



**St. Mary's R.C. Primary School and Nursery,
A Voluntary Academy**

Behaviour Policy

Vision: 'A Journey to Excellence'

We believe that each child is made in the image and likeness of God therefore we develop the 'whole child' to reach their individual potential. We have high expectations and celebrate success both academically and socially. We aim to provide an outstanding Catholic education so that we can make a valuable contribution to the community in which we live and serve.

Mission statement:

'We are happy living and learning in God's Friendship'

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St Mary's is a welcoming, caring and nurturing Catholic school. We believe that each child is made in the image and likeness of a loving God, and know that every member of our school community is unique and special. At St Mary's, we follow in the footsteps of Jesus in the way that we look after ourselves and others, creating a secure and warm learning environment and a sense of belonging.

It is our aim that pupils, parents, staff and governors share responsibility for encouraging positive behaviour and for helping children learn how to be motivated, self-regulated, responsible citizens. We want children to be able to reach their full potential through having high expectations of themselves, their standards of work, their behaviour and their mutual respect for others.

St Mary's is an inclusive school and we recognise that children have a variety of needs, responding to different strategies in different ways. Every child has the right to be able to learn in safe surroundings, and to develop their knowledge and understanding to the best of their own ability. We help our pupils to discover the best ways in which they can learn successfully in a supportive environment and gain a sense of achievement. With God as our trusted friend, we can grow in our understanding of the Gospel values. With his guidance, we are encouraged to make good behaviour choices and reflect on the impact of our actions on ourselves and others, in order to lead fulfilling and successful lives.

At St Mary's, we use the Thrive approach for supporting pupils with social, emotional and mental health development. Our trained practitioners identify pupils needing support with specific skills, and teachers identify targets for their whole class to focus on in order to improve social interaction and learning behaviours. We also provide regular nurture sessions to support children with self-regulation, managing emotions, talking through worries and restoring friendship issues. We use a range of de-escalation strategies including restorative behaviour scripts, in order to refocus pupils and remind them of the behaviour we expect of them at St Mary's.

Our key principles:

At St Mary's we are committed to the holistic development of all pupils through:

- Creating a nurturing, safe and supportive learning environment;
- Being role models for Christian values;
- Promoting, modelling, praising and rewarding positive behaviour;
- Developing pupils' self-esteem, self-discipline and the ability to self-regulate;
- Supporting pupils to become independent and motivated learners;
- Providing consistent approaches to managing behaviour;
- Ensuring equality and fair treatment for all;
- Encouraging positive relationships with parents;
- Developing positive relationships with pupils and supporting them in learning life skills;
- Involving pupils in the implementation of the school's policy and associated procedures;
- Promoting a culture of praise and encouragement in which all pupils can achieve.

This policy should be read in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- SEMH policy
- Teaching and Learning Policy

Positive Powers

At St Mary's we have our five Positive Powers that members of our school community should follow. These are:

- Keep ourselves and other people safe.
- Be respectful to everyone.
- Be a kind and considerate friend to others.
- Listen carefully and follow instructions.
- Try our hardest in our work, behaviour and friendships.

Through frequent reminders of our positive powers, and class discussions about what each power means, children learn to form positive relationships with their peers and the adults they work alongside.

Our behaviour policy is based on:

- Using Positive Powers (rules);
- Focusing on the promotion of Marvellous Manners;
- Teaching children about behaviour appropriate for different situations;
- Approaching behaviour consistently throughout school;
- Encouraging pupils to make good choices;
- Use of reflection and restoration time;
- Rewarding demonstrations of positive behaviours.

Marvellous Manners

Staff model and practice 'Marvellous Manners' with our pupils, including:

- Smiling and being welcoming to others;
- Saying please when we would like something;
- Saying thank you when somebody does something for us;
- Holding open doors for others;
- Waiting for a turn instead of interrupting;
- Showing how to share equipment;
- Using 'talking voices' instead of loud voices;
- Showing how to use kind words to compliment others.

Our Positive Powers and Marvellous Manners lists are displayed around school and in classrooms as reminders of what is expected of pupils in order to achieve and maintain high standards of behaviour.

