

St Mary's Catholic Primary School



Positive Behaviour Policy 2021-2022

Legal Status:	Statutory
Last Review:	September 2017
Review date:	September 2019
Next Review:	September 2021
Responsible Person:	Governing Body

Mission Statement

"The family of St Mary's strives to grow in God's love and care by learning together and valuing the uniqueness of each person."

Signed by Chair of Governors:

Signed by Headteacher:

Aims

The ultimate aim of St Mary's Catholic Primary School's Positive 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.

We aim:

- ✓ To create an environment which encourages and reinforces good behaviour
- ✓ To ensure every member of our school feels valued and respected, and that each person is treated fairly
- ✓ To promote an environment where everyone feels happy, safe and secure
- ✓ To encourage consistency of response to both positive and negative behaviour
- ✓ To promote self-esteem and self-discipline
- ✓ To ensure that the school's expectations and strategies are widely known and understood
- ✓ To promote an environment where all strive for excellence
- ✓ To reward children for positive behaviour

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to positive behaviour. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. All teachers and staff are expected to support the children to develop and promote resilience and self-esteem as learners, and encourage children to embrace opportunities to learn through their mistakes.

Rewards

We reward children for good behaviour in the following ways:

- ✓ Adults praise children
- ✓ Adults give children stickers
- ✓ Adults give children house points which go towards the weekly house cup
- ✓ Adults move children's name onto the silver or gold section of the class behaviour chart
- ✓ Lunchtime staff give children green stickers, the class that have the most green stickers win extra break
- ✓ Each week we nominate a child from each class to receive a 'Star of the Week' award for impressive learning and behaviour
- ✓ A Headteacher's award is given each week to acknowledge outstanding efforts and behaviour
- ✓ A termly 'Star of the Term' prize is awarded; children are nominated by their teacher
- ✓ Friday's assembly is a celebration of all pupils' achievement for the week and parents/carers are invited to attend
- ✓ Children receive books as a reward from the Headteacher

Sanctions

The school issues a number of sanctions to ensure a safe and positive learning environment inside and outside the classroom, for all children. We issue each sanction appropriately to each individual situation.

If the school has to issue a sanction, we expect parents/carers to support the actions of the school. If they do not wish to support and reinforce our policies, they may exercise their right to apply to other schools.

- ✓ We expect children to try their best in all they do. If they do not do so, we may ask them to redo a task.
- ✓ We ask the child to move to a place nearer an adult in the classroom or to sit on their own

- ✓ A child could also be given time out where they have the opportunity to think about their behaviour and reflect on how they could change it before returning to the classroom or the playground. This could take place either in their own classroom, or in another year group.
- ✓ A child could be given a break time or lunch time detention where they sit in a supervised room off the playground.
- ✓ A child could miss the opportunity to represent the school at a chosen event.
- ✓ A child could miss part or all of their Golden Time (KS1)
- ✓ Confiscation of property
- ✓ A child could be given an internal exclusion. An internal exclusion is when a child is removed from the classroom and/or the playground and is supervised by an adult, having no contact with other children.
- ✓ In extreme cases a child could be given an external exclusion, appropriate to each situation.

Sanctions will be enforced in the following order:

It is not possible to produce an exhaustive list of offences and sanctions, however, we will issue each sanction appropriately to each individual situation. The steps below are a guide to how sanctions will be enforced:

- Children will be told when their behaviour is not acceptable and they will be given a warning and the chance to change their behaviour.
- If there is a second warning, the child's name is moved upside down on the classroom behaviour chart, whilst staying in the Green Zone. This is a visual representation to remind the child of how they need to change their behaviour.
- If the negative behaviour continues, the child's name is then moved onto the Orange Zone where an appropriate sanction is issued. (See sanctions list above).
- A child may reverse this process and move back to green if their behaviour changes or improves.
- If a child continues to misbehave or for more serious incidences, a child may be put in the Red Zone. This means that a detention or internal exclusion will be issued, depending on the severity of the incident. Parent/carers will be informed. An internal exclusion is when a child is removed from the classroom and/or the playground and is supervised by an adult, having no contact with other children.
- For continued or extreme Red Zone behaviour, an external exclusion will be given. Parent/carers will be informed by the Headteacher and a meeting will be held to discuss the behaviour.
- Lunchtime staff will follow the same procedures and will communicate with class teachers when necessary.

Children with Specific Behavioural Issues

Whilst our procedures for managing behaviour are successful in most cases, occasionally a child with specific behavioural issues may need an alternative approach if they do not respond to the regular course of action. Staff and parents will be made aware of sanctions used in these cases.

There are several avenues of support for pupils experiencing difficulties managing their behaviour. These include:

- ✓ Small group sessions (Lego Therapy)
- ✓ 1:1 interventions led by the school ELSA (Emotional Literacy Support Assistant)
- ✓ Daily check-ins using the Zones of Regulation
- ✓ Involvement from Senior Leadership Team
- ✓ Involvement from outside agencies

Guidelines for Positive Behaviour

- ✓ All children and adults follow the behaviour systems which are on display in classrooms to remind everyone of expectations. Consistency is a priority (from situation to situation, from child to child and from class to class).
- ✓ All staff will strive to establish a positive approach to managing behaviour including finding as many opportunities to provide encouragement as possible.
- ✓ There will be high expectations of behaviour for all children.
- ✓ Adults model appropriate ways to behave and to communicate. Adults speak calmly to the children and are prepared to listen to their side of the story.

