



Behaviour Policy

Reviewed and re-adopted: September 2021

Next review: September 2022

Date approved: September 2021

Mission Statement

“At St. Mary’s, we are called together to love, learn and care with Jesus. Love Jesus, ourselves and each other”

GENERAL STATEMENT

“God’s Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled. There is no law against behaving in any of these ways.” Galatians 5:22-23

At St Mary’s Catholic Primary School, it is a key aim that every member of the school community feels valued and respected, and that each person is treated fairly and well, as members of the family of God. We are a caring community, where we hold the Gospel’s values and virtues at the centre of all we do. The school behaviour policy and its application, therefore, stem from the teachings of the bible, particular those of love, truthfulness and compassion. We have designed this policy with the aim to support the way in which all members of the school can live and work together in a supportive way, within our Catholic ethos. 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 to foster and maintain positive behaviour as a means of promoting good relationships, so that everyone can work together with the common purpose of helping all to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This policy, in conjunction with the anti-bullying policy, inclusion policy and exclusion policy, aims to help children to grow and develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and God’s family.

PRACTICE

“Love one another as I have loved you”

John 15:12

All members of staff and parents serve as role models to our children. Therefore, at St Mary’s, we expect every member of our school community to behave in a considerate way towards others, demonstrating respect and tolerance.

Modelling shared Gospel values and virtues permeates all areas of school life, not only during lessons in the classroom, but also in the playground and throughout all areas of the school generally.

Consistency in approach by all adults will be crucial to the success of this policy and the aims it serves.

Adults should model good behaviour at all times and:

- ❖ Speak to pupils and each other with respect

- ❖ Stay calm when dealing with behaviour incidents
- ❖ Give all pupils a chance to redeem themselves
- ❖ Refer to the teachings of God when discussing positive or negative behaviours

Adults should avoid:

- ❖ Shouting at children unless there is risk of harm.
- ❖ Using inappropriate or disrespectful language.
- ❖ Ignoring (unless a planned strategy) or accepting poor behaviour.

We recognise that parents are the first and most important educators of their children. We want to work in partnership with parents to ensure a consistent approach to behaviour for our children with modelled high expectations.

REWARDS

“In the same way, you should be a light for other people. Live so that they will see the good things you do. Live so that they will praise your Father in heaven” Matthew 5:16

At St Mary’s we reward good behaviour as we believe that this develops an ethos of kindness and co-operation and helps children to see the value of positive behaviour and attitudes.

At St Mary’s we praise and reward children in a variety of ways:

- ❖ Staff recognise and congratulate pupil achievement giving verbal praise and stickers
- ❖ Children are awarded house points
- ❖ Our classes utilise Zone Boards, where children move through the ‘zones’ for good behaviour. A child in Gold at the end of the day receives 15 house points and a sticker, Silver receives 10 house points, Green receives 5 house points.
- ❖ Golden time
- ❖ Reward certificates in assembly
- ❖ In exceptional cases, referral to the Principal or Vice Principal for a special reward

SANCTIONS

Whilst we hope that all pupils will value and respect one another, and recognise the benefits of positive behaviour and attitudes, it is important too that a system to deal with inappropriate behaviour is in place, and administered consistently and reasonably by all staff.

At St Mary’s we use the school behaviour levels (Appendix 1) to support staff to make decisions in response to children’s behaviour and provide a process of escalation where behaviour is repeated. These behaviour levels correspond to the Zone Boards used in class. Children will be asked to complete a reflection sheet to consider how their behaviour can be more positive in future. Some examples of sanctions include children reflecting on behaviour during free time, loss of privileges, referral to SLT or in some cases, where welfare and safety of children is compromised, a reduced timetable.

Lunchtime and Extra-Curricular Behaviour

If an adult needs to get the attention of the children while in the hall at lunchtime, this will be done by raising a hand and the children will copy.

At the end of playtime and lunchtime an adult will ring the hand bell or blow a whistle. The children will stop, stay still & be quiet after the first bell, then walk to their lines when instructed.

