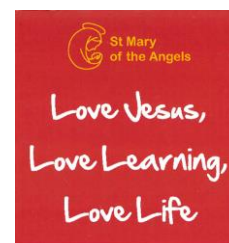


St Mary of the Angels Catholic Primary School

Whole School Behaviour Policy & Procedures 2023-24



Love Jesus Love Learning Love Life

This policy builds on the previous policy from Autumn 2022

It will be reviewed in Summer 2024, or earlier if necessary

Introduction

We believe that the promotion of good behaviour and discipline in pupils should stem from a partnership between home and school. Parents and teachers must work together to maintain good behaviour and discipline.

In September 2019, our Ofsted inspection commented on the good behaviour of pupils and that their personal development was 'outstanding'. In 2023, our CSI Inspection reported "Pupil behaviour is outstanding". We are proud of this; and we aim to maintain these standards. Behaviours for learning is now a key concept, fundamental to our approach. In other words, a child who can understand and regulate their behaviours, has a much better chance of enhancing their own learning and progress, because positive behaviours often link to an attitude of endeavour. We encourage this in all we do.

St Mary of the Angels school approaches behaviour management in a fair, consistent, calm and stress-free manner. We support all staff to help children take responsibility for their behaviour, developing their self-esteem and their respect for others. The whole system of behaviour is based on every child being safe and secure in school. We work as a team and support each other, recognising that behaviour management is about a whole school culture and approach. It is not about individual systems.

We believe that teachers have a right to teach and children have a right to learn. This is best achieved when conditions for learning are at their optimum. We endeavour to ensure that these conditions are present at all times.

Behaviour Principles

We believe:

- 1. Good discipline is important to enable good teaching to take place.**
- 2. Skills of good behaviour can be learned through practice.**
- 3. Parental support is essential (all parents sign a Whole School Agreement to this effect.).**
- 4. Children must be involved in a classroom behaviour plan (Class Do Jos).**
- 5. School management must support the plan, which is applied fairly across the school.**
- 6. Consistency is vital.**
- 7. All adults in school must be familiar with the standards of expectation and the agreed consequences.**

In a school parental survey in April 2023, 100% of parents who responded stated that 'St Mary's helps my child in learning how to behave respectfully', 100% said 'my child feels safe and happy at this school'

Class Rules

We believe that each class must have a clear, easy to understand set of class rules. These must be on display in the classroom.

- **We listen to others.**
- **We look after ourselves and each other.**
- **We always do our best.**

These are regularly revisited; have been devised by the pupils in assemblies with Mrs Thorpe; and encapsulate in children's terms the feelings expressed in our Mission Statement.

Positive Recognition

We believe in positive recognition and try to praise each child at least once a day, usually much more.

- **Each week, children who have exhibited good behaviour will be eligible for rewards.**
- **Good behaviour is rewarded with Green Dojo points. This is an electronic fun system where pupils accumulate 'Emoji' type icons.**
- **The rewards system is visible in every class.**
- **Other rewards include achievement certificates, praise cards, stickers, etc.**
- **Children will take the awards home to celebrate with parents/display at home.**
- **Children can also receive postcards, when excellent work or behaviour is noted**
- **Personal certificates of merit, inside and outside of school, in the weekly awards assembly.**
- **Positive behaviour choices are rewarded by all staff and children are sent to the headteacher every day to be rewarded for positive, or improved or sustained behaviour choices. .**

Volunteers, ancillaries, and all school staff are encouraged to reward good behaviour. An example is receiving 'dinner lady' stickers, for completion of food or good behaviour in the dinner hall, selected by mid-day assistants. Children are very clearly aware of what is expected of them. The staff are constantly discussing this - with pupils *and* with other staff; and any low level challenges are dealt with as quickly as possible every day.

Cyber Behaviours

Cyber safety is high priority with a Cyber safety week every year in the spring term, where bespoke lessons are taught in each class, relevant to the age of pupils. The school is proud to have been awarded the National E Safety Mark twice.

Any reported behaviours linked to cyber activity will be dealt with sensitively and with full parental engagement.

Consequences

We encourage children to make good choices. Good choices have positive effects and poor choices have negative effects. We feel that consequences need not be too severe, but they must be consistently regular. Most of our behaviour is sorted via Dojo points and the whole school behavior system explained below. However, in other cases, this is how we would deal with infringements;

1. **Non-verbal warning (e.g. eye contact, shaking head, use of visual cue cards, etc)**
2. **Verbal warning using child's name.**
3. **A short time (minutes) away from the group; or work at an alternative table, to de-escalate a situation.**
4. **Spending a set period in a different work area, with work set. (We will of course always avoid humiliation – i.e. sending a Y6 child into reception class.)**
5. **Loss of playtime, and supervision by Headteacher/senior teacher.**
6. **Red Dojos may be given at a stage after stage two. This will be dependent on professional judgement of appropriateness.**

There are occasional times when a **severe clause** may need to be implemented. e.g. violence, destroying property, refusing to cooperate, e-safety incidents or behaviour which stops the class from functioning. Children whose behaviour is considered severe, would be sent to the Headteacher or the Deputy Headteacher. In some cases, the Head may be asked to come to the class. Depending on the nature of the incident, the Head would implement the following consequences:

1. **Talk to the child – often a visit to the sensory room or other setting to talk together. Reflection activities may be used to prompt or lead discussion.**
2. **Child may be kept in at playtime or have other privileges removed (e.g. playing football).**
3. **Parents receive a text message, phone call and/or are invited into school to discuss the situation**
4. **Parents informed by letter, to back up the severity of a situation. Police may be involved, if severe.**
5. **Child may complete an age and cognitively appropriate behaviour reflection activity.**
6. **Child may be receive a suspension or be excluded from school (see separate policy)**

Extreme challenging Behaviour

We are aware that some children sometimes present with very challenging behaviours. This may be related to complex needs.

