



BEHAVIOUR Policy

Date approved	Pentecost 2020	Approved by	St Mary's Catholic Voluntary Academy Governing Body
Review cycle	1 year	Signature	
Due review by		Name	F Boucher, Executive Headteacher

This policy operates in line with our school mission, Catholic ethos and best safeguarding practice. St Mary's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

MISSION STATEMENT (Oscar Romero)

As Parents, Staff and Governors

"We plant the seeds that one day will grow.

We water seeds already planted,

knowing that they hold future promise.

We are prophets of a future not our own."

Inspired by the light of our Catholic Christian Faith, our school primarily aims to develop the whole child within a Christian community. As children of God we value and respect each other:

- We love Jesus and through our relationships with others we share this love
- We work in partnership with home and the parishes of St Mary's and Holy Spirit
- We support and encourage everybody to achieve their best in work and play
- We celebrate whatever is good
- We say sorry, support and forgive each other as Jesus showed us
- We prepare for and share the sacraments
- We respect other people's beliefs and cultures
- We support those in need

1. AIMS

We want to create and sustain a caring community in which

- effective and enjoyable learning can take place
- there is mutual respect between and for all members
- there is concern for the environment
- we can develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.

These aims are achieved in the framework of a relaxed, pleasant atmosphere in which children are always encouraged to give of their best.

2. RESTORATIVE APPROACH

As a school we are taking on board a '**restorative approach**' to behaviour. A restorative approach gives all pupils an equal voice and nurtures an environment where children have the opportunity to take responsibility for their own actions. It focuses on the harm done rather than the rule broken. The restorative approach allows people to discuss:

- What happened?
- Who has been affected and how?
- What is needed to put things right?
- What has been learned to allow the person responsible to make better choices in future?

It is **vital** that this last point is fully discussed in all situations so that pupils can learn strategies to improve their behaviour over time. It is also important that there should always be a consequence for poor behaviour and these are outlined further on in the policy.

School is an important environment where children can learn social skills. They have to learn about their responsibilities and develop an understanding of how their behaviour can infringe upon the rights of others. It is important to us that parents/guardians are part of this process as they can provide support and reinforce the taking of responsibility for behaviour. Children should have a positive experience at school and, when it is time to leave, they can be more confident about their future having developed skills and values learnt through such processes.

3. GENERAL BEHAVIOUR EXPECTATIONS AT ST MARY'S

All staff and pupils at St Mary's have high expectations of standards of behaviour and see it as their responsibility to model the expected behaviours to others. Pupils are aware that the responsibility for their good behaviour is their own and the staff will take all reasonable steps to help pupils to develop this independently during their time at the school.

4. SCHOOL EXPECTATIONS

The school has established clear expectations to which children are encouraged to aspire. All adults are expected to model the behaviour we expect from the children. Our expectations are expressed in the form of 'Golden Rules'.

Our Golden Rules	
Jesus said 'Love one another as I have loved you'	
We will be gentle	We won't hurt anyone
We will be kind and helpful	We won't hurt people's feelings
We will work hard	We won't waste our/other people's time
We will look after property	We won't waste or damage things
We will listen to people	We won't interrupt
We will be honest	We won't cover up the truth

Copies of these rules feature in classrooms and around the school. They are regularly brought to children's attention. In order to ensure the full contribution of all staff, the school has a system of rewards and sanctions which are unambiguous. These are outlined below.

Teachers and staff will constantly refer to the motto and Golden Rules during lessons and in school time to instil in pupils the principles of the school's behaviour programme.

As part of the general expectations throughout school, the following apply:-

Moving around school

- Pupils should:
- Walk at all times
- Be respectful of other classes that may be working when they are moving around school
- Always put their coats and bags away neatly
- Respect other people's belongings
- Hold the door open for members of staff
- Not stay inside unsupervised at playtimes or lunchtimes

Playground

- Pupils should:
- Be caring, respectful and co-operative towards other children and staff
- Be aware of the other children around them
- Take turns and share when playing games
- Play games which do not involve fighting or striking other children
- Not use bad or unkind language towards other children or members of staff
- Know and use the football rota
- Use play and sports equipment correctly
- Play organised games in a fair manner
- Try to settle disputes fairly if they arise
- Seek the help of an adult on duty if they cannot resolve a dispute

Hall

- Pupils should:
- Arrive and leave in silence
- Demonstrate good sitting, looking and listening at all times
- Respond appropriately to situations by putting their hand up or clapping at the correct time
- Engage and participate in the assembly appropriately
- Not whistle, whoop or boo at any time
- Not attempt to distract any other pupils or interrupt the assembly

