

St Mary Magdalen's Catholic Primary School



School Behaviour Policy

Governors' Committee Responsible:	Curriculum
Status:	Statutory
Review Cycle:	Every two years
Date Written/Last Review:	17 June 2019
Date of Next Review:	June 2021

MISSION STATEMENT

We are a Roman Catholic community, placing God at the centre of our lives. Christian values permeate every aspect of the school day. As a small friendly school, we aim to produce the warmth and intimacy of the family. We recognise each individual as special and loved by God, caring for one another and fostering love, trust and respect. When mistakes are made we recognise them as opportunities for learning and consequent reconciliation.

We aim to help all children fulfil their potential. We have high expectations of the children; we want them to do their best socially, personally, academically and spiritually.

We recognise each child's full entitlement to education. We value children's uniqueness and endeavour to nurture their potential. We strive to promote in them a sense of personal worth and self-confidence, as well as an awareness of their responsibilities to self and others.

One of the many strengths of our school is the pastoral care the children receive from all the staff. This is reflected in the positive attitude and good behaviour of our pupils. Ratification of the high standard of behaviour of the pupils at St Mary Magdalen's Catholic Primary School is evidenced in our OFSTED inspection and LA reviews. The children's behaviour was described as exemplary.

St Mary Magdalen's aims to be a place where children learn and teachers teach, where all pupils have equal access to the National Curriculum and all aspects of school life, where all pupils will be free to learn without disruption, safe from threat, harm and injury in the classroom and the playground.

In order to achieve this, children must be fully aware of our expectations of acceptable behaviour. They must understand how positive behaviour is rewarded and unacceptable behaviour is sanctioned. This must also be supported by the parents.

We believe a successful partnership between parents and the school can bring out the best in children. Parents need to be kept informed of their child's good behaviour or be contacted at the start of any pattern of poor behaviour and to be involved in strategies to improve behaviour. Approachable and accessible staff will ensure that parents feel their concerns have been heard.

1. RIGHTS AND RESPONSIBILITIES

We believe that children in our school have the right to learn, to be treated with respect and dignity and to exercise self-control.

a) AIMS

- to continue to maintain positive attitudes and good behaviour of our pupils
- for everyone at St Mary Magdalen's to have high standards and expectations of work and behaviour and for children to work to their full potential
- for all staff to take responsibility for children's behaviour around the school and in the classroom and playground
- for teachers to maintain a positive ethos, communicating in a clear and friendly manner and acting as role models

b) RULES

These are agreed between the teacher and pupils of each class at the beginning of the autumn term. They are then written and displayed clearly in the classroom, create a framework for good discipline and promote positive behaviour.

There are also health and safety rules and regulations which reflect legal requirements. These rules are clearly laid out in the school's Health and Safety Policy.

Acceptable and unacceptable behaviour will be discussed with the children and rules will be unambiguous and applied fairly and consistently.

2. REWARDS

Children need a calm and purposeful classroom atmosphere if they are to learn well. Effective teaching, designed to stimulate and engage pupils, helps maintain an orderly learning environment. Within this framework we aim to promote good behaviour through rewarding attentive listening, cooperation, effort, achievement, kindness and politeness.

Rewards for good behaviour include:

- verbal praise
- stickers
- house points
- certificates for children of the week
- opportunities to show good work to others and weekly displaying of children's certificates in the classroom
- golden time

We aim to discourage poor behaviour by ensuring that children understand that certain behaviour is unacceptable. We show them that misbehaviour is never condoned or allowed to disrupt the learning or safety of others. Children who misbehave will be reminded first then warned. Repeated misbehaviour will incur sanctions in line with the school policy and will be consistently carried out.

3. INITIATIVES TO BUILD SELF-ESTEEM AND DEVELOP CHILDREN'S ABILITY TO MANAGE THEIR BEHAVIOUR

a) CHILDREN OF THE WEEK

At the Monday assembly each week there is an acknowledgement of a child's success in meeting the expectations of our School Behaviour Policy. Each week one or more children from each class will receive a certificate from the Head Teacher in recognition of their achievement. This could be for displaying good behaviour or exceptionally good listening skills, great effort in class or simply excellence in a particular piece of work.

b) CIRCLE TIME

Improvement in a child's behaviour is more likely if the pupil's self-esteem is enhanced and if the pupil can be helped to recognise the effects of his or her own behaviour. Each class holds a circle time as and when required. The central aim of this is to build self-esteem and cooperation through games and discussion. Everyone is given time to contribute and the teacher adopts a facilitator role in order to encourage the sharing of ideas, resolving difficulties and affirming positive behaviour.

4. SANCTIONS

Sanctions for moderate misbehaviour, such as distracting other children in class, include reprimand, change of seat, completion of work in free time, sent to another teacher or the Head Teacher and withdrawal from class. Sanctions for repeatedly breaking the classroom rules follow a clear progression leading to a possible withdrawal from class. Serious incidents of

misbehaviour such as the following will normally lead to withdrawal from the class or playground:

- threatening or bullying other children
- intentional rudeness to adults
- fighting
- physically hurting other children
- slamming doors
- throwing or damaging property
- temper tantrums
- abusive language
- swearing

If a child persistently behaves in this way parents will be contacted, and a behaviour contract may be drawn up. Ultimately the child may be excluded from school.

5. EXCLUSIONS

In an inclusive school exclusion is always the last resort. However, the school reserves the right to exclude pupils whose behaviour is such that it infringes upon the rights of children to learn and play in a safe environment and upon the rights of adults to carry out their jobs. Exclusion may be for a fixed term or permanent. We always try to warn parents if we are considering excluding their child. There is a legal process attached to permanent exclusions which enables parents to appeal against any decision to exclude their child permanently. See Appendix 1 for a list of reasons for exclusions. However, it must be noted that children and incidents will be dealt with on a case-by-case basis.

6. DEALING WITH MISBEHAVIOUR

St Mary Magdalen's seeks to minimise the levels of disruption or distress associated with serious behavioural difficulties through responding quickly and calmly to incidents and using procedures that are clearly understood by all. We recognise that a firm, consistent and positive approach adopted by all adults in the school community is the key to establishing and maintaining good behaviour. In the classroom the class teacher or adult who is working with the child normally deals with misbehaviour. In other settings around the school misbehaviour should be dealt with by the adult who sees the incident and if necessary, reported to the class teacher, Key Stage Coordinator, Deputy Head Teacher or Head Teacher.

When dealing with misbehaviour adults should endeavour to:

- give the benefit of the doubt
- avoid confrontation
- allow angry children to calm down and then speak to them
- listen to what is being said
- establish the facts
- use raised voices sparingly
- use punishments sparingly, avoid group punishments which penalise children who have not misbehaved
- respect each child's dignity by avoiding a public spectacle
- ensure that the child receives the message that it is his/her behaviour that is unacceptable and not the child him/herself

- judge only when certain and follow through incidents so that children experience fairness and consistency from staff and learn to take responsibility for their behaviour and make amends where appropriate

a) PREVENTATIVE STRATEGIES

Children with behavioural problems may find the absence of their class teacher traumatic and become extremely disruptive. To avoid this happening such a child may join the class of a teacher well known to him or her when the class teacher is away.

Children who have difficulty in managing their own behaviour may benefit from a short period out of class or out of the playground to “cool down”. Children who fail to carry out their work in class through inattention, chattering or avoidance of the task may be helped by being sent, for a short time, to work in another class where they will be given minimal attention and be expected to work independently.

b) EXTREME POOR BEHAVIOUR

Dealing with children with marked behavioural difficulties can be a frustrating task. We recognise that staff may feel isolated, upset and discouraged when dealing with such behaviour and that they need active support from management and colleagues.

c) EARLY IDENTIFICATION AND PROVISION FOR PUPILS WITH BEHAVIOURAL DIFFICULTIES

Even very young children may show patterns of extreme and unacceptable behaviour but, whatever a child’s age, early identification and intervention is likely to reduce the subsequent severity of behavioural difficulties. We recognise that learning difficulties may cause or exacerbate poor behaviour or, conversely, that behavioural difficulties may adversely affect the child’s ability to learn.

Strategies may include:

- the early involvement of parents and assessing the children’s needs according to the Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- drawing up an Individual Education Plan in accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years to define clear targets based on close observations of the child. This should involve the parents, the child and other agencies as appropriate.
- targets need to be motivating and achievable. We are aware that these children often find changes in routine and transition times particularly difficult and that punctuality, predictability and consistency are, therefore, extremely important in creating provision for children with these needs.

7. EQUAL OPPORTUNITIES

We recognise that some pupils have great difficulty in behaving acceptably and so make heavy demands on school resources. In this way they can disrupt the learning of their peers. We firmly believe that these children have equal rights of access to the curriculum and we must not discriminate against them because of emotional and behavioural needs. We recognise that they

have particular needs and require additional support to learn to behave appropriately in school. This will always entail the active support of their parents or carers. However, all the children have a right to learn without disruption. The school rules provide a framework for this and they apply equally to all pupils, without exceptions.

8. RACISM

Racism will not be tolerated, and the same sanctions apply as for any other harassment/bullying behaviour. We are a Catholic community and, as such, espouse Catholic values; all are created equal in the eyes of the Lord.

9. LEGAL RESPONSIBILITIES

Teachers and others responsible for the care of pupils must be aware that under Section 22(a) of the Education (No. 2) Act 1986 it is the duty of the Head Teacher to:

“determine measures (which may include the making of rules and provision for enforcing them) to be taken with a view to

- (i) promoting, among pupils, self-discipline and proper regard for authority;
- (ii) encouraging good behaviour on the part of pupils;
- (iii) seeing that the standard of behaviour of pupils is acceptable; and
- (iv) otherwise regulating the conduct of pupils;”

10. THE FULL GOVERNING BOARD

The full governing board is charged with the implementation of a School Behaviour Policy through the Head Teacher.

11. THE ROLES AND RESPONSIBILITY OF THE TEACHER

The teacher’s duties include the maintenance of good order and discipline among the pupils and safeguarding of their health and safety. These are duties required to ensure the efficient conduct of the education process and also to protect pupils against causing harm to themselves and/or others.

The teacher has a duty of care to exercise disciplinary control. It follows that, if one pupil causes injury to another, the teacher may bear responsibility if it can be shown that the injury occurred as a result of the teacher’s failure to maintain order. Much will depend on the circumstances of the incident. Teachers cannot reasonably be expected to foresee every incident nor, of course, to be everywhere in the school premises at the same time. Further, a teacher is not under any duty to run the risk of personal injury by, for example, breaking up a fight, unless it can be done without the likelihood of harm to the teacher. Moreover, if the injured pupil was involved in misbehaviour, issues for contributory negligence may arise.

12. BULLYING

Every child has a right to learn in a safe environment free from bullying, harassment or violence. It is recognised that bullying is wrong and socially unacceptable and will not be tolerated in our learning environment by anyone.

13. DEFINING BULLYING

“An act or series of acts, physical, emotional or psychological, perpetrated by a group or individual with the intention of lowering self-esteem of another group or individual”

Hines, Richmond Parent Workshops

Bullying can take many forms:

Physical: e.g. pushing or hitting

Verbal: e.g. racial or sexist slurs, name calling, intimidation, lies about a person, telling tales, humiliation

Emotional: e.g. ignoring, withdrawing friendship or contact, belittling, sneering

Our task is to:

- protect the bullied child and make effective arrangements for his/her continued support
- find a way to draw on the empathetic abilities of children to support and change the behaviour of the bully
- develop in all children a sense that it is behaviours that are inappropriate and unacceptable not people and that condoning bullying is wrong

STRATEGIES TO DEAL WITH BULLYING

- if a child is being bullied, he/she must tell an adult as soon as possible. If the bullying is taking place at school and the child confides in the parent, then it is the parent's duty to tell the school as soon as possible
- parents should not take the matter into their own hands by confronting the bully or family members. They should communicate directly with the school.
- if a child complains of bullying, physical or verbal, listen to him/her, take him/her seriously
- investigate. Try to establish all the facts from all the parties concerned, separately to begin with. Disapproval should be directed at behaviour, not at the child and it should be pointed out that such behaviour has caused distress.
- incidents should be recorded on the school incident sheets and 4W's sheet. Behaviour may include name-calling, swearing, physical aggression and racial abuse. The names of both the victim and the perpetrator will be recorded.
- bystanders should be encouraged to take immediate action by telling the teacher or other adult what has happened. They are taking responsible action, not tale-telling.
- apologies should be made by the bully to the bullied.
- there should be feedback to the bullied child letting him/her know that the bully has been spoken to and action taken
- minor incidents can often be dealt with by a few words to all children concerned, eg “shake hands, you can still be friends if you want to”. If the bullying behaviour continues, the bully should lose some of his/her playtime for one day. For serious and persistent misdemeanours, the child responsible should be sent to see the Head Teacher and parents may be informed. Parents will be informed and made aware of sanctions to be applied to their child if inappropriate behaviour continues.
- parents who are concerned that bullying has not been dealt with to their satisfaction can approach, in the first instance, the governing board. If they are still not satisfied, then they can approach the LA for further advice.

14. MONITORING AND EVALUATING THE EFFECTIVENESS OF OUR POLICY

- incident recording book which will be reviewed by the Head Teacher
- termly Head Teacher's Report to the Governors

APPENDIX 1

EXCLUSION CATEGORIES

1. Physical assault against pupil includes:	
• fighting	
• violent behaviour	
• wounding	
• obstruction and jostling	
2. Physical assault against adult includes:	
• violent behaviour	
• wounding	
• obstruction and jostling	
3. Verbal abuse/threatening behaviour against pupil includes:	
• threatened violence	
• aggressive behaviour	
• swearing	
• homophobic abuse and harassment	
• verbal intimidation	
• carrying an offensive weapon	
4. Verbal abuse/threatening behaviour against adult includes:	
• threatened violence	
• aggressive behaviour	
• swearing	
• homophobic abuse and harassment	
• verbal intimidation	
• carrying an offensive weapon	
5. Bullying includes:	
• verbal	
• physical	
• homophobic bullying	
• racial bullying	
6. Racist abuse includes:	
• racist taunting and harassment	
• derogatory racist statements	
• swearing that can be attributed to racist characteristics	
• racist swearing	
• racist graffiti	
7. Sexual misconduct includes:	
• sexual abuse	
• sexual assault	

• sexual harassment	
• lewd behaviour	
• sexual bullying	
• sexual graffiti	
8. Drug and alcohol related includes:	
• possession of illegal drugs	
• inappropriate use of prescribed drugs	
• drug dealing	
• smoking	
• alcohol abuse	
• substance misuse	
9. Damage includes:	
• vandalism	
• arson	
• graffiti	
10. Theft includes:	
• stealing school property	
• stealing personal property (pupil or adult)	
• stealing from local shops on a school outing	
• selling and dealing in stolen property	
11. Persistent disruptive behaviour includes:	
• challenging behaviour	
• disobedience	
• persistent violation of school rules	
12. Other	