

# St. Mary's Catholic Primary Blackbrook



## Behaviour Policy

At St Mary's Catholic Primary Blackbrook we strongly believe in the partnership between school and parents. The aim of this Behaviour Policy is to ensure that high standards of behaviour are promoted at all times, by everyone at St Mary's Catholic Primary Blackbrook. Positive behaviour is expected and will ensure that every pupil experiences the very best learning possible.

### Mission Statement

Our mission statement strapline and supporting statements place this aim at the centre of all we hope to achieve.

***"Love of learning, love of one another, love of life itself and love of God"***

1. Every day is a new beginning, we recognise we make mistakes, but we forgive.
2. We respect one another and each other's work.
3. We celebrate individual efforts and achievements.
4. We make time to support and listen to all members of our school community.
5. To work together to bring about a welcoming atmosphere.

These statements underpin our approach to Behaviour Improvement. For the wellbeing of pupils and staff and effective learning to take place, it is essential that we foster a calm and caring environment for all. We support our children to take personal responsibility for their behaviour and to develop self-discipline to help them become good citizens, respectful of the dignity of others.

To bring this about requires a whole school approach based on praise and positive encouragement, clear guidelines on our expected standards with consistency paramount. It is important that a clear statement of policy and procedure can be easily understood by pupils, teaching staff, governors, parents and students. It is the responsibility of all within our School Community to work together to promote this positive approach to behaviour, so that we create a happy, caring and orderly school.

The ensuing policy has been developed and overseen by the school's Senior Leadership Team, following consultation with governors, parents and children. It is monitored and regularly reviewed as part of the Safeguarding Policies.

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## Aims

- To live out a Catholic Ethos of love and care so that each pupil feels valued and respected.
- To ensure all children and staff have an entitlement to a sense of physical security and mental wellbeing, in an environment in which they can perform to the best of their ability and develop their full potential.
- To provide an approach which promotes the positive reinforcement of good behaviour through rewards yet deters inappropriate behaviour through a structured system of consequences.
- To minimise poor behaviour and reduce the possibility of confrontation by creating a consistent, positive structure.
- To ensure that the whole school community has a clear understanding of and a consistent approach to the implementation of the Behaviour Policy.
- To aim for zero exclusions.
- To provide pupils with the strategies to calm themselves down and manage their own behaviour.

## Behaviour Promises



## The Curriculum and Learning

A well-structured and engaging curriculum linked to effective learning contributes to good behaviour. Planning for individual needs, active involvement in learning and structured feedback all support good behaviour and help to avoid the lack of engagement that can lead to poor behaviour. Lessons should have clear objectives that are understood by the children.

## Whole School Systematic Social and Emotional Support

At St Mary's Catholic Primary Blackbrook we implement the Barnardo's Social and Emotional Learning Programme known as PATHS (Positive Alternative Thinking Strategies). Timetabled lessons each week which support emotion regulation, calming strategies, feelings 'check ins' and the explicit teaching of emotions. We believe you need to be able to 'name it to tame it' and so significant time is dedicated to recognising pupils' own feelings and the feelings of others. All staff have been trained in the steps to calming down and are therefore able to support children with a consistent approach. Pupils are taught to develop strategies to problem solve which they can implement in challenging situations in order to reach their desired goals.

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Posters are displayed in classrooms and around the school to remind pupils to use these strategies outside of their PATHS lessons. Staff will support children with consistent prompts to manage/regulate their emotions and resulting behaviours using PATHS strategies.

## Role of Staff

It is the responsibility of all staff, within school, to model high standards of behaviour both in their dealings with children and with each other. Staff should adhere to the Professional Code of Conduct and Professional Practices detailed in the staff handbook. Our agreed behaviour promises should be regularly shared with the children and displayed in each classroom/work area. In class, staff should have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability and provide a suitable learning environment in which to do this.

Staff offer positive reinforcement and have a clearly understood system of rewards and sanctions via our 'good to be green' behaviour management system. This system should be applied consistently. Staff will keep a record of serious incidents of inappropriate behaviour on CPOMS. Staff are expected to engage the support of their phase leader, the pastoral team and parents/carers in managing unacceptable behaviour and to support a child when appropriate using strategies and sanctions in line with the school policy.

## Role of Learning Mentor

The learning mentor will work closely with our staff and in particular the SENDCO to give support to pupils who experience difficulties with regulating their behaviour as this may impact on the learning of themselves and others. The Learning Mentor will remove pupils from the classroom to deliver planned programmes of work and will support staff with behaviour logs. The learning mentor may support pupils with Individual Behaviour Plans (IBPs) and Pastoral Support Plans (PSPs).

## Role of the Deputy Head

The deputy head teacher has a lead role in managing behaviour and ensuring pastoral support is in place as appropriate. The deputy head teacher then works with class teachers and the pastoral support team to ensure that any pupils in need of additional support will be supported in the most effective way.

## Role of the Headteacher

It is the responsibility of the Headteacher to implement the Behaviour Policy consistently throughout school and to report to Governors, when requested, on the effectiveness of this policy. The Headteacher supports the staff by promoting positive behaviour and regularly engaging with children and staff in reviewing

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standards of behaviour. The Headteacher will offer support to staff in more serious incidents of poor behaviour and will engage with parents or carers and external agencies /support networks as necessary.

## Support For Staff Facing Difficulties

All staff benefit from support at different times with challenging pupils. We include in our policy, practical guidelines to help promote good standards of behaviour but in addition to the Pastoral Team, staff can call upon the experience of the Senior Management Team. If further advice and support is needed then referrals are made to the Behaviour Improvement Team (BIT).

## Behaviour Management Programme – Good to be Green

School operates a 'Traffic Light' system to encourage good behaviour and to give the children a visual representation of expectations and sanctions. At St Mary's Catholic Primary Blackbrook we feel it is important to regularly acknowledge the number of children who have made the right choices all week and have stayed 'on green'. This information is shared weekly with the children.

**Green** Children start in this zone at the beginning of each class.

**Amber** Children move down into this zone for inappropriate behaviour / Children can move back onto green for improved behaviour.

**Red** Children move down into this zone for continued/serious incidents of inappropriate behaviour

1.	All classes will have a visual system with children's names on it. There will also be a gold star above.
2	The school week will be broken down into 20 sessions (4 per day) and each class will use CPOMS to monitor behaviour.
3	All children will start each session on green. Children who stay on green all week will be acknowledged and rewarded with a sticker.
4	If a child's behaviour is causing concern <ul style="list-style-type: none"> <li>• They will be given a non-verbal warning (e.g. a look).</li> <li>• If their behaviour continues to cause concern they will have their initials placed on the board.</li> <li>• If this behaviour continues they will have a tick placed next to their name and they will be placed on amber.</li> <li>• If there is further behaviour which disrupts learning, they will be placed on red and asked to work for the rest of the session in their partner class. Staff will record any children who have been placed on red.</li> </ul>
5	Children who display exemplary behaviour will be moved onto the gold star. This behaviour will also be recorded. Three gold stars will be acknowledged with a gold card which will be sent home.
6	Whole school behaviour will be monitored weekly by the pastoral team. <ul style="list-style-type: none"> <li>• When a child has been on red twice, a member of the pastoral team will meet with the child and warn them that if this behaviour continues, they are a risk of having a day of working 'out of class. At this point, where possible, the class teacher will also inform parents.</li> <li>• When a child has been 'on red' 3 times, parents will be contacted and if appropriate the child will work out of class for 1 day within school.</li> <li>• If persistently disruptive behaviour continues a longer period of working out of class or a fixed term exclusion will be considered.</li> </ul>

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## Celebrating positive contributions to school life

All adults working at St Mary's Catholic Primary Blackbrook in whatever role will consistently model good behaviour to the children. By recognizing, celebrating and rewarding good behaviour, we can set standards of expectation for all children. There are many ways in which we do this, for example:

### Praise

Genuinely and specifically recognising and acknowledging effort and excellence.

### Class Rewards

Class teachers have their own additional behaviour rewards in place. These may vary between year groups (incentives include stickers, merits, raffle tickets).

