



St. Mary's Catholic  
Primary School

# Behaviour for Learning Policy



## St. Mary's Catholic Primary School Behaviour Policy

### Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school Mission Statement:

*"Work, play, pray - together."*

Central to this aim is the expectation that the children of St. Mary's Catholic Primary School will display the highest standards of behaviour and treat other people as they would wish to be treated themselves, in accordance with our general rules of the school. Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hardworking pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child's self-image, can change in a positive way through seeing and feeling their successes;
- Always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

Outstanding behaviour makes highly effective teaching and learning possible. Our academic and social standards cannot be maintained if they are impeded by inappropriate behaviour. We must have a consistent approach to behaviour throughout the school with parental cooperation and support.

### General Rules of the School - "The Golden Rules"

Do be gentle - Don't hurt anybody

Do be kind and helpful - Don't hurt people's feelings

Do listen - Don't interrupt

Do work hard - Don't waste your or other people's time

Do look after property - Don't waste or damage it

Do be honest - Don't cover up the truth

Do dress in line with school policy - don't wear any jewellery, no trainers, correct uniform is worn.

These rules are displayed in each classroom with an explanation to our children as to what it means to them on a day-to-day basis. Members of staff regularly refer to this rule as part of our collective worship, pastoral care and PSHE programme.

At the beginning of the school year, the class teacher works with their new class to create class rules based upon the rules outlined in this policy. Our school main school rules are a regular theme in our collective worship programme. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of antisocial behaviour, the class teacher may discuss these with the whole class during circle time, which is timetabled at least once a week. Children are actively encouraged to talk to an adult, such as their class teacher about being treated unfairly by other children. 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. Our antibullying policy outlines our approach.

### Break times

We aim to make our playground a stimulating area as this provides opportunities for creative play and lessens the likelihood of children becoming bored. At lunchtime we have a clear set of guidelines that the children have helped to put together which are consistent with our approach to promoting good behaviour. Our staff in their lunchtime role are encouraged to join in and play games with the children in order to promote a playful atmosphere.

### The role of the school staff

It is the responsibility of all staff to ensure that the school rules and guidelines are adhered to and that their class behaves in a responsible manner during lesson time. The staff 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. Children are less likely to be distracted if activities are stimulating and are 'hands on'. The staff must treat each child fairly and promote and apply the school rules consistently. The staff must treat all children with respect and understanding. If a child misbehaves or breaks the school rules the behaviour policy consequences must be followed.

### The role of parents

We expect parents to support their child's learning, and to co-operate with the school. 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. The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We have an open door policy and actively encourage parents to come into school to clarify any issues. We also send out questionnaires to parents to get their views on a variety of subjects. We explain the school rules in the school prospectus and we expect parents to read these and support them.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains they should contact the Key phase lead then the Head Teacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

### 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 Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### Fixed-term and permanent exclusions

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods up to the statutory amount. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head Teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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 Head Teacher informs the LEA 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 pupil or extend the exclusion period made by the Head Teacher. The governing body has a discipline committee. 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 LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling. Monitoring The Head Teacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents that warrant a W2 in their class log records, action taken is also recorded. The Key Phase Leader records those incidents where a child is sent to him/her on account of unacceptable behaviour. The Deputy Head and Head Teacher will record any behaviour issues that are handed on to them.

We keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident in the incidents book that we keep in the staff room. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of

suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### Monitoring

The Head Teacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. All W2 and W3 behaviour incidents are logged using CPOMs linking the appropriate children to the incidents that have occurred. By using the CPOMs system it allows staff to build a chronology and report a child's behaviour and identify any patterns that may emerge in relation to this. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Behaviour Management Procedures

*Outstanding behaviour results in outstanding learning. Every child deserves the right to high quality teaching to enable them to achieve their potential. To achieve this, every class will follow the same rewards and sanctions procedure.*

### Rationale

Virtually all children behave well; therefore, they will be rewarded each day. The minority of children who do not behave well will have consequences.

### Purpose

- To underpin and support teaching and learning
- To deal appropriately and effectively with inappropriate behaviour
- To involve all staff in the behaviour process
- To involve parents/carers in the behaviour process

### Guidelines

- Rewards
- Consequences - The word is carefully chosen - if you break a rule there will be a **consequence**
- The emphasis is on cause and effect
- Certain actions/decisions/failures will lead to certain rewards and consequences
- No member of staff can take action against a pupil outside the Behaviour Policy framework

### Reward Process

There is a daily behaviour reward system in place in school.

Every child begins each day in the green zone (new day, new start!). Each child stays in this zone if they do everything that is expected of them. During the day they can be awarded house points and some classes have agreed extra rewards with the children.

Children who have stayed in the green zone each day at the end of the half term will have a reward e.g. Film Afternoon.

### Golden Time

This is a 'reward time' each week from 3.00pm-3.25pm for any child who has not been sanctioned with a W3 or more than two W2s. A child who has had two up to W2s in a week will have time out in their classroom when golden time is taking place. Any child who over the previous two weeks, has had up to two W2s each week will be sent to a central place to be supervised by behaviour supervisor and / or HLTA's.

Any child who has been issued with a W3 will also be removed from golden time and will spend this time in Time Out. However, a child is able to earn some of their golden time back if they have made a conscious effort to improve their behaviour over the week.

## Consequences Process:

There is a minority of children who display behaviour that is inappropriate (disrupting lessons, wasting time, spoiling other children's playtime and lack of respect). The following is to act as a deterrent.

