



ST MARY'S CATHOLIC PRIMARY SCHOOL

Behaviour Policy [April 2019]

Behaviour is the way we act and respond to people and to situations we find ourselves in.

At St Mary's, in accordance with our Mission Statement, we aim to create a welcoming, caring environment where relationships are based on respect and Gospel values, and to develop a positive self-esteem in each child. We adhere to the principle that 'Every Child Matters' and that all children have the right to enjoy and succeed to the best of their ability in a safe, happy and secure learning environment which encourages them to grow as global citizens. Alongside this right is the recognition that we all have the responsibility for ensuring that these rights are met. We are committed to ensuring the welfare of all pupils, and to ensure that there is no bullying or discrimination. We are especially aware of the needs of some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with special educational needs and disabilities (SEND), physical or mental health needs, will receive behavioural support according to their need.

AIMS

At St Mary's we:

- respect the way in which each person is unique, enjoy and value the special contribution s/he makes to our school community
- ensure that SEND and vulnerable pupils are identified and their behavioural needs are met
- show respect for our surroundings, care for our environment and treat our own belongings and those of others with care
- treat everyone fairly and behave in a safe and sensible way
- learn to develop strategies for dealing with various forms of conflict
- promote independence, self-discipline and proper regard for authority
- ensure that the standard of behaviour is acceptable
- adopt an assertive, positive discipline approach
- avoid raising our voices, whenever possible, in the management of behaviour issues
- use sanctions that are a logical consequence of the pupil's inappropriate behaviour
- use sanctions to help the pupil and others to learn from mistakes and recognise how s/he can improve behaviour (i.e. a learning outcome)
- secure behaviour which does not threaten the health or safety of other pupils, staff or members of the public while in or out of school
- maintain good order on transport, on educational visits, at sporting events or on other outings
- provide protection to individual staff from harmful conduct by pupils of the school.

OBJECTIVES

The children are encouraged to be aware of their own needs and those of others and to develop a degree of mature self-discipline. All staff work together with parents/carers to apply consistency in behaviour, positively reinforce effort and good behaviour by addressing the behaviour and not the child, e.g. We say: 'Walk along the corridor' and not 'Don't run'. The children are expected to show respect, co-operate together and abide by the School Rights and Responsibilities, as drawn up and agreed by the children and staff. These are visible throughout the school and are frequently referred to, particularly in assemblies. The School Rights and Responsibilities are:

We all have the right to:	And so we all have the responsibility to:
<ul style="list-style-type: none"> • be listened to • learn and play • have healthy food, water, exercise and rest • be safe, included and cared for • be treated fairly and with respect • be helped to be the best we can be 	<ul style="list-style-type: none"> • listen to others • help everyone learn and play • make healthy choices • take care of everyone and everything at school • be fair, kind and respectful • try hard and encourage others

In addition to these areas, there are some common sense rules introduced as necessary to maintain high standards of behaviour, which include the school Code of Conduct.



All staff collectively share the responsibility for promoting good behaviour and addressing unacceptable behaviour by abiding by the school rules themselves and by:

- setting a good example
- having high expectations
- dealing fairly and effectively with poor behaviour
- listening to all pupils
- using learning and teaching styles that encourage positive behaviour

IN THE CLASSROOM

In the first instance, class teachers are responsible for dealing with behaviour in the classroom. Some children may have a personalised approach to manage their specific behaviour needs and other programmes of intervention and support may be used in conjunction with the Inclusion Manager and external agencies. Learning support staff (LSAs and INAs), working alongside the class teacher, enforce the class and school codes of conduct as necessary.

Parents are informed of the school rights and responsibilities at the initial parents' information meeting and their co-operation with it is expected.