Behaviour tracking systems are used (eg CPOMS) and, in consultation with parents, teachers and learning support, individual behaviour plans will be implemented. In extreme situations, an Individual Risk Assessment will be developed collaboratively. However, no child's behaviours will be allowed to disrupt the education of others.

This behaviour is extremely infrequent; and most behaviours are dealt with at a very early stage of the above cycle, as we believe early intervention is the key. Ofsted grades and CSI judgements for behaviour over time are proof of our success.

Non-disruptive but non-engaging behaviours

e.g. daydreaming, The following consequences will be implemented:

1. Non-verbal prompts to re-engage the child
2. Checking in that the child understands and can access the tasks
3. Verbal reminder or warning with name
4. Work sent home with the child alongside engaging with parents to discuss how to reduce the undesirable behaviour.

Routines

We believe that all children must be fully aware of school routines if we expect correct action. Safety routines will be reinforced regularly during assembly and displayed around the school. Such as;

1. Walking into school safely, not running
2. Safe walking and order during a Fire Drill.
3. Stranger Danger (such as when PCSOs discuss this with pupils, most recently in February 2020, pre COVID.)
4. Safe movement in P.E.
5. Appropriate behaviour when dining (collecting your food carefully, not too much noise, returning your dishes safely and dealing carefully with any waste).

Contact with Parents

We endeavour to keep parents informed of both positive and poor behaviour. Class teachers will keep parents informed as and when appropriate. Reports of unacceptable behaviour from parents(their own/someone else child) are of course dealt with quickly (the same day) by the class teacher and/or the Headteacher.

Bullying

The school has an anti-bullying policy and these policies should read in conjunction with each other. We believe that the very proactive approach taken by the whole school community minimises bullying; and inspection/monitoring evidence bears this out. But bullying does occur, of course, albeit rarely; and is dealt with swiftly.

We welcomed Childline into school, during 2019, as an independent source of advice for pupils who may be experiencing bullying. We have welcomed the NSPCC into school multiple times pre-pandemic, and now access their resources and support digitally through their virtual network. We plan to invite Barnardos into school to expand our opportunities for children to learn about keeping safe.

A phone number is available in the office/on the school notice board for Childline Any perceived racial incidents are recorded and reported on CPOMS.

Pupils' conduct outside the school gates

As stated in the 'Behaviour Guidance' for schools (updated September 2022) schools have extended powers to enforce sanctions for pupils misbehaving outside of the school premises. These can include taking part in a school organised or school related activity, travelling to and from school, times they are wearing school uniform or when they can be identified as a pupil at a school.

Care and Control of Children (please refer to Positive Handling Policy)

At all times, staff should encourage good behaviour through praise and rewards. No member of staff will in any way physically chastise a child. However, the Headteacher and authorised members of staff have the responsibility to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. At these times any member of staff involved will implement strategies from their Team Teach training to move a child to an area where everyone will be safe and a conversation can take place.

Recording Incidents

Behaviour incidents are recorded using CPOMS. These can include, any incidents involving a child or anyone employed in school which results in:

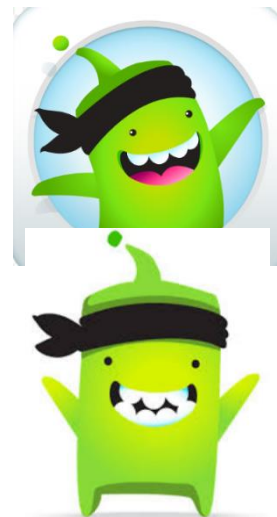
- personal injury or damage to property
- Loss, theft or damage to property
- Any other incidents or matters of a serious nature
- Recurring behaviour that gives cause for concern.

Our Behaviour Plan

At St Mary's we celebrate all the good choices we make every day. On occasions, we can sometimes make poor choices too and when that happens we recognise this and take responsibility, so that we can move forward together. Here is our School Behaviour Plan that we have written together:

Rewards

- Good choices will be rewarded with green dojos.
- This will include being ready for learning, kindness, active participation in learning, good manners, listening well and many, many, more.
- Each class will have the green dojo school checklist and as well as extra dojo earnings for choices that are specifically linked to the needs of their class.
- Each week individual classes will decide how best to reward the dojo achievements.
- At the start of each week the dojo board is reset.



In addition to Dojos...

- Headteacher's Awards are given to two children from every class during Friday's assembly.
- Children may be sent to different staff members to share examples of their good work with or to celebrate other successes.
- Stickers, postcards and stamps are given to children to identify and share their success in all different areas of school life.

Sanctions

- Poor choices are sanctioned with red dojos
- If two red dojos are given during one session, the child will be asked to stay in during the following playtime to reflect on their choices for five minutes
- If five or more red dojos are given during the week to the same child, that child will spend time (proportionate to their age/capacity) during breaktimes staying inside; Mrs Thorpe or Mr Campbell will then speak with the class teacher about individual situations.
- In addition to red dojos, children may also be given reflection tasks, for example asked to make a sorry card if someone has been hurt, or draw a choice picture to show what a different choice may look like. These reflection tasks may be carried out in lunchtimes or breaktimes.



Our school is built on our Catholic values of love and forgiveness and our Behaviour Plan reflects these values in action. At St Mary's we Love Jesus, Love Learning and Love Life