### Celebration Assembly

Each Friday we have a celebration assembly to reward children who consistently work hard; display a positive attitude towards others and their work; have shown a marked improvement with the effort they put into their work and have lived out our 'Core Values'.

Children's efforts are acknowledged with certificates for

1. Learning Legends

Pupils awarded for outstanding work /behaviours for learning

2. Core Value Champions

Pupils who have demonstrated:

- Respect
- Effort
- Independence
- Ambition
- Curiosity
- Teamwork

3. SEL Superstar (Social and Emotional Learning)

E.g. for children who have

- Shared
- Taken Turns
- Forgiven Others
- Been Particularly Kind

### Pupil of the Day

One child will be chosen each day per class. Their photograph will be displayed in the school hall and they will be given a 'Pupil of the Day' sticker to wear. They will receive a compliments sheet filled with compliments from their classmates and teachers. They will be prompted to compliment themselves too. This slip will be sent home and parents are encouraged to add to it.

### Attendance

SAM the Bear (School Attendance Matters)

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The learning mentor, pastoral team and Education Welfare Officer EWO closely monitor attendance at St Mary's. Each week the class achieving the highest attendance will be presented with SAM the teddy bear. SAM will be on display in their classroom for the following week. Attendance star badges (bronze, silver and gold) are awarded termly for 100% attendance.

## Dealing with Unacceptable Behaviour

Unfortunately, some children make mistakes, so not realise that their behaviour is 'not ok' and that their actions make the lives of others sad. In such instances, appropriate sanctions are applied. Each incident is evaluated and the staff member decides the appropriate actions.

### Sanctions may include:

- A verbal warning to improve their behaviour
- Being required to work away from their peers ( in a different class/area/ with a senior member of staff)
- Having to stand with an adult on the playground
- Being sent to speak with a senior leader
- Being withdrawn from the playground
- Completing 'Reflection Work' or writing a letter of apology to the person who has been wronged
- Internal exclusion – being away from peers for an allotted period of time
- Loss of privileges e.g. not representing the school at an event
- There may be an occasion, when due to the seriousness of an incident, the Headteacher may choose to exclude a pupil from school. This could be a serious incident and may mean that there have been no former warnings or previous loss of privileges. Exclusions can be for a fixed term or permanent. Exclusion can also be for a period of the day such as a lunchtime exclusion – however this would be classed as a half day exclusion. All exclusions are undertaken formally.
- Persistent low level poor behaviour may also result in more serious consequences.
- Permanent exclusion is only used in extreme circumstances and only by the instruction of the Headteacher.
- On rare occasions, staff members, many of whom are trained in the use of positive handling, may safely physically restrain a child. More information can be found in the school policy for 'Positive Handling'.
- When school staff feel it is appropriate, parents will be alerted to their child's poor behaviour. It may be appropriate to have regular contact if this will be of benefit to the child in remedying their behaviour.
- For some children it may be that a different structure to the sanction system needs to be initiated if the child is consistently finding it difficult to adhere to certain rules and expectations. In these instances a child would be given small targets on an Individual Behaviour Plan which would be formulated and agreed with parents and other agencies where appropriate. It may then be further extended to a Pastoral Support Plan.

## Positive Handling Strategies

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The definition of restraint is the positive application of force with the intention of calming the child. The use of positive handling requires judgement and knowledge of non-harmful methods of control. The degree of force employed must be in proportion to the circumstances it is intended to prevent. It will only be used as a last resort when other behaviour management strategies have failed, or when pupils or staff are at risk.

**Positive Handling should only be used when all other strategies which so not require force have been tried and found unsuccessful or in an emergency situation.**

Types of incident where the use of force may be necessary are given as

- Action due to imminent risk of injury
- Action due to imminent risk of significant damage to property
- Action where a pupil is compromising good order and discipline.

If restraint is required for an extended period (for example more than five minutes) a member of SLT must monitor the situation closely with a view to safeguarding the child and staff concerned.

After the incident, it is vital that a full report is completed by all concerned in order to support the child, the members of staff involved and the parents. In the event of an incident when physical restraint is required, an incident form will be completed within 24 hours.

## Additional Support

On occasion children may work with external agencies such as the Local Authority Behaviour Improvement Team. Parents will be informed if this is something felt appropriate for your child.