If poor behaviour occurs during out of school clubs or activities the child will not be permitted to attend the club(s).

Bullying

At St Mary's we do not tolerate bullying in any form. 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 without fear. Each year, a group of children form a group of "Anti-Bullying" ambassadors, who maintain a happy and safe environment for others. A separate anti-bullying policy is used in conjunction with this policy.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Loss of free time
- Loss of privileges
- Internal exclusion
- Contact with parents

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out investigation, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Positive Handling

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 2013. Teachers 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. In this case, where possible, a

MAPA- trained member of staff is called. The actions that we take are in line with Government Guidelines on the restraint of children and recorded.

The role of the class teacher

“Take care of the group of people you are responsible for. They are God’s flock. Watch over that flock because you want to, not because you are forced to do it” 1Peter 5:2

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. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher follows the sanctions as discussed above (and in appendix 1). Every member of staff in this school also has a responsibility for behaviour of all children outside their own classroom.

The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. This may include removing some children from the whole-school Zone board initiative and creating a personalised plan. We will work with parents to create the plan and review it.

The role of the Principal

It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school and to report to the Local Governing Body, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal is supported by the local authority when arranging fixed-term exclusions for individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, where all support avenues have been exhausted, the Principal may permanently exclude a child. Both these actions are only taken after the Local Governing Body has been notified.

The role of our Parents

“Brothers and sisters, all of you should try to follow my example and to copy those who live the way we showed you” *Philippians 3:17*

The School works in partnership with parents so that children receive consistent messages about how to behave. We expect parents to support their child's learning and to co-operate with us in reinforcing positive behaviour traits. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour. We also expect parents to inform us of any changes in circumstances that may affect their child's behaviour.

If we have to use reasonable sanctions as a result of a child's behaviour, we expect parents to support our action. If parents have any concerns about the way that their child has been treated, they should make direct contact with the class teacher to book an appointment. Following an investigation and discussion with the class teacher, if the parent believes that the concern has not been resolved, they should contact the Phase Leader or Vice-Principal. If a parent feels that following discussions with the Vice Principal's the situation has still not been resolved, the parent should contact the Principal. Prior to meeting with a parent, the Principal and Vice Principal will investigate the 'discussion/action trail' and any accompanying documentation. If discussions with the Principal cannot resolve the problem a parent has the right to contact the Chair of the Local Governing Body. A formal grievance or appeal process can be implemented from this point.

The role of the Local Governing Body

The Local Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Local Governing Body supports the Principal in carrying out these guidelines and may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

Training

Our staff are provided with training on managing behaviour through internal CPD and external providers.

Fixed-term and permanent exclusions

It is not our wish to exclude a pupil from school and other means of addressing unwanted behaviours will be explored before a decision to exclude is taken. Only the Principal (or the acting Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently if all other areas of support have been exhausted. 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.

If the Principal excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they

wish, appeal against the decision to the Academy Committee. The school informs the parents how to make any such appeal.

The Principal informs the LA and the Academy Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Academy Committee itself cannot either exclude a pupil or extend the exclusion period made by the Principal. The Academy Committee has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Academy Committee appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

Monitoring

The Principal, Vice Principal and SLT team monitor the effectiveness of this policy on a regular basis. They also report to the academy committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour, including Behaviour Reflection Sheets (as detailed in sanctions). Class incidents are recorded in Integris, which is monitored regularly by the Principal, Vice Principal and SLT. The Principal, Vice Principal and SENDCo scrutinise the forms to determine if further investigation or action is required.

Any bullying or racist incidents are recorded on separate forms.

The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the academy committee to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with the MAC funding agreement and articles of association.