IN THE PLAYGROUND AND AT LUNCHTIME

The playground supervisors have the responsibility for dealing with behavioural issues. If the incident is, or could be dangerous, the child will be withdrawn to the edge of the field/playground for a short while. For more serious behaviour the child will be made to leave the playing area and the class teacher or a member of the senior leadership team will be informed. Positive behaviour is rewarded through awards, stickers and feedback to class teachers. Play Leaders are trained through the School's Sports Partnership to work with groups of KS1 children by helping them to learn how to play at lunch-times. Year 6 become

'buddies' in order to help the Reception children, and part of this role is to help at morning and lunch-time breaks. Where necessary sanctions, as listed below, will apply.

Where there is a serious incident, or staff are alone and need the help of a colleague, a 'red card' system, clearly identified in each room in the school, is sent with another child to the School Office or another classroom for assistance. Adults handed a red card by a child should look on the back to find the room that it came from and make their way there immediately.

REWARDS

Our aim is to ensure that opportunities are created for each child to experience success frequently throughout her/his time at St Mary's. The children are encouraged to share their 'out of school' achievements and these are acknowledged, whenever possible, in assemblies and class time. All staff are involved in rewarding pupils.

School rewards include:

- use of the online reward system – Class Dojo
- verbal praise and encouragement
- stamps, stickers, smiley faces, written praise in books
- presentation of certificates at celebration assemblies, e.g. for behaviour, good quality work, following school rules in line with our learning values
- public praise in front of peers
- attendance certificates
- class rewards linked to the Class Dojo system - teachers determine how many dojos are required to achieve class treat
- golden time
- displaying children's work in class and throughout the school
- posts of responsibility within the class, monitors, play leaders, buddies
- peer recognition of work
- sent to phase leader or subject leader with quality work – rewarded with stickers
- sent to headteacher with quality work – rewarded with headteacher's sticker
- recognition of achievements in internal and external competitions, festivals and events
- recognition of enjoyment and excellence in and on school educational visits
- pupils sharing their learning or achievement
- positive phone calls home
- notes/postcards from the teachers
- special awards – Michael Stevens' Award for Progress in Learning, Commendation Award, Citizenship Award, etc.
- acknowledgement of achievement in the weekly school newsletter.

SANCTIONS

All staff in charge of pupils have the power to discipline. The headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers. Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from repeating it.

We ensure that sanctions are seen as inevitable and consistent. Pupils should know that a sanction, when mentioned, is used. By linking the concept of sanctions to the concept of choice, the pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour. Pupils may be withdrawn to a quiet area and staff try to defuse the situation calmly with a cooling-off period if necessary. The incident or event is reviewed to ensure that everyone has an agreed view of what went wrong. An attempt is made to resolve the situation and to find ways to avoid a repetition of the behaviour, e.g. a simple verbal apology, time-out for reflection, or perhaps a letter of apology is written. In more serious cases, time is taken by the SLT to discuss the pupil's behaviour in order to resolve the situation.

The children are taught through Circle Times, assemblies, RE and EPR lessons and Pastoral Care sessions, what unacceptable behaviour is and are made aware of the consequences of breaking the rules. If a pupil fails to follow the rules, sanctions apply under the school's Steps system, as listed in Appendix A.

Other examples are:

- removal from the group (within the classroom, as a form of social exclusion)
- loss of Golden Time
- withdrawal from a particular lesson or peer group
- withdrawal of access to the school ICT system (if the pupil misuses it by, for example, accessing an inappropriate website)
- withholding participation in a school trip or sports event that is not an essential part of the curriculum
- withdrawal of break or lunchtime privileges
- carrying out a useful task in the school
- a variety of forms of detention
- email/letter/phone call home from class teacher/or teachers informing parents
- email/letter/phone call home from member of SLT
- an internal exclusion (child kept separate from own class for a specific length of time)
- a fixed period exclusion
- permanent exclusion.

(children must not be sent to stand outside classrooms)

As a school, we try to avoid detentions by addressing the pupil's behaviour. However, in certain circumstances this is deemed necessary. We do not operate after-school detentions. However, informal 5 - 20-minute detentions take place at break/lunch-times. These sessions are given for a variety of reasons, such as no work, poor effort, poor attitude, rudeness, argumentativeness or failure to comply with instructions or with the rights and responsibilities or code of conduct.

