

**ST MARY'S CATHOLIC PRIMARY SCHOOL**  
**AXMINSTER**

**BEHAVIOUR POLICY**



**Ratified by Governing Body**  
**12.03.18**

## **Mission Statement**

The purpose of St Mary's is to educate children in an atmosphere of Christian love, within the Catholic tradition.

## **Vision**

At St Mary's, through teaching and example, we seek to develop in our children an understanding of and capacity for justice, forgiveness, love, and compassion. We will nurture our whole school community to enable us to strive for personal excellence in every one of our gifts and prepare our children for their futures.

This encapsulated through our school motto :  
Living, loving and learning with God

## **Our School Aims**

- To ensure each child achieves their personal potential, academically as well as in sport, music and the arts
- To encourage our children to develop their understanding of and relationship with God.
- To promote a safe, stimulating and rewarding environment in which our children can develop educationally, emotionally and spiritually.
- To have everybody who attends St Mary's or works here, seen as part of our school family.
- To recognise and reward each child's successes.
- To provide a rich and stimulating curriculum, with an emphasis on the basic skills of numeracy, literacy, and ICT.
- To encourage our children to show kindness, respect, and consideration towards others.
- To ensure a strong relationship with our parents, our Catholic parish and our local community.

## **Behaviour Policy Definition**

This policy sets out the expectations of behaviour at St Mary's Catholic Primary School, the rewards given for taking responsibility for good behaviour and the consequences of taking away the rights of others.

This policy should be read in conjunction with our Anti-Bullying Policy, our Safeguarding Policy and our Exclusions Policy.

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:

- Schedule 1 of the [Education Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

### Our Behaviour Expectations – A positive starting point

St Mary's is predominantly a community of well behaved pupils who take care to look after each other and the environment. Following a phase of consultation managed by the school council, all pupils and staff have collated a list of actions that together we believe will make our school a safe and happy learning environment. These are visible in each classroom. We call them our behaviour cloud. They define acceptable behaviour ( **See appendix 1** )

### Inappropriate and Unacceptable behaviour

Children and adults can identify if a behaviour is acceptable from the behaviour cloud; therefore not doing these actions will be unacceptable. To be clear and explicit about the consequences of unacceptable behaviour these have been tabled into four tiers. ( **See appendix 2 Tiers of behaviour and consequence** )

## 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## 5. Roles and responsibilities

### Our pupils

Our key protective process has two elements. **Stop** and **Tell**. We work at whole school, class and individual pupil level to ensure that every child develops the skills to be able to say stop to any behaviour that makes them feel unsafe or unhappy, regardless of what the other person is saying. If we hear stop we stop. If someone does not stop the behaviour we tell.

All pupils have named people who they feel safe to tell. This is reviewed half termly across the whole school and with individual pupils based on identified need.

### The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for reviewing and approving this behaviour 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.

### 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 will support staff in responding to behaviour incidents.

### Parents

Parents are expected to:

- Sign the home school behaviour agreement when their child is enrolled at the school. (**See Appendix 4 Home School Agreement**)
- 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
- Work with the school to resolve any behaviour concerns

## 6. Pupil code of conduct

### Our Positive Behaviour Expectations

Following a phase of consultation managed by the school council, all pupils and staff have collated a list of actions that together we believe will make our school a safe and happy learning environment. These are visible in each classroom. We call them our behaviour cloud. ( **See Appendix 1** )

We encourage children to take responsibility for themselves and each other. All children will take turns in school to take on certain responsibilities, for example ; collecting and returning the register and reading and presenting in assemblies and masses. Other responsibilities including school council are decided by pupil election. As children progress through the school there are identified roles that are given to children who model expected behaviour. These include play leaders, librarians and prefects.

Within the curriculum we also encourage children to take responsibility for others and encourage across class projects; for example year 6 working with foundation pupils to develop reading skills. This builds on our school aim to work as a positive community and family.

<b>We are currently discussing our school motto : Living, loving and learning with God to be able to name actions that make this alive in our school community. The rights and responsibilities statement below was a previous reference document so that along with our motto is our starting point. ( March 2018 )</b>	
<b>Children have the right...</b>	<b>...and the responsibility</b>
to be protected from conflict, cruelty, exploitation and neglect...	... not to bully or harm each other.
to a clean environment...	... to do what they can to look after their environment.
to be educated...	...to learn as much as they can and help others to learn.
to freedom of thought and religion...	...to respect other people's thoughts and religions.
to have a voice that is listened to and respected.	...to listen to others.
to proper care...	...to take care of themselves.
to be loved and respected...	...to show love and respect to others
to special care for special needs...	...to be the best they can be.
to be able to make mistakes...	...to learn from mistakes.
To be adequately fed...	... to not waste food.
to relax, play and join in a wide range of activities...	...to include everyone in their games and activities.

## **Promoting, Reinforcing and Maintaining Acceptable Behaviour**

- All adults (Senior leadership, teachers, support staff, governors) model responsible behaviour
- There is a focus on rewarding positive behaviour rather than a focus on the negative
- Older children are encouraged to model responsible behaviour to the younger ones
- Opportunities are provided for children to experience responsibilities
- Stereotyping or labelling is not acceptable
- The best is always expected of our children
- **We seek to diffuse and de-escalate situations in line with our view that behaviour is a form of communication.**

### **Rewards**

Children are rewarded through verbal praise , stickers, awards and recognition in class, key stage and whole school assemblies as well as reporting positive behaviour to parents.

### **Sanctions**

Following a phase of consultation managed by the school council each class has a behaviour zone board clearly on display with each pupil's name individually identified. **(See Appendix 2 - Behaviour Zone Board )**

Pupils and adults know that if someone is not presenting with actions from the behaviour cloud they will be asked to stop. Next they will be told to stop and if they continue they will go down the zone board and will then be expected to work to return to green as quickly as possible.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder.
- Expecting work to be completed at home, or at break or lunchtime
- Time out within the classroom
- Working in another classroom
- Referring the pupil to a senior member of staff
- Working in isolation in the headteacher working space
- Letters or phone calls home to parents
- Agreeing a behaviour contract

## **Behaviour Management**

### **Classroom Management**

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 school behaviour cloud, the behaviour zone board and the class charter.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Highlighting and promoting good behaviour
  - Following a pupil's wrong choice notice as soon as possible and verbalise that they have noticed a right choice.
  - Concluding the day positively and starting the next day afresh
  - Using positive reinforcement
  - Know when and who to ask for support in dealing with behaviour issues

### **Whole School Approach and Support for High Level Behaviour Incidents**

Significant inappropriate behaviour is an exception at St Mary's. Staff have discussed and shared expectations and consequences which have been drawn together to make clear how staff should respond in the event of these incidents occurring. **See Appendix 3 Tier of Behaviour and Consequence.**

#### **Lunchtimes**

In response to a whole school survey facilitated by the school council ( Jan 2018 ) we reviewed lunchtime organisation and equipment available for play.

#### **Timetable**

Key stage 2 start lunch with half an hour play and then half an hour in the all to eat and to talk.

Key stage 1 and reception start lunch in the school hall and then have half an hour outside.

#### **Play Activities**

The school council approached the PTFA for funds to update play activities and in discussion with the whole school a small selection of new play equipment has been introduced. This is being reviewed by the school council in terms of the responsibility that taken by everyone to look after their equipment and the activities they most enjoy.

Key stage 1 are supported in their play by a team of play leaders from year 6.

This has resulted in a calmer and positive play experience reducing the number of low level behaviour incidents.

#### **Rewards**

Children are rewarded with positive praise, stickers and privilege such as being able to access play equipment such as the trim trail.

MTAs and Teachers are encouraged to liaise with each other regarding behaviour. If a child has an additional, short term challenge or have had a difficult morning in class, TAs are to inform that class' MTA at the beginning of lunch.

## **Sanctions**

1. If a child makes a wrong choice they are invited to correct their behaviour and re track.  
Apologising or a time out in a pre designated zone may be given.
2. If a child continues to make a wrong choice their name will be added to an orange card. A time out in a pre designated zone will be given. The orange card will be given to the class teacher at the end of lunchtime. Teachers will monitor the number of orange cards.
3. If a child continues to make a wrong choice this will be reported to a senior member of staff. A time out in the office will be given. A red card will be given. A red card will result in a child moving down on the class behaviour zone. Parents may be informed.

## **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 and in line with Devon policy with the Local Authority via OSHENS ( an electronic on line logging system )

## **8.3 Confiscation**

We will 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 co-ordinator 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.