What we expect from the children

- ✓ To be at school ready to learn at 8:50am each morning.
- ✓ To take part in all classroom activities and to try their best.
- ✓ To value their own and others' work, giving praise where appropriate.
- ✓ To listen carefully to instructions, waiting their turn.
- ✓ To walk quietly and calmly inside the school.
- ✓ To be polite to others.
- ✓ To work and play co-operatively together.
- ✓ Not to swear or use racist or sexist remarks.
- ✓ To admit to their own unacceptable behavior without making excuses and to say 'sorry' when appropriate
- ✓ To accept the consequences of inappropriate behaviour

What children can expect from adults

- ✓ To help them develop a positive self-image, to recognise and praise all their achievements.
- ✓ To give them attention when they have something to say or explain.
- ✓ To provide a stimulating learning environment and a curriculum, that meets each individual's needs.
- ✓ To address them in a calm and reasonable manner.
- ✓ To ensure their environment is safe.
- ✓ To offer opportunities to talk through their difficulties and help them understand why things have gone wrong and how they could manage a situation better.
- ✓ To accept apologies graciously when children give them.

What adults can expect of children

- ✓ To be willing to listen to each other and adults.
- ✓ To take responsibility for their behaviour.
- ✓ To be helpful and polite to all members of the school community.
- ✓ To work and play co-operatively showing respect for each other's work, views, belief and ideas.
- ✓ To try their best in all activities and to take pride in their work.
- ✓ To keep the school rules.
- ✓ For children to speak up and talk to the adults in school if they have a problem or if something has gone wrong.
- ✓ To recognise when they have gone beyond the agreed limits of behaviour, suggesting how they might make amends themselves and say sorry.
- ✓ To accept a sanction if they have done something wrong.
- ✓ To move around the school in a sensible and safe manner and show care for the school environment.

Classroom Expectations

At the beginning of each academic year, each class jointly draws up a list of 'Classroom Expectations' which all children agree to follow throughout the year. Children may need to revisit these throughout the year, as a reminder of what is expected. In addition, the Headteacher will revisit the schools vision in a whole school assembly each year.



In our vision at St. Mary's, we are Aspiring to Greatness!
To be outstanding, we must set ourselves the highest of expectations

**We will lead by example in our school community
and live out the Gospel values of Jesus**

**We will come to school ready to learn, be punctual
and have a positive attitude to learning**

**We will take the utmost pride in our appearance
and in the presentation of our learning**

**We will try our best in everything we do,
and be open to new ideas, in order to challenge ourselves**

**We will value feedback from others in order to improve
and possess a growth mindset (I can't YET!)**

**We will value collaboration, listen attentively
and foster a curiosity for learning by asking questions**

**We will celebrate our successes and those of others,
and learn from each other in order to grow**

**We will make connections between what we are learning and why,
in school and life in the wider world**

In our vision at St Mary's, we are Aspiring to Greatness!

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion the Headteacher will inform the school governors.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

Searching

The DfE has published 'Screening, Searching and Confiscation' guidance (January 2018) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

External Negative Behaviour

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. The Education and Inspections Act 2011 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises.

All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Peer on Peer Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All peer-on-peer abuse is unacceptable and will be taken seriously.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos ((including the sharing of nudes and semi-nudes)
- See Safeguarding Policy 2021-2022 for more information about peer-on-peer abuse.

Procedures for dealing with allegations of peer-on-peer abuse

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Physical Restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force', published July 2013 and reviewed in July 2015. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Procedures for Parents/Carers

What parents/carers can expect of the school:

- ✓ Behaviour of their child will be monitored.
- ✓ They will be informed of positive and negative behaviour displayed by their child.
- ✓ Parents will be informed if their child is issued a sanction for negative behaviour relating to the red zone.
- ✓ When concerns or complaints are raised, the school will follow up these within a reasonable amount of time. Concerns and complaints will be acknowledged within 2 days of being raised.

To discuss an issue concerning your child:

1. When possible, please speak to your child's teacher when collecting your child from the classroom at the end of the day, once all children have been dismissed.
2. If a longer appointment time is needed, please see or phone the school office. They will be able to check with the teacher the best time for an appointment. Every effort will be made to see parents as soon as possible.
3. If you wish to discuss the matter further, please make an appointment to see the Assistant Headteacher.
4. Following this meeting, if there are still concerns, then a meeting can be scheduled with the Headteacher.

Staff will endeavour to answer questions and concerns which parents have and will deal with issues as quickly as possible. However, please understand that there are some issues which a teacher will need to investigate further. This may take a little more time and a further appointment will be made to report on investigations and steps which have been taken. The school hopes that all issues can be dealt with in a calm and positive way. If a member of staff feels threatened or abused, the meeting will end and parents will be contacted to attend a meeting with the Headteacher.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. This behaviour will result in parents/carers being banned from the school premises for a period of time.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (September 2017) and the school will refer to this guidance in any decision to exclude a child from school.
- In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.
- Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.