



St Mary's Catholic Primary School Behaviour Policy 2020

'Love One Another as I have Loved You'

(Including Exclusions)

Adopted: September 2016

Next review: May 2020

Reviewed: September 2020

Next Review: This policy may need to be reviewed in the light of changes to any Government guidance. The planned review date is September 2021

Behaviour Policy Principles

The ultimate aim of St Mary's Catholic Primary School's Behaviour Policy is to enable children, parents/carers and staff to grow in love and respect for the teachings of Christ. We seek to encourage the children to care for and respect each other and to be a member of a community where each individual is valued. It is essential that all the adults involved in the care of the children work in partnership to enable them to develop positive relationships, empathy and tolerance towards others.

Aim of the behaviour policy

- To foster the belief that children can improve their behaviour by making better choices;
- To create a culture of excellent behaviour;
- To ensure that all children are treated fairly, shown respect and to promote good relationships;
- To refuse to give children attention and importance for poor conduct;
- To help children take control over their behaviour and be responsible for the consequences of it;
- To build a community which values being Respectful, Resilient, Responsible and Reflective.'
- To promote community cohesion through improved relationships;
- To ensure that excellent behaviour is a minimum expectation for all.
- To keep our school community safe and well

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- To foster the belief that there are no 'bad' children, just 'bad choices';
- To encourage children to recognise that they can and should make 'good' choices;
- Recognise behavioural norms;
- Positively reinforces behavioural norms;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive intervention.

Our team consistencies

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour.

All staff must:

- Be at the door of their teaching rooms at the beginning and end of each lesson;
- Never walk past or ignore children who are behaving badly;
- Always redirect children by referring to being Respectful, Resilient, Responsible and Reflective
- Be a daily visible presence around the school;
- Take time to welcome children at the start of the day;

Middle and senior leaders must:

- Be a visible presence around the school site;
- Regularly celebrate staff and children whose efforts go above and beyond expectations;
- Encourage use of positive praise, phone calls and notes;
- Ensure staff training needs are identified and targeted;
- Use behaviour information to target and assess interventions;
- Support teachers in managing children with more complex or entrenched negative behaviours.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others;
- Know their classes well and develop relationships with all children;
- Sustain a passion for their subjects to break through the limiting self-belief of some children;
- Relentlessly work to build mutual respect;
- Demonstrate unconditional care and compassion.

Children want teachers to:

- Give them a 'fresh start' every lesson;
- Help them learn and feel confident;
- Be just and fair;
- Have a sense of humour.
- Care

The way children feel about themselves and their abilities is very much affected by teachers' evaluation of their worth. These feelings influence the way they perceive the authority of the school. Where children feel they are valued, they respect adults and accept their authority.

Behaviour for Learning: Children

Principles: Respectful, Resilient, Responsible and Reflective

Respectful

I will be **respectful** of the school by:

- Looking after the school buildings/wall displays and environment;
- Displaying good manners – opening doors for others/being polite;
- Putting all my litter and that of others, in bins provided;
- Avoiding swearing or using unacceptable/offensive language around the school;
- Being safe around others and avoiding physical contact;
- Behaving appropriately as around the school site;
- Respecting members of the public in the local community.

Responsible

I will be **responsible** for my own and others' **learning** by:

- Using the feedback from my teacher to spend time improving my work;
- Listening to and respecting the opinions of others;
- Arriving on time to all lessons/assemblies;
- Lining up quietly outside classrooms/assemblies;
- Wearing the correct uniform at all times;
- Keeping sports equipment and things I need for school in a bag;
- Putting food in the bin;
- Not bringing chewing gum or sweets to school;
- Drinking plain water;
- Bring all the correct equipment.

Resilient

I will be practice being **resilient** by:

- Taking on challenges and trying to overcome 'being stuck';
- Giving 100% effort at all times in all my subjects;
- By understanding that frustration is a feeling associated with learning;
- Being patient with myself and others;
- By welcoming challenge;
- By managing my own distractions;
- By trying my best to take no notice of anyone not doing the right thing;

Reflective

I will be **reflective** by:

- Planning my ideas roughly in advance;
- Thinking about past successes and how I could be successful again;
- Thinking about past mistakes and how to avoid them;
- Talking about my work with others;
- Sharing good ideas and plans;
- Thinking about what I could do today to make my learning better than yesterday;
- Knowing how I learn best.

Rewards

We reward children for good behaviour in the following ways:

- Adults praise children
- Adults give children stickers and small prizes
- Lunchtime staff give children a place at the Star table for good manners
- Each week we nominate a child from each class to receive a 'Student of the Week' award for impressive learning and behaviour. This is communicated to all parents and celebrated in assembly.
- Children are rewarded with a weekly Golden Time session
- A termly 'Kind Hands' award is given; children are nominated by their teacher. This is celebrated in our 'Kind Hands' Assembly. Parents of those nominated are invited along.
- Friday's assembly is a celebration of all pupils' achievements in subject areas

Behaviour for Learning: School Staff

Staff principles: Respectful, Resilient, Responsible and Reflective

As staff, we are proud of being 'Respectful, Resilient, Responsible and Reflective' members of our school and the wider community. We support this policy by:

