

Behaviour Policy



'Dat Deus incrementum'

Date adopted	Autumn 1 2024
Date due for renewal	Autumn 1 2026
Signature of Headteacher	<i>A. Heman</i>
Signature of Chair of Governors	<i>R</i>

Behaviour Policy

2024-2026

At St Mary's Catholic Primary School, we have clear and high expectations of the pupils and their behaviour in class and around the school. Our core values are community, pride and joy – these values underpin all that we do.

- Pre-emption
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- Foundation stage behaviour chart
- Support for pupils
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- Recognition and celebrations
 - A. In class recognition
 - B. Shout outs
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 - D. Headteacher award
 - E. House Awards
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Pre-emption

Our core values are Community, Pride and Joy. Everyday we praise the children for exemplifying attributes that demonstrate them. Our school identity and culture is a significant factor in our expectations and how we deal with behaviour in the school.

At St Mary's we know that we must be clear in what we expect and clearly teach it too. As we start a new term (September, January and May), all classes practise the key rules and routines that we have to keep everyone safe and happy. During this time, teachers will also be explicitly teaching the children the behaviour we expect at St Mary's so we can uphold high expectations of behaviour and learning.

On top of the over learning at the start of a term, there will be checklist reminders to support teachers to continue to remind and support our pupils in the following areas: start of day routines, routine for entering the classroom, routine for learning and building character and trust (Appendix A).

At St Mary's we understand that behaviour is something that needs to be learnt and some children will need additional support. If this is the case, the school will be in communication with parents and we will write a behaviour management plan to support the child to be safe in school.

Teachers use pre-emptive reminders to support pupils to make the correct choices, for example:

- Non-verbal signals: facial expression, hand signal, pausing, clicking.
- Verbal reminders: *'I am waiting for everyone to be listening before I continue. Thank you.'*
- Named Reminders: *'Laura, I am waiting for you so we can all continue our learning. Thank you.'*
- 100% compliance

Pupil voice is another key area in promoting excellent behaviour. Our pupils have lots of opportunities to share their views and opinions. There are valued roles in the school for pupils to apply for and make a key contribution to our school. These roles are:

- Faith council
- Head students
- House captains
- Play leaders

Consequences for not following the school expectations

During learning time, children are expected to be silent so they can actively listen to explanations or instructions. If children are expected to speak this will be an outcome of a question or direct instruction for discussion with learning partner or group. The teacher will give a countdown for children to prepare to be silent for the lesson to continue.

Behaviour to correct	Consequence
<ol style="list-style-type: none"> 1. Persistently not following St Mary's learning behaviours, chest slaps 2. calling out 3. disturbing others' learning 4. Minor misbehaviour in corridors or around school (running, wrong side, etc.) 5. Sloppy written work in lessons 6. Anything else that a pupil has previously been reminded about by a teacher. 	<p>Name on the board to make a better choice</p> <p><i>If child correct this behaviour, their name is wiped off the board.</i></p> <p>If a child makes the wrong choice in a lesson, their name will be written on the 'turn it around' side of the board. When the teacher can see they have made better choices their name will be taken down. If a name is still on the board by the end of the session, they will miss a proportion of their break time.</p>
<ol style="list-style-type: none"> 1. Continuation of behaviour and name is already on the board. 2. Disrupting or interrupting others in lessons (talking or whispering over instructions, explanations, discussions or silent practice) 3. Disobeying a teacher 4. Talking in the corridor 	<p>5-10 minutes taken off their break time. This is at the discretion of the teacher in charge of the lesson.</p> <p>During this time, the child will be reflecting on why and how they are going to turn it around for their next lesson.</p>

<ol style="list-style-type: none"> 1. Serious misconduct, including physical and verbal 2. Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking) 3. Discrimination or prejudice towards another pupil 4. Disrespectful behaviour towards a member of staff 5. Swearing 6. Extremely bad reactions 7. Severe refusal to follow instructions 	<p>To be seen by a senior member of staff. The context and severity of the incident is taken into account when deciding the consequence. Consequences can include:</p> <ul style="list-style-type: none"> • Series of break missed. The amount is at the discretion of the Headteacher depending on the severity of the incident. • Working in other class/room <p>Reflection tasks are put in place to support the child to understand why their behaviour has been deemed unacceptable.</p>
<ol style="list-style-type: none"> 1. Persistent disruptive behaviour 2. Persistent intentional physical assault to other pupils and/or staff 3. Damaging school resources and equipment with intent. 4. Putting themselves or others at risk of harm by not following instructions from members of staff. 	<p>External exclusion – to be decided by the headteacher</p>

**The school is aware of the recent findings around child-on-child abuse and applies consequences for behaviours and support where needed. The Farrer & Co School Resource is considered when dealing with issues. We also pro-actively prevent incidents through our work around equalities and PSHE curriculum. This is all outlined in the Safeguarding Curriculum Map.*

Behaviour chart for Foundation Stage

Reception class use a visual behaviour chart to support them in recognising the choices they make have consequences. It is linked to the theme of the class that has been developed over time – bumble bees. In the Summer term, the class transition to the use of the ‘above and beyond’ and the ‘turn it around’ board.

Support for pupils

There may be times when pupils need more support to correct their behaviour. If there is a child who is regularly receiving sanctions for wrong choices, St Mary’s will:

1. Letters of reflection
2. Restorative conversations with those they have had an altercation with
3. ELSA support around anger management and/or self-control
4. Class provisions to prevent poor behaviour, e.g. short tasks, class positioning, individual table

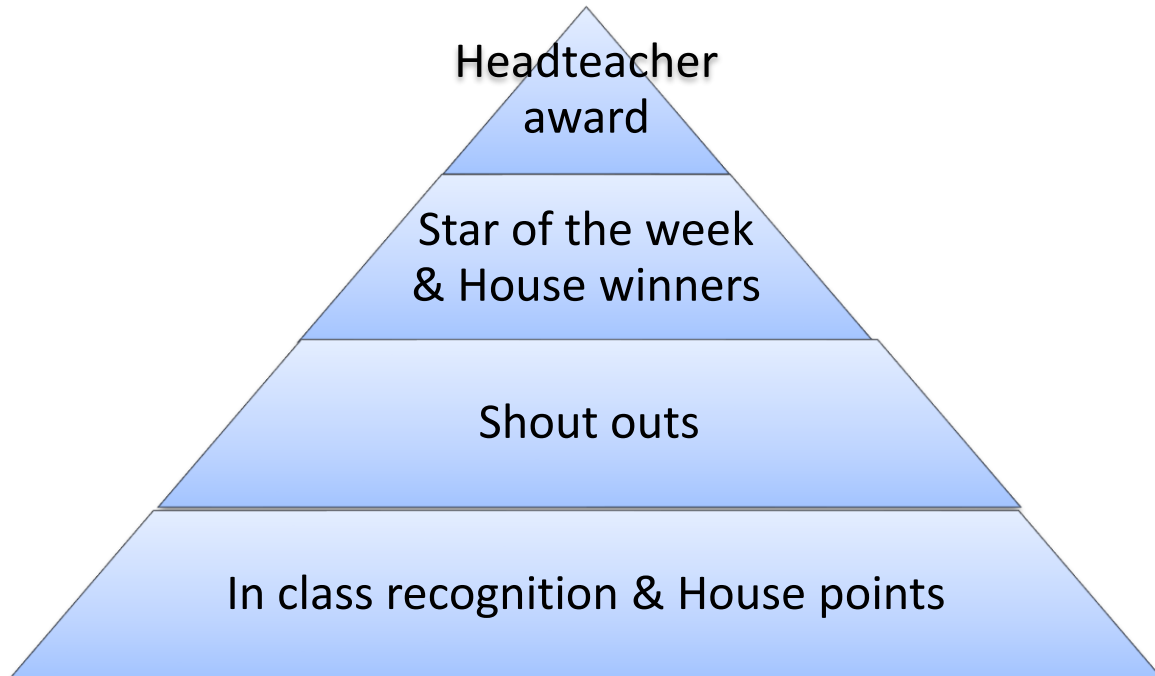
If these approaches are not successful, the school will:

