

## **FOREWARD TO ST. MARY'S POLICY FOR THE PROMOTION OF GOOD BEHAVIOUR**

If children learn from example then the world in which we live may sometimes give a very mixed message. None of us are perfect, none of us always get it right but the challenge of the Christian Life is to keep getting up and trying our hardest to be the people we know we can be. Anything which seeks to promote this must be a good thing and this can often involve recognition of our failure, a positive response to our mistakes. The example, therefore, that we give as adults in this regard should never be underestimated.

Jesus uses the word 'love' frequently. This is a word over-used perhaps in our society in the sense that it is used as a word to replace like, prefer, enjoy, am intrigued by etc. The community of St Mary's School is seeking by this Policy to place love back where it needs to be: at the centre of all we say and do and to assist all those who contribute and belong to our community or are affected by it; whether the staff or the pupils, the parents or the Governors, the wider parish community and indeed the wider local community, to enjoy respect, support, encouragement and welcome - to enable us to be Jesus' presence to and for each other.

Some practical hints: get to know the families of your children's friends and support and encourage. Should there be problems between children let them not become problems between parents, unless they be shared problems. Make use of the school when disputes arise; a third party and an experienced viewpoint can be very useful. Prepare others for the need to talk; arrange a suitable time and place. Don't buttonhole, especially in public places. Seek to find out what happened. Do not react in anger.

**Father John Webb**

# ST. MARY'S POLICY FOR THE PROMOTION OF GOOD BEHAVIOUR

**Policy Leader – Mrs. H. Armstrong**

**Policy Monitor – Fr. John Webb**

Our values **SPIRITUALITY, CREATIVITY, RESPECT** and the overarching value of **LOVE**, are at the heart of all we do in school (and beyond) to enable all pupils to thrive in school and achieve the very best that they can.

This document is a statement of the aims, principles and practices for the promotion of good behaviour.

## **Our aims are:**

- to promote positive abilities and attitudes - nurturing the affection, sensitivity and spirituality of all our pupils
- to help develop self-awareness, self-regulation and self-esteem in each us
- to help each of us to take responsibility for our actions/decisions
- to ensure our differences and disputes are resolved non- aggressively
- to provide high quality and creative learning opportunities which engage learners and which actively promote kind and considerate behaviour
- to provide and maintain a caring and safe and appropriately equipped learning environment for all staff and pupils.

## **Teaching and Learning**

- We follow the Jigsaw programme in our lessons to foster the development of social and emotional skills but these skills are also developed across the curriculum and during extra-curricular activities.
- We work to include all the children. We work to identify underlying additional needs, ensuring appropriate differentiation, extension and support in the classroom.
- We will create a stimulating learning environment with an appropriate organisation of the school's curriculum (New National Curriculum 2014). Our curriculum will provide opportunities for pupils to succeed in fields other than the academic. Progress will be closely tracked to help all children to strive towards their potential. Work will be shared and celebrated (displays, exhibitions, performances).
- The school will consider our duty under section 175 of the Education Act 2002 requiring us to make arrangements to ensure that our functions are carried out with a view to safeguarding and promoting the welfare of pupils and our general duty to eliminate discrimination under section 149 of the Equality Act 2010.

## **How these are to be achieved:**

### **A Rights' Respecting School**

In line with our school values, it is everybody's responsibility to be consistent and follow the Rights and Responsibilities as set out in the agreed school charters, using the appropriate Rights' Respecting language.

The children and adults at St. Mary's have worked together to create charters that are displayed in classrooms and around the school and used consistently by all adults and pupils and support behaviour management for

Classrooms

Lunchtime

Playtime

These are displayed in classrooms and around the school and used consistently by all adults and pupils.

### **We seek to foster good behaviour and self-esteem by:**

- setting a consistent example
- helping our pupils understand and know the boundaries of acceptable behaviour
- providing an exciting, creative and appropriately challenging curriculum
- helping them recognise their abilities as they progress through the curriculum
  - nurturing self and collective discipline:
    - ❑ teaching strategies for problem solving differences and disputes
    - ❑ celebrating progress (encouragement, assessment, reporting, rewards)
    - ❑ consistently challenging misbehaviour through the progressive development of collective responsibility (discussion, teaching, peer support and where necessary sanctions)

### **Rewards**

We aim to create a climate where praise and encouragement far outweigh the need for sanctions

Children are placed in a house when they enter the school and remain in this house throughout their time at school. House Captains are elected from Year 6 each year.

### **Foundation Stage and Key Stage One**

- A star of the week will be selected for each class in Foundation Stage and KS1, focusing on children who are consistently displaying green behaviours. The stars of the week will be shared and celebrated in the weekly key stage assembly. Children will receive certificate and their star with their name on it will be displayed on the 'Star of the Week' board in the KS1 area.
- In Foundation there will be a six stage reward system where a small reward will be given at the end.
- In Year 1 and Year 2 there will be a 10 stage reward system where a small reward will be given at the end

### **Key Stage Two**

- Each child in KS2 will be issued with a Credit sheet at the start of each academic term. This will be kept at the back of the school diary.
- Staff will give a credit in these grids for positive behaviour, both academic and behavioural.
- The credit will consist of the member of staff's initials only. These credits can then be spent in the Credit Shop which is run by Year 3 every Friday Lunchtime.
- Other whole class rewards (e.g. 5 minutes extra break) can be awarded by the class teacher.
- Once a term (week before break up), Gifted and Talented children will collate all the points of the Key Stage and work out a raw total for each House. At this point, each credit will be worth a House Point. The house with the greatest score will receive a reward from the Key Stage leader.
- Positive postcards will be sent home to parents by class teachers for outstanding behaviour or achievement; this will be ongoing through the year

### **Range of problems**

**Name calling:** remaining positive and polite we use the following three-steps:

- To avoid any confusion that it as an acceptable joke tell them you do not like it and ask them to please stop.
- Advise them an adult will be told if they carry on.
- Having given two opportunities to stop, tell an adult. (You will be supported and you do not need to retaliate).

Physical aggression is totally unacceptable and should be reported to an adult immediately. Such intimidation fundamentally undermines our Christian mission.

### **Racism**

All incidents that might be construed as racist are fully investigated.

### **Bullying**

Bullying involves taking away people's right to safety and dignity. Bullying is unacceptable. Bullying can take many forms:

- Physical – hitting, kicking, stealing
- Verbal – name-calling, insulting remarks
- Indirect – spreading rumours or not including a pupil

We encourage pupils to tell an adult as soon as bullying takes place. This could be a teacher, Pastoral Support worker, HLTA, teaching assistant or lunchtime supervisor.

### **Sanctions**

At times, the children may behave in a way that is not in keeping with the expectations of our school. When this happens the following sanctions must be adhered to:

- Using Rights' Respecting language, talk to the child about the behaviour that is not appropriate.
- Keeping positive, explain to the child that it is the behaviour that we do not like and not the child themselves.
- Explain why the behaviour is not appropriate and remind them of the agreed Rights and Responsibilities.

### **Sanctions for Key Stage 1**

Types of Behaviours

Green:

- Sharing
- Being helpful
- Kind hands/feet/words
- Working hard
- Trying your best
- Good listening
- Being respectful of resources
- Tidying up
- Good sitting
- Following instructions
- Walking inside
- Keeping safe
- Being polite

Amber:

- Calling out
- Out of seats
- Talking when the teacher is talking
- Not listening
- Not looking

- Not following instructions
- Being unkind
- Not being friendly
- Not tidying up
- Running in school

Red:

- Biting
- Unkind words
- Kicking
- Hitting
- Punching
- Tantrums
- Spitting
- Pushing
- Fighting
- Ignoring warnings
- Saying no to the teacher
- Being rude
- Pinching
- Deliberate damage to school property/resources

In KS1 we will be using the '1, 2, 3 time out system'. If a child is displaying amber behaviours they will have two warnings before a 'time out' and then on the third occasion the child will have to do 'time out' using an egg timer. If a child displays red behaviours they will be sent straight to 'time out'. If a child is sent to 'time out' for physical violence, their parent will be informed by either phone call or spoken to when collecting their child at the end of the day on the same day of the occurrence. All parents of the children involved, including the victim in the incident will be informed.

Length of timeouts will be age appropriate – Foundation = 3 minutes, Year 1 and Year 2 = 5 minutes and children will be expected to sit quietly and complete the whole timeout. At the end of the timeout the child will be expected to apologise.

Within a day:

- On the first time out – children sit in class with an egg timer.
- On the second time out – children go to the other class with an egg timer and are spoken to there.
- On the third time out – children to go to key stage leader. If this occurs then parents will be informed by the class teacher.

Each day will be considered as a new day and a fresh start with regards to warnings. A log will be kept noting when children are sent to key stage leader which will be shared with Pastoral Care Worker to intervene if there is a pattern emerging. If a child is sent to the key stage leader twice within half a term then the Assistant and or Deputy Headteacher will be informed. Any further incidents within the half term the Headteacher will be informed

## **Sanctions Key Stage 2**

General rules for warnings/time outs

- Green behaviour – being helpful, kind hands, feet and words, sharing, working hard and trying best, listening, being respectful of resources and tidying up, good sitting, following instructions, walking inside, keeping safe, being polite.

