BEHAVIOUR POLICY

2023-2024

ST MARY'S RC PRIMARY SCHOOL



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St. Mary's Catholic Primary School
Behaviour Policy

Equal Opportunities

- Our aim at St. Mary's Catholic Primary School is to create a positive, stimulating and happy learning environment through which all children will achieve success and develop their full potential. We look to promote their spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life. All children, regardless of race, creed, culture or sex will be treated equally in every aspect of school life.

Discipline – Class and General

- Adults and children need to familiarise themselves with the Mission Statement and core values.
- In line with our Catholic ethos, refer back to the Mission Statement and Gospel Values when dealing with red choices e.g "The teachings of Christ inform all our efforts and the way in which we treat one another."
- Ensure STOP/LOOK/LISTEN is used in every class to ensure you have pupils' attention.
- **All** members of staff are responsible for maintaining high standards of behaviour within the school.
- **All** members of staff should familiarise themselves with the behaviour policy and ensure that it is followed at all times.
- Pupils are expected to respond appropriately to all instructions concerning either their general conduct, or learning behaviours and all pupils should be made fully aware of what is expected of them.
- At the beginning of the school year, the School Rules will be displayed in every classroom.
- Playground rules are displayed in the playground, please familiarise children with these.
- Use appropriate sanctions – All staff are to follow the same consistent behaviour stages i.e.-

    - 1- Verbal Warning
    - 2 – Second Verbal Warning – name on sad side
    - 3 – First yellow card - Loss of Play – 5 minutes
    - 4 – Second yellow card - Loss of Play - 10 minutes
    - 5- Red card - report to SLT straight away if this is a serious behaviour incident

- **EYFS and Year 1 –** Alongside our Behaviour and Warning System, EYFS and Year 1 follow a 'Rainbow, Sunshine and Rain Cloud' system where all children start the day on the sunshine and move to the rainbow through green choices they make. On the other hand, if a child makes a red choice, they will be given a verbal warning, followed by a visual warning of moving to the rain cloud should they continue to make red choices. Following this, they move to the yellow and red card system, as above.
- Please ensure that the child fills out all parts of a behaviour form before being sent to the senior teacher/experienced teacher.

- When reporting unacceptable behaviour keep to the following order:
    - 1-Class Teacher/ Support Staff
    - 2-Senior/Experienced Teacher
    - 3-Senior Leadership Team
    - 4-Head Teacher

- Incidents to go straight to the Head Teacher: Racism, serious swearing, serious physical incidents, bullying and inappropriate sexualised behaviour/language. If in doubt check with your senior/experienced teacher. A behaviour form on red paper will be used for incidents which warrant a red card.

- Please keep all of the behaviour forms together.
- Please record pupils receiving yellow and red cards on the sheet provided, briefly stating the incident and if parents have been contacted for future reference.
- If pupils have had two detentions in a week they need to be referred to the senior/experienced teacher. The class teacher needs to arrange a meeting/phone call with parent/carer to discuss ways forward.

Bullying

- Bullying in any form is unacceptable.
- All reports of bullying should be treated seriously. Any alleged incident should be thoroughly investigated.
- The Head teacher or SLT should be informed of any incidents of bullying.
- In a definite case of bullying, the parent(s)/carer of any children involved will be contacted and informed of what action the school is to take.
- All members of staff should contribute fully to creating a school ethos, which would discourage or prevent incidents of bullying ever occurring.
- All members of staff should encourage and promote the ethos and positive attitudes that are the essence of our Mission Statement. Please also refer to the Anti-Bullying policy.
- Children should be made aware of the standards of behaviour that are expected and all members of staff should be consistent in their expectations of the children.
- Children should be made fully aware of the behavioural expectations (School Rules, red/green choices, sanctions and rewards) and how this applies to their behaviour in school.

General

- A class should never be left unsupervised, whether inside or out. Children are not allowed into the school building either before or after school, or during break times unless accompanied by a teacher or helper.
- When children leave their classroom, they must be sent with a partner. The children must always go in twos and must never walk around the premises alone, unless going to the toilet.
- Children should never be put outside a classroom door
- Children are not allowed to stand against the wall at playtime

- It is acceptable to keep a child to finish work during lunch break, but never for the whole time and never without supervision. **(10 minutes max)**
- Children should not finish work outside the staffroom or hall, but be supervised inside the class.
- Children should not be kept behind after 3.30pm.
- It is not permitted to deprive a child from a lesson as a sanction.
- The ultimate sanctions are not being allowed to go on a treat, being dropped from a school club or team or being excluded from a school journey.
- Stickers, toys, comics, gum, electronic games, mobile phones etc. must not be brought into school. If a child brings any such item into school, it should be confiscated until the end of the day. It should be returned to the child/child's parent/carer with a warning that if it comes in again, it will be taken away for good.

Behaviour incidents are recorded via Scholarpack. If the incidents are also classified as being a Safeguarding issue, then the incident will be recorded on Edukey as appropriate.

Positive Reward System

- Part of the positive behaviour management of the school is the reward system.
- Team points
  - TPs are given out from Rec – Yr 6 for children that are contributing to the life of the school, doing things such as: showing good manners, lining up sensibly, being polite or sharing. Anyone can give a team point to a child.
  - These are counted each week and a team point badge is given to the children with the most team points each Friday during Celebration Assembly. A photo is shared in the Newsletter each week.
  - The overall winning team are given a treat at the end of each term.
  - Please ensure all children are in a Team – Matthew, Mark, Luke and John.
  - 'Menu' of positive behaviours displayed in communal areas of the school to encourage every member of staff to be involved in promoting good behaviour through positive reinforcement.
- Certificates are given out at the weekly Celebration Assembly for wonderful work and good behaviour. The wonderful work is then displayed in school for the week.
- Please keep a list of the children who get one so that <u>every</u> child receives a certificate by the end of the year.

The Use of 'Reasonable Force'

There are circumstances when it is appropriate for staff to use reasonable force to safeguard students. The term reasonable covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. The decision on whether or not to use reasonable force or restraint a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the school recognise the additional vulnerabilities of these groups. The school will plan proactive behaviour support by drawing up individual behaviour plans for more vulnerable pupils and agree them with parent/carer.

Our Use of Reasonable Force procedures are in line with DfE Guidance on the 'Use of Reasonable Force (2013)'.