



'a small school with a big heart'

ST MARY'S CATHOLIC PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

The mission at St Mary's Catholic Primary School, Claughton is to;

**Guide all on their journey of faith,
Nurture a love of learning,
Encourage happiness, confidence and personal fulfilment and
Support all in achieving their full potential.**

Therefore, our Behaviour Management Policy is designed to reflect our mission to enable a productive school environment for all children in order to achieve their full potential.

Introduction

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.

The Governing body has agreed on the policy for promoting good behaviour and will be involved in any exclusion, appeals and reinstatement procedures should these ever be necessary.

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.

Strategies for good behaviour

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.

Praise and Rewards

We value the effort that our children make in their behaviour and their work and play.

Praise is given in many ways:

- A quiet word of praise.
- A comment / smiley face/team point on a piece of work.
- Public praise in the classroom or at Collective Worship/Celebration Assembly and End of Term Assemblies.
- Showing work to the Head, another member of staff and other children.
- Being given a special responsibility.
- Informing the family about their child's achievement.

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
-

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.

St. Mary's Catholic Primary School

Code of Conduct

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 Discipline

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. KS1 children may go at any time within reason. KS2 children are encouraged to use the toilet before going out to play, rather than during class time. However, allowances are always made for emergencies.

Out-of-school behaviour

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.

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 Class 1 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.

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.

Rewards and Sanctions

Rewards

These are some of the rewards that everyone could receive throughout the year.

Class Rewards *eg stickers*

Awards Assembly

- *Good work Certificates*
- *Headteacher's Award*

Class 1 and Class 2 Progress Cup

Sporting Awards

Team Point System

Sanctions

Everyone should be able to work to the best of their ability and not be disturbed by others. Therefore if you disturb others then these are the steps we will take to allow everyone to thrive and achieve their best.

1. Teacher & Teaching Assistant Warning
You will be asked not to disturb others from working.
2. Time out in the classroom
If you continue to disturb others after a third warning you will be asked to work in a separate part of the classroom.
3. Break time and/or Lunch time
You will have to stay in and finish your work.
4. Time out of the classroom
You will be sent to work in the other class room for a period of time.
5. Time out in the Headteacher's room

Exclusion from PE/Games and/or swimming is not permitted as this is a curriculum entitlement.

These Rewards and Sanctions are on display in each classroom as a reminder to the staff and children of the agreed procedures in school (see Appendix A)

Agreed Procedures for Managing Behaviour That Causes Serious Concern.

If a child's behaviour continues to be difficult to manage, the Headteacher will contact the Chair of Governors and explain the problem. A meeting with the class teacher, headteacher and parent/guardian will be arranged to discuss the problem.

The aim of the meeting will be to try to reach an understanding of the child's difficulties in making good choices. It might be required, at this stage, to formulate an Individual Education Plan (IEP) or a Pastoral Support Programme in order to find a solution and aid success for the child. A dated record will be kept of all such meetings.

The school will communicate daily or weekly with the parents/guardians to help the child improve their behaviour. Parents/guardians will be encouraged to comment. Behaviour plans are most likely to be successful when school and home work together to support a child.

If the above procedure should prove to be ineffective in eliminating disruptive behaviour, parents/guardians will be asked to a second meeting that will include the Chair of Governors.

In consultation with parents / guardians, school may feel it necessary to ask for help and advice from other agencies. A formal warning about the possibility of exclusion may be given. A short period of exclusion from school may be needed in order to provide a period of respite and reflection away from school.

Permanent exclusions are determined by the Governing Body and the LA.

Child Protection Staff File

Any incident resulting from behaviour that causes concern will be recorded in the Child Protection Staff File which is kept in the Head teachers office. The member of staff witnessing the event will record a factual report of the incident. (Appendix B)

If a parent, member of staff, governor or member of the public contacts school to report behaviour, which causes concern, a record will be kept on a Cause For Concern Record (Appendix B) and kept in the Child Protection Staff File

The purpose of recording incidences of poor behaviour and actions taken is to monitor the behaviour of individuals or groups of children in the school. It can be helpful in identifying times and places where poor behaviour occurs.

Staff Guidelines and Responsibilities

Acceptable standards of behaviour, work and respect depend upon the examples set by the staff. Good order needs to be worked for and does not simply happen. Adults aim to

- **Be ready and prepared to receive the children as they enter the classroom.**
- **Set daily/weekly routines to give children a sense of security.**
- **Ensure that lessons are well prepared, stimulating and designed to meet the needs of pupils.**
- **Ensure that materials and resources are ready and available.**
- **Keep classrooms attractive and tidy; encourage children to take a pride in their environment.**
- **Value children's work and effort.**
- **Use praise and encouragement at every opportunity.**
- **Set high standards of speech, manner and dress.**
- **Maintain a happy, friendly atmosphere.**

Everyone is at school for a purpose. Adults and children must show respect to every person and treat everyone as an individual.

Relationships are extremely important. As adults, we take the initiative: greet and be greeted, speak and be spoken to, smile and relate and find ways to communicate with the children.

Our school ethos is to anticipate the needs of the children and help them acquire and develop social skills. School is a secure environment for children to explore the boundaries of acceptable behaviour. Adults aim to establish authority firmly and calmly, by applying the Code of Conduct and reminding children of appropriate choices. We try to plan our responses to children's behaviour so that children are treated consistently and fairly. We aim to avoid confrontation, to listen, to establish facts and to judge only when we are certain. It is essential that as adults we model how to deal with problematic behaviour and arguments. For this we keep to our planned and agreed sanctions.

This policy reflects the inclusive, Christian ethos of our school. We recognise that children use poor behaviour as a means of communication. As well as correcting behaviour, we have a responsibility to listen to each child, to support them through difficulties and help them to access a good education.

Policy Evaluation

Good behaviour is regularly discussed by staff and success is not measured by the absence of problems but by the way we deal with them.

Whilst the Child Protection File may be a useful monitoring tool, behaviour is regulated on a daily basis within our small community.

Rewards

These are some of the rewards that everyone could receive throughout the year.

Class Rewards *eg stickers*

Awards Assembly

- *Good work Certificates*
- *Headteacher's Award*

Class 1 and Class 2 Progress Cup

Sporting Awards

Team Point System

Sanctions

Everyone should to be able to work to the best of their ability and not be disturbed by others. Therefore if you disturb others then these are the steps we will take to allow everyone to thrive and achieve their best.

1. Teacher & Teaching Assistant Warning
You will be asked not to disturb others from working.
2. Time out in the classroom
If you continue to disturb others after a third warning you will be asked to work in a separate part of the classroom.
3. Break time and/or Lunch time
You will have to stay in and finish your work.
4. Time out of the classroom
You will be sent to work in the other class room for a period of time.
5. Time out in the Headteacher's room

Remember we must follow the example of St Mary as our school prayer reminds us to;

Nurture in us a love of learning
and a love of each other.

Encourage in us happiness, confidence
and the desire to do the very best we can
in all that we do and say.

Appendix B

Cause for Concern record

Date **Report written by**

Incident (Where When To whom Persons involved)

Main Points Raised

Action taken (by whom)

Signed by:

Date: