



## **FOREWORD 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 Catholic Primary 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 – Mr S.Thomas**

**Policy Monitor – Fr. John Webb**

As a Catholic school, the Gospel Values of Integrity, Courage, Creativity, Justice, Peace, Respect, Humility, Forgiveness, Spirituality, Compassion, Kindness and Love underpin all that we do.

We seek to help children live their lives guided by the Virtues of Prudence, Health, Self-Knowledge, Truth, Temperance, Play, Honesty, Humility, Studiousness, Justice, Friendliness, Thankfulness, Meditation, Fortitude, Confidence, Perseverance, Magnanimity, Charity and Peace.

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.
- To help each of us to take responsibility for our actions.
- To ensure our differences and disputes are resolved
- To provide high quality, creative learning opportunities which engage learners and which actively promote kind and considerate behaviour.
- To provide and maintain a caring, safe and appropriately equipped learning environment for all staff and pupils.

### **Roles and responsibilities of staff**

- All staff at St. Mary's are responsible for promoting good behaviour in line with the school's policy.
- The Pastoral Care Worker, Phase Leaders and SLT have an extra responsibility for dealing with behaviour when incidents that cannot be resolved at class teacher level occur.
- All staff are expected to use a common and consistent method of gaining attention. This involves raising a hand and counting up or down until communication can be established.
- There is a "pyramid" structure dealing with behaviour starting from classroom and lunchtime staff to Phase Leaders to SLT.

### **Teaching and Learning**

- We follow the Jigsaw and Life to the Full programmes 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 (National Curriculum 2014). Our curriculum will provide opportunities for pupils to succeed in all fields not just 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, Marvellous Me, social media and Google Classroom) in accordance with our COVID-19 risk assessments.

- 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 as well as our general duty to eliminate discrimination under section 149 of the Equality Act 2010. We follow guidance from HMG through Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2022).

### **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 pupils recognise their abilities as they progress through the curriculum
- Employing a full time Pastoral Care Worker
- 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)

### **SEND and Behaviour**

Some children may need an adjustment to the operation of the school behaviour policy due to SEND provision. This will be with agreement of the SEND lead, pastoral care worker and class teacher. Such adjustments should be communicated to all staff who teach lessons with the child concerned.

### **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 points of the appropriate colour can be awarded for a range of positive behaviours including work, effort, attitude and behaviour. These house points are tracked and displayed in order to showcase positive behaviours. At the end of each week our house point winners are announced and rewarded.

### **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 Foundation there will be a six stage reward system where a small reward will be given at the end.

### **Key Stage Two**

- A star of the week will be selected in KS2, focusing on children who have created quality pieces of work, or who have shown exceptional progress within a subject. Stars of the Week are celebrated across the Key Stage in either an assembly or by sharing the Stars of the Week video in class if it is not possible to hold an assembly.
- House points are awarded for examples of good work, behaviour and progress.

## **Peer-on-peer abuse**

We recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up”. We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond. In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Children who display sexually harmful behaviour
- Gang association (such as County Lines) and serious violence
- Technology can be used for bullying and other abusive behaviour
- Initiation/ hazing type violence

## **Range of problems**

Sometimes all children can make a mistake and that does not reflect who they are capable of being. As a Catholic school, we accept that this is so and seek to address issues so that children can learn from their mistakes and move on.

## **Name calling**

Remaining positive and polite we teach and use the following three steps:

- To avoid any confusion that it is as an acceptable joke, tell them you do not like it and ask them to please stop.
- Advise them that 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**

As a Catholic school, we believe that each child is a unique child of God made in His image. Racism is not consistent with this belief and is contrary to our school ethos. All incidents that

might be construed as racist are fully investigated and, where necessary, sent to the Borough of Poole for recording purposes.

## **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. Where bullying occurs outside the school environment, the matter will be dealt with by the class teacher, Pastoral Care Worker, Phase Leader or SLT member as appropriate. With regard to cyber-bullying, the school may also use the advice of outside agencies, such as the Police's digital school team.

## **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 by those staff trained to do so. For those pupils who display continuous disruptive behaviour, a formal 'Multi-Agency' meeting will be considered. All uses of physical restraint will be recorded officially.

Every member of staff has the authority to deal with inappropriate behaviour, including incidents outside the school gates. We 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.

## **Staff development and support**

All staff are inducted into the school's policies and practices upon commencement of employment at St. Mary's.

Behaviour management is commented upon and monitored as part of the regular self-assessment carried out by SLT, Phase and Subject Leaders.

Support and advice with regard to the promotion of good behaviour is achieved in a variety of ways including (but not limited to): INSET training from St Mary's staff, advice given via weekly staff notes, INSET from specialist providers such as Longspee Outreach, advice from SENDCO, SLT, Phase Leaders and Pastoral Care Worker, opportunities to observe teachers in local partnership schools, training in Attachment Awareness and opportunities for year teams to observe and work collaboratively with regards to behaviour in their year group.

## **Confiscation**

If inappropriate items are brought into school they may be confiscated and kept safely by the class teacher to be returned at the end of the day. Some items may be stored away from classrooms at the discretion of staff members.

## **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 regularly encouraged to have confidence in all staff, so that they may confide in a trusted adult if there is an issue worrying them. For children reluctant to talk to a member of staff, a central worry box is in place near the staff room.
- 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 staying safe online.
- Extra-curricular activities are offered as they have a positive effect on the pupils and allow for wider social and academic experiences.

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

- Regular parent 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.
- There is regular communication through Google Classroom, Marvellous me and on when handing children over at the end of the day.
- The PTA acts as a positive link between staff and parents/carers and contributes 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 Phase Leader or Deputy Head.
- If it is still felt the matter has been mishandled in can referred onto the Headteacher.
- 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.

## **Managing Pupil Transition**

Pupils are supported at all times of transition within and between their milestones at St. Mary's.

Foundation children receive a home visit from the foundation teaching staff in advance of their start at St. Mary's.

Children in all year groups are provided with a scheduled handover to their next year group. This involves carefully structured activities, handover time for staff members to liaise with each other and an opportunity for parents and carers to make appointments to meet new teachers.

For those children transitioning within the school from KS1 to KS2, a separate meeting for parents and carers is held in the Summer term. A meeting is held at various times before, during and after the school day in order for parents and carers to help their child adjust to the expectations of KS2.

Children involved in the transition to High school may be offered extra visits in advance of starting at their new school and staff from High school visit St. Mary's. The Parish Youth Worker also engages in work on ensuring a smooth transition between schools. Y6 staff take part in the Borough's formal handover process between feeder and High schools in order that pastoral and academic concerns can be shared successfully.

**Signed**

**Signed**

**Date September 2022**

**Review Date: January 2023**

## **Appendix 1**

### **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 respectful 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 discuss positive alternatives with reference to our Gospel Values.

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

#### **Types of Behaviour**

##### **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

- 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 Phase Leader.
- Each day will be considered as a new day and a fresh start with regards to warnings. Behaviour incidents that need to be shared with SLT and the PCW will be recorded on the “CPOMS” system in order that a chronology of a child’s behaviour can be established.

In very unusual circumstances, a child might be given a slip by the Phase Leader to attend a formal interview with a member of SLT.

**Sanctions Key Stage 2**

Every child will start on green. They can move up or down the chart according to their behaviour, work produced and progress shown:

	1. Extraordinary (2 house points)
	2. Amazing (1 house point)
	3. Ready to learn (All children start here at the start of every am and pm)
	4. 1 <sup>st</sup> warning – Verbal warning
	5. 2 <sup>nd</sup> Warning – timeout for 5 minutes in class
	6. 3 <sup>rd</sup> Action – time out for 10 minutes in a neighbouring class/or year group/Phase Leader
	7. Detention

### **Detention**

There will be one lunchtime detention per week run by KS2 Phase Leaders. Children should only be sent to detention after the Phase Leaders have been notified and this should only take place on the agreed day. Class teachers should notify parents or carers that a detention has been given.

### **Formal interview with SLT**

If a detention does lead to a positive change in behaviour, a child will be given a slip to attend a formal interview with a member of SLT to discuss how they can move forward.

Examples of moving up to Blue or Purple - 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.

Examples of behaviours that will cause a child to move down the behaviour chart – 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.

For more serious misconduct, for example, inappropriate language, physical violence, racist language or sustained defiance towards a member of staff- Phase Leaders will deal with these incidents. This will be at the discretion of the appropriate Phase Leader and judged on a case by case basis. It may be judged that an incident is serious enough to lead to a formal

interview with a member of SLT. This may in turn lead to a half day reflection away from peers.

### **Organisation and facilities**

Behaviour sanctions, where necessary, will be escalated as described. When a child is displaying poor behaviour the following locations may be used in order to de-escalate conflict and return the child to their classroom:

- Areas outside the classroom.
- The Space - managed and staffed by the Pastoral Care Worker.
- The Sensory Room-this is used as and when necessary in order for children to be successful in managing their behaviour. The Sensory Room is staffed by the PCW and can also be used by Teaching Assistants on a one-to-one basis.
- SLT or Phase Leaders may use the SLT office in order to remove a child from their class. In instances of violence towards pupils or staff it is expected that the child in question be brought either to this office or the Space.

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.

### **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 warning because you did x ...you are in danger of moving off green
- On the second incident-child will move down to yellow. If behaviour improves they can return to green without any further action
- Repeated incidents will result in the child moving down the chart until lunchtime detention is given. This will be communicated to the parents by the class teacher.
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Each day will be a new day and a fresh start with regards to warnings. Behaviour incidents that need to be shared with SLT and the PCW will be recorded on the "CPOMS" system in order that a chronology of a child's behaviour can be established.

### **Restorative conversations**

Restorative discussions with children who have displayed inappropriate behaviour will be carried out with positive reference to the Virtues and Gospel Values referred to at the head of this document.