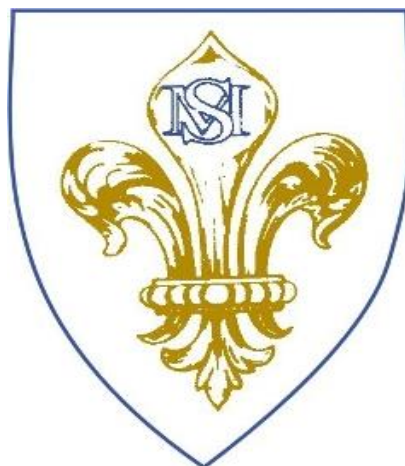


St. Mary's Catholic Primary School and Nursery

Part of The Christus Catholic Trust



Behaviour Policy

Respect Ourselves, Respect
Others, Respect our World,
Love God

This school is committed to safe guarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.



Policy Name: Behaviour Policy		
Reviewer: V McBrown	Reviewed Date: November 2022	Date of next review: November 2024

Purpose

The children at St Mary's Catholic Primary School and Nursery have the right to feel safe and be safe, the right to learn and the right to be treated with respect. All systems and measures are designed to protect these rights. The social, emotional, spiritual and moral development of children is as important as their academic learning and achievement.

The establishment of a positive ethos is essential for learning and for being part of an effective community. It depends upon trusting relationships and a process of co-operative teamwork. Children will learn most effectively when they know what is expected of them and when they are treated consistently and fairly. Children respond best when they know they are special and unique.

Good choices must be celebrated and the actions of pupils who are role-models will be used to reinforce the school's expectations. When a child makes a mistake, it is only ever the action that should be criticised, not the child themselves. Our approach to behaviour management is positive, preventative and restorative. Rewards and sanctions are well thought out so that they are in proportion to the behaviour displayed

We hold the scripture message of *"Love one another as I have loved you"* very close to our hearts and expect all those in our school to treat others and be treated with kindness and respect; living out our school mission statement: Respect myself, Respect others, Respect our world, Love God.

Our school values promote the key attitudes that our school community believe help our young people be successful:

- Hardworking
- Respect
- Kindness
- Excellence
- Confidence
- Resilience



Our aims for behaviour are that all children will:

- Be able to identify Gospel and British Values in others and use these themselves
- Learn an increasing sense of self-discipline and a proper regard for authority
- Be tolerant and understanding, showing respect and consideration for the rights, views, feelings and property of others, preventing all forms of bullying
- Develop a responsible, independent and positive attitude towards school, towards their studies and towards their roles in society
- Develop their self-esteem, academic achievement, aesthetic appreciation, spiritual awareness and their own values
- Develop tact and sensitivity
- Take pride and a responsible interest in caring for their learning and their environment
- Promote and develop self-discipline; awareness and respect for the whole school communities' needs

Promoting Positive Behaviour

The emphasis on positive behaviour is key. Our aim at St Mary's is to encourage and motivate our children to want to demonstrate good behaviours. Staff ensure that children receive positive feedback by praising effective learning behaviours, achievements in work, effort, appropriate conduct and good behaviour. We have developed a range of effective strategies to encourage these behaviours such as use of positive language; using our voices effectively; celebrating and praising pupils when they have demonstrated positive behaviours; building collaborative opportunities across the school.

Respect for all both in school and beyond is something we strive for. Staff model desired behaviours and reflect on different behaviours within PSHE and R.E. Positive behaviour is best promoted in an environment where rules and consequences are clear, consistent and applied fairly to ensure the physical and emotional safety of all. Each class creates class rules at the beginning of a new academic year.

Promoting Positive Behaviour in the Playground

We expect high standards of behaviour during break and lunchtime. All staff on duty at playtimes and lunchtimes have a key role in being proactive in their approach to positive behaviour. The school has a variety of games to engage children and to promote positive activity during playtimes.

Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils, governors and visitors) have a responsibility to protect the three basic rights through their own behaviour and actions.

We work towards the school's aims by:

- Working together to apply the behaviour policy with relentless consistency
- Being good role models, modelling the school rules for pupils
- Valuing children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships, a sense of belonging to the school community and a strong sense of pride
- Having a high expectation of good behaviour
- Encouraging, praising and positively reinforcing positive behaviours
- Promoting and reinforcing the understanding amongst the pupils that good actions/choices lead to good outcomes
- Celebrating pupils making good choices; using their actions to bring the best out of others
- Eliminating any conduct involving bullying or harassment
- Caring for, and taking a pride in, the physical environment of the school
- Working as a team, supporting and encouraging one another
- Remaining positive and calm when correcting behaviour, planning what to say to avoid using statements that label the child, such as 'naughty' or 'rude'
- Avoiding confrontation
- Being prepared to give individuals a "fresh start" each lesson

The Senior Leadership Team (Governors, Headteacher and senior staff)

work towards the school's aim by:

- Taking a lead in the establishment of a positive school ethos
- Being good role models, modelling the school rules for pupils
- Taking lead responsibility for implementing, monitoring and evaluating the effectiveness of the Behaviour Policy throughout the school
- Recording and reporting incidents of serious misconduct
- Liaising with the Inclusion Leader, using the health service and other agencies to remove barriers for learning and to support pupils with their behaviour by identifying causes and supporting with early intervention
- Liaising and working with parents at all times to improve behaviour and ensure the best possible outcomes for pupils

School staff work towards the school's aims by:

- Being good role models, modelling positive behaviour to pupils
- Promoting the school values which stem from Gospel Values so that different children experience achievements in these areas allowing all pupils opportunities to 'shine' at different stages in their education
- Providing a challenging and stimulating curriculum and school environment designed to engage all children, enabling them all to reach the highest standards of personal achievement
- Recognising and being aware of the needs of each individual child and put plans in place that enable this
- Encouraging children to take increasing responsibility for their own behaviour
- Providing opportunities for children to discuss appropriate behaviour, through PSHE, R.E., assemblies, etc.