Routines for Readiness

Staff are expected to prepare for positive behaviour each day by using our routines for readiness:

- Meeting and Greeting pupils at the door;
- Getting to know the pupils and their interests;
- Being ready and prepared with resources and activities for morning Thrive time;
- Knowing and working on class Thrive targets;
- Facilitating Thrive check-ins for pupils in the morning and after lunchtimes;
- Taking children's needs into account when planning so that pupils can access each lesson fully;
- Ensuring afternoon structures are in place to promote positive learning behaviours;
- Reflecting on the best organization in each classroom for working space, seating arrangements and access to resources.

It is important that all staff have had the opportunity to contribute to the development of this behaviour policy. Staff will:

- Support and implement the policy as a whole school policy;
- Be consistent and fair in their approach to the management of pupils' behaviour;
- Model, refer to, and remind pupils about our Positive Powers and Marvellous Manners;
- Recognise and reward good behaviour using a range of strategies;
- Support learners in taking responsibility for their own actions and subsequent consequences;
- Be aware of the signs of behavioural difficulties, the reasons why certain behaviours may be being displayed and the strategies used to support pupils with specific needs;
- Listen to children and value each child as an individual;
- Ensure good communication with parents to relay behaviour issues and means of supporting pupils.

Strategies for promoting positive behaviour in school

Good behaviour is encouraged using a range of strategies and there are a variety of rewards given for individual, class and whole school behaviour initiatives. These include:

- Non-verbal praise – smile / thumbs up;
- Verbally praising the effort of a child and explaining why we are pleased;
- Providing verbal and written feedback to children;
- Recording pupils names on board and adding to tally during the day for positive learning behaviours seen;
- Providing opportunities for self-regulation and reminders of positive learning behaviours expected of pupils;
- Planning in sensory circuit breaks to help pupils refocus;
- Praising pupils for using strategies to manage problems and emotional responses;
- Class dojos and stickers;
- Housepoints and badges for representing the house team;
- Sending pupils to a member of the SLT for praise;
- Postcards home with written praise for parents to see;
- Telephone calls home to let parents know of positive achievements;
- Enrichment time – weekly fun activity choice given as a reward;

- Star of the Week Award celebrated in assembly;
- Growth Mindset Award celebrated in assembly;
- 'It didn't go unnoticed' certificate;
- Headteacher weekly raffle to celebrate acts of kindness;
- St Mary's mission of living and learning in God's friendship - Caritas celebration board to celebrate Catholic values demonstrated in school.

Sanction Stages:

We use a staged approach for dealing with inappropriate behaviour. Our approach gives pupils the opportunity to reflect on and improve their behaviour at each stage, restoring their relationships with others. There is a gradual loss of privileges if behaviour does not improve as expected.

Stage 1: Low level (shouting out, not following basic instructions or not listening carefully, persistent talking, playfighting, deliberately making noises, running in school)

1a) Blue 'Think and Fix' card shown to child to non-verbally remind them of their behaviour and give them a chance to fix it quickly.

If behaviour persists:

1b) Orange 'Respect' card shown to child with a 5 minutes time limit to correct behaviour and a brief conversation from member of staff explaining why behaviour is not acceptable / which positive power is not being followed and a reminder of positive learning behaviours expected. 5 minutes missed from next break.

Stage 2: More persistent low level (answering back, questioning authority, refusing to work, reports of swearing and name calling)

Depending on the age of the pupil, the pupil is seated at the Reflection area within class, or just outside the classroom for 5 minutes, and when ready is given restoration time to think about how to fix the situation or repair harm. Basic Restorative justice form is completed and discussed with teacher or TA, allowing pupil the opportunity to talk about reasons for behaviour choices. This gives pupil time to self-regulate and reflect on how best to manage emotions. Pupil returns to own seat. 5 minutes missed from next break.

Stage 3: Repeated incidents where child is not fixing their behaviour after speaking to member of staff or more serious negative behaviours (bullying allegations, physical aggression and violence, swearing heard by staff, walking out of class without permission, persistent rudeness and answering back, homophobic and racist comments, deliberate damage to property and throwing equipment, refusal to follow safety instructions).

