

St Mary's Catholic Primary School



*'With Jesus, we  
learn together  
through faith and love'*

## **Behaviour Policy**

## **Rationale** (The value of the subject in the child's education):

We seek to create an environment that truly reflects the teaching of Christ, laying the foundations for a living faith, according to our Catholic tradition. We encourage an atmosphere in which each individual is treated with understanding and respect and is helped to develop his/her full potential and thus grow within a happy, disciplined and secure environment. We acknowledge the partnership that is needed between parents, staff and children for this policy to succeed.

## **Aims** (What skills, knowledge and understand the subject provides):

It is our aim that each child should develop moral values and a code of behaviour based upon Christ's teaching and example. We believe that children should be treated fairly, consistently and with their individual needs accounted for, therefore being made to feel valued within the school.

All staff are involved in rewarding positive, and modifying undesirable behaviour to foster an environment conducive to good behaviour and high expectations. Staff will clearly communicate to the pupils that it is the behaviour that is unacceptable and continue to show respect to individuals.

We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

# Organisation

## **Responsibilities of Staff**

As stated in the aims above, it is important that staff attempt to behave professionally within school at all times, as this will have a positive effect on the children's actions. This implies that we should:

- ❑ Promote good behaviour by an emphasis on work, polite behaviour and by using a consistent system of rewards and sanctions.
- ❑ To work in partnership with parents/carers. We realise that families' knowledge of their children is invaluable so try to keep families as well informed as possible. We will always try to listen to and to respond to concerns expressed by pupils, parents/carers and governors.
- ❑ Treat all parents/carers/visitors and each other with courtesy and respect and model polite behaviour within our school.
- ❑ Remain calm and controlled when dealing with incidents and to focus on the unacceptable behaviour, not the child – to avoid labelling and the child getting the feeling of being 'picked on'.
- ❑ It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time and when moving around the building.
- ❑ Treat each child fairly and enforce the classroom / school code consistently. The staff should treat all children with respect and understanding.

## **Classroom Procedures**

- ❑ All members of staff are encouraged to adopt a positive approach to behaviour management.
- ❑ All classrooms should be calm, quiet working environments in which everyone is treated equally and with respect.
- ❑ Children will be actively taught the school and class 'codes of conduct' and procedures through assemblies and teacher lead-class discussions.
- ❑ Individual teachers come up with their own class rules as appropriate to the age of the children they are teaching. The children are encouraged to contribute to the class rules.
- ❑ Rules will be displayed clearly in all classrooms.
- ❑ Expected behaviours must be explicitly explained or demonstrated.
- ❑ Praise should be given once a child demonstrates the expected behaviour.
- ❑ A range of strategies to encourage appropriate behaviour should be used, before sanctions are applied:
  1. Praising children who are behaving appropriately
  2. Moving next to the targeted child
  3. Making eye contact with the child
  4. Pausing/waiting for complicity
  5. Asking the child a question

## Rewards

Children will be taught that there are positive consequences for keeping school rules and that there will be negative consequences for breaking them. Rewards of all kinds are encouraged. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

### **Children are praised and rewarded whenever possible in a variety of ways:**

The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. Children will be taught that there are positive consequences for keeping school rules and that there will be negative consequences for breaking them. Individual teachers reward children and praise good work and behaviour through; verbal praise, positive comments on work, celebration of good work through display.

A reward assembly is held every Friday Morning and led by the head teacher or a member of the SMT. This is a time where certificates and specific achievements are celebrated by the whole school. These cover a range of achievements such as good work, helpfulness, trying hard and being a good friend.

### **House Points**

We have a House Points system which is based upon a daily policy of awarding merits. When the children enter Year 1, they are allocated to one of three Houses; St. Thomas (red), St. Bernadette (blue) and St. Francis (green). Through their own endeavours they can then earn house points for their team. House points are awarded for good work, effort, achievement and exemplary behaviour.

We encourage not only class teachers to award house points but also all staff in school, including T.As, mid day supervisors, admin staff and caretaker. During our reward assembly every Friday, the captains from the Houses announce the House and names of pupils- with the highest total of points for week. The rest of the school applauds all the members of the winning house. At the end of the year a shield is presented to the house with the most points.

A Star of the Week certificate is awarded for attitude, behaviour, outstanding achievement or for following the school mission statement; to a pupil in each class each week. Individual teachers keep a record of the pupils who are awarded, to ensure all children receive certificates and that they are not always receiving awards for the same reasons.

### **Best Line**

Best line tokens are given to the best line on the Key Stage One and Key Stage Two playground at the end of each play time. When a class has ten tokens they can earn extra play.

### **Lunchtime Awards**

The mid-day meal supervisors and staff who work in the kitchen also give the children stickers for good lunchtime behaviour, manners or for being helpful.

The mid-day supervisors also award weekly certificates to a child in each class who have shown good behaviour, manners or for being helpful. This is also recorded to ensure that different children have the opportunity to receive this award.

### **Teaching assistant awards**

Each teaching assistant gives one child a week with a certificate. This child can be a child they work with in the class where they are generally based or a child they have observed being well behaved or helpful around the school.

### **Red Letter Award**

One child is presented with a certificate in the school and an award for either their helpfulness or attitude towards others. This is presented on Fridays Assembly by Mrs Taberer

### **Good Work certificates**

One child from each class gets a good work certificate from their teacher. It may be work from any aspect of the curriculum.

A special head teacher's award can also be given for a particular achievement or act of responsibility or kindness.

## **Right and Wrong Choices**

From Early Years to Year Six All staff use the same language when talking about behaviour. All staff talk about making **right choices** and **wrong choices** to ensure a consistent approach across the school and also to ensure we are addressing the behaviour choice a child makes.

All classes follow a traffic light system for behaviour and children know the consequences of not making the right choices. All staff in the school follow the same system to ensure fairness and consistency across the school. The children are reminded of the consequences of not making the right choices and they are displayed in each classroom. All classes have a traffic light displayed in their room and when a child is put on a colour of a traffic light they attach a peg with their name on it to the colour. The traffic light can be used to escalate consequences up to red and also allows a child to move down the traffic light by making right choices. When a child is on red of the traffic light the behaviour is recorded

Please see attached Appendix A. explaining the consequences and traffic light system. Also attached is a sample recording sheet that is kept in each classes Consequences Book.

Suspension or even exclusion from school is the ultimate sanctions in the chain of disciplinary measures. These measures would be considered in serious cases such as extreme violence, major bullying incidents, severe destructive behaviour or a child swearing at or hitting a teacher. (Please see Exclusion Policy)

The initial decision to suspend a child can only be taken by the Head teacher. The parents of the pupil are informed in writing of the suspension, its length and the reason for it. They are also told of their right to appeal to the Governors. The Chair of Governors and the LA (Local Authority) are also informed. (Please see exclusion Policy)

It is acknowledged by the school that many children may have particular emotional, social, medical or learning difficulties which may, on occasion, contribute to them displaying challenging behaviour. In such cases, the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it, and put together targets for improvement and ways of achieving these targets. The Inclusion Co-ordinator and class teacher may do this during regular discussions. For children with special educational needs reasonable adjustments to policies and practices may be made to accommodate pupils to support them with their needs and to avoid the necessity for exclusion as far as possible, although exclusion may be justified if there is a material and substantial reason for it.

The Inclusion Coordinator may decide to inform outside agencies such as the educational psychologist.

In some instances calling a network meeting, which is attended by multi-professionals can offer positive and practical support and guidance for the pupil, parents and school.

## Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.