The shared view of staff, governors, parents and children is that certain types of behaviour are unacceptable e.g. bad language, verbal abuse, aggressive/violent behaviour, bullying, discrimination and racism. In the event that such an example of this kind of behaviour is witnessed, we recognise that a consistency of approach and fairness is required. The SLT are involved in dealing with behaviour of this nature. Any incidents of bullying or discrimination are dealt with in accordance with the school's policies Against Bullying and Equality.

Children will, dependant on age, be asked to complete a withdrawal form or an ABC incident form to explain their behaviour (see appendix). Copies of these can be found in the staffroom. Teachers may decide to send these forms to parents as part of the communication process.

OUTSIDE SCHOOL

At St Mary's, we have high expectations for positive behaviour both on and off the school site. This includes behaviour on activities arranged by the school, educational visits and sporting events.

EXCLUSIONS

At St Mary's, an exclusion is seen as a last resort, after all other attempts to modify behaviour have failed. However, if a pupil fails to comply with the school's behaviour code, an exclusion becomes necessary. Parents are invited to a meeting with the Headteacher on such occasions. The use of any controlled substances or possession of a weapon could also result in a permanent exclusion, and the police would be involved. St Mary's has adopted the East Sussex policy on exclusions.

Categories and Sanctions

When sanctions are necessary, staff exercise discretion, taking into account factors such as the seriousness of the offence, the demeanour of the offender and the previous disciplinary record of the pupil. Records are kept of the offence including accounts by witnesses and offenders.

CONFISCATION

Staff have authority to confiscate property 'in pursuance of a legitimate aim' in order to safeguard the rights of other pupils to be educated. Staff must be confident that the confiscation is warranted. Any confiscated property is to be kept in the school office in an envelope clearly identifying the pupil's name and date when confiscated. Dangerous items confiscated, e.g. knives, penknives, lighters, will need to be collected by the pupil's parents. At St Mary's, the possession of a mobile phone by a pupil is discouraged. However, if parents insist that their child brings a mobile phone to school as a safety measure (for the older KS2 pupils) it must be left at the school office at the beginning of the day and collected at the end of the day. Failure to do this will result in confiscation and parents will be requested to collect the item. The school cannot be held responsible for loss or damage to a pupil's mobile phone. No form of electronic equipment should, under normal circumstances, be brought to school. Failure to follow this rule will necessitate having the said item confiscated and returned at the end of the school day to the parent/s.

POWER TO SEARCH FOR WEAPONS

The Violent Crime Reductions Act 2006 gives schools the power to search suspected pupils and their possessions for knives or any other weapons without their consent. When a pupil does not give consent to be searched for items and materials, other than those listed above, this may warrant a search by the police and not by the school.

FORCE

The EIA 2006 states that the use of force is only 'reasonable', if all the particular circumstances warrant it and the degree of force must be in proportion to those circumstances as well as the seriousness of the behaviour. Staff are required to use the 'minimum' force to achieve the desired objective. Attempts to diffuse the situation are made by advising the pupil to stop, advising the pupil of the consequences of failing to comply, assessing whether, and if so, physical intervention is appropriate. Force is used only when other methods have failed. Where there is an immediate risk of injury or very serious damage to property, staff may have to intervene straight away, seeking the assistance of another adult. Other pupils, potentially at risk, should be removed.



ST MARY'S CATHOLIC PRIMARY SCHOOL

KEY STAGE TWO STEPS SYSTEM

1. **Verbal Warning** – with a short, clear explanation of the behaviour that needs to stop and how the behaviour needs to change.

E.g. John stop calling out. Put up your hand if you want to say something – thank you.

2. **Name/Initials on the Board** - with a clear explanation AGAIN of the behaviour that needs to stop and how the behaviour need to change and a clear explanation of the next step in the system if the behaviour continues and does not change.

E.g. John you have been asked to stop calling out. Your name is now going to be recorded on the board. If you continue to call out you will be given a yellow card and you will have to move. Put up your hand if you want to say something – thank you.

3. **Yellow Card** - name/initials on the yellow card on the board and the pupil to be moved within the class to another place where they are able to work with less distraction or be less distracting. This place can change depending on where the remainder of class are working at the time. The amount of time the pupil remains in this place is down to the adult's discretion but if the pupil is to remain there for longer than five minutes they will need to be given an appropriate and relevant task to complete.

4. **Red Card** - name/initials on the red card on the board and the pupil to be removed to another classroom to work. The pupil needs to be given a withdrawal form and additional work to complete and told when they can return to their class to discuss their behaviour with the adult in charge. The length of time the pupil can be removed from the class is down to the adult's discretion but the aim should be for the least amount of disruption to the pupil's learning to take place. Removal from the classroom should be seen as an opportunity for a pupil to reflect on their behaviour and should not be administered as a punishment. Therefore adults need to consider carefully where they send a child if they receive a red card and it should not cause any disruption to the teaching and learning of children in other classrooms. If a child refused to leave a classroom after receiving a red card, additional adult support will be sent for.

Additional Notes:

It may be necessary, in some **exceptional circumstances**, to miss out some of the steps in the warning system and to go straight to removing a child from a classroom. If this is the case the phase leader must be informed or, in the event of this person not being contactable, a member of the SLT needs to be informed.

No children should be sent out of the classroom to stand outside the door or in the corridor at any time.

The class teacher should be informed if any child has had to be removed from class and, in the event of this being a **reoccurring problem**, the class teacher should discuss this child's behaviour with their phase leader in order to develop a behaviour support plan.

Key Stage Two Steps System

1. Verbal Warning
2. Name/Initials on the Board
3. Yellow Card
4. Red Card



BEHAVIOUR CHECKLIST FOR CHILDREN WHO PERSISTENTLY GET INTO TROUBLE.

Before reaching for your Red Card again have you made sure that you have tried the following?

Strategy	Tried it?
Praised the child for any good/correct behaviour (regardless of how small)	
Used non verbal signals	
Made expectations of behaviour really clear	
Kept a calm, quiet tone of voice	
Allowed the child some quiet time in a safe space to think things through	
Ensured confident, non-threatening/non-intimidating adult body language	
Used (non sarcastic) humour with the child to change the situation	
Spoken individually to the child	
Given clear verbal warnings	
Modelled good behaviour	
Emphasised that they are "making the choice"	
Reminded them of their behaviour target	
Given them a chance to discuss their behaviour	
Given them some sort of responsibility	
Treated all children fairly	
Thought about the environment the child is in	
Been consistent in dealing with them	
Rewarded good behaviour	
Talked to another staff member about strategies for dealing with this particular child	
Got to know the child	

ST MARY'S CATHOLIC PRIMARY SCHOOL
PUPIL INCIDENT REPORT FORM

PART A (to be completed for all incidents involving unruly or unacceptable behaviour by pupils)

PUPIL NAME:	
STAFF NAME AND STATUS:	
INCIDENT DATE/TIME/PLACE:	

Nature of incident: <i>(tick boxes as appropriate)</i>	Vandalism <input type="checkbox"/> Bullying <input type="checkbox"/> Assault <input type="checkbox"/> fighting <input type="checkbox"/> rudeness <input type="checkbox"/> Time out <input type="checkbox"/>	Positive Handling <input type="checkbox"/> Absconding <input type="checkbox"/> Substance Abuse <input type="checkbox"/> Non-compliance <input type="checkbox"/> Serious Disruption <input type="checkbox"/> Other <i>(please state)</i> <input type="checkbox"/>
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ANTECEDENTS: *(events leading up to incident)*

BEHAVIOUR: *(how did the pupil respond, describe what actually happened)*

CONSEQUENCES: *(how did the staff intervene, how did the child respond, and how was the situation resolved)*

NAMES OF THOSE INVOLVED: *(staff and pupils)*

NAMES OF WITNESSES: *(staff and pupils)*

SIGNATURE OF REPORT COMPILER:

PART B (to be completed if the use of "restraining" positive handling has occurred)

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO POSITIVE HANDLING
(tick the appropriate box below)

Defusing	<input type="checkbox"/>	Changes of task	<input type="checkbox"/>
Deflection	<input type="checkbox"/>	Choices	<input type="checkbox"/>
Distraction take up time	<input type="checkbox"/>	Limits	<input type="checkbox"/>
Humour	<input type="checkbox"/>	Consequences	<input type="checkbox"/>
Proximity control	<input type="checkbox"/>	Another member of staff	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Other <i>(please state)</i>	<input type="checkbox"/>
Time out	<input type="checkbox"/>		

JUSTIFICATION FOR USE OF POSITIVE HANDLING:
(tick the appropriate box below)

To prevent/interrupt;

A criminal offence	<input type="checkbox"/>
Injury to pupil/staff/others	<input type="checkbox"/>
Serious damage to property	<input type="checkbox"/>
Other <i>(please state)</i>	<input type="checkbox"/>

NATURE OF PHYSICAL CONTROLS USED: *(include estimate of duration of use of positive handling)*
(please tick appropriate box)

Standing Moving Sitting Kneeling Other

RESPONSE AND VIEW OF THE PUPIL: *(this field must be completed)*

DETAILS OF ANY RESULTING INJURY:
(injury to whom and action taken as a result, e.g. first aid, medical treatment)

ANY OTHER RELEVANT INFORMATION:

NAME OF SENIOR PERSON NOTIFIED: _____ **TIME/DATE:** _____

HEADTEACHERS COMMENTS:
(please tick appropriate box)

SIGNATURE OF HEADTEACHER: _____ **DATE:** _____



St Mary's Catholic Primary School



INCIDENT REPORT

Date of Incident:

Time of Incident:

Incident reported by:

Place of Incident:

Names of staff/pupils concerned (incl. year group)

Description of Incident: (incl. equipment, what was said and by whom, etc.)

Action taken and by whom:

Signature of reporting member of staff:

(Forms available on O Drive/Behaviour and in staffroom)

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Headteacher: Ms Maria Cowler

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Headteacher: Ms Maria Cowler

(Date)

Dear _____

Unfortunately _____ was involved in an incident in school today.

(details inserted here)

This incident has been dealt with but this is not the sort of behaviour we expect of children at St Mary's.

It is important that you are aware of this so that we are able to work together and give a consistent message about the importance, socially and on learning of good behaviour and a polite manner. We hope you will support us by talking with your child about these expectations to ensure that no further incidents occur.

Yours sincerely

Class Teacher

✂.....

I acknowledge receipt of the behaviour letter for _____ (child's name)

Signed: _____ Dated: _____

TO BE RETURNED TO SCHOOL TOMORROW

(Date)

Dear _____

Unfortunately I am writing to you today about _____'s behaviour in school.

(details inserted here)

As you know, we aim to create a happy, safe and stimulating learning environment at St Mary's School and we treat incidents of this type very seriously.

I am sure that you are equally concerned with _____'s behaviour and I hope that you will work with us in ensuring that s/he understands that this kind of behaviour is unacceptable.

_____ will be placed on report for the next week so that I am able to monitor her/his behaviour closely.

If you wish to arrange to come into school to discuss this matter further I would be happy to meet with you.

Yours sincerely

Headteacher

(NB This letter is an example and should be adapted to need)

✂.....

I acknowledge receipt of the behaviour letter for _____ (child's name)

Signed: _____ Dated: _____

TO BE RETURNED TO SCHOOL TOMORROW

~ Pray ~ Learn ~ Love ~ Enjoy ~

~ Pray ~ Learn ~ Love ~ Enjoy ~



ST MARY'S CATHOLIC PRIMARY SCHOOL

Appendix D

Name: _____ Class: _____ Week Beginning: _____

Please sign if behaviour has been acceptable, or make suggestions for improvement when it has not.