### There are four levels

- W1 - verbal warning - moved from the green zone into first amber zone. The child has a chance to correct their behaviour and move back to the green zone without further discussion. If a child repeatedly receives w1s then this is to be addressed by class teacher and key phase lead.

In the first instance if children are misbehaving at a low level in the classroom then it is the class teacher's responsibility to deal with it. Firstly, by verbally warning the child, at this point the child should be encouraged to make a behaviour choice, this can allow them to return to GREEN or escalate up to RED. If this does not improve their behaviour or if this behaviour happens repeatedly the child, then moves to the next warning before becoming RED.

- W2 - Second verbal warning moved from the green zone into the second amber zone. The class teacher must, keep a record of W2's issued in their class. The child has a chance to correct their behaviour and move back into the green zone. Persistent W2 offenders will go to W3.
- W3 -Phase leader sanction - moved to the red zone. Following the issuing of a W3 the staff member will upload the incident to CPOMs and be ensure to include all relevant details which have led to the W3 being issued if it has been an accumulation of incidents. The Key Phase Lead will be notified of this incident, who will then issue a sanction of time out in the reflection zone under supervision. At this point the Key Phase Lead will decide if the child is to return to class for the next lesson or complete work in a different room. The class teacher will provide work. Parents will be invited into school to discuss the matter and make them aware of the behaviours that their child has been displaying in school.
- W4 - Senior leader sanction A record of pupil's W3's will be kept by each Phase Leader. Regular W3 offender will be sent the Key who will invite parents into school or speak to them over the phone, the child will be placed on report until it has been agreed with SLT that behaviour has improved. A copy of discussions and report will be issued to parents and an additional copy will be placed in the pupil's file.

Persistent Warnings - sent to Head teacher/ SLT discussion.

1. Time out under supervision during break times.
2. Internal exclusions within another class. The child would be dropped off at the school entrance.
3. A day away from school community with DHT/HT
4. Move to alternate school for the day.
5. Educated at a different school

## 6. Fixed term exclusion.

A member of school staff will accompany the child in stages 3-5. Stages do not necessarily have to be followed in order.

Once a child has been placed upon report and if the behaviour is not improving quickly enough a decision could be made by the SLT that the child may miss an activity they are motivated by i.e. if they have been selected for a sports team, a particular playtime activity or a school trip. The class teacher can recommend to the SLT that this action might be used, in virtually all cases; it can take place if the child is on report however extreme behaviour could result in such sanctions being used without the children being on report.

- Extreme behaviour or persistent disruptive and challenging behaviour may lead to pupil exclusion. At this point the parents, school and local authority will be involved.

## Report Cards

Report cards issued to children have four different colours in-line with the classroom behaviour chart:

- White - parents will receive a phone-call home.
- Yellow - parents will be invited into school for a meeting with behaviour supervisor and key stage lead.
- Orange - parents will be invited into school for a meeting with behaviour supervisor and head teacher.
- Red - parents will be invited into school for a meeting with behaviour supervisor, key stage lead and head teacher.

If a child is issued with a report card, their behaviour will be closely monitored throughout each lesson and recorded appropriately. At the end of each day the child must have their report card signed by a member of the Head Teacher (or a member of the SLT if Head Teacher is unavailable) and also by their parent.

- White report is the first level and the child will be required to check in on a daily basis with the behaviour supervisor to ensure their behaviour is on track. If there is no significant improvement in behaviour or the behaviour deteriorates, the report card will then be reviewed and replaced by a yellow report card.
- Yellow report means that a child will have check in twice a day with the behaviour supervisor to monitor and discuss the report card. If more than 2 W1s or a W2/3 is issued within the same day, the child will be given time out.
- Orange report requires a child to check in with the behaviour supervisor every break time, 2 or more W1 sanctions per day or any W2/3s issued whilst on this report will result in a loss of privileges for that day - e.g. time out during break times which may then lead to missing part of or the whole golden time session.
- Red report is the final report that can be issued. Whilst on this report a child will be removed from all if they receive a W1, W2 or W3 we see a significant change in their behaviour. Golden time will also be missed and spent in supervision.



### Green zone treat.

At the end of each half term, classes or Year groups will have the opportunity to treat all children who have been in GREEN for the entirety to a fun activity. Children may decide on this e.g. a film.

- Children who have been in AMBER/ W2s on more than three occasions may miss part of their green treat, but will remain supervised by the class teacher. Should a child be placed into AMBER on five occasions or more then the sanction will be in line with those children placed in the or red zone and received a W3.

- Children who have been placed in red during the half term on more than two occasions will miss the half termly green treat unless they can show a significant improvement in their attitude and the SLT agree.

- If a child was on report and their behaviour improves significantly whilst they are on report then they can earn back the right to participate in the green treat if the SLT agrees to this with the class teacher. However, if they have not improved then they will miss the entire green treat.

- Children who do miss the treat will continue with their class work as per timetable.

<u>Guidelines for W1 and W2's</u>	<u>Guidelines for W3</u>
Low level disruption	Continued refusal to follow instructions/co-operate
Not following instructions	Insolence
Off task	Loudness, disruption in corridor, running in corridor.
Not listening respectfully to others	Bullying
Lack of respect	Contributing to rumours/gossip
Poor work/presentation(deliberate)	If pupil is given a W2 on a regular basis
Ridiculing another person	Verbal abuse
Not keeping hands, feet and objects to self	Fighting
	Graffiti

<u>Guidelines for W4</u>	
If pupil is at W3 on a regular basis.	