Appendix 1

Behaviour	Strategies	Sanction
<p>Level 1 (Green + Warning) Child is not following school rules (general low level behaviour which causes disruption to others) Examples include: shouting out, pushing in the line, refusing to follow instructions etc.</p>	<ul style="list-style-type: none"> ~ Reminder of correct behaviour ~ Change child's seat/tasks (Where appropriate), more praise to promote positive behaviour 	<p>Two verbal warnings given to the child. Ask child to repeat to ensure understanding.</p>
<p>Level 2 (Yellow + 5mins) Repeating the above</p>	<ul style="list-style-type: none"> ~ Move to Yellow, reminder of correct behaviour and explanation of sanction if behaviour doesn't improve ~ Change child's seat/task where appropriate, more praise to promote positive behaviour ~ If behaviour improves, move back to green <p><u>Lunchtime supervisors:</u></p> <ul style="list-style-type: none"> ~ Withdraw child from playing. Child to stay with staff member for 5 minutes ~ Record behaviour on integris and inform teacher at the end of lunchtime. 	<p>If child is still on yellow by break time or lunch time, they will miss 5 mins of play/lunch time (supervised by CT) If after this time, CT to decide on another suitable 5min privilege loss (e.g.: golden time etc). Record on integris</p> <p><u>If level 2 behaviour occurs three or more times in one week. CT should discuss with parents.</u></p>
<p>Level 3 (Amber + Phase Leaders) Repeating the above</p>	<ul style="list-style-type: none"> ~ Move to amber, reminder of correct behaviour and why and explanation of sanction (sent to Phase leaders) if behaviour doesn't improve ~ If behaviour improves, children can move back to yellow (then refer back to level 2) <p><u>Lunchtime supervisors:</u></p> <ul style="list-style-type: none"> ~ Withdraw child from playing. Child to stay with staff member for 15 minutes time out <p>Record behaviour on integris and inform teacher at the end of lunchtime.</p>	<p>Child on orange: Child sent to Phase leaders (SLT) Log on integris. If children on orange at end of day: parents informed.</p> <p><i>(Phase leaders: Loss of playtime (1 break) – In hive with 1 member of playtime duty staff. Or at lunch with SENDCo or VP for 15minutes.)</i></p> <p><u>If level 3 behaviour occurs twice in one week. CT should discuss with parents.</u></p>
<p>Level 4 (Red + SENDCo/VP) Repeating the above</p>	<ul style="list-style-type: none"> ~ Move to red. Explain sanction and why. ~ Discuss behaviour expectations and why. <p><u>Lunchtime supervisors:</u></p> <ul style="list-style-type: none"> ~ Withdraw child from playing. Child sent to SENDCo/VP <p>Record behaviour on integris and inform teacher at the end of lunchtime.</p>	<p>Child on red: Child escorted immediately to SENDCo (M,T, T) or VP Parent informed. Update on integris</p> <p><i>If Level 4 behaviour is repeated there will be possible alternative provision made for lunch times, extra-curricular activities, or school trips). This is at the discretion of SLT.</i></p>
<p>Level 5 (SENDCo/VP) Examples include: - Bullying - racist or other discriminatory behaviour - Sexual violence/ sexual harassment - Continuous accounts of stealing - Continuous accounts or serious accounts of damaging school property - Fighting - Continuous accounts of swearing - Continuous accounts of racism - repeated accounts of disruptive behaviour <i>This list is not axhaustive</i></p>	<p>Discussion with class teacher to establish what has actually happened (including discussion with witnesses) and record on integris Child to be escorted by a member of staff to SENDCo or VP.</p> <p><u>Lunchtime supervisors:</u></p> <ul style="list-style-type: none"> - Withdraw child from playing immediately - Record behaviour in integris - Take to SENDCo or VP and give information about incident. 	<p>Internal exclusion for rest of day- CT to provide work. To SENDCo/VP Phone call to parents</p> <p><i>If behaviours have caused significant harm to others, or are consistently repeated, a fixed-term exclusion may be enforced.</i></p>

Appendix 2



Behaviour Reflection

Name: _____

Date: _____

Write or draw about your behaviour;



Why was this a problem? What does Jesus teach us?

What could you do differently?

1. Stop 
2. Think 
How do my actions affect others?
3. Make a good choice! 

List 3 positive things about yourself and how they can help you make good choices in the future.