Classroom

- Pupils should:
- Show equal respect for all staff at the school
- Be responsible for their own good behaviour
- Demonstrate good sitting, listening and looking during lessons
- Concentrate on their work and stay on task
- Try their best to complete the work set and meet their chosen level of challenge
- Put up their hand to answer a question or use another agreed method of responding
- Listen when a member of staff is talking
- Be respectful to other pupils in the class
- Not disrupt the learning of other pupils by distracting them, shouting out or interrupting
- Co-operate with others when working in pairs or a group
- Look after the classroom and the school's equipment

Dining Areas

- Pupils should:
- Be caring respectful and co-operative towards all members of lunchtime staff
- Only come into the dining area when you have been told to by a member of staff
- Walk sensibly around the dining areas
- Be polite when asking for items from staff or other children
- Follow instructions carefully
- Tidy away any leftover food or rubbish properly
- Leave the dining area by walking sensibly

Before and After School

- Pupils should:
- Walk into school and put belongings away neatly
- Take all the items that they need home at the end of the day
- Tell a member of staff when they can see the adult that they are going home with
- Go and tell a member of staff if this adult cannot be found or is late
- Leave the school grounds sensibly and quickly
- Take any sports equipment to a member of staff if they find it
- Not play football or basketball after school
- Not leave school without the adult who should be picking them up

5. REWARDS

The opportunity to reward success operates at three broad levels:-

- To reward positive behaviour within school routines.
- To reward effort and individual achievement.
- To reward positive playground behaviour.

6. POSITIVE REINFORCEMENT

The vast majority of pupils are consistently well behaved. They are caring, respectful and co-operative, behave in the appropriate way and are a credit to themselves, the school and their parents. The main focus of our behaviour support programme is to acknowledge and reward those pupils who always behave well. Teachers use a variety of individual, group and class-based reward programmes such as Class Dojo, class stickers and Respect 30.

7. HOUSE GROUPS

Every child in school is a member of one of four houses. Allocation to houses is carried out randomly to ensure equal opportunities for all pupils. Children will be rewarded with house points, which will be counted weekly to identify a winning house. A termly/ half-yearly reward will be given to members of the house with the most points. Rewarding Positive Behaviour:-

- Where behaviour consistently meets school expectations
- Where personal behaviour targets are met
- Rewarding individual achievement
- Consistency of achievement
- Effort
- Where personal/group targets set by teacher or pupils themselves have been met
- For a single piece of work of outstanding quality
- Rewarding positive playground behaviour
- Where cooperation and team spirit are evident
- Where pupils have attempted to resolve difficulties fairly

Class Dojo

Class Dojo is used to track behaviours for learning and rewards given out for respectful behaviour around school. Every class nominates at least two Dojo prize winners for pupils with the most house points or pupils that have made great progress towards behaviour for learning targets in the classroom.

Respect 30

If the school rules are kept and behaviour is good, children are entitled to 100% of their weekly 'Respect 30' – a slot of up to half an hour of games or activities of choice. Each classroom operates a three stage system:

- One: all names/ photos remaining at the top of the chart receive their Respect 30 time
- Two: children dropping to the middle of the chart are in danger of losing a number of minutes of their Respect 30 time - the amount of time being age-related. These children could also return to the top of the chart if they change their behaviour or put right their actions with no penalty
- Three: children whose names/ photos reach the bottom of the chart are recorded as missing a number of minutes of Respect 30 time. Each day, all names/ photos are returned to the top of the chart.

Every class will create a chart designed to reflect the ages of the children concerned, although the principles are the same across the school.

8. SANCTIONS

The following sanctions will be used, depending upon the age of the child and the severity of the incident:

- Discussion with appropriate adult
- Warning
- Loss of Respect 30 time
- Missing break and writing either a description and explanation of behaviour or a letter of apology
- Time spent during break time to reflect on or discuss behaviour
- Letter to parents
- Meeting between school and parents
- Exclusion (length of which will be determined by the severity of the incident)

9. RESTORATIVE MEETINGS

If pupils are involved in an incident that requires a restorative meeting, this will be done at an appropriate time after the event and may or may not be the same day. Meetings can be held at any time during the school day, including break and lunch time. Restorative meetings can be arranged after incidents depending on how the pupils are feeling or based on adult evaluation of the situation. If a child causes harm, shows disrespect or uses bad language, restorative meetings with a member of the SLT will take place at lunch time.

10. GUIDANCE FOR STAFF DEALING WITH ISSUES IN THE PLAYGROUND

- When disputes arise, all children involved should be given a chance to explain their case without interruption: adults should listen, believe, act. They should be encouraged to find a solution. No blame should be given to one child more than another until the facts have been determined
- Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild offering children a way back
- School rules should be applied consistently and children reminded of them regularly
- If a child continues to misbehave after a warning from a member of staff, s/he will remove five minutes Respect 30 time. If behaviour persists, the child will be referred to the lunchtime Supervisor or senior member of staff who will log the incident in the files allocated for behaviour/ incidents for each class.

All lunchtime staff should maintain high expectations of behaviour from the pupils, apply the school policy consistently and set an example of calm, polite and friendly relationships. Persistent infringements of the Golden Rules during playtime or lunchtime may result in the pupil being excluded from certain activities for a set period of time. eg. persistent aggression when playing football may result in a ban from playing football for several days. Alternatively, persistent aggression during free play with others may result in the child being directed to a specific sports coach for support at lunchtime where their play is structured and more closely monitored.

11. EXCLUSIONS

Provision for full time education for pupils who receive an exclusion of 6 days or longer.

From 1 September 2007, the law has required that this school must ensure that formal arrangements are in place to offer full time, appropriate education off our school site for any pupil who is excluded for a period of 6 days or longer. We are required to make such provision from the **6th day** of any such exclusion.

Day one to day five of a fixed period exclusion

Parents are legally required to make suitable arrangements for the supervision of their children for all exclusions of between one and five days inclusively. The school will ensure that all parents of excluded pupils are informed appropriately of their responsibilities with regard to appropriate supervision of their child whilst excluded. The class teacher will ensure that adequate and appropriate work is provided for completion at home during the period of exclusion. Parents should return completed work and arrange with the teacher to provide more if necessary.

From day six of a fixed period exclusion

- We will be working in partnership with other primary schools in Stockport to provide full time education for any pupil from the 6th day onwards until the exclusion ends.
- If a pupil receives allocated support, it is expected that this support will transfer with them for the duration of the exclusion.
- If there are issues of access for any pupil, we will ensure that a suitable school within the Local Authority is found. Parents will be expected to work with the school to ensure that their child attends the alternative provision for the duration of the remainder of the fixed period exclusion. If a parent does not ensure that their child attends the provision made, it will be recorded as an unauthorised absence and dealt with by the school and Education Welfare Service within their procedures.

Planning for the offsite provision

The Head Teacher or class teacher will agree arrangements with the parent(s) to plan for the child continuing education during the exclusion. This planning will take place during the first 5 days of the exclusion to ensure that the pupil, parent and both schools are in full agreement with the arrangements for the child to attend the alternative school.

Reintegration Meetings

Following all instances of exclusion, the Head Teacher will arrange a reintegration interview at a mutually convenient time for the school and parent. Consideration will be given to using a support plan at the reintegration meeting which will look at formalising targets for the pupil, school and parent to work together to reduce the likelihood of future exclusions.

Fast Track Provision

Some infringements of the Golden Rules may be serious enough as to require immediate action by the Headteacher **who will use discretion** as to how best to deal with the pupil at this point.

These infringements may include; swearing towards adults, vandalism, serious theft, blatant dishonesty, violence against pupils or adults, inappropriate behaviour on school outings and behaviour that threatens their own safety or the safety of other pupils and staff.

12. INDIVIDUAL BEHAVIOUR SUPPORT PLANS

For some children, adhering to the school's expectations of behaviour presents a particular challenge and after repeated cycles of appropriate teaching of desired behaviour and appropriate sanctions for misbehaviour, it becomes apparent that the School Behaviour Programme is not working for them. These children can be referred to our Behaviour Support Team via Phase Leaders or the SENCO and may require an Individual Behaviour Support Plan or a programme of intervention.

Children who have an Individual Behaviour Plan will have a system in place, including specific targets, support in achieving these targets and an individual reward system. This may include personalised systems for playtimes and lunchtimes. This plan should be shared with the child, the child's parents/carers, the school's behaviour support team and all other relevant staff and a Senior Teacher. It must be reviewed by the class teacher on a termly basis and adapted as necessary.

If in-school intervention is not successful in modifying a child's behaviour, referral to a Behaviour Support Teacher via our SENCO and Behaviour Support Services will be discussed with parents. The possibility of work being undertaken with our link Family Support Worker may also be discussed if deemed appropriate.

13. SPECIAL EDUCATIONAL NEEDS

Children who are on the Special Needs register and have a Support Plan or who have an Education and Healthcare Plan may need to have their own Behaviour Support Plan tailored to their needs. Each case will be dealt with on an individual basis.

In exceptional circumstances, pupils with Behaviour Support Plans may need to be removed from their classrooms if their behaviour becomes a concern for their own safety, or the safety of others. In this circumstance, a 'Team Teach' trained member of staff, will intervene and take the pupil to a quiet area for a cooling down period, until the pupil can be safely returned to class.

14. PHYSICAL INTERVENTION

Staff have received training on how to intervene physically in a safe and appropriate manner. Staff will:-

- Physically intervene only if a child is in danger of hurting him/ herself or another person
- Physically intervene by using the methods in which they have been trained (see Guidance Booklet for Physical Intervention)
- Report to the Head Teacher any situations in which they have had to intervene
- Complete an incident form to record the intervention used and relevant details about the incident or event
- Attend revision training at regular intervals during INSET sessions

This policy will be carried out in line with the Disability Discrimination Act and other school policies, which are updated on a cycle throughout the academic year(s).