

# St Mary Magdalen's Catholic Primary School



## School Behaviour Policy

<b>Governors' Committee Responsible:</b>	<b>Curriculum</b>
<b>Status:</b>	<b>Statutory</b>
<b>Review Cycle:</b>	<b>Every two years</b>
<b>Date Written/Last Review:</b>	<b>8 June 2021</b>
<b>Date of Next Review:</b>	<b>June 2023</b>

## **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.**

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## 1. Aims

This policy aims to:

- provide a **consistent approach** to behaviour management;
- **define** what we consider to be unacceptable behaviour, including bullying;
- outline **how pupils are expected to behave**;
- summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- outline our system of **rewards and sanctions**.

## 2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property;
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

## 3. Definitions

Our behaviour principles are outlined in Appendix 1.

**Misbehaviour** is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- non-completion of classwork or homework;
- poor attitude;
- incorrect uniform.

**Serious misbehaviour** is defined as:

- repeated breaches of the school rules;
- any form of bullying;
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- vandalism;
- theft;
- fighting;

- racist, sexist, homophobic or discriminatory behaviour;
- possession of any prohibited items which includes any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful;
- repeated, often over a period of time;
- difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which aims to:

- produce a safe and secure environment where all can learn without anxiety and this is at the forefront of school improvement planning;
- encourage a positive and caring ethos between adults and children where all feel safe to report any incidents of bullying, know they will be taken seriously and issues dealt with appropriately;
- raise awareness of the different types of bullying and reasons for becoming a victim;
- help children, staff and parents/carers understand the reasons why a child or group of children may participate in behaviour that could be seen as bullying;
- raise awareness of early signs of distress;
- ensure all members of the school community are clear about their responsibilities

- with regard to the eradication of bullying in our school;
- have a consistent approach to bullying throughout the school making clear what is and what is not bullying behaviour.

## **5. Roles and Responsibilities**

### **5.1 The Governing Board**

The Curriculum Committee review this School Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Curriculum Committee, giving due consideration to the school's code of conduct. The headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- implementing the behaviour policy consistently;
- modelling positive behaviour;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- recording behaviour incidents, the Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- support their child in adhering to the pupil code of conduct;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly.

## **6. Pupil Code of Conduct**

We believe that children in our school have the right to learn in a safe and secure environment where they feel respected and valued. Everyone within in our school community (pupils, parents, teachers and staff) has a responsibility to ensure this for themselves and others.

Our school Code of Conduct (Appendix 2) is integral to this. As a school, we have an agreed behaviour code which is reviewed annually by the staff and pupils. It is displayed in each

classroom, referred to regularly and applied fairly and consistently.

## **7. Rewards and Sanctions**

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, as well as the specific behaviours mentioned in our behaviour code.

### **7.1 List of Rewards**

Rewards for good behaviour include:

- verbal praise;
- dojo points;
- 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.

### **7.2 Warnings**

It is important to ensure that all children are able to learn in a safe and calm environment and that poor behaviour is addressed quickly. In line with our Mission Statement and Catholic values, it is imperative that children are always given an opportunity to turn their behaviour around and learn from their mistakes. Clear explanations of what behaviour is unacceptable and why is vital if children are to learn from mistakes and understand consequences.

If a child's behaviour is not as expected, staff use the Good to be Green system and the steps are as follows:

1. **Quiet verbal reprimand** - Children are told explicitly which behaviour is unacceptable and why, and are reminded of the behaviour code.
2. **Yellow card** - Children receive a yellow card on the Good to be Green chart and are reminded that if they do not change their behaviour, there will be a consequence.
3. **Red card** - Children receive a red card on the Good to be Green chart and a consequence.

### **7.3 Sanctions/Consequences**

It is important for children to know that poor behaviour will result in a consequence and parents will be informed. Consequences may be:

- lose 15 minutes of play;
- community service during lunch or play, such as helping to clear the hall during lunch, picking up litter etc;
- write out the school rules during break;
- lose a privilege.

