

Frassati Catholic Academy Trust

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

Vision and Values

Our aim is for every child to flourish and have the opportunity to make the most of their learning and loving journey with Jesus.

The principles that drive the adult behaviour within the school are:

- Consistent, calm adult behaviour
- First attention to the best conduct within the class
- Relentless routines so that children know what do expect
- Scripted interventions
- Restorative follow up

School Rules

Recognising exceptional behaviour is at the heart of effective learning. In order for St Mary's to be a calm school, we have three rules:

- Be ready
- Be respectful
- Be safe

Independent learners

Our hope is that all pupils at St Mary's achieve their potential during their time at our school. It is our intention to develop learning skills that enable each individual to gain and develop a wide range of skills:

- Listening
- Presenting
- Problem solving
- Creativity
- Positive attitude
- leadership

- Teamwork
- stewardship

Expectation of Adults

At St Mary's all adults are expected to:

- Show kindness to all
- Show calm authority
- Show a genuine interest in the children's lives
- Treat everyone fairly.

Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children at St Mary's:

- We expect that through great teaching and tasks that are scaffolded where appropriate, and given time, all children can learn age-related content
- We expect that all children will attempt to work independently
- TAs do not sit with the same child or groups of children each lesson, instead TAs are deployed to groups of children based on needs in each individual lesson
- We describe children as having grasped a concept or those who are new to it
- We do not label children or groups of children by their perceived ability.

Positive adult/child relationships are crucial. We understand that to change children's behaviour or mood, we may need to change our own. We are pleased when the children understand and calm if they get it wrong. Behaviour is functional, predictable and changeable so:

- We influence children's moods to be more positive
- We invest in building trust and relationships with all children.

Reinforcing positive behaviours

All adults model and explicitly teach appropriate behaviour and acknowledge the meeting of expectations. Adults praise children for exceeding expectations and not merely meeting them – going 'over and above'.

We use intrinsic rewards such as attention and praise. We are aware that extrinsic rewards can distract from learning and use them sparingly with professional judgement.

Other ways that adults reinforce positive behaviour include:

- Telling parents – personally, by a telephone call or by a postcard home
- Sending a child to other staff to celebrate success including showing work to the head teacher.
- Star of the week
- Merits

Behaviour in the Playground

Staff members are on playground duty from 08:45pm to 08:50pm when the children lead into school, at break times and at lunchtime. School finishes at 3.20pm. Outside of these times parents and carers are responsible for the safe supervision of their children and for maintaining behaviour. A basic three step approach is used to encourage good behaviour in the playground.

- Verbal warning

- Use of the script (Appendix A)
- A time out in an agreed safe location in view
- Referral a member of the Senior Management team at the discretion of the supervising teacher/Lunch time supervisor.

Teachers are asked to be on duty promptly and to be on the playground at 8.45am when the first bell sounds. Teachers are responsible for walking their class line into school. If the duty staff are not on the playground the class teacher should remain in the playground until the relevant duty staff members arrive.

To maintain good discipline during break times two members of staff will patrol the playground. PE Ambassadors will control/collect resources from the playground. Only Year 5/6 children may use the table tennis table. The Grotto and the Boat are not play areas. The Chicken shed and the Eco Garden are only accessed at lunchtime and the Eco Garden must be with adult supervision. Different classes are allocated time on the outdoor gym equipment. There will be no trading of cards at any time.

Otherwise, children are trusted that their games are safe and that they will play to avoid injury to themselves and others. The head teacher has the discretion to impose bans on games which breach these expectations such as 'Bull Dog' or similar games.

The School Council should revisit these playground rules regularly to ensure the pupil voice is heard in establishing best playground practice.

Behaviour in the classrooms – 'Being ready to learn'

Adults expect that instructions are followed the first time. At St Mary's we expect equality of adult authority. Any sanction that is applied by adults is applied with the goal that it will make the undesirable behaviour less likely to recur. Sanctions are applied in the following way.

The following 'steps' are used

- 'Drive by' (checking what is happening)
- Private, firm disapproval and/or a rule reminder using the 30 second script (Appendix A)
- Restorative meeting at break/lunch using script 2 (Appendix B).

Major disruption

- De-escalate the situation,
- Call for a senior leader to remove the child,
- Time out with teacher, senior membership team including the head teacher
- Formal parental meeting with parents/guardians as appropriate
- Restorative meeting (Script 2 appendix B).
- Intensive pupils support reviewed by Senior team
- Fixed or permanent exclusion where appropriate.

At some point, it may be decided that individual children will have a Behaviour Support Plan agreed between the child, their parent/carer and the school in order to support the transition to acceptable behaviour in the playground and in the classroom.

Right to search a pupil

The head teacher and staff authorised by the head teacher have a statutory power to search pupils or their possession, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Mobile phones, tablets and any other mobile digital devices.
- Cigarettes, Tobacco and cigarette papers or similar items
- Drugs both medicines and illegal drugs
- Alcohol,
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to: commit an offence, or to cause personal injury to, or damage to the property of any person (including the pupil).

See 'Searching, screening and confiscation at school' (DFE January 2018).

Behaviour outside of school

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school.

Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Exclusion

Exclusion from school is a formal step taken when the head teacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the head teacher. We use the latest guidance 'Exclusion from Mainstream Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion' (2015).

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the protected characteristics, such as gender, disability or race.

Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable in exclusion. Head teachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The purpose of education may be to allow:

- A cooling off period,
- Time for thought and discussion,
- The school to function satisfactorily for the remainder of the pupils or
- An opportunity for discussion between school staff and parent(s)/carer(s).

A pupil may be excluded for a maximum of 45 days in a school year.

Parents/carers/governors need to know the length of the exclusion and their right to have their views taken into account. They will receive a letter containing all the information they need when a child is excluded. In addition, parents/carers may require information about their child's records and the provision of school work. These will usually be provided if the exclusion lasts for more than 5 days.

An early meeting with the head teacher may be requested, if not already proposed.

Parents/carers have further rights to make representations to the school governors and the Local Authority.

At the head teacher's discretion, a case conference may be organised. The purpose is to:

- Allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- Enable parents/carers to provide information and express their views;
- Consider the circumstances and reach agreement, if possible, about what is to be done.

Parents/carers may attend the meeting with a friend. Those involved will usually be the parents/carers, head teacher, a representative of the Local Governing Body, other teachers, such as the class teacher. Parents also have the right to request a meeting with a school governor. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

The head teacher must, without delay, notify the governing body and the local authority of:

- A permanent exclusion (including where a fixed period exclusion is made permanent);
- Exclusions which would result in the pupil being excluded for more than five school days
- More than ten lunchtimes in a term;
- Exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors. The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent;

- It is a fixed period exclusion which would bring the pupil's number of school days of exclusion to more than 15 in a term; or
- It would result in a pupil missing a public examination or national curriculum test.

Reflection

Restorative opportunities for children include when they are asked to complete a reflection sheet to consider what happened, how they feel about it and consider what their choice of behaviour should have been, which school rule has been broken and what they will do next time. This sheet is Appendix C.

Appendix A

Do you remember (yesterday/last week) when you (give example of previously seen good behaviour)?

That is the (name) I know and that is the (name) I need to see today.

Be ready/be respectful/ be safe.

Thank you for listening.

Appendix B: Restorative meeting script

Tell me about what happened

Tell me what you were thinking at the time.

Tell me about what you think about it now.

Tell me about how what you did might have made others feel.

Tell me about your ideas to put things right.

Tell me about you will do differently in the future.

Tell me what our expectations are in this school?

Appendix C: Reflection Sheet

Name:

Date:

What happened?

How do I feel about this? (If you don't know the name of the feeling, describe it)

What should I have done?

Which School Rule (ready/respectful/safe) did I break?

Next time, I will ...

Reflection Sheet discussed (please tick)

Signed:

(Child)

(Adult)