Behaviour target:

DAY/ DATE	ASSEMBLY	SESSION 1	BREAK	SESSION 2	LUNCH	SESSION 3	COMMENTS
MON							
TUES							
WED							
THUR							
FRI							

Signed: _____
Class Teacher Headteacher Parent Child

Example (Others on O Drive)

~ Pray ~ Learn ~ Love ~ Enjoy ~

Expectations of Adults to Encourage the Best Possible Behaviour in Pupils

We need to ensure that children:

- ✓ Are able to access learning activities.
- ✓ Feel safe and happy.
- ✓ Feel that they are listened to.
- ✓ Move quietly and walk around the school.
- ✓ Show good manners by holding doors open/standing aside for adults and each other.
- ✓ Follow directions promptly.

All staff should:

- ✓ Be in their classrooms punctually for each session.
- ✓ Be outside on duty punctually.
- ✓ Lead the front of the line so that they are able to stop and regroup if necessary.
- ✓ Ensure that children are aware of acceptable activities at wet break times.
- ✓ Bring class to assembly on time.
- ✓ During assembly/teaching input, make sure that children are seated in a position which will best allow them to concentrate.
- ✓ Model the behaviour expected of the children.
- ✓ Ensure they listen to all children.

All staff should use a range of diversionary and calming tactics such as:

- ✓ Keep voices calm, quiet and speak slowly.
- ✓ Be aware of intimidating body language; do not tower over pupils, invade personal space, point at a child or back them into a corner.
- ✓ Act as if you expect pupil to do the correct thing: Give direction and then look or turn away to give the pupil a chance to follow through without being checked on.
- ✓ Give responsibility of actions to the pupil, ensuring use of the language of choice.
- ✓ Allow time for the situation to settle.
- ✓ Do not *insist* on eye contact; talking 'alongside' someone purposely looking away or whilst both playing Lego/drawing etc. can be far less intimidating.
- ✓ Stand near to a pupil, hold the pupil's hand lightly or place a gentle hand on the shoulder to help settle anxiety or restlessness.
- ✓ Combine any physical measures with efforts to redirect pupil's attention and energy, such as changing subject/activity or moving her/him to another group.
- ✓ Use humour (*but not sarcasm*) to gently tease a pupil out of a situation or make a joke to relieve tension.
- ✓ Try to match your tone and content of verbal input to the age of the child. Older children want to be treated as such.
- ✓ Keep requests realistic.
- ✓ Try to avoid ultimatums.
- ✓ Talk to pupils individually so as not to embarrass them in front of the whole class.
- ✓ Limit attention for negative reasons, used some planned ignoring tactics. Give attention for small positive actions.
- ✓ Empathise ("I can see that you are feeling upset")



**POLICY AND PROCEDURES CONCERNING PUPILS
LEAVING THE SCHOOL SITE WITHOUT PERMISSION.**

Once pupils have entered the school gate in the morning they are to remain on school premises until 3.15pm, unless authorised to leave with a parent/carer, school organised activity, etc.

Children are taught from the time that they start school that they should not leave the premises unless permission is given for various activities. Parent/carers are encouraged to discuss the importance of pupils keeping school rules generally and specifically not leaving the school site during the school day.

If a pupil leaves the school site without permission the procedure is;

1. Contact the pupil's parent to inform them and call the police... Staff are **not to chase pupils** as this could lead to pupils wandering further or cause a traffic accident. For the child's safety a member of staff will endeavour to keep them within sight (following, perhaps out of view, at a distance or whilst pretending to look elsewhere).
2. Pupils should be brought back to school the same day if possible, for the parent, child and headteacher to discuss the issues and any consequences, future action may be discussed and agreed. Also at this meeting all concerned will need to sign a contract detailing behaviour expectations.
3. If a child breaks the contract and leaves the site for a second time the headteacher will consider further consequences and the possibility of a fixed term exclusion.

The health and safety of the children is a major concern, the governors and staff at St Mary's Catholic Primary School see this policy as a strategy to eliminate the problem of pupils leaving the school site without permission.

This policy will be reviewed regularly by staff, Headteacher and Governing Body