Children may also be asked to take part in 'Restorative Justice' meetings which involves talking through their behaviours and finding solutions.

## Keeping Track of Positive Behaviour and Behaviour Sanctions

In order to help children become consistently positive in their behaviour, we keep track of their behaviour and sanctions in a number of ways.

- Incidents of behaviour which has triggered the amber or red on the traffic light system are now recorded on CPOMS (this is an electronic database). These can only be accessed by approved staff and is used to assist the formulation of future actions and/or support.
- Incidents reported by midday supervisors are logged by either a teacher, learning assistant or the pastoral lead in the same way.
- Racist homophobic or other discriminatory language is logged and reported to Governors.
- Individual pupils may require a behaviour log, individual sticker chart and/or home school communication book as part of as Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP).
- Advice may be sought from the Educational Psychologist. If a PSP is unsuccessful in improving behaviour, a referral will be made to the pupil referral unit (PACE) and/or consideration given to a managed transfer to another school.



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## Role of Parents/Carers

We aim to work collaboratively with parents and carers. We recognise the important role they play in developing positive behaviour patterns. We aim to share experiences of positive behaviour with them through notes and certificates being sent home. We also aim to notify them of persistent or serious incidents of unacceptable behaviour and engage their support in modifying this behaviour. If there is a serious incident or persistent incidents involving the same child, parents will be notified of the school's concern. If behaviours continue parents will be invited to meet with the Headteacher to discuss how best to deal with the situation.

## How parents/carers can support the school's positive behaviour policy

1. Model and praise positive language at home
2. Support your child in developing a positive self – image and resilience to support their understanding of social relationships and the inclusion agenda.
3. Encourage your child to tell their teacher if they feel upset in any way by someone else's behaviour, but also encourage them to take a sensible view and try to distinguish between intended and accidental hurt.
4. Make contact with the school if you have any concerns about your child's own behaviour or if you believe they are a victim of another child's poor behaviour.
5. Arrange to discuss the matter with the class teacher as soon as you are aware of a problem.
6. The parent or teacher may at any point, request that the Pastoral Lead or Phase coordinator, deputy head or Headteacher be included in the discussion at any point.
7. If you feel that your concern is of a very serious nature, arrange a meeting directly with the Headteacher.



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## ST. MARY'S CATHOLIC PRIMARY BLACKBROOK

### We will try to:

- ❖ provide a safe, secure, and stimulating environment in which your child is treated with dignity and respect
- ❖ demonstrate our faith and our school's foundation in the teaching of Jesus Christ, by what we teach and the way we live and worship in our school
- ❖ be open and welcoming to you, offering opportunities for you to become involved in the daily life of the school
- ❖ provide the best possible education we can for your child
- ❖ set homework in accordance with school policy
- ❖ encourage high standards of behaviour and work, and inform you of any concerns. In extreme cases we reserve the right to keep your child safe by using reasonable control & restraint
- ❖ contact you if there is a problem with attendance, punctuality or equipment
- ❖ keep you informed about general school news and your child's progress in particular

## THE PUPIL

### I will try to:

- ❖ attend school regularly and arrive on time
- ❖ wear the correct uniform and bring all the equipment I need every day
- ❖ have respect for every person attending, working in and visiting our school
- ❖ take care of our school environment and the equipment we share
- ❖ listen, concentrate and work hard at all times
- ❖ complete any homework set as well as I can
- ❖ try to think for myself and take responsibility for my actions



## THE PARENTS/CARERS

### I/We will try to:

- ❖ see that my child attends school regularly, on time and properly equipped, notifying school if he/she cannot attend
- ❖ inform the school of any concerns or problems that might affect my child's work or behaviour
- ❖ support the school's policy and guidelines for behaviour
- ❖ attend parents' evenings and discussions on my child's progress
- ❖ support my child in homework and other home learning opportunities
- ❖ support the Christian values of the school community
- ❖ encourage my child to show kindness and consideration to others, and encourage them to do their best
- ❖ attempt to support the Catholic community and the school governors in their responsibilities for maintaining the school buildings in good repair

## Role of the Governors

The Governing Body has the responsibility of agreeing this policy and supporting the Headteacher in ensuring the policy is implemented.