#### **7.4 Persistent Poor Behaviour**

If a child continues to misbehave after their consequence or has received three yellow cards in a week, they should be sent to the Key Stage Leader who will speak to the child and monitor their behaviour with the Class Teacher for the rest of the week. They will also miss a lunchtime with a member of SLT and parents will be informed.

#### **7.5 Serious Incidents**

If a serious incident occurs, a member of SLT should be informed. Staff should endeavour to investigate the incident thoroughly and report all sides of the stories to SLT. Serious incidents of misbehaviour will normally lead to withdrawal from the class or playground and parents will be informed.

If a child behaves in this way parents will be contacted. Persistent misbehaviour will result in a behaviour contract being drawn up between pupil, home and school. Internal exclusion may be used if necessary and ultimately the child may be excluded from school.

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 Leader, Deputy Headteacher or Headteacher.

When dealing with misbehaviour adults should endeavour to:

- avoid confrontation and allow children to calm down and then speak to them;
- establish the facts with all parties involved;
- avoid group punishments which penalise children who have not misbehaved;
- respect each child's dignity by dealing with behaviour discreetly;
- ensure that the child receives the message that it is his/her behaviour that is unacceptable and not the child him/herself;
- 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.

See Appendix 4 for sample letters to parents about their child's behaviour.

#### **7.6 Record Keeping**

If a child receives a red card in class or multiple yellow and red cards in a week, the Class Teacher or PPA teacher covering the class should record this in the Incident Record Log (Appendix 3). If a serious incident or misbehaviour which would earn a red or yellow card occurs in the playground, the adult on duty dealing with the behaviour should record this in the Incident Record Log. Teachers covering a class or on playground duty should ensure that the Class Teacher is made aware of the incident that has been recorded. Serious

incidents should be reported directly to SLT and the Class Teacher.

Pupils may be sent to another room during lessons if they are disruptive and/or are a risk to themselves or others. If possible, they will be expected to complete the same work as they would in class. An alternative setting might also be used for children who are distressed and need a different environment to self-regulate. These periods of time should be as short as possible and not used regularly. A formal internal exclusion would only be used in response to serious or persistent breaches of this policy and having used a range of other strategies to try and ensure appropriate behaviour.

### **7.7 Off-Site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **7.8 Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8 Behaviour Management**

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.

## 8.1 Classroom Management

Children need a calm and purposeful classroom atmosphere if they are to learn well and a consistent approach by all staff is key to maintaining this. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged;
- display the pupil code of conduct or their own classroom rules;
- develop a positive relationship with pupils, which may include:
  - greeting pupils in the morning/at the start of lessons;
  - establishing clear routines;
  - communicating expectations of behaviour in ways other than verbally;
  - highlighting and promoting good behaviour;
  - concluding the day positively and starting the next day afresh;
  - having a plan for dealing with low-level disruption;
  - using positive reinforcement.

We use the following behaviour management systems:

### **Good to be Green**

This is used as a visual warning and consequence system. Each class has a 'Good to be Green' chart displayed in their classroom. Each child has a named wallet on the chart and begins every day on a green card. The expectation is for children to remain on green throughout the day, indicating that their behaviour shows they are ready to learn and are following the behaviour code of our school. This system is visual and children can clearly see whether they are on task or whether they need to change their behaviour. Children are explicitly taught what behaviours support their learning and what these look like. Specific praise is used to reinforce this understanding. The use of sanctions in this system is addressed later in this document.

### **ClassDojo**

This is our individual reward system. Each class is signed up to 'ClassDojo' and children can see a 'Dojo Monster' on the interactive whiteboard. When pupils display positive behaviour linked to our school code and values, dojo points can be awarded by teachers and children can see the number of points they have accumulated. Points are not taken away. If a teacher needs to warn or sanction a child, the Good to be Green visual system should be used. For each multiple of 20 dojos (10 for EYFS and Year 1) that a child earns, they receive a reward. These are agreed with the Class Teacher and examples of rewards can be as follows:

- 'phone call home and certificate;
- no shoes in class;
- change seats;
- change dojo monster avatar;
- play a game as a class.

