not adhered to:	This will then trigger verbal /written warnings, even if this is first incident of isolation.

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Lunch Time Supervisors Guidance to Support Behaviour (Appendix 3)

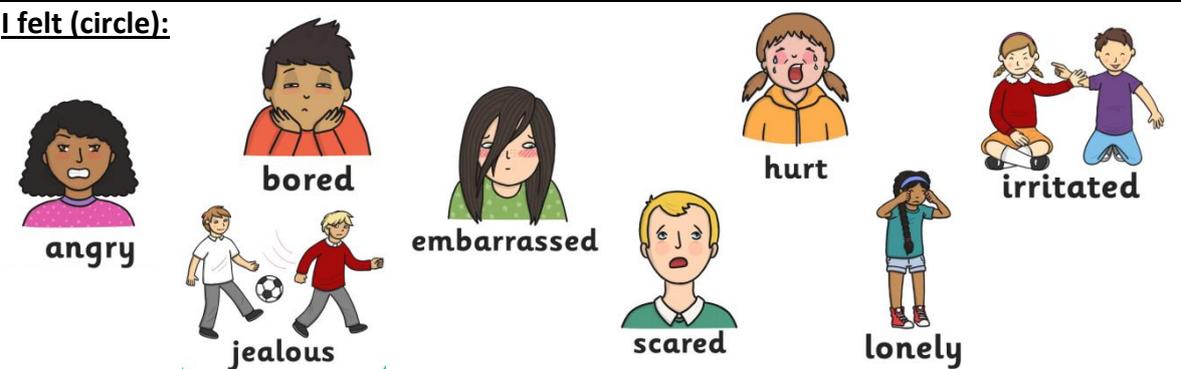
Low level Behaviours	Strategies/ Follow up.
<ul style="list-style-type: none"> • Calling out inappropriately in line • Answering back • Not following instructions • Not using equipment safely. • Being argumentative/ answering supervisor back • Not sitting politely at table • Not tidying up when asked to • Running around classroom when wet play • Refusing to share with friends • Refusing to let someone play game 	<ul style="list-style-type: none"> • 1 reminders and rationale why - "Line up quietly and keep still because I need to count if everyone is here." <li style="color: red;">"Remember to not throw the equipment because you may hurt someone or it may break." • If does not follow this and behaviour continues consequence given - 3 minutes off break. Then dinner supervisor to remind them why they were given this and sent back to play. • If behaviour continues after consequence actioned name is written in book as this is a repeat offence - 3x in book over week will lead to SLT being informed and children will be spoken to and playtimes will be missed.

Serious	Strategies/ Follow up.
<ul style="list-style-type: none"> • Threatening language to peers or staff • Threatening to harm self or others • Discrimination • Derogatory language. • Fighting, punching, kicking, play fighting 	<ul style="list-style-type: none"> • If any of this behaviour is experienced then this behaviour needs to be addressed by SLT - names of children added to behaviour book and brief description of incident and children should be told by Lunchtime Supervisor: <li style="color: red;">"Your behaviour is not safe/ appropriate/ I need you to go to Mrs Hill to speak to her about what you have done." Children will be asked to complete a reflection sheet to think about behaviour before and after speaking to SLT

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Behaviour Reflection Sheet (Appendix 4)

KS1 Reflection Sheet

Name:	Class:	Date:
<u>This is what happened (my side of the story):</u> 		
<u>I felt (circle):</u>		
 <p style="text-align: center;">angry bored embarrassed hurt irritated jealous scared lonely</p>		
<u>I am sorry for:</u> 		
<u>Next time a better choice will be...</u> 		
<u>Which of the Gospel Virtues or Catholic Social Teachings have you not respected?</u>		
<input type="checkbox"/> Grateful and Generous <input type="checkbox"/> Eloquent and Truthful <input type="checkbox"/> Attentive and Discerning <input type="checkbox"/> Loving and Compassionate <input type="checkbox"/> Peacemaker		
<u>Teacher comment:</u> 		

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KS2 Reflection Sheet

Name:	Class:	Date:
<u>What did you do?</u>		
<u>How did you feel?</u>		
<u>How did it make other people feel?</u>		
<u>My explanation:</u>		
<u>What can you do to make it better?</u>		
<u>Which of the Gospel Values and CST have you not respected?</u>		
<input type="checkbox"/> Grateful and Generous <input type="checkbox"/> Eloquent and Truthful <input type="checkbox"/> Attentive and Discerning <input type="checkbox"/> Loving and Compassionate <input type="checkbox"/> Peacemaker		
<u>Teacher comment:</u>		

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Appendix 5 – Behaviour Plan Examples



Behaviour Plan -

Student	
Plan number - Cycle	
Date	
People in attendance	

Assess

What are behaviours causing concern?	Impacts of the behaviours causing concern?

Plan

Targets.(Linked to class report)	Strategies to support this.
When I am working Instead of shouting out....	

Home Strategy

How will home support the implementation of targets and improvements to behaviour?	
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Review

This plan will be reviewed on _____

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Review 

What impact has the plan had on specific behaviours?	Evidence to show this.

Outcome. 

What impact did the plan have on behaviours and targets specified above?	Evidence towards this.	
Next steps.		
Plan was effective - student no longer needs support		
Plan was effective continue with class report to support		
Plan has had little impact and behaviour still concern - verbal warning issued		
Plan has had little impact and behaviour still concern - written warning issued		

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*******Ticket to Success.**



Day/ Session	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.30 ➤ I start the day with a positive and calm attitude. ➤ I am ready to talk with ****					
9.30 -10.50 ➤ I am focused in task with support from **** ➤ I keep opinions to myself.					
10.50 - 11.10 ➤ I play with my friend and allow others to have a good playtime too.					
11.10 - 12.30 ➤ I settle back to task with **** ➤ I keep my opinions to myself.					
12.40 -1.30 ➤ I play with my friend and allow others to have a good playtime too.					
1.30 - 3.15 ➤ I get on with my task without					

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interrupting others or making comments.					
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Behaviour reporting and monitoring model



Behaviour level 1	Behaviour level 2	Behaviour level 3	Behaviour level 4
Class Teacher and SLT	Verbal Warning	Written Warning	Exclusion
<p>Low level behaviour following reminders and no impact over a <u>two week</u> period.</p> <p>Behaviour may include</p> <ul style="list-style-type: none"> • Distracting others • Not adhering to school uniform policy • Not completing homework • Being argumentative - lack of respect to peers or adults • Calling out inappropriately • Roaming around classroom • Not completing work lack of focus 	<p>Low level behaviour following report card has shown no impact and consistent <u>low level</u> behaviour is still occurring</p> <p>Behaviour may include</p> <ul style="list-style-type: none"> • Distracting others • Not adhering to school uniform policy • Not completing homework • Being argumentative - lack of respect to peers or adults • Calling out inappropriately • Roaming around classroom • Not completing work lack of focus <p>Or</p> <p>Major breach of behaviour has <u>occurred</u> - this may be:</p> <ul style="list-style-type: none"> • Threatening language to peers or staff • Discrimination • Bullying • Derogatory behaviour • Physical aggression towards a member of staff or pupil. • Damage to property. 	<p>Low level behaviour following behaviour plan has shown no impact and consistent <u>low level</u> behaviour is still occurring which is now considered a major breach</p> <p>Behaviour may include</p> <ul style="list-style-type: none"> • Distracting others • Not adhering to school uniform policy • Not completing homework • Being argumentative - lack of respect to peers or adults • Calling out inappropriately • Roaming around classroom • Not completing work lack of focus <p>Or</p> <p>Major breach of behaviour has occurred or has continued to occur - this may be:</p> <ul style="list-style-type: none"> • Threatening language to peers or staff • Discrimination • Bullying • Derogatory behaviour • Physical aggression towards a member of staff or pupil. 	<p>Low level behaviour following behaviour plan has shown no impact and consistent <u>low level</u> behaviour is still occurring which is now considered a major breach</p> <p>Behaviour may include</p> <ul style="list-style-type: none"> • Distracting others • Not adhering to school uniform policy • Not completing homework • Being argumentative - lack of respect to peers or adults • Calling out inappropriately • Roaming around classroom • Not completing work lack of focus <p>Or</p> <p>Major breach of behaviour has occurred or has continued to occur - this may be:</p> <ul style="list-style-type: none"> • Threatening language to peers or staff • Discrimination • Bullying • Derogatory behaviour • Physical aggression towards a member of staff or pupil.

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Process in place	Process in place	Process in place	Process in place
<p>Daily Report Card completed and reporting to:</p> <p>Reports daily to Class Teacher who reviews class charts</p> <p>Class teacher reports to parents/guardians weekly (Friday phone call) and uploads report cards to CPOMS</p> <p>Pastoral Lead to be informed of progress.</p>	<ul style="list-style-type: none"> • Parents meeting to discuss behaviour and agree a behaviour plan of action and time frame- targets agreed (See Behaviour Plan) • Daily Report Card completed and reports twice daily to SLT who reviews class charts • Class teacher reports to parents/guardians weekly (Friday phone call) and uploads report cards to CPOMS 	<ul style="list-style-type: none"> • Parents meeting to discuss behaviour and agree a behaviour plan of action and time frame- targets agreed (See Behaviour Plan 2) • Reports daily to SLT Link who reviews class charts • SLT Link reports to parents/guardians weekly (Friday phone call) and updates spreadsheet. 	<ul style="list-style-type: none"> • Parents meeting to discuss behaviour and reasons for exclusion • When return to school begin cycle of class teacher monitoring for agreed amount of time to ensure improvements are made. • Reports daily to Class Teacher who reviews class charts • Class teacher reports to parents/guardians weekly (Friday phone call) and uploads report cards to CPOMS • Pastoral Lead to be informed of progress.
<p>Review of Behaviour after agreed amount of time</p> <ul style="list-style-type: none"> ➤ If improvements made then no further action taken - Students can be placed back onto this level of report at any time. 	<p>Review of Behaviour after agreed amount of time</p> <ul style="list-style-type: none"> • If improvements made then no further action taken - Students could be placed back onto class teacher level of report at any time. • If behaviour still not improved then move to next stage. 	<p>Review of Behaviour after agreed amount of time</p> <ul style="list-style-type: none"> • If improvements made then no further action taken - Students could be placed back onto class teacher level of report at any time. • If behaviour still not improved then move to next stage. 	<p>Review of Behaviour after agreed amount of time</p> <ul style="list-style-type: none"> • If improvements made then no further action taken - Students could be placed back onto class teacher level of report at any time. • If behaviour still not improved then move to next stage.

Behaviour Reporting and Monitoring Model.

<ul style="list-style-type: none"> ➤ If behaviour still not improved then move to next stage 			
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