



St. Mary's Catholic
Primary School

Behaviour Policy

To love, value and respect each other within the Catholic family; to nurture each individual's talents and skills, as Jesus taught us.

September 2022

Everyone Matters and is Loved by God

Introduction

This policy is to be read in conjunction with CAST 'Pupil Welfare Policy'.

Principles of Our Behaviour Policy:

- ✓ Pupils have the right to learn and to be taught.
- ✓ They have a right to safe play.
- ✓ Good behaviour is taught and reinforced through a planned approach based on positive strategies with a clear and consistent response to unacceptable behaviour.
- ✓ Good behaviour is rewarded and celebrated.
- ✓ Rewards and sanctions are consistent, effective and timely.
- ✓ Adults are consistent, calm and listen to children.
- ✓ Pupils are responsible for their behaviour.
- ✓ There is partnership and open dialogue about a child's behaviour with their parent / carer.

CHILDREN have the responsibility to:

- learn what good behaviour means
- learn to care for one another
- learn the value of friendship
- develop self-confidence
- do as well as possible in their school work

TEACHERS have the responsibility to:

- teach effectively with few behaviour problems
- meet the needs of all pupils
- make positive contact with parents
- develop personally and professionally

PARENTS have the responsibility to:

- feel confident that their children are growing personally, socially, academically and spiritually
- know that their children will receive support when they need it
- feel welcome in school to discuss their children's progress in a positive atmosphere
- support the school and their children with these aims

Gospel Values and Positive Behaviours

At St Mary's we are an inclusive learning community where relationships are paramount. We believe that children are unique and bring with them wide ranging experiences, abilities and needs. We are a Catholic community existing to further the work of Christ. We believe we can show the face of Christ in all we do and say, by following Our Gospel Values which promote and guide our expectations of good behaviour.

Humility 'I am among you as one who serves' Luke 22:26 We respect each other's feelings, views, cultures and property; We understand that each of us has rights and responsibilities.

Compassion 'Whatever you did for one of the least of these brothers of mine, you did for me' Matthew 25: 39 We are motivated to focus on each other's needs.

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Kindness 'Love your neighbour as yourself' Matthew 22:39 We are caring and thoughtful towards others; We are ready to help each other.

Justice 'Blessed are those who always do what is right' Psalm 106: 3 We are motivated to make the right choice; We understand why appropriate behaviour is required.

Forgiveness 'Be merciful, just as your father is merciful' Luke 6:36 We show mercy and forgiveness towards others; We take ownership of our behaviour, are helped to consider consequences and learn from our mistakes.

Integrity 'the Lord delights in people who are trustworthy' Proverbs 12:22 We are honest and truthful and take responsibility for our behaviour; We are polite and demonstrate good manners

Peace 'I leave you, my peace I give you' John 14:27 We are always ready to discuss disagreements openly; We treat everyone with dignity and respect and are non-violent

Courage 'Take courage! It is I. Do not be afraid' Mark 6:49 We experience success and meet challenges positively; We are responsible and responsive

Rewards and Sanctions

Teachers use a combination of rewards (House points, Dojo points, stickers, certificates) and targeted praise to encourage and celebrate good behaviour. This is scaffolded by consistent class expectations and routines focussing on explicitly positive learning and social behaviours.

See Appendix A for our positive behaviour strategies

No matter how clearly rules, expectations and routines are taught, pupils will still test some boundaries. When these are broken, it is necessary for pupils to experience consequences that are aimed at reminding the individual and the class that classroom expectations must be respected.

See Appendix B for a list of misbehaviours and consequences

Recording of Incidents

Typically, level 1 behaviours are not recorded, unless such behaviours become consistent. Level 2 and Level 3 behaviours are recorded electronically on CPOMS. Issues arising at lunchtime are passed to a member of teaching staff/Senior Leadership team depending on the level of severity.

Specific Provision

At some point in a child's time at school he/she may find difficulty in following our behaviour policy. In such cases a child may have an individual Behaviour Support Plan which details specific provision for the child. In these cases, SLT will work closely with the parent and class teacher to promote positive behaviour.

Pupils with SEND

It is important to note that pupils with Special Educational Needs and or Disabilities may have individualised behaviour plans and consequences. They may be supported with their understanding of situations by social stories and enhanced Emotional Literacy Support.

Personal Belongings

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Pupils do not bring into school items of any value, personal games or toys or mobile phones. Inappropriate objects are confiscated by adults and returned to the child at home time. Parents are informed. Mobile phones may be left at the school office and collected at the end of the school day

Link to Other School Policies This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Ant-Bullying Policy; Physical Intervention Policy and Special Educational Needs Policy.

Appendix A:

Promoting Positive Behaviour Pupil behaviour is key to the success of classroom outcomes. Behaviour management should be a process, not of merely reacting to misbehaviour when it occurs, but more importantly of actively supporting pupils by proactively teaching them clearly what behaviour is expected of them, and how it will help them to succeed.

At St Mary's our staff will:

- Introduce pupils to the rules and expectations of the classroom as soon as possible, preferably on the first encounter. Routines are carefully and clearly taught at the beginning of the teaching relationship, reinforced consistently over time, and periodically refreshed.
- Be precise, and carefully communicate what behaviour will help pupils to succeed, what is prohibited, and what the consequences of both will be, emphasising the benefits of engaging with the processes.
- Are clear and consistent in their mind what good behaviour looks like.
- Avoid ambiguity, grey areas or interpretation.
- Are clear, use examples, and check for misunderstanding. Teach, rather than tell pupils what they expect of them.
- Know the school behaviour policy in detail and use its consequences systems in a reliable and consistent manner.
- Ask for support whenever necessary.
- Recognise rules, sanctions and norms can have exceptions, but they should be exceptional, logical and consistent.
- Mentally prepare for the most common behaviour problems; focus clearly on what they are, exactly how to behave, and what to say. Scripting like this can provide inspiration when decisions must be made quickly.
- Proactively contact parents before it is necessary to do so, as much as possible. This will develop positive relationships which will be useful when seeking help and support.
- If pupils display patterns of misbehaviour that are resistant to routines, discussion, and consequences, ask for assistance, and escalate using the school behaviour system.
- Be persistence and consistent in developing relationships of trust with pupils, especially vulnerable or highly challenging ones.
- Always treat pupils with dignity and respect.

Appendix B:

	Behaviour	Consequence
Level one	<ul style="list-style-type: none"> ➤ Interfering with another person's property ➤ Talking while the teacher is talking. ➤ Ignoring instructions ➤ Not finishing work within reasonable differentiated expectations ➤ Low level classroom disruption such as fidgeting, tapping ➤ Calling out ➤ Persistent avoidance of work ➤ Inappropriate invasion of personal space 	<ul style="list-style-type: none"> ▪ Class behaviour strategies Non-verbal warning – stop and think card, warning card ▪ Verbal warning – quiet word ▪ Completing work at playtime Time out from activity ▪ Limited time spent in neighbouring class. ▪ Personal discussion to review motivation and attitude.
Level two	<ul style="list-style-type: none"> ➤ Repeated/deliberate level 1 behaviour ➤ Inappropriate use of language (racial/gender/name calling) ➤ Deliberate ignoring of instructions ➤ Reported and verified swearing ➤ Refusal to comply ➤ Leaving the classroom without permission ➤ Making fun of others and/or their work ➤ Throwing and/or flicking objects ➤ Abuse of toilets ➤ Defacing work/displays ➤ Verbal threats to other children ➤ Damage to property 	<ul style="list-style-type: none"> ▪ Referral to Headteacher ▪ Time out of class ▪ Missing a break time or a lunch time ▪ Expectation that missed work is completed at home in their own time ▪ Consequence card ▪ Parents informed
Level three	<ul style="list-style-type: none"> ➤ Answering back or arguing with an adult ➤ Name calling related to gender, race, disability, religion. ➤ Aggressive physical behaviour with intent e.g. punching, biting or pushing ➤ Reported and verified malicious swearing ➤ Deliberate spitting ➤ Absconding from class/premises ➤ Serious damage to property ➤ Significant disruption to other's learning. ➤ Bullying ➤ Possession of prohibited items (stolen items, knives etc) 	<ul style="list-style-type: none"> ▪ Child's parent invited into school ▪ Reported to Headteacher ▪ Supervision orders e.g. parent accompanying pupil on a school trip ▪ Risk assessments ▪ Personalised arrangements for break/lunch time ▪ In exceptional circumstances the school will consider using its statutory rights to temporarily or permanently exclude a child.