

St Mary's Catholic Primary School, Claughton

'A small school with a big heart'

Behaviour Policy

Introduction

The discipline and behaviour at St. Mary's School is based firmly in the Mission Statement in which the world of each individual is emphasised and reaffirmed.

Mission Statement

Our mission is to:

Guide all on their journey of faith

Nurture a love of learning

Encourage happiness, confidence and personal fulfillment

Support all in achieving their full potential

The school's central purpose is that the children should learn. Good behaviour makes effective teaching and learning possible. Poor behaviour disrupts this process. Order and stability are essential for creating a positive atmosphere conducive to learning. It is important to remember that the majority of children conform and co-operate; a very small minority cannot be allowed to disrupt their education.

Our Church School Community is based on the model of a Christian Family and the basis of relationships is the acceptance of truth, the acknowledgement of wrongdoing, on forgiveness and reconciliation.

We emphasise the need for good manners, politeness and thinking of others first. We encourage each child to develop a sense of respect for others and their property.

We emphasise that all adults in school are to be treated with equal respect. Discipline is the responsibility of all members of staff.

Aims of the policy

- To promote a calm, ordered atmosphere throughout the school.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To assist children in making correct, informed choices about the way they behave and to understand the consequences of their actions.
- To ensure the safety and well-being of both children and adults.
- To promote a positive attitude towards discipline by encouraging and rewarding good behaviour and work.
- To endeavour to keep punishment and sanctions to a minimum.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning and teaching contribute to good behaviour. Through well planned lessons, which meet pupils' needs and involve them in active learning we can avoid the boredom and disaffection which can lie at the root of poor behaviour.

The Learning Environment

The classroom environment gives clear messages to the children about our expectations. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be accessible during the lesson to reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. The school and classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Praise should be used to encourage good behaviours as well as good work. Criticism should be delivered in a non-threatening way and be a private matter between adult and child.

Our whole school environment should be one in which all pupils feel valued, safe and are treated fairly.

Code of Conduct

High standards of behaviour are expected at all times.

The staff, children and Governors have worked together to produce a Code of Conduct. This is displayed throughout the school and is regularly reviewed in whole school assemblies and in class.

At St. Mary's Catholic Primary School all pupils are expected to:

- behave in a way that is a credit to themselves, their family and their school
- show respect and courtesy to others at all times
- respect school property and other people's belongings
- behave in a sensible manner at all times during the school day
- try their best in everything they do
- take pride in themselves

Classroom Behaviour

Classroom/school rules are negotiated and agreed by the children and staff at the beginning of the year and are discussed at regular intervals. All staff and children sign a copy of the rules which are then posted around the building. Classroom/school rules are referred to and followed consistently. A child may be asked to go and look at the rules and say which one she/he has broken. This reflection may be the basis for talking with a child about how to behave well and the reasons for doing so.

Children only leave the classroom with permission. Children may use the toilets as and when necessary. The Infants may go at any time within reason. Junior children are encouraged to use the toilet before going out to play, rather than during class time. However, allowances are always made for emergencies.

Children are expected to pay particular attention to the rules when they are out of school at the swimming baths, games tournaments or on school visits. (see Appendix A)

Playtime Routines

Clear routines have been set up so that the children have consistent guidance from all staff.

At the end of playtime the member of staff on duty asks the children to walk sensibly into line, then into school in an orderly and quiet manner. This is to calm everyone down in preparation for learning.

All children are encouraged to learn the responsibility of keeping the outside toys and games in good order in the play shed.

Playtimes

Children are encouraged to include their classmates in games. The nature of mixed age classes means that older children are very tolerant of younger pupils and will spend time playing with them.

Seating is provided so that children may choose to be quiet or alone. Children are encouraged to recognise their personal needs and feelings and to respect those of other people. Saying 'sorry' after an event such as knocking someone over is usually followed by 'looking after' that person until they feel better.

Wet Playtimes

If it is raining in the morning children come into school as soon as they arrive. Small play activities are available in the Infant classroom, or the children may choose to read quietly.

If it is raining at playtime the children stay in their classrooms. The children are encouraged to stay in their own classrooms to take part in reading, drawing or playing a quiet, indoor game. The member of staff on duty will ensure that each classroom is orderly and safe.

Lunchtime Routines

Children are placed in 'families' for lunch which comprises of 5 or 6 children from all year groups per table. The 'families' are changed each term.

The children are strongly encouraged to say 'please' and 'thank you' at all times. They are encouraged to develop good table manners and social graces; to eat their meals properly and to talk quietly to each other. Children remain seated during lunch. Grace is said before and after meals.