- Treating all children fairly/equally according the principles of 'Respectful, Ready and Responsible';
- Deliberately and persistently praising children for doing the right thing – especially effort;
- Knowing our classes well and developing positive relationships with all children;
- Working to build mutual trust even when trust is broken;
- Refusing to give up on any child;
- Demonstrating unconditional care and compassion;
- Adopting the appropriate tone and language when dealing with children' behaviour.
- Ensuring we start lessons punctually;

- Greeting children at the door to our rooms at the beginning of all lessons
- Ensuring children enter the room with the correct uniform and equipment;
- Ensuring we follow the values of 'Respectful, Resilient, Responsible and Reflective ' when managing behaviour;
- Ensuring we follow the five step process in managing children's behaviour: Reminder – Warning – Last chance – Sanction – Reparation.
- Helping children to persist with and overcome challenges, and providing the resources to do this;
- Encouraging children to give 100% effort at all times and using the language of 'growth mindset';
- Giving time for children improve their learning from feedback and marking;
- Celebrating the success of a child's learning;
- Creating a classroom climate that respects all children;
- Promoting self-esteem and self-discipline among children;
- Teaching appropriate behaviour through positive interventions with children.

Practical steps in managing and modifying unwanted behaviour

As we approach a child to intervene in their poor behaviour, think about the **3 As**

Audience

How might the audience affect the interaction? How could they be affected by it? Consider moving to quieter space or having the conversation away from the group.

Acceleration

We should make every effort to stop the situation accelerating. Which deceleration/ de-escalation techniques work with this child?

Anger

How are we managing your anger and the anger/emotion of the child? Our body language and tone of voice can make all the difference. Do we need to give them time to calm down, think or consider their choices?

Seven stages of positive behaviour management in classrooms/teaching spaces

Engagement with learning is always the primary aim. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a child is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All children must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

Steps	Actions
1) Reminder	A reminder of the expectations- the four R's- delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
2) Warning	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
3) Last chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
4) Internal referral	At this point, the Headteacher or Assistant Headteacher will be informed and the child will be referred internally to another room in school for the remainder of the lesson. A short reconciliation meeting should take place immediately after the lesson, or as soon as possible afterwards. This should involve the Headteacher or Assistant Headteacher if they are available.
5) Sanction	The child will miss their lunchtime and spend the hour with a sanction, excluded from other children and missing their free time. Children need to complete their sanction respectfully otherwise the child will need to repeat the sanction. Depending on the seriousness of the behaviour, a child may need to spend more than one session in sanctions. Children should be sent with their reading books. *Sanction room is temporarily replaced with time outside the HT's office
6) Making amends	Reparation meetings at St Mary's Catholic Primary School are a core part of repairing damage to trust between staff and children: What has happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship. Staff at will take responsibility for leading reparation meetings and request support when needed.

Further strategies that may be used:

Report protocols:

When a child is on report the following must be undertaken by the Headteacher:

- Parents to be contacted by telephone and the reasons for the report explained;
- Report to be logged on 'report tracker' (Home/school link book)
- Report to be reviewed at break and lunch on a daily basis and any records of behaviour less than a 1 or 2 will result in a break or lunchtime sanction as appropriate;

- All reports to last for a one week or more depending on the seriousness of the behaviour;
- Parents to be advised of the outcomes of the report cycle;
- Outcomes to be recorded on the report tracker (Home/School Link book).

Parent/Carer and child meeting:

If unwanted behaviour is not improving, a decision to meet with parents may be made and a plan of action will be developed and monitored together.

Serious Misconduct

There are no steps for serious misconduct in lessons and around the site. These behaviours include violence, racism, homophobia, dangerous conduct, threats to other children or staff. In an emergency call for the Headteacher or Assistant Headteacher straight away and act to keep yourself and other children safe and affixed term or Permanent exclusion may be needed.

Fixed term exclusions

The School may exclude a child or remove them from lessons where: Serious misdemeanors have taken place. This may include but are not limited to:

- Serious verbal or physical threats to children or staff;
- Aggressive behaviour, including verbal aggression, directed at staff;
- Actual bodily harm;
- Gross acts of disrespect to a child or member of staff;
- Persistent and blatant refusal to follow instructions;
- Bullying and intimidation;
- Vandalism or intentional damage of property or the fabric of the building

Permanent exclusions

The School considers some behaviours to be worthy of a permanent exclusion. These behaviour may include but are not limited to:

- Bringing and/or being found in the possession of, a weapon, drugs or alcohol on the school site
- Grievous bodily harm
- Arson
- Persistent misconduct

Appeals

Any parent or carer who is dissatisfied with a disciplinary decision taken in respect of him or her may appeal against that decision. The parent/carers will be informed of the appeal process.

COVID19: Behaviour Policy Amendment

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.

Children need to adhere to temporary rules in place that include:

- new expectations about breaks or play times, including where children may or may not play
- no coughing or spitting at or towards any other person – **this could lead to exclusion at the discretion of the Head Teacher**
- the need for pupils at home to engage respectfully with any remote education facility/contact with school/ contact with pupils
- queuing for lunch
- following altered routines for arrival or departure
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing, one person only in the toilets)
- rules about sharing any equipment or other items including drinking bottles
- use of toilets
- following school instructions on hygiene, such as hand washing and sanitising
- high expectations about sneezing, coughing, tissues and disposal (re-enforce **'catch it, bin it, kill it'**) and avoiding touching your mouth, nose and eyes with hands
- the need to tell an adult if they are experiencing symptoms of coronavirus (this is not a rule as such but an expectation)

Review Date: 2020