



**St Mary's Voluntary Catholic Primary
Academy**

Positive Behaviour Policy

Positive Behaviour Policy

St Mary's Primary Academy is an inclusive and caring school providing every opportunity for children, staff and families at the heart of the community where everyone will be valued and nurtured

At St Mary's, we aim to create a calm, caring, safe environment in which pupils can work towards achieving their full potential. Class teachers are responsible for the duty of care towards children. A high duty of care is ensured through the collaborative work of the Governing Body, Parents, Head Teacher, Deputy Head Teacher, Teachers, Teaching Assistants, Office Staff, Lunchtime Supervisors, Cooks, Site Manager and anyone else working on site.

SCHOOL ETHOS

St. Mary's is at the heart of the faith community. Christ is seen at the centre of our work, as everything that happens in our school has the potential to speak of God's loving care for each individual. It is the caring attitude of all members of our school community that creates the unique nature of St. Mary's Primary Academy. We are a school with high expectations and aspirations for all pupils and we celebrate our commitment to inclusion. All adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. As adults we aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all.

Our Pupils' Aims

- *To take full responsibility for their own learning and actions throughout the day.*
- *To be aware of the rewards and sanctions relating to behaviour.*
- *To review the school rules each year and amend as necessary.*
- *To develop empathy and understanding towards others.*
- *To be able to consistently make a positive contribution to the school and community.*

Our Staff Aims

- *To ensure the quality of learning and teaching is high and children are inspired and motivated to succeed.*
- *To give rewards and sanctions consistently and fairly.*
- *To deliver a high level duty of care to every child.*
- *To build an excellent rapport with pupils.*
- *To seek to understand barriers to learning and overcome them.*
- *To ensure that all pupils have the opportunity to experience different responsibilities and contribute to the school community.*

Our Governors' Aims

- *To communicate our school vision to the staff and pupils.*
- *To ensure that the school provides an environment that promotes positive behaviour in order for effective learning to take place*
- *To ensure that all policies related to behaviour are regularly reviewed and monitored and their impact measured.*
- *To ensure systems and structures are adhered to fairly and consistently.*

Our Parents' Aims

- *To work in partnership with the school to promote positive values and behaviour.*
- *To encourage their children to take responsibility for their actions.*
- *To value the work of the school and be aware of the school vision and the behaviour policy.*
- *To support their children with their learning at home.*
- *To attend parents' evening, Curriculum Workshops, Open Days and other events designed to support their children.*
- *To be proactive and take responsibility for their child's behaviour.*

Behaviour Management Roles and Responsibilities

Responsibilities of...

Leaders of Learning (Teaching Staff):

- To ensure **QUALITY FIRST TEACHING** every day with lessons that are well planned and resourced so that they challenge and inspire all learners and meet their needs.
- To building positive, caring relationships with every pupil so that they feel valued, understood, safe and cared for.
- To be aware of any home circumstances which may affect a child's school life, health, safety or wellbeing.
- To build and maintain positive relationships with parents and carers.
- Ensure that school systems and structures are followed consistently and pupils treated fairly.
- To investigate behaviour incidents rigorously and ensure closure on all incidents.
- To keep behaviour records in line with this policy.
- For every child to receive regular verbal praise and positive written praise through the school Feedback Policy.
- To deal with incidents which occur outside school in an appropriate manner and inform the HT or DHT.
- To maintain a safe, organised and stimulating learning environment where pupils have access to resources that support their learning.
- To model and teach emotional literacy to help children interact positively and deal with issues through SEAL lessons.

SLT Responsibilities

- The SLT are accountable for different year groups across school.
- To support and empower any members of staff who are experiencing challenging behaviour, by helping to improve their practice.
- To send behaviour letters home and run meetings with parents alongside class teachers.
- To assist teachers in investigating and recording behaviour incidents in line with this policy.

Head Teacher Responsibilities

- The Head Teacher will ensure the Positive Behaviour Policy is implemented in school.
- Support staff and intervene in behaviour incidents when appropriate.

- The HT will be involved in serious cases that may involve exclusion.
- The HT will report all racist incidents to the Local Authority and Governors.

Dinner Supervisor Responsibilities

- To follow the Positive Behaviour Policy.
- Supervisors are responsible for the behaviour of pupils at lunchtimes and are supported by the SLT, Class Teachers and Teaching Assistants.
- To liaise with class teachers regarding lunchtime behaviour. (See Appendix 1)

Parents' Responsibilities

- To have regular discussions with the class teacher and other appropriate school staff about their child's behaviour.
- To work in partnership with the school and support the systems and structures related to behaviour management.
- To attend parents' evenings, and activities that support their child's learning.
- To be aware of the events taking place in school via the newsletter and website.

Incidents Outside School

- The school will investigate any out of school behaviour incidents it is made aware of in line with the Positive Behaviour Policy and will inform parents

Promoting & Rewarding Positive Behaviour At St Mary's Catholic Academy

At St Mary's we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. The following is a list of rewards that will be used at St Mary's.

Home School Agreements

At the start of each academic year every child, parent and teacher are asked to read and sign a home school agreement. This outlines the responsibilities of the three parties in facilitating learning.

House Points

The purpose of house points is to encourage positive behaviour through giving children an instant reward for their behaviour and attitude.

- House points are the primary method of rewarding good behaviour on a daily basis.
- Pupils at St Mary's are split into four 'houses' at the start of each academic year (Clitherow, Hilda, Postgate and Vincent)
- Class teachers are responsible for ensuring that the houses in their class are balanced between gender and ability.
- Any member of staff can award house points.
- House Points may be given for any of the following reasons:
 - An outstanding piece of work
 - Demonstrating good effort when encountering a challenge
 - When a learning target has been achieved
 - Supporting other pupils in their learning
 - Promoting good behaviour in others
 - Improving their behaviour
 - Taking responsibility for their learning
 - Answering a question well
 - Developing confidence in an area

House points are collected on a table displayed in every classroom, they are then collected each Thursday and the totals are announced in the Celebration Assembly each Friday. The Winning house is awarded the House Point Trophy. House Points are also collected and added to the Houses overall total with the winning house awarded an extra play time at the end of each half term. At the end of the year the winning house will receive a 'House Party'.

Merit Cards

Merit cards are awarded to pupils for none academic achievements or for outstanding behaviour. Merit cards can be awarded by any members of staff and should recognise a child's contribution to the life of the school.

Merit cards may be awarded for

- Thinking of others e.g. Opening or holding doors
- Helping an adult in school
- A Caring or compassionate act towards another member of the school community
- Involvement in extracurricular activities

A Merit card should be written and handed to the child. Children are then responsible to collect and keep their Merit cards.

Once the children have collected 10 merit cards they will then be invited (at a designated time) to visit the Head Teacher. They will receive a bronze merit certificate and will be able to choose a special gift. The children will then need to collect 20 cards for the silver certificate, 30 for gold and 50 for platinum.

Student of the Week

Each week every teacher will choose a student of the week, this may be for a wide range of reasons. The chosen child will receive their certificate, within the Friday assembly, along with a merit badge or golden sticker.

Special Work

Teachers are able to send outstanding pieces of work to the Head Teacher or Deputy Head Teacher, when appropriate. The child will share their work and receive special recognition for their hard work.

SANCTIONS

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the health and safety of the school community.

The purpose of sanctions at St Mary's are to give children the opportunity to change their behaviour and remove barriers to learning.

- It is vital that the child understands that it is the behaviour s/he is exhibiting that we find unacceptable, not the child him/herself.
- Sanctions are displayed clearly in all learning areas throughout the school.
- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishment should be avoided as they breed resentment
- There should be a clear distinction between minor and major offences
- It must always be the behaviour rather than the person that is punished

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Head Teacher, letters/telephone conversations to parents and ultimately, and in the last resort, exclusion (following the LA guidelines). Most instances of inappropriate behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychological Service may be necessary. This possibility should be discussed with the Head Teacher and the parents.

The Behaviour Triangle

All children in school are aware of the school behaviour policy with the behaviour triangle displayed clearly within the classroom. All staff should

ensure that the steps within the triangle are clearly followed and that all children understand why their behaviour is not acceptable

Procedures for dealing with breaches of discipline:

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Talk to the child about unacceptable behaviour
- At an appropriate time, discuss behaviour with child/groups or whole class
- Move the child from the group to work on his/her own
- If child persists with inappropriate behaviour, quietly issue first yellow card
- If inappropriate behaviour still persists, then a second yellow card will be issued and child will miss playtime or lunch time play (this must be supervised)
- In extreme cases, after all the above has been carried through and children still persist with unacceptable behaviour, children will be sent to the HT who will record it in the Behaviour Book and inform parents immediately with a telephone call or speak to them after school on the day of the incident.
- In extreme cases, if the unacceptable behaviour continues, parents will be invited into school to formulate a Behaviour Improvement Plan in consultation with class teacher, SENDCO and child.
- Parents will be involved in reviewing their child's BIP. If necessary, advice will be sought from Behaviour Support and the Psychological Service to support the child with their behaviour.