Pupils work towards the school's aims by:

- Taking increasing responsibility for their own behaviour
- Contributing to the development of the school and class charter and to the behaviour policy
- Aspiring to be and by being the best role-model they can be
- Making decisions about when the behaviour that they witness is unacceptable and by reporting this to the appropriate adult
- Accepting and being open and honest about mistakes they make, learning from them and using them to become a stronger, more rounded individuals thereby turning these instances in positive/worthwhile experiences

Parents work toward the school's aims by:

- Supporting the school's high expectations of good behaviour and the rules and sanctions they put in place
- Ensuring that children attend school in good health, punctually, and regularly, so that they are ready to learn
- Taking an active interest in and participating in discussions concerning their children's progress and attainment
- Encouraging children to take increasing personal and social responsibility as they progress through the school
- Seeking advice/information from the school when they first become aware or first become concerned about something linked to their child so that the school can intervene, where necessary, preventatively
- Supporting the school's sanctions, when they are applied, to ensure better behaviour choices

Rewards

Traffic Lights

Each classroom across the school has a Traffic Light chart. All children begin each new day with their name on green and are encouraged to stay on green displaying the behaviours that we would expect to see from great learners. The orange and red colours are used as warnings (see 'consequences').

Green Behaviour (please note this list is not exhaustive)	Being respectful Following the class charter Always doing your best Being kind, polite and helpful Working well with others Being attentive and responding appropriately
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Values Awards

Children are nominated for values on a weekly basis. Each class may choose up to 3 children who have demonstrated one of the school's values. These children are celebrated in a whole school assembly weekly. They receive a certificate and a badge which highlight the value they have been awarded. Nursery children receive a sticker with same value image. Each child's photograph is also added to the main school display in the hall.

House Points

All children are in one of four houses: St. David (yellow), St. George (red), St. Patrick (green) or St. Andrew (blue). When a child demonstrates one of our school values they may be rewarded with house points. The house with the most points weekly is celebrated in a whole school assembly and the overall winning house for the term receive a reward. Staff make clear to individuals the reason they were awarded a house point and house points cannot be taken away from a child.

Stickers

Stickers are used on an "ad hoc" basis to immediately reward and recognise good behaviour choices. These may be for making great choices at lunchtime (lunchtime award), going above and beyond to help someone else or to reward a superb piece of learning (Headteacher's sticker).

Consequences

At St Mary's, our aim is to restore positive behaviours by using effective strategies. However, there are instances where some actions from an individual require a consequence:

Traffic Lights

If a child displays a behaviour that is inappropriate they are given a warning. If the behaviour continues then their name must be moved to orange. When the child has addressed this behaviour, then their name is moved back to green and they are praised for displaying more positive behaviours. This action should be performed quickly and children's names should not be left on orange.

If the child's behaviour does not improve, then their name is moved to red. This will mean that the child has a sanction. This may mean missing time off the next play time or the loss of a privilege or repeating unsatisfactory work. If the move to red is made at the end of the day, it is important that the sanction takes place the next day and is not missed. Children's names move back to green not orange once they have had a sanction (or if it is a new day).

Behaviour Book/Log

If a parent/carer needs to be spoken to about their child's behaviour twice in an academic year, the teacher may choose to set up a behaviour book to facilitate communication and joint action at home and in school. This will be completed by the school, day to day, and will be shared with home at agreed regular intervals. If the pupil meets the targets set, then rewards will follow at school and at home. However, if the target that was set is not met then the sanctions agreed will be invoked.

Group Sanctions

As a school, we discourage 'group punishments', be it table or whole class punishment, wherever possible. It is not fair that well-behaved pupils are punished because of the actions of others. We are committed to being fair. However, there may be times when it is necessary. Group sanctions themselves will remain rare and will occur only when necessary.

CPOMs

CPOMs is used as a recording tool to capture significant behaviour incidents. All behaviours are a form of communication and we use CPOMs to support our Safeguarding requirements and commitments.

Suspensions and Exclusions

Please see the Suspension and Exclusions policy.

Keeping pupils safe

Although it has never been necessary, if deemed necessary by a member of the Senior Leadership team or Head Teacher, search, without consent, for prohibited items may occur. This includes weapons, alcohol or drugs or inappropriate images. Parents will be contacted and depending on the property found, the police or social care may also be contacted.

In conclusion every child at St Mary's Catholic Primary School and Nursery is entitled to feel safe at school, to be respected at school and has the right to learn. All decisions taken as part of this policy are taken with these fundamental rights at the forefront of our minds.

The policy will be regularly monitored by the school's Senior Leadership Team and any necessary changes will be reported to the Curriculum Committee.