



St Mary's Catholic First School

Behaviour Policy



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Part of the Bishop Wilkinson Catholic Education Trust
Company Registration Number 07890590

Signed by Chair	M Dotchin
Statutory Policy	Yes
Required on Website	Yes
Review Period	February 22
Next Review Date	February 23
Reviewed by	P Naughton

St. Mary's Catholic First School

School Behaviour Policy

RATIONALE

"The best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school policy is an important step in that direction."

Elton Report (Discipline in Schools)

AIMS

At St. Marys RC First School we have a clear vision of the Gospel values which matter within the school and the surrounding community. We commit ourselves to a positive whole school approach to discipline in line with our Mission Statement and aims. We consider good discipline an important part of school life and a contributing factor to the school's ethos.

We consider good behaviour and discipline to be key foundations of good education. We endeavour to foster a positive attitude and atmosphere within the school in which effective teaching and learning can take place. Discipline is necessary for pupils' safety and wellbeing. Without effective discipline it is unlikely that pupils will progress at a satisfactory rate. It forms part of the personal and social development of the pupils; they need to learn respect for and the toleration of others and to develop positive values, beliefs and attitudes.

We feel it is important to create an environment in which friendly relationships can flourish. We give greater priority to pupils' achievements, imagination, good manners and co-operation. A system of sanctions, for misdemeanours, operates within the school. At all times, inspired by the Gospel, we incorporate into our system forgiveness and reconciliation. We attempt to avoid labelling pupils and holding lasting grudges. Pupils should feel that they can openly discuss their actions and redress any wrong they may have done.

CODE OF CONDUCT

It is the right of every child at St. Mary's to have an education without being hindered by others. We are all here to help create the circumstances for this to happen. In consultation with the children and staff we consider our Code of Conduct can be summed up in 4 simple rules:

1. Be a good listener.
2. Be polite and well – mannered to others at all times.
3. Move around school sensibly.
4. Keep your hands and feet to yourself.

REWARDS

It is very important that positive aspects of praise and reward should have great emphasis at St. Mary's. It is also very important that the system in operation is known to all parties i.e. staff (teaching and non-teaching), children, parents and governors; and it must be adhered to in a consistent manner.

Avatar points may be awarded to children who have:

- a) consistently maintained the standards of behaviour outlined in the Code of Conduct;
- b) been helpful e.g. by volunteering to do jobs in their own time;
- c) enhanced the good name of the school in the wider community;
- d) produced work over and above their normal standard.

Avatar points will be added to the online secure Schools 360 program, which both children and parents can access at home.

The senior leadership team are very willing and indeed welcome the opportunity to praise children for good behaviour and/or work if it is brought to their attention.

Children's work should be displayed in classrooms and corridors as much as possible.

Recognition can be given to success of different kinds during Celebration Assembly: Avatar of the Week Award, Handwriting Award, Star of the Week, Mathematics Award and Good behaviour. The class with the highest attendance is recognised weekly and given extra Golden Time.

Above all, praise and encouragement should be used as much as possible at St. Mary's

Where possible children should be encouraged to be involved in the school community taking on responsibilities e.g. Mini Vinnies, School Council, Buddy systems, Outdoor equipment monitors, line monitors and Play/Lunchtime Monitors. They should be acknowledged for this responsibility.

SANCTIONS:

There is an established hierarchy. It will list the sanctions in the order in which they will be imposed for unacceptable behaviour (see code of conduct) not just in the classroom but in all school activities.

The established hierarchy must be simple to use and easy to integrate into a teaching routine - to guarantee the consistency that is the key to its effectiveness - it will need a system to keep track of student misbehaviour and the consequences accrued – currently CPOMS.

A system of sanction should be designed to signal the degree of disapproval involved. However in the interest of fair play there must be flexibility in the use of the system to take into account individual circumstances.

Staff should avoid the sanction of whole groups; and sanctions that humiliate pupils

DISCIPLINE HEIRARCHY

verbal reminder about behaviour expectations will be given.

- Pupil's initials will be written on the board. Good behaviour will enable the pupils initials to be wiped from the board.
- Repeated misbehaviour results in the pupil losing their age in minutes off playtime.
- A situation may occur when a pupil's behaviour is so poor it requires them to be removed from the classroom or playground for a longer period of time i.e. a full break or lunch time play.
- Pupil's parents and guardians may be contacted by a class teacher.
- Either a face to face meeting or a telephone meeting will then occur.
- In extreme cases of misbehaviour by a pupil, the consequence could well be an internal or external exclusion the length of which will be decided by a member of the senior leadership team.
- Should a child persistently misbehave their name will be logged onto CPOMs which can be accessed by senior management and SEND.

