

St Mary of the Angels Catholic Primary School
Whole School Behaviour Policy & Principles 2017/18

Co-ordinator; Mr R Hughes

Love Jesus
Love learning
Love life

This policy builds on the previous policy from spring 2016.

We believe that the promotion of good behaviour and discipline in pupils should stem from a partnership between home and school. Parents and teachers must work together to maintain good behaviour and discipline.

In June 2016, in an S48 inspection, inspectors said “The children’s behaviour is excellent..” and “they display an excellent attitude to work”. We are proud of this; and we aim to maintain this grade at all costs. There is recognition that ‘behaviour for learning’ is now a key concept. In other words, a child who behaves well has a much better chance of enhancing his/her own learning and progress, because good behaviour often links to an attitude of endeavour. We encourage this in all we do.

St Mary of the Angels school approaches behaviour management in a fair, consistent and stress free manner. We help teachers to help children take responsibility for their behaviour, developing their self-esteem and their respect for others. The whole system of behaviour is based on every child being safe and secure in school.

We believe that teachers have a right to teach and children have a right to learn. This is best achieved when conditions for learning are at their optimum. We endeavour to ensure that these conditions are present at all times.

BEHAVIOUR PRINCIPLES

We believe:

1. Good discipline is important to enable good teaching to take place.
2. Skills of good behaviour can be learned through practice.
3. Parental support is essential (all parents sign a Whole School Agreement to this effect.).
4. Children must be involved in a classroom behaviour plan (‘Behaviour Ladders’).
5. School management must support the plan, which is applied fairly across the school.
6. Consistency is vital.
7. All adults in school must be familiar with the standards of expectation and the agreed consequences.

In a June 2016 questionnaire, 100% of parents stated that ‘they are happy with the values and attitudes that the school teaches’.

Class Rules

We believe that each class must have a clear, easy to understand set of class rules. These must be on display in the classroom.

1. We listen to others.
2. We look after ourselves and others.
3. We always do our best.

These are regularly revisited; have been devised by the pupils in assemblies with Mr Hughes; and encapsulate in children's terms the feelings expressed in our Mission Statement.

Positive Recognition

We believe in positive recognition and try to praise each child at least once a day, usually much more.

As a class reward, marbles are collected in a jar, for positive behaviours. When a class achieves a full jar, an additional playtime or a special treat will be offered as a reward.

Each week, children who have exhibited good behaviour will be eligible for rewards. Particular good behaviour will result in children moving up the class 'behaviour ladder' chart or receiving team points in classes. They will take the awards home to celebrate with parents/display at home. When a child reaches the green zone weekly, they can access an hour of Friday afternoon 'golden time', where activities are set out by teachers to allow an element of self choice eg DT equipment, ipad study, infant structured play and so on. Children can also receive postcards home, when excellent work or behaviour is noted; and personal certificates of merit, in the weekly awards assembly. Excellent attendance is awarded with weekly attendance awards, in the same assembly. (See also attendance awards policy).

Volunteers, ancillaries and all school staff will be encouraged to reward good behaviour. An example is receiving 'dinner lady' stickers, for completion of food or good behaviour in the dinner hall, selected by mid-day assistants.

Children must be made aware of exactly what is expected of them in order to win a stamp on their card or similar rewards. The staff are constantly discussing this - with pupils *and* with other staff; and problems are dealt with as quickly as possible every day.

Cyber safety is high priority with discrete briefing sessions this year given to governors, parents (2 sessions), staff and pupils. The school is proud to be one of only two primary schools in Cheshire to be awarded the National E Safety Mark. Year 6 pupils are trained as Cyber Champions; and have worked on Cyber Safety with each class, doing a powerpoint they created in each class on National Internet safety day, 2016 & 17. They will train up the next class before they move on. More training for parents is planned in summer 2017, via the NSPCC parental training.

Consequences

We encourage children to make good choices. Good choices have a positive effect and bad choices have a negative effect. We feel that consequences need not be too severe, but they must be consistently regular. Most of our behaviour is sorted via team points and the whole school 'Behaviour Ladders' explained above. However, in other cases, this is how we would deal with infringements;

1. Non verbal warning. (look)

2. Verbal warning using child's name.
3. A short time (minutes) away from the group; or work at an alternative table, to diffuse the situation.
4. Spending a set period in a colleague's classroom, with work set. (We will of course always avoid humiliation – i.e. sending a Y6 child into reception class.)
5. Loss of playtime, and supervision by Head/senior teacher.

There are times when a **severe clause** may need to be implemented. e.g. violence, destroying property, refusing to cooperate, e-safety incidents or behaviour which stops the class from functioning.

Children who have behaved severely would be sent to the Head Teacher or the Deputy Head Teacher. In some cases, the Head may be asked to come to the class. Depending on the nature of the incident, the Head would implement the following consequences:

1. Talk to the child – often a visit to the head's room and a stern chat is enough.
2. Child may be kept in at playtime or have other privileges removed (eg playing football).
3. Parents receive a text message, phone call and/or are called into school.
4. Parents informed by letter, to back up the severity of a situation. Police may be involved, if severe.
5. Child will complete a behaviour form or chart. In the case of young children, this will be discussed. This will then be kept on file.
6. Child sent home (eg fixed term or permanent exclusion. This is a last resort and has not been used in this school, in the last 16 years.)

Very Difficult Behaviour.

We are aware that some children may exhibit very difficult behaviour. This may be related to special needs.

Behaviour tracking systems will be used (eg CPOMS) and, in consultation with parents, teachers and learning support, individual behaviour plans will be implemented.

However, no child will be allowed to disrupt the education of others.

It has to be said at this point that this is extremely infrequent; and that most behaviours are dealt with at a very early stage of the above cycle, as we believe early intervention is the key. Ofsted grades for behaviour over time are proof of our success; but we are not complacent.

Non-Disruptive Behaviour

e.g. daydreaming

The following consequences will be implemented:

1. Look.
2. Verbal reminder or warning.
3. Work sent home with the child/ work with parents to reduce the undesirable behaviour.

Routines

We believe that all children must be fully aware of school routines if we expect correct action. Routines will be reinforced regularly during assembly and displayed around the school. Such as;

1. Lining up at times, in order to provide order & safety in pupils' movements.
2. Fire Drill.
3. Stranger Danger.
4. P.E.
5. Appropriate behaviour when dining (collecting your food carefully, not too much noise, returning your dishes safely and dealing carefully with any waste).

Contact with Parents.

We feel that parents must be kept informed of both good and bad behaviour. Class teachers will keep parents informed as and when appropriate.

Reports of bad behaviour from parents(their own/someone else child) are of course dealt with quickly (the same day) by the class teacher and/or the Headteacher.

Bullying

The school has an anti bullying policy and this policy should be read in conjunction with the former.

We believe that the very proactive approach taken by the school minimises bullying; and inspection/monitoring evidence bears this out. But bullying does occur, of course, albeit rarely; and is dealt with swiftly.

We have had Childline in, during 2017, as an independent source of advice for pupils who may be experiencing bullying.

If they think bullying is occurring, pupils have been encouraged to

- Talk to someone
- Tell someone who can help eg carer/parent/teacher/head/learning mentor etc
- Try not to show anger/upset
- Try to walk away from arguments and to appear confident
- Try to avoid being on your own.

A phone number is available in the office/on the school notice board for Childline

Any perceived racial incidents are recorded and reported on CPOMS.

Our safeguarding governor is Mrs M Lavelle; the children know her, and know of her role.

Safeguarding assemblies take place each term, with Mrs Lavelle. Expectations and models of good behaviour are demonstrated at such times; and the children's views are solicited and acted upon.

Review date. Autumn 2018 or sooner if required.

Behaviour Journal

Students Name:

This is the rule I broke:

I chose to break this rule because:

This is what I could have done instead:

Student Signature

Date