3a) Class teacher meets with parent/s and child. Child is put on Report Card for 5 days with a chance to restore good behaviour.

Card commented on daily by teacher. Teacher regularly talks with child about improvements made and encourages pupil to take responsibility for own behaviours.

For repeated negative behaviour incidents shown daily on Report Card, parents are informed at the end of the day and there is a 5 minutes loss (daily) from weekly Enrichment time.

Report Card reviewed by teacher with parent and child at end of Day 5 and a decision made as to whether another 5 days is needed on Report Card.

Stage 3 incidents recorded on CPOMS.

Stage 4: Persistent Disruption

If incidents continue after fortnightly use of Report Card, a meeting is held with the child, parents and SLT to discuss and create a behaviour plan with specific targets. The behaviour plan is sent to SLT daily for review. This is reviewed after 5 days with the child, parent and member of SLT.

Stage 5: Internal Exclusion

There may be an occasion where persistent disruption continues after a behaviour plan has been put into place, or a more serious incident occurs. This could result in an internal exclusion where a pupil works separately from the rest of the class for a fixed period of time depending on the incident. Staff will help pupils with conversations to restore relationships with others and make amends for negative actions.

Stage 6: Fixed-term suspensions and permanent exclusions

At St Mary's our aim is to manage pupils' behaviour positively without the need to resort to a suspension or exclusion. However, some incidents may be deemed severe enough to warrant a fixed-term suspension, or in very rare circumstances, a permanent exclusion. These incidents may include acts such as extreme physical and violent aggression, and persistent disruptive behaviour regularly preventing teaching and learning from taking place.

A child at risk of suspension or exclusion may already have their own Individual Behaviour Plan in place, outlining strategies for supporting the child with behaviour management.

After a fixed term suspension, a member of SLT (usually the Headteacher) meets with the parents and pupil to discuss the return to school process and the readiness of the pupil to return, so that they can reintegrate positively within their class and begin with a fresh start.

The decision to suspend or exclude is made by the headteacher who takes all circumstances and evidence into account, including the needs of the pupil and the impact of their behaviour on the rest of the school community.

Permanent exclusion is seen as a last resort. A school should be able to show that it has taken all reasonable steps to avoid permanent exclusion of a child, but may come to the conclusion that allowing the child to remain at school would be seriously detrimental to the education and welfare of the child involved and other pupils at the school.

EYFS Sanctions:

Children within the EYFS follow a 4 stage sanction process similar to the rest of the school.

Stage 1: Blue 'Think and Fix it' alongside a brief discussion with their key worker/class teacher to explain why their behaviour is inappropriate/unwanted. Children then have the opportunity to reflect on and improve their behaviour. If behaviour does not improve, Stage 2 will be followed.

Stage 2 - Orange 'Respect' card shown to child. Child taken for 5 minutes time out away from the rest of the children, at the Thrive table in the quiet area of the classroom. Once their 5 minutes time out has finished, a discussion takes place with the class teacher/key worker as to why they have received an orange card. If behaviour does not improve, Stage 3 is followed.

Stage 3: Child is taken outside of the classroom and is seated alone for 5 minutes with a timer and given restoration time to think about how to fix the situation or repair harm. Basic Restorative conversation takes place with class teacher/key worker, allowing child the opportunity to talk about reasons for behaviour choices. This gives child time to self-regulate and reflect on how best to manage emotions. Once calm and behaviour sanction is finished, child may return to rest of class.

Stage 4: If behaviour persists or worsens, child is seen by a member of SLT. Parents to be notified of their inappropriate/unwanted behaviour and incidents will be reported on CPOMS.

Completing class work

If work is deemed to be of a poor quality or not enough work has been completed during the lesson by an individual, a pupil may be asked to stay in for a short time at playtime or lunchtime to improve or finish their work. This may also impact on Enrichment time. A warning will be given to a pupil prior to this happening so that they have the opportunity to improve before their next break.

Lunchtimes

Children are allocated lunchtime zones to play in and there are a variety of activities and lunchtime clubs to keep children occupied. Dinner time staff use 'Think and Fix' and 'Respect' cards to encourage positive behaviour choices during breaks, and also reward pupils who are demonstrating excellent lunchtime behaviour.

Behaviour out of school

Pupils are expected to represent St Mary's positively off school premises as well as when present on school premises. This is particularly important if children are:

- Wearing school uniform;
- Representing the school at outside events including trips and competitions;
- Travelling to and from school.

Behaviour sanctions may be applied to pupils by staff if there are incidents where behaviour outside of school:

- Could negatively affect the reputation of the school;
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public;
- Could disrupt the orderly running of the school.

Reasonable force

Members of St Mary's staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Examples of when physical restraint may be appropriate include:

- If a pupil attacks a member of staff or another pupil;
- If a pupil tries to, or does, conduct deliberate damage or vandalism to property;
- If a pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit;
- If a pupil is behaving a way that is seriously compromising good order and discipline, or posing a risk to themselves or others;
- If a pupil persistently refuses to obey an order to leave the classroom.

Physical intervention will only be used as a last resort and as a method of restraint. Staff members trained in positive handling (Team Teacher and Safer Schools) will use their professional judgement of the incident

to decide whether physical intervention is necessary. All staff will attempt to use de-escalation strategies before the use of physical intervention.

Classes contain Thrive areas for self-regulation but if a child needs to be guided or moved within other areas of school there are intervention rooms and Thrive rooms, a Reflection room and a prayer area. Parents are informed if physical intervention has been used, and this is recorded on CPOMs.

Confiscation of Inappropriate items

The headteacher and other senior leaders (SLT) are permitted to conduct a search without consent for certain prohibited items, including the following:

- Knives and Weapons
- Illegal drugs
- Alcohol
- Stolen items
- Cigarettes and vapes
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm or are banned by school rules.

Items will be held by the headteacher or SLT until a parent comes to collect unless it is an item which must be handed to the police due to its seriousness.

Bullying

At St Mary's we want children to be able to learn without fear of being bullied and we address the issue of bullying through many ways including:

- Discussions in assemblies
- Through stories
- Anti-bullying / Friendship weeks
- PSHE and RE lessons and extra sessions if concerns arise
- Monitoring areas around school
- Making pupils aware of the meanings of STOP (Several Times on Purpose and Start Telling Other People)
- Ensuring children know who to report concerns to if they have witnessed bullying or think they are a victim of bullying.

Bullying is intended harmful behaviour, repeated over time and can be emotional, physical, verbal and online. Staff and pupils are made aware of the signs that someone may be a victim of bullying. Procedures for dealing with bullying, including child on child abuse, are outlined fully in St Mary's Anti-Bullying policy.

SEND

A number of pupils at St Mary's face their own additional challenges due to a special educational need or disability including pupils with social, emotional and mental health difficulties (SEMH). As an inclusive

school, we know that not all procedures or strategies work for all children and some behaviour difficulties may be linked to a special educational need. Therefore, some of our more vulnerable pupils have their own individual plan outlining best use of strategies for supporting them in managing their own behaviour, and staff are made aware of these strategies by our SENCO. Individual needs are considered when applying rewards and sanctions, and pastoral support is provided in order to encourage all children to flourish and thrive in their learning.

Promoting positive mental health and wellbeing for pupils

Pastoral support is provided in a range of ways at St Mary's by our dedicated pastoral team including our SENCO, Thrive practitioners, Nurture leader, PSHE subject leader and through the work of our Family Support Worker. To help us to encourage good behaviour, we promote positive mental health and wellbeing through:

- Focused teaching in health education and PSHE
- Counselling
- Positive classroom management
- Developing social skills and class discussions – circle time
- Working with parents
- Peer support
- Nurture Time
- Social and academic Interventions
- Using the Thrive approach for whole class and individual targets
- Promoting the use of Thrive and Reflection room areas to help with self-regulation
- Focussing on Growth Mindset and the development of different qualities
- Use of a full time Family Support Worker to assist parents, carers and pupils
- Working with outside agencies including the Life Education Van, local community police, yoga teacher, local Child and Family Wellbeing initiatives and support groups.