Procedures for dealing with more serious breaches of discipline:

- Withdrawal from the classroom for the rest of the morning/afternoon/day spent outside the HT's Office with appropriate work
- A letter and/or phone call by the HT to parents informing them of the incident
- The incident is recorded in the Behaviour Book by the HT
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- A Behaviour Improvement Plan (BIP) to be formulated in consultation with parents, class teacher, SENDCO, child and external support agencies

- If the problem is severe or recurring then exclusion procedures are implemented in consultation with the *Governing Body*
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the *Governing Body* and the *LA*
- Parents have the right of appeal to the *Governing Body* against any decision to exclude

COMMUNICATION AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warnings of concerns should be communicated to the Head Teacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy (IEP or BIP), and further disciplinary action will be discussed and agreed with the parents.

Appendix 1

Lunchtime Supervision:

At lunchtime, supervision is carried out by the Senior Supervisor and a team of mid-day assistants. The Senior Supervisor can refer to the Head Teacher or the Deputy Head Teacher if necessary. The Supervisor and mid-day assistants are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the lunchtime rules. The supervisor and mid-day assistants keep a note of the children who continually misbehave and incidents will be logged in the 'Lunchtime Behaviour Book'.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Head Teacher or Deputy Head Teacher immediately and parents informed. This results in loss of privileges and playtimes. If there is no improvement in behaviour the child may be excluded from the premises at lunchtime for a fixed period of time. This will be followed, if necessary, by permanent exclusion at lunchtime.

Lunchtime Rules

- All staff to be referred to by their title - Mrs Patchett, Mrs Durkin, etc
- Respect all people and property
- Children not allowed to enter the building during break/lunch times.
Children from the School Council will be on a rota system for toilet duties
- Only leave and enter through Key Stage One Cloakroom
- Lunchtime assistants to be responsible for getting toys out and putting away at the end of lunchtime
- If children are needed by staff for any reason, staff must go and collect children from the playground themselves
- Any inappropriate behaviour at lunchtime, the dinner ladies will ask the child to take some 'thinking time' to think about their actions/behaviour. The children will do this by walking hand in hand with a dinner lady. This will be for an appropriate, short length of time

Lunchtime Behaviour Book

This is used to record:

- Any serious breaches of discipline
- Repeated minor problems
- Loss, theft or damage to property
- There will be a daily rota of staff on duty in the hall from 12.00 p.m to 12.30 p.m. Additional staff will also support on the play ground on a daily basis.

Accident Book

This is used to record:

- Any incidents involving a child/children, or anyone employed in school which results in personal injury

Staff tips for promoting good behaviour

AN EXCELLENT TEACHER INSPIRES, CARES AND UNDERSTANDS THEIR PUPILS... AND THEIR PUPILS KNOW IT!

1. Always aim to **DIFFUSE** a situation, not **IGNITE** it!
2. It's not personal! Don't get angry or upset.
3. Positive reinforcement, pick on good behaviour.
4. **REWARDS** are always more effective than **SANCTIONS**.
5. Always give children a 'way out' of their behaviour pattern.
6. Don't zoom through the systems. They are there as a guide and to ensure consistency and fairness.
7. HT and DHT are there to support you, but think about in class behaviour management systems to deal with everyday behaviour issues.

MOST IMPORTANTLY

Find out **why!** There's **always** a reason why a child misbehaves. They are **not** adults; they do not have our vocabulary or ability to explain their feelings.

Build **positive relationships** based on **care, trust & high expectations** and 99% of behaviour problems will disappear.

<DATE>



The Parents of _____,

We are writing to inform you that we have some concerns regarding your child's behaviour.

We want you to work in partnership with us to address these concerns.

Therefore we require you to come to school for a meeting in order to address our concerns. This is to ensure that your child's behaviour improves as this will contribute towards them achieving their maximum potential.

Your meeting is at the following date and time

The meeting will be with

We hope you will support the school by attending this meeting so that we can work together to support your child's learning.

Yours sincerely,

Class Teacher