PASTORAL CARE

The key figure is a child's class teacher. He or she will take responsibility for the academic and pastoral development of the child. The class teacher will monitor the child's academic progress and behaviour during the year and will be the main contact person in the school for the home- school partnership.

ADDITIONAL SUPPORT

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases sanctions used may have little effect upon the child. This might be because of other circumstances at home or because of special needs. In some cases children have a very low self-esteem and find it difficult within the normal school routines and reward/sanction process.

In these cases different approaches will be necessary and 'personalised' according to the needs of the child. Options for supporting children who fall into this category include: temporary part- time timetables, involvement in friendship groups, working 1:1 with ELSA, individually adapted rewards, mentoring support, providing them with responsibilities, external agency support.

There are no quick fixes and time and patience are needed. They should also be given counselling as appropriate and provided with the opportunity to vent their feelings.

Non-teaching staff play an important role in promoting good behaviour. They need to be recognised as an important part of the school community. The school's behaviour policy needs to be made clear to them; and so should the action they can take to support it.

Parents have a vital role to play in promoting good behaviour at school. Therefore good communication between home and school is essential. Parents should receive both positive and negative comments about their children. It is important to involve parents as early as possible when persistent behaviour problems arise, rather than as a last resort.

PARTNERSHIP WITH PARENTS

Parents must do everything they can to help their children relate co-operatively to adults and other children. They must also do their best to encourage their children to develop attitudes and values on which both school and society are based. These include self-respect, respect and concern for others, self-discipline and moral qualities such as truthfulness and honesty.

Children need parental encouragement and support to participate fully and positively in their day-to-day school work and in the wider aspects of the school community.

For our policy to be effective parents need to co-operate with us in matters of discipline and reinforce the schools efforts at home.

We will use newsletters, the school website, parent mail and other communications to reinforce the home-school partnership and remind parents of our policy or inform them of any changes.

St. Mary's create a welcoming environment for parents and ensure that they are aware of our 'open-door' policy which does not restrict contact to annual parents' evenings.

Parents are invited to Celebration Assembly, Seeing is Believing events and Whole School/ Class Liturgies; all of which promote the positive ethos and value system of St. Mary's

We believe that meetings with parents are an integral part of life at St. Mary's; where hopefully we are able to discuss issues in an atmosphere of mutual support.

Home-school agreements can be very beneficial. They specify the expectations of the school, parents and child. They work best when they offer rewards. However we acknowledge that they are voluntary and have no legal effect.

Good communication between home-school is essential and parents should receive positive as well as negative comments about their children as a matter of course. It is also important to involve parents as early as possible when behaviour issues arise rather than as a last resort.

LINKS WITH EXTERNAL AGENCIES

At St. Mary's we are aware that some behaviour problems will involve external agencies for e.g. Educational Welfare Officer, police, Children's services and the school nurse. Correct procedures must be adhered to when dealing with these agencies, and the Executive Head teacher must be informed before contact is made.

SCHOOL ENVIRONMENT / COMMUNITY

Evidence suggests that where pupils are provided with a pleasant environment they respect it, and where they have contributed to it they treat it as their own.

Therefore at St. Mary's we encourage all staff and children to notice and report any damage as soon as possible. It is the responsibility of the whole community to keep the school clean.

We believe that displaying children's work helps create an attractive environment, increases self-esteem and fosters a sense of ownership.

There should also be sensible movement around the building especially on the stairs to avoid accidents or unacceptable behaviour.

Children should be encouraged to take on responsibilities within the school community.

SUMMARY

The central purpose of the policy is to encourage good behaviour rather than simply to punish unacceptable behaviour. There should be a healthy balance between rewards and punishments and both should be clearly specified

MONITORING AND EVALUATION OF THE POLICY

The policy is to be monitored by the Executive Head teacher, with an annual review to which all staff (teaching and non-teaching) will be invited to contribute, as well as representatives of the governing body.

Please also read the following policies: Anti-Bullying, Restraining and Child Protection (Ref: Pg 25 'What school staff should do' – specific safeguarding issues).