- Amber (warning behaviours – 2 warnings) – calling out, out of seats, talking out of turn, not listening, not looking, not following instructions, being unkind, not being friendly, running in the building.
- Red (consequence – straight to catch up/or further sanction e.g. reflection) – , inappropriate language, physical violence, racist language, sustained defiance towards a member of staff.

Children will have 2 warnings before a catch up unless they display red behaviours in which case they will be sent straight to catch up or given a half day reflection or detention. This will be at the discretion of the KS2 Leader and judged on a case by case basis.

#### **Within a lesson:**

Each child will be given the same verbal warnings in the following format or with words to the same effect:

- On the first incident- “That is your first warning because you did x ...you now have 2 more warnings before I will send you to catch up.”
- On the second incident-same format and wording with change to numbers. There is also the possibility to move the child from their place to another seat in the classroom at this point.
- On the final warning “That was your final warning so you will now be in catch up.”

It is now expected that, within reason, the staff member who gives the catch up will try to attend the session in order to bring closure to the incident.

Where possible, staff will inform KS lead of why child is in catch up. A very brief email is the preferred method for this communication.

Each day will be a new day.

Rules will be amended appropriately for children with additional needs.

Where a child has formally recognised behavioural needs, ‘**reasonable adjustments**’ may be made to the application of measures as outlined in the guidance document (more detailed guidance is currently being developed in collaboration with external agencies).

**Fixed Term Exclusions** will only be used for the most serious breaches of discipline. The use of physical aggression will be regarded as a serious breach.

We will make every effort to maintain placements of pupils on SEN statements, including seeking LA and other professional support as necessary – including an ‘interim’ annual review of the statement if other processes have been exhausted.

**Restraint** Where the child is putting themselves or others at physical risk, causing significant damage, significantly disrupting good order and other de-escalating strategies are not effective, physical restraint may be employed. For those pupils who display continuous disruptive behaviour, a formal ‘Multi-Agency’ meeting will be considered. All uses of physical restraint will be recorded on the official forms.

Every member of staff has the authority to deal with inappropriate behaviour, including incidents outside the school gates and will strive to apply our expectations consistently. Unacceptable behaviour will be addressed no matter how minor it might appear. The first person dealing with the incident will ensure it has been followed through to a satisfactory end.

**The pastoral needs of the pupils are catered for in the following ways:**

- class teachers meet with parents /carers and where necessary external agencies and record the child's particular pastoral needs and strategy for meeting them
- the pastoral support worker works with individual children, groups of children and parents. She works with different outside agencies including social workers, play therapists and counsellors.
- pupils are encouraged to have confidence in all staff, so that they may confide in a trusted adult if there is a need - every class has a **"Listening Ear"** box, where they can confidentially place any concerns to be followed up by the class teacher or teaching assistant
- our curriculum celebrates diversity and promotes reaching out to others in need
- speakers from the wider community are regularly invited to give presentations including the Community Police Officer and groups advising on safety aspects, including e-safety
- extra-curricular activities are offered as they have a marked effect on the pupils and allow for wider social and academic experiences

**To foster the vital relationships between parent / carers and class teacher:**

- Regular parents' evenings are organised and opportunities afforded for parents/ carers to share their insight into their child's needs and interests
- Staff will be available for further consultations at a mutually agreed time as the need arises
- Parents / carers are advised of their child's achievements and areas of concern as soon as possible and they are encouraged to help in solving any problems
- Parents / carers are offered the opportunity to help in the classroom and school activities when appropriate, bringing their strength and experiences to the pupils
- There is regular communication through the pupil's school diary and reading record and the school's newsletters and website
- The PTA acts as a positive link between staff and parents / carers, and contribute to school newsletters and website

**Concerns/ complaints – see separate policy:**

- In the first instance any concerns should be raised with the class teacher
- If it is felt the issue is not being addressed appropriately the concern can be referred onto to the Key Stage Leader and/or Assistant/Deputy Head.
- If it still felt the matter has been mishandled in can referred onto the head teacher
- Beyond this a formal complaint can be made to the governing body.

**The pastoral care of staff that have had allegations made against them**

In line with guidance from the Department for Education, St Mary's will take seriously any allegation of abuse by staff and will ensure that such allegations are dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension of a member of staff will not be used as an automatic response when an allegation has been reported. Pupils found to have made a false allegation against a member of staff could be subject to exclusion.

**Signed**

**Signed**

**Date**

**Review Date: September 2018**