



St Mary's Catholic First School Behaviour Policy



1. RATIONALE:

1.1 In keeping with our Mission Statement we respect the rights and responsibilities of all members of the school community to have a safe and secure environment in which our Catholic ethos is encouraged.

2. AIMS:

- To create a learning environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of approach to both positive and negative behaviour
- To promote good self esteem, self discipline and positive relationships
- To ensure that the schools expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

3. VALUES:

Responsibility

Excellence

Support

Perseverance

Engagement

Co-operation

Tolerance

3.1 We expect all members of our community to show respect for each other and we use RESPECT across the school to remind children of their responsibilities to show respect.

3.2 Each week we focus upon one specific value which is introduced at a whole school assembly on a Monday and is the focus for certificates in Achievement Assembly on a Friday.

4. STANDARDS OF BEHAVIOUR:

4.1 At St Mary's we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

4.2 We expect pupils to:

- Attend school regularly and not miss days without good reason.
- Arrive on time
- Respect all school property (the building and equipment).

- Wear the school uniform
- Show respect for themselves and others
- Avoid swearing, fighting or name calling
- Listen to messages given and do as requested
- Participate in school activities
- Move quietly around the school and avoid causing disturbance
- Keep the school tidy and litter free.

4.3 These expectations have been discussed with pupils during PSHE lessons and circle times. Pupils have been fully involved in drawing up expectations for behaviour within their classrooms.

4.4 Each class has their own class charter agreement, which has been devised and discussed at the beginning of September. A copy which has been signed by every member of the class is displayed in each classroom.

5. EXPECTATIONS OF SCHOOL

5.1 The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with pupils and with each other, as their example has an important influence on the children.

5.2 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

6. THE CURRICULUM & LEARNING

6.1 We believe that an appropriate structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback, we aim to avoid disaffection and alienation, which can lie at the root of poor behaviour.

6.2 It follows that lessons should have clear objectives, understood by the pupils and differentiated to meet the needs of all pupils. Marking and record keeping can be used as a supportive activity, providing feed-back to the pupils on their progress and achievements. This also shows that pupils' efforts are valued and that progress matters.

7. CLASSROOM MANAGEMENT

7.1 Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and pupils, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

7.2 Classrooms should be organised to develop independence and personal initiative.

Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a welcoming environment.

7.3 Teaching methods should encourage enthusiasm and active participation for all.

Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. If it is necessary to deal with poor behaviour this should be dealt with discreetly to avoid resentment or embarrassment.

8. RULES & PROCEDURES

8.1 These should:

- Be positively stated, telling the children what to do, rather than what not to do
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced
- Promote the idea that every member of the school has a responsibility to each other

9. PLAYGROUND PROCEDURES

9.1 Pupils are taught that standards of good behaviour extend to the playground.

Pupils should treat all adults with respect. Unacceptable behaviour should be dealt with fairly and consistently.

9.2 Two members of staff supervise the school playground at morning break time.

They are responsible for dealing with problems that arise during play.

9.3 Lunchtime supervision is provided by 6 mid-day assistants.

9.4 Lunchtime is a time when pupils can feel overwhelmed with the noise and number of children. This especially applies to the younger members of our school. A 'Friendship Bench' has been devised, where pupils can go if they have no one to play with. Wardens can then help the child join in with playtimes. Incidents are reported to the class teacher.

9.5 We use the card system to promote positive behaviour throughout playtime.

9.6 Major incidents that result in a red card are reported at the end of playtime to the class teacher.

9.7 If a pupil persistently shows unacceptable behaviour, the Head Teacher is informed, who will then decide any sanctions to be taken.

10. OUT OF THE CLASSROOM

10.1 Pupils representing the school at sporting events or on a school visit are expected to display the same standards of behaviour as in school.

10.2 Pupils are made aware that at all times they are considered an ambassador of our school.

11. REWARDS

11.1 Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups.

11.2 Recognition for good work and good behaviour is celebrated in assembly where a range of certificates are awarded each week. Pupil of the Week, based on British Values, is voted for by all the class members weekly. These are earned by displaying exemplary standards as well as by particularly noteworthy achievements.

11.3 Every class in the school has a reward system where they accumulate 'moves up' for good work, behaviour, manners etc. On completion of reward system they are rewarded in Assembly with a certificate.

12. SANCTIONS

12.1 Although rewards are central to the encouragement of good behaviour, realistically, there is a need for sanction to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

12.2 The use of sanctions should be characterised by certain features:

- It must be made clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group punishment should be avoided
- There should be a clear distinction between minor and major offences

12.3 Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors.

- 12.4 In some circumstances additional specialist help from the Educational Psychologist or Behaviour Support may be necessary.

13. COMMUNICATION & PARENT PARTNERSHIP

- 13.1 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.
- 13.2 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.
- 13.3 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.

Adopted by Full Governing Body Date: 14th December 2016

Review date: December 2017

Signed: