

**Catholic Academy Trust in East Berkshire
St Mary's Catholic Primary School**

*Learning and loving on our journey with
Jesus.*



To the greater glory of God

Behaviour Policy

(see also E-mail and Internet Policy & Acceptable Use Policy for Staff, Pupils, Parents and Governors)

Then Peter came to Jesus and asked, "Lord, when my brother sins against me, how many times must I forgive him? Should I forgive him as many as seven times?"
Jesus answered, "I tell you, you must forgive him more than seven times. You must forgive him even if he does wrong to you seventy-seven times."

Matthew 18: 21-22

1 Introduction

1.1 The mission of St Mary's school is to educate our children for life as Christians in the community. Jesus and His teachings are central to all we do. Our behaviour at St. Mary's School should show everyone that we are trying to follow the example and teaching of Jesus. He tried always to help and never to hurt. People know that we are trying to behave as Jesus wants us to when they see that we respect others and others respect us.

2 Aims and expectations

2.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

2.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

2.3 The school expects every member of the school community to behave in a considerate way towards others.

2.4 We treat all children fairly and apply this behaviour policy in a consistent way.

2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

2.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

To help us behave well we have made some simple rules and we do our best to keep them at all times.

One day Jesus said:

Take care of each other.

This is my new rule:

Love each other

Just as much as I have loved you.

If you do,

People will notice and they will say – “You are like Jesus”.

At St. Mary’s we:

- **Listen carefully and do as I am told.**
- **Respect other people’s feelings.**
- **Respect other people’s belongings.**
- **Work hard and do my best.**
- **Take care of my school.**
- **Be proud to be at St. Mary’s.**

These rules are displayed prominently in classrooms, they are referred to regularly.

In order to implement this policy, from all those adults at St. Mary's who are in a position of authority and responsibility, there will be:

- A consistent level of expectation with regard to the standards of behaviour throughout the school.
- A basic demand for mutual respect between all members of the school community no matter to which race, faith or tradition they belong.
- Co-operation throughout the school in terms of judgements and responses concerning behaviour, rewards and sanctions.
- Full use made of home / school support to ensure that standards of behaviour are understood and upheld.

3 Rewards and sanctions

3.1 Recognition of good behaviour.

We all believe that praise is a prime motivator of young children and we are committed to the use of positive reinforcement of acceptable modes of behaviour.

Good behaviour is given whole school recognition by:

3.1.1 Merits

- to be given out by any member of staff.
- Teachers and LTAs may give merits to children in other classes at their discretion.
- Each child should receive at least one merit annually.
- For every six merits collected a child will receive a golden merit certificate. Full merit books should then be taken home. Incomplete merit booklets should be passed up at the end of each year.

These are presented for good behaviour only, hence reinforcing our five rules.

They are presented during a whole school achievers' assembly. When six have been collected a golden merit is awarded.

3.1.2 Stars

- One "Star of the Week" to be given for a specific piece of work
Each child should receive at least one "Star of the Week" annually.

3.1.3 House Awards

St. Mary's school has four Houses:

St. Edmund Campion (red)

St. Thomas More (green)

St. John Fisher (blue)

St. Oliver Plunkett (yellow)

Every pupil and member of staff belongs to a House; family members belong to the same House. Each House has a pair of Year 6 Captains.

- **Key Stage 1** –At end of the Summer term Infant assembly certificates to be awarded for individual achievement: Bronze, Silver, Gold Award
- **Key Stage 2** –House points to be awarded at any time at the teachers' discretion.

House points are awarded by staff for achievement, progress or any positive behaviour. Lunchtime controllers may give House points. House point totals are announced at weekly whole school assembly and a cumulative record kept. A House cup is presented to the winning House termly. House Sports cups are awarded on Sports Day as a result of totalled House points for events.

Children can be sent to the Headteacher to receive a headteacher sticker at the teacher's discretion.

3.1.4 Good behaviour is given class room recognition by: Rewards at Key Stage 1:

- Each class to work as a team to gain a small cube/marbles. (e.g. all changing quietly for P.E. good behaviour for supply teacher). When 12 cubes or a full jar are gained children will receive a twenty minute choosing time.

Stickers will be ordered by team leader for distribution to class teachers and may be awarded at teachers' discretion.

Rewards at Key Stage 2: Golden Time

- All children begin week with full 20 Golden time minutes. For inappropriate behaviour a verbal warning is given and if behaviour is repeated a golden minute is removed. Process of removing golden minutes can be repeated throughout the week. Children to receive corresponding golden time on Friday.

The need to celebrate the success of the "average" pupil must be remembered. It is our intention that each child will have been recognised in some way by the end of each year.

These rewards and sanctions will be fully implemented by all members of staff. However, in addition to these each teacher may also use individual rewards and sanctions which do not impinge on the effectiveness of the systems stated in this policy.

3.2 Recognition of unacceptable behaviour.

It is hoped that through frequent reinforcement of the behaviour policy, recognition of good behaviour and by the example set by all adults in school the occurrences of unacceptable behaviour will be few. However, we recognise that sanctions will, at times, be needed.