## Power to search without consent

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by either the Headteacher or Deputy Head teacher, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

## Confiscation of items

Paid members of staff are allowed to confiscate, retain or dispose of possessions that are deemed unsafe, disruptive to effective learning, or illegal. When this occurs staff are protected from liability for damage to or loss of these items. In this school, all confiscated items are either retained for a period by the class teacher, then returned home (via parents if deemed appropriate), or passed directly to the head teacher, who will contact parents directly, or the Police in the case of overtly dangerous/illegal items.

## Volunteers

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Volunteers are encouraged to utilise the rewards available when working with children in school.

Volunteers should not routinely utilise the sanctions, but refer this decision to a paid member of staff.

However, the head teacher has extended the power to sanction to volunteers who attend school visits, in order to ensure all situations remain calm and orderly.

**Student teachers** – use the Behaviour Policy under the guidance of the teacher.

## Behaviour outside of school

The school has been given the legal power to sanction children for unacceptable conduct outside of school. In this school, for non-criminal bad behaviour that is witnessed/reported, the school may apply sanctions as appropriate.

## Equal Opportunities/Discrimination

The behaviour policy practices will be monitored to ensure that they meet the set aims in regard to pupils of different race, gender and disability.

## Guidance

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Please note additional information is provided in Appendix A to reflect the particular context of the Coronavirus (Covid19) Act 2020

Every reasonable effort will be made to support children with complex needs, however the overriding health and safety of all members of the school community remains paramount.

## Complaints Procedure

Any concerns regarding behaviour in school, how a situation was handled or any other issue in school should be brought to the attention of the school. Our complaints procedure can be summarised as flows:

1. See your child's class teacher. Still not satisfied?
2. See the Headteacher. Still not satisfied?
3. Put your complaint in writing to the Headteacher who will formally investigate the complaint. Still not satisfied?
4. Put your complaint in writing to the Chair of Governors who will investigate the Headteacher's actions. Still not satisfied?
5. Again, put your complaint in writing to the Chair of Governors who will refer the matter to the Complaints Committee.

**This policy is reviewed annually and will be updated to meet legislative and/or guidance requirements.**

**Date for next review: Spring 2022**

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## Appendix A to meet Coronavirus (Covid-19) requirements

Please note that the information below reflects the DFE Guidance of May 2020 – and is in response to an unprecedented set of circumstances and continues to reflect the school's mission to keep all members of the school community safe and well. This additional information is underpinned by our overall aims and core behaviour Principles.

**For the wellbeing of pupils and staff and effective learning to take place, it is essential that there is good order. We wish children to take personal responsibility for their behaviour and to develop self-discipline to help them become good citizens, respectful of the dignity of every person.**

In light of the need for our children to behave differently when they return to school, and follow new systems we have put in place to help safeguard their health and wellbeing we wish to clarify the new requirements expected of all members of the school communities.

### **Pupils will be expected to:**

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who they can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you they experiencing symptoms of coronavirus – which will be outlined to them
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where they may or may not play
- follow instructions regarding the use of toilets
- follow clear rules about coughing or spitting at or towards any other person
- follow clear rules for working at home about conduct in relation to remote education
- follow our rewards and sanction system as appropriate.

### **Parents/carers will be expected to:**

- Set a clear example by following the changed guidance regarding arrival and collection of children
- Ensure they follow the school's instructions for maintaining social distancing
- Follow the school's instructions regarding what items can be brought to school or taken home from school
- Support the school by reinforcing the changed school rules as noted above.

### **School staff will be expected to:**

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- Set an example to all members of the school community by adhering to the social distancing rules
- Regularly remind pupils of the need to follow the new rules
- Maintain the school's rewards and sanctions procedures on CPOMS
- Report any serious infraction which may put others at risk.

The above amendments to our Behaviour Policy reflect the guidance available at the time of writing, this information is continuously being reviewed and updated to reflect scientific guidance during the Coronavirus (Covid 19) pandemic.

The overriding aim is to ensure the safety and wellbeing of all members of our school community.