As a reward for good behaviour children are allowed to sit with friends on 'Friday Fortnight.'

During the lunchtime playtime the children are allowed to play on the field/MUGA/Adventure playground with the permission of the Lunchtime Supervisors. They must have a change of footwear to use these facilities.

If it is raining at lunchtime the children play in their classrooms where 'rainy day' activities are provided.

Strategies to encourage good behaviour

Rewards

Our emphasis is on rewards to encourage good behaviour as they help children to see that good behaviour is valued. The commonest reward is praise; good behaviour as well as good work should be praised.

Good behaviour, attitudes and actions are encouraged and rewarded in a positive way. The school community celebrates successes both in and out of school in a special 'Celebration' assembly every week. Children who have 'achieved' in some way are awarded a certificate. Once a term, Progress Cups and Sporting Achievement Cups are awarded to one child in FS/KS1 and KS2 who has made outstanding achievement, linked both to their behaviour, their attitude and their work in school.

On Monday morning all children are entitled to 'Golden Time' which takes place on Friday afternoon. Children will lose minutes off their own time for any unacceptable behaviour during the week.

Use of our Team Point Reward System.

The children are placed in 3 teams: Ben Nevis, Scafell and Snowdon. Points are awarded for good behaviour and good work and effort. Adults explain the nature of a child's achievement to them clearly so that all children understand why rewards are given. Team points are collected on a weekly basis and read out at the 'Celebrations' assembly. At the end of a term, the team winning the most points is awarded with a small prize for each child. This system of praise encourages individuals to try hard for themselves as well as for their team.

Other Ways to Affirm Children

- Children are encouraged to bring in certificates, medals and so forth from home to be shown in assemblies.
- School reports are written positively and reflect a child's work, behaviour and attitudes.
- Children are encouraged to feel pleased for one another's achievements
- Adults spend time listening and showing interest in the children as individuals

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to show that unacceptable behaviour will not be tolerated. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the

future. We aim to keep sanctions to a minimum. However, these are clearly defined so that they can be carried out when children make poor choices about their behaviour. The strategies for dealing with unacceptable behaviour are used consistently throughout the school and have been discussed by the staff.

The use of punishment should be characterised by the following features:

- The school's agreed structure for sanctions should be applied consistently by all staff (see below)
- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishment should not be used as it breeds resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished
- Punishments that "fit the crime" are often most effective. E.g. Time wasting in class and work not finished – work to be finished at lunchtime, behaviour that has hurt another child – write a sorry letter.

Hierarchy of Sanctions

The following hierarchy of sanctions should be used for low level disruptive behaviour. (Child disturbing the teaching session or dining room by not following the classroom/lunchtime behaviour code, or playing inappropriately on the playground) It is important that these sanctions are carried out in a calm manner.

Staff should employ the following strategies in the **classroom** or when working with groups:

1. Make the child aware that you have noticed their behaviour
 - make eye contact
2. Verbal warning
 - name the child
 - remind the child of what they should be doing
3. A second warning (this can be verbal or non-verbal)
 - The adult will draw the pupil's attention to the rule s/he is breaking.
4. If the pupil continues to make a wrong or inappropriate choice about the way s/he behaves, the adult in charge will issue a sanction, in the following order.
 - a) **Reflection time, during which the child thinks about how they can improve their behaviour.**
 - b) **Further misdemeanour - lose 5 minutes of Golden Time**
 - c) **Further misdemeanour - lose 10 minutes of Golden Time**
 - d) **Further misdemeanour - lose all of Golden Time**

If a child is **repeatedly** disrupting the class and causing lack of access to the curriculum for other children they will be removed from the classroom situation. The class teacher/headteacher will speak informally to parents.

Other sanctions

- Children who have wasted time and not worked to the best of their ability should complete work at lunchtime
- Children who have hurt or offended other children or adults could write a letter of apology
- Children who have deliberately or through carelessness made a mess should clear it up

Ignore, Praise, Reward

This is an effective strategy for dealing with disruptive attention needy behaviour. You can make the child aware that you have seen the behaviour by praising and/or rewarding other children for doing the right thing. (If we react to the attention seeking behaviour the child has got what he/she desires and will behave in the same way again.)

Time Out

This may be in the same room or in another classroom. The child should sit or stand alone for 5 minutes to cool off or have “thinking time”. You might have a time out chair or thinking chair in your classroom. Children should never be left unsupervised.

Class Behaviour Book

It is the class teacher’s responsibility to keep their own class behaviour book. Another member of staff who may be responsible for the class or a group of children from the class should if the need arises make an entry. If this happens the class teacher should follow up this entry with the child. The book serves two purposes, it makes the children aware that their behaviour needs to change and it serves as a record for if it becomes necessary to involve parents and the headteacher. The class behaviour book will be inspected regularly by the headteacher.

Serious inappropriate behaviour

This should always be reported to the senior teacher/Headteacher. The following are some examples of the sort of behaviour in this category:

- Racist Remark (see attached definition)
- Suspected Bullying (see Anti Bullying Policy)
- Aggressive Fighting (causing injury to a child)
- Refusing to do as requested by a member of staff

- Verbally abusing staff
- Physically abusing staff
- Leaving the classroom/playground without permission
- Deliberate destruction of or defacing of property, furniture or buildings
- Use of sexualised language (verbal or other)
- Malicious allegations against members of staff.

The senior teacher/Head teacher will decide upon an appropriate course of action. A decision will be made based on information in the class behaviour book about previous behaviour. One off offenders may be treated more leniently than persistent offenders. Restorative approaches should also be considered as well as deciding on an appropriate sanction.

Exclusion

Children who persistently fail to conform to acceptable standards of behaviour will face a fixed period exclusion at lunchtime or for the whole day. Our ultimate sanction is to permanently exclude a child from school.

Parental Involvement

As part of the school community, parents are welcomed warmly into school and encouraged to share concerns about their children's welfare. When a child has behavioural difficulties, the school will work closely with the parents to support the child.

SANCTIONS: Conduct outside the school gates

Where behaviour is inappropriate when a pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

Or where the above does not apply but the inappropriate behaviour:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Children with SEMH (Social, emotional and mental health) needs

It should be remembered that there can be many reasons why children display inappropriate behaviour. Getting to know the children you work with will help you to manage their behaviour. Children whose behaviour does not improve in response to the strategies described in this policy should be referred to the SENDco who will advise on specific behaviour modification strategies. It may be necessary to implement an IBP (individual behaviour plan). Teachers must take into account whether a child is on the SEN Register for SEMH when they are dealing with behaviour incidents and modify their response accordingly. Children with behaviour difficulties may not necessarily be on the SEN Register.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.
- 2) Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police.

Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of

it.

Power to use reasonable force

In our school we do **not** have a “no contact” policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force, as a last resort. Force is usually used either to control or restrain but never as a punishment. Further guidance on this can be arranged if required.

Consultation, monitoring and evaluation

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Complaints Procedure

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particularly policy it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5. Schools must consider carefully whether the circumstances of the case warrant a person

being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

Anti-Bullying Strategy

Anti social behaviour, which includes all forms of bullying, is not tolerated.

The Role of Staff

Staff are constantly watching for signs of bullying. They are very much aware that bullying is not simply physical attacks, but includes name calling, exclusion from peer groups, comments about family, clothes or appearance and damaging property.

They will watch for:

- 1 early signs of distress in pupils;
- 2 deterioration of work;
- 3 spurious illness;
- 4 isolation;
- 5 the desire to remain with adults;
- 6 erratic attendance.

They listen carefully to anything that a child wishes to confide, take it seriously, and follow this up appropriately.

Staff are aware that they need to examine their own behaviour to make sure that they are not bullying pupils.

In order to minimise incidents of bullying:

- 1 all staff are aware of the school rules and are consistent in their implementation;
- 2 pupils are encouraged to report incidents of bullying and not to join in or stand idly by;

- 3 parents are encouraged to come into school and inform us of anything which is worrying their child;
- 4 Children are taught to recognise bullying and learn techniques to help them to deal with such incidents through planned PSHE lessons, circle time, modelling and incidental conversations;
- 5 pupils are supervised by school staff during playtime, lunchtime, and at the beginning and end of the school day;

Dealing with incidents of bullying

All cases of bullying behaviour are recorded in the class behaviour record and reported to the learning mentor who will then inform a member of the school's senior management team. (Headteacher, Assistant/Deputy Headteacher)
Parents are informed as and when necessary.

Children who bully are made aware of the unacceptable nature of their behaviour and the consequences of any repetition.

Children who have bullied others will:

- make an apology to the bullied person;
- do something to improve things for the bullied person;
- Talk to a member of staff about reasons for behaviour and possible ways of overcoming the situation:
- be punished in accordance with the school's sanctions policy

We do not see our responsibilities ending at the school gate and will get involved in incidents which occur on the way to and from school where they impact on behaviour in school.

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