Pupils who present with challenging behaviour will be managed through an individual behaviour plan. If strategies result in little or no improvement then the Senior Leadership Team will refer to the document: - **'Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units'**, Governors, CAST and Devon advisory teams for behaviour management and inclusion.

### **Support for statemented Children**

Children with statements such as ASD, ADHD are expected to follow the behaviour policy in the same vein as every other child in the school. This is in keeping with our ethos making sure all children have access to a full and **inclusive** curriculum.

This is decided in each case with all adults involved working closely together with the child. Children who struggle to manage their behaviour at playtimes will be supported through Lunchtime Social Clubs. These may be obligatory or on a drop-in basis depending on the behaviour displayed by the child. Children may also have an individual behaviour plan, depending on individual need.

In the event of severe unacceptable behaviour that seriously breaches the school's behaviour policy, [including verbal and physical aggression], all other steps may be bypassed and a fixed term or permanent exclusion may be issued. ***Advice may be sought from the Governors, CAST and reference made to 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units'.***

Any fixed term or permanent exclusions will be managed fully in line with the Devon agreed protocols via the Headteacher.

Full details of exclusions can be found in the school Exclusion Policy.

### **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.

### **New entry pupils**

The on site private pre school works closely with relevant staff from St Mary's to identify a relevant transition for all pupils and works on individual transition plans where necessary once the list of new pupils is identified.

### **In year admissions**

For families who transition in year to St.Mary's we encourage parents to visit school and wherever possible with the child. Once St Mary's have accepted a new pupil we will discuss any individual transition needs and speak with the previous school to anticipate and support any behaviour needs.

### **10. Training**

Our staff are provided with relevant training on managing behaviour. Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

Anti bullying policy

- Exclusions policy
- Safeguarding policy

## **Offsite trips/excursions**

Following the explanation of the importance of safety by the trip organiser before the event, children who misbehave on a school trip may be moved straight to the red zone taking into account the pre-emptive warning received in the briefing.

If staff have reasons to be concerned about possible behaviour issues when planning trips these will be fully managed via the risk assessment process and may involve parents to identify how risks factors can be minimised.

## **Masses and Assemblies**

Our Mass and Assembly time is our opportunity to get together and celebrate the ethos of our school; support a child's Personal, Social and Health aspect of his or her own learning and celebrate a child's work, talents and achievements.

There is a clear expectation that all children will enter and leave Mass or an assembly in silence and demonstrate their respect for others in the way they contribute and listen.

## **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.

## **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 policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

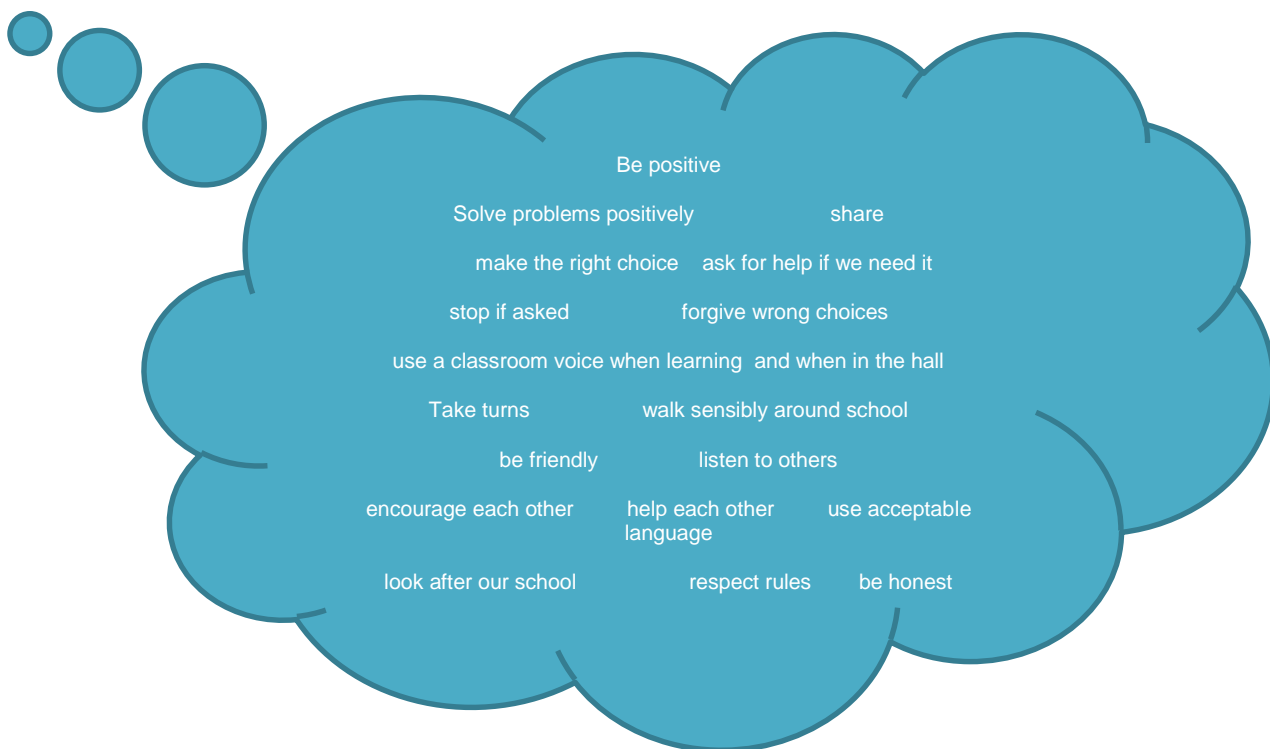
This policy will be reviewed

Signed: ..... Date:  
(Chair of Governors)

Signed: ..... Date:  
(Head Teacher)

**Review date:** September 2018

#### APPENDIX 1 Behaviour Cloud – a whole school statement of expectations



#### APPENDIX 2 Behaviour Zone Board

<p><b>Living, loving and learning with God.</b></p> <p>Everyone starts each day on Green. This is our school expectation for classroom behaviour.</p> <p>I know I am working to be the best I can be. I am showing that I have good behaviour for learning and friendship.</p> <p>I feel really pleased with my attitudes.</p>
<p>I have been asked and then been told Or I have made a wrong choice. I am now working to show that I can get back to green as soon as possible.</p>

I have been asked and told then shown that I am still not working to get back to green.  
Or my wrong choice means that I will need time out.  
I will need time out then I will work to show that I can get back to green as soon as possible.

I have not shown the behaviour that we have all agreed is acceptable.  
I will have time out.  
I may miss part of an activity of choice.  
The teacher may speak to the Headteacher and my parents.  
I will need to work quickly to show that I can get back to green my making the right choice.

## APPENDIX 3 Tier of Behaviour and Consequence.

St Mary's Unacceptable Behaviour - Tiers and Consequences			
Tier 1	Tier 2	Tier 3	Tier 4
<b>Behaviour.....</b> This is not exhaustive – it has come from children and staff contributions.			
could include .... Interrupting Being impolite Not following adult direction Answering back to an adult Distracting behaviour Shouting out during lessons Disobedience Talking or pushing in line. Name calling Mistreating resources By standing Running in the building Not wearing correct uniform	could include .... <b>Repetition of tier 1 behaviour</b> Swearing Throwing food Damaging property Repeated name calling Deliberately provoking others. Hurting others intentionally Leaving class without permission Lying Defiance/ answering back	could include ..... <b>Repetition of tier 2 behaviour</b> Continued defiance Arguing with an adult in school Use of obscene language Bullying in any form Fighting Seriously damaging school property Refusal to return to space identified by adult	could include... <b>Repetition of tier 3 behaviour</b> Injuring staff or pupils. Swearing directly to an adult. Significant and deliberate damage to property. Intentional threatening behaviour. Persistent disruptive behaviour. Racist language or remarks Stealing
<b>Consequences</b>			
Could include.... Referring to class charter to reflect on behaviours. Being moved down on the zone board. Time to reflect within class away from others. Being moved within class. Being given time out of play. Communication with parent at the end of school or by letter.	Could include.... Referring to class charter to reflect on behaviours. Being moved down on the zone board. Time to reflect within class away from others. Being moved within class. Being given time out of play. Sent to another class. Communication with parent at the end of school or by letter. Senior leaders being informed	Senior leaders will be informed Could include.. Referring to class charter to reflect on behaviours. Being moved down on the zone board. Being moved to another class for agreed time period with work to complete. Being given time out of play. Communication with parent at the end of school or by letter. Set up of a behaviour support plan – work with specialist agencies.	These events must be referred to head of school. Parents will be called in to discuss behaviours and actions.  Could include A period of internal / external exclusion. Set up of a behaviour support plan – work with specialist agencies.

## APPENDIX 4 Home School Agreement