When awarding dojos, it is clear to the children which behaviour has earned them their reward. Staff in the playground or peripatetic teachers may award dojos by giving the children a sticker which lets the class teacher know to add a dojo point. Staff awarding the sticker should explain clearly to the child which behaviour has earned them a point.

### **House Point System**

Each child is a member of one of the four St Mary Magdalen's houses: Champion, Fisher, Mayne and More. When a child receives a dojo point, they also receive a house point which is added to the house point classroom on ClassDojo. Every half term, the winning house receives an award on a Friday, such as Mufti, bring in a toy from home etc. Once per half term, a house competition takes place and the winning house receives 200 points for their house. The house system aims to build a sense of cross school togetherness and encourage children to strive to do their best and work with others.

## **8.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder;
- hurting themselves or others;
- damaging property.

Incidents of physical restraint must:

- **always be used as a last resort;**
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents (see Appendix 3 for an Incident Record Log).

## **8.3 Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **8.4 Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Coordinator will evaluate a pupil who exhibits

challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour as part of their induction process. If necessary staff will also receive training on the proper use of restraint.

Behaviour management will also form part of continuing professional development. This will include an annual review of the Code of Conduct with staff as well as targeted training to address specific behavioural needs.

## **11. Monitoring Arrangements**

This School Behaviour Policy will be reviewed by the Headteacher and Curriculum Committee every two years. At each review, the policy will be approved by the committee.

## **12. Links with Other Policies**

This School Behaviour Policy is linked to the following policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy

## **Appendix 1: Behaviour Principles**

Our behaviour principles reflect the Catholic values and ethos of our school.

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the School Behaviour Policy.

The School Behaviour Policy is understood by pupils and staff.

The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Pupils are helped to take responsibility for their actions.

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



# St Mary Magdalen's Catholic Primary School Behaviour Code of Conduct 2020 - 2021

We are respectful and polite at all times and to all people.

We are gentle and thoughtful in what we say and do.

We show excellent listening skills so we can all learn and share our ideas.

We work with a Growth Mindset and positive attitude.

We try our best and learn from our mistakes.

We use resources and equipment carefully.



### Appendix 3: Incident Record Log

<b>Pupil's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, governors, parents, police)</b>	

# St Mary Magdalen's Catholic Primary School



Headteacher: Mrs Catherine Hughes MA (Cantab) PGCE

Worple Street, Mortlake  
London SW14 8HE

Telephone: 020 8876 6679

Email: [admin@st-marymagdalens.richmond.sch.uk](mailto:admin@st-marymagdalens.richmond.sch.uk)

Website: [www.st-marymagdalens.richmond.sch.uk](http://www.st-marymagdalens.richmond.sch.uk)

Date

Dear Parent/Carer

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil Code of Conduct, and I would appreciate it if you could discuss their behaviour with them. **[INCLUDE BRIEF DETAILS OF THE INCIDENT(S) THIS RELATES TO].**

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely

Class Teacher Name: \_\_\_\_\_

Class Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

✂-----

## Behaviour Letter – Return Slip

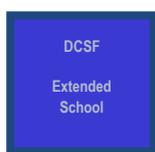
Please return this slip to school to confirm you have received this letter. Thank you.

Name of Child: \_\_\_\_\_

Parent/Carer Name: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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*Date*

Dear Parent/Carer

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil Code of Conduct.

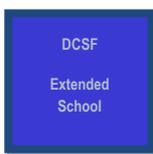
I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely

Class Teacher Name: \_\_\_\_\_

Class Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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Date

Dear Parent/Carer

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headteacher, the Special Educational Needs Coordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely

Class Teacher Name: \_\_\_\_\_

Class Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