3.2.1 Sanctions

- **Loss of Golden Minutes** (See KS2 rewards)
- **Time Out** – For disruptive behaviour a “time out” strategy will be implemented. For persistent disruptive behaviour a child may be sent to a senior teacher. (Team leader to deputy headteacher to headteacher.)
- **Detentions**
Key Stage 1 – Children will be kept in for whole or part of break time at teachers’ discretion.
Key Stage 2 – Children will be sent to detention at lunchtime.
- **Parent Consultation** – Consultation with parents should be carried out at teachers discretion. Teachers can arrange joint meetings with parents and team leader if they feel support is required.
- **De-merit** – De-merits can be given for serious misconduct and will be announced in assembly. The reason for the De-merit will be given but the individual’s name withheld. They will go to the Headteacher’s office at the end of the same day, for discussion of the misdemeanour. Prior to the de-merit being announced a meeting will be held between child, parent, teacher and headteacher, if possible. A record of the de-merit will be kept. The child will be made aware that it is their **behaviour** that is disappointing and needs changing. Children stay in for all breaks the day after a de-merit is awarded and may have further penalties.

Demerits may be given for:

Rudeness to any adult

Excessively rough play

Deliberately hurting another child

Bullying – Bullying will not be tolerated. (see Anti Bullying policy).

Bad language – if an adult overhears a child swearing, the parent/carer will be informed immediately)

Defacing or stealing school or other’s property.

Verbal abuse.

Racist comments / actions

If problems persist, after consultation with parents, a pupil may be placed on our register of pupils with special educational needs and close monitoring of behaviour will follow. Due regard will be paid to the school based stages of assessment set out in the Code of Practice on the Identification and recognised and taken into account.

Outside agencies such as the Royal Borough of Windsor and Maidenhead Behaviour Support Team may become involved, if necessary.

At times, if problems become sufficiently severe, lunchtime debarment may be used. In the most severe of cases of unacceptable behaviour the child may be required to work in isolation or exclusion may take place. (Following the Exclusions from maintained schools, Academies and pupil referral units in England guidelines DfE 2015).

The rewards and sanctions will be fully implemented by all members of staff. However, in addition to these each teacher may also use individual rewards and sanctions which do not impinge on the effectiveness of the systems stated in this policy.

A Racist Incident Report Form is sent to the LA every six months.

3.2.2

It is recognised that it is important for reconciliation to take place. After misdemeanours have occurred pupils will be invited to write a sorry letter to the person hurt and shaking hands will denote forgiveness.

Other sanctions that may be used:

- Disapproval – frown, glance, eye contact etc.
- Warning of consequences
- Verbal reprimand
- Withdrawal from the situation – group, classroom, playground
- Loss of privileges / golden time
- Staying in break, lunchtime under supervision
- Individual behaviour modification programme
- Incident file
- Discussion with parents
- Daily / weekly verbal report
- Written report book
- Regular reporting to Headteacher

4. Fixed-term and permanent exclusions – see appendix A

5 Drug- and alcohol-related incidents – see Appendix B

6 Roles and Responsibilities

It is important that everyone in the school community is aware of these systems and see them as an integral part of providing the most effective education as possible for their child. This policy will be used in conjunction with the Home / School agreement, SEN, Anti Bullying Policy & Diversity and Equality policy.

Involvement and partnership at an early stage is to be encouraged. It is recognised that only with the support of the parents can a child be encouraged to change their behaviour.

6.1 The role of the class teacher

6.1.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

6.1.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

6.1.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

6.1.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from team leaders, SENCo, Inclusion Manager or the deputy or headteacher.

6.1.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

6.1.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

6.2 The role of the headteacher

6.2.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

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

6.2.3 The headteacher keeps records of all reported serious incidents of misbehaviour using the online system.

6.2.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

6.3 The role of parents

6.3.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

6.3.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.

6.3.3 We expect parents to support their child's learning, and to cooperate 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.

6.3.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6.4 The role of governors

6.4.1 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 headteacher in adhering to these guidelines.

6.4.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Monitoring and review

7.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

7.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any serious incident.

7.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

7.4 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

7.5 The governing body reviews this policy every three years. 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.

This policy was rewritten after review of the Behaviour Management Policy by the whole staff, Governors, pupils and parents Autumn 2009 and reviewed in spring 2016.

This policy will be reviewed every three years or when necessary

This policy was ratified by the Governing Body on

Date.....

Signed.....

This policy will be reviewed in spring 2019

4. Fixed-term and permanent exclusions

4.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the statutory guidance, *Exclusion from maintained schools, academies and pupil referral units in England* (DfES 2015). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:
www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

4.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

4.3 If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher 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.

4.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

4.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

4.6 The governing body 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.

4.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

5 Drug- and alcohol-related incidents

5.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping and a medicine form is then completed by the parent. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

5.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished under the sanctions in this policy. If the offence is repeated, the child will be excluded, and the police and social services will be informed.

5.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

5.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

5.5 If the offence is repeated the child will be permanently excluded.

5.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.