- Work with parents to write a behaviour support plan
- Implement necessary support for the pupil (individualised support)
- Liaise with the Primary Behaviour Service for further support and guidance.

Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help pupils make better choices and learn the right lessons.

Recognition and celebration



a. In class recognition:

Pupils name up on the board to recognise the pupils who are going above and beyond to stretch themselves and support others. This can include exceptional learning behaviours, attitude to learning, supporting peers and questioning to learn more. Teachers can choose these pupils to take on more responsibility around the classroom or the school.

b. House Points

We have introduced four houses – LOURDES, MEDJUGORJE, SANTIAGO & VATICAN. The point of the houses are for children to work as a team across the school and strengthen our community spirit. House points will go as a collective. Children can earn them for their personal attributes that they show around the school, e.g. manners, holding doors, helping others, etc.

c. Shout outs:

This is a time in the school day for staff and pupils to share praise with class/school community. It supports the core values by:

JOY – sharing the joy of other's successes

COMMUNITY – Brings the school community together through contributing and congratulating.

PRIDE – We share the excellence across the school to give all pupils and staff role models of what is expected at St Mary's.

d. Star of the week:

Celebration awards are when pupils have been role models and exemplified the school's core values of community, pride and joy. These awards are informed by the in-class recognitions and from members of staff and other pupils who have noticed individuals that go above and beyond to be model students. The decision for the star of the week is made by the class teacher.

e. Headteacher award:

An award that can be given anytime – there is no limit!

However, these awards are for pupils who have really challenged themselves academically, socially or spiritually to improve themselves and their learning. These pupils are demonstrating the core values and inspiring other's to do the same.

The Headteacher will write a letter to parents to inform them of this achievement and a certificate will be presented.

Lunchtime behaviour

Children are explicitly taught how they should play and behave in the playground and at wet play. These expectations are set at the start of the year. The consequences are in line with what we would expect during learning time.

**Please refer to the protective measures and new rules and routines that must be followed too.*

Behaviour to correct	Consequence
<ol style="list-style-type: none"> 1. Minor misbehaviour in corridors or around school (running, wrong side, etc.) 2. Anything else that a pupil has previously been reminded about by lunch staff. 	<p>Name of pupil in the behaviour book and this will be logged on CPOMS.</p> <p><i>We will be logging the pupils' names as this is an unstructured time and it will allow the senior team to identify any behaviour patterns.</i></p>
<ol style="list-style-type: none"> 1. Continuation of behaviour after name on board 2. Disrupting or interrupting when lunch staff are giving instructions on the playground (classroom for wet play) or in the hall 3. Disobeying a member of staff 4. Talking in the corridor 	<p>5-10 minutes taken off their lunch time. This will be noted in the behaviour book.</p> <p>During this time, the child will be reflecting on why and how they are going to turn it around for their next lesson. Location for reflection is at the discretion of lead midday supervisor.</p>
<ol style="list-style-type: none"> 1. Serious misconduct 2. Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking) 3. Discrimination or prejudice towards another pupil 4. Disrespectful behaviour towards a member of staff 5. Swearing 6. Extremely bad reactions 7. Severe refusal to follow instructions 	<p>To be seen by a senior member of staff. The context and severity of the incident is taken into account when deciding the consequence. Consequences can include:</p> <ul style="list-style-type: none"> • Series of break missed. The amount is at the discretion of the Headteacher depending on the severity of the incident.

	<ul style="list-style-type: none"> • Working in other class/room <p>Reflection tasks are put in place to support the child to understand why their behaviour has been deemed unacceptable.</p>
<ol style="list-style-type: none"> 1. Intentional physical assault to other pupils 2. Intentional physical assault on member of staff 3. Damaging school resources and equipment. 4. Putting themselves or others at risk of harm by not following instructions from members of staff. 	External exclusion

B. Reasonable force

Please see the 2013 DfE advice on using reasonable force full guidance. All members of staff, including volunteers, have a legal right to use reasonable force. 'Reasonable Force' is defined by the DfE as 'a broad range of actions used by most teachers...that involves a degree of physical contact with pupils'. It refers to using force which is reasonable in that it is not 'more than is needed. Schools generally use force to control pupils or restrain them. Control means either passive physical contact such as standing between two pupils or blocking a pupil's path or it can be physical contact such as leading a child by the arm out of a classroom.

Reasonable force can be used to:

1. Prevent a child from hurting themselves or others
2. Prevent a child from damaging property
3. Prevent a child from causing disorder

We cannot and will not use force as a form of punishment – this is unlawful.

C. Leaving the School site

If a child leaves the school property without permission then an adult must, following all reasonable attempts to prevent it, keep the child in sight. The police and parents must be informed immediately.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. At St Mary's, we educate and support this through our PSHE curriculum.

Appendix A

Daily routine checklist for teachers



Start of Day Routines

- Radar/ Be Seen Looking on the playground
- Make Compliance Visible
- What to Do - Use specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do.

Routine for Entering the Classroom

- Threshold – Meet and greet pupils at the door by name
- Washing Hands – 100%
- Strong Start
- SPARK – 100%
- Strategic Investments -Teach procedures that become routines

Routine for Learning

- SPARK – 100%
- 'On Your Marks' – Model what Ready is
- Radar/ Be Seen Looking
- Make Compliance Visible
- Least Invasive Intervention – non-verbal signals
- Firm Calm Finesse
- Art of Consequence
- Strong Voice
- What to Do

Building Character & Trust

- Positive Farming
- In class recognition (Precise Praise)
- Warm/Strict – Named Reminders
- Emotional Constancy
- Joy Factor
- Identifying & building
- Pupils' Character Strengths

Appendix B

Child friendly behaviour policy



Behaviour at St Mary's



where children flourish and achieve great things.

What we believe is important?

How will I keep myself and others safe in school?

- ✓ Listen to adults and follow instructions
- ✓ Line up with my class when I am asked
- ✓ Walk around the school sensibly
- ✓ Speak to a teacher if you have any worries about yourself or a friend.



What about if I don't know what I am meant to do?



You will learn the school routines at the start of each term.

You can ask an adult in the school and they will explain what you need to do and when. We are always here to support you! You can always ask your friends if you need reminding.

Our core values at St Mary's are...

- ✓ COMMUNITY
- ✓ PRIDE
- ✓ JOY



When we show these values in school we can be nominated as STAR OF THE WEEK by our teacher.

We also have a raffle when we are *Going Above and Beyond* in our learning and helping others.



When our teachers see that we are really persevering and trying our very best every day we can get the Head teacher's award and a letter will be sent home to your parents to let them know what a star you are!



We also like to share with each other a well done or a thank you! These are called Shout outs.

It is really important to be a kind and supporting pupil and we follow the gospels from the Bible to help us be better.



Dat Deus incrementum – with God we grow

What will happen if I make mistakes?

We all make mistakes because this is how we learn. It is more important that you understand your mistake and try your very best in the future.



We use 'Turn it around' as a reminder to improve our behaviour in school.

What we expect at St Mary's and behaviour:

Learning behaviours we call SPARK

S – Sit up

P – Prepared for learning

A – Ask & answer questions

R – Respect others

K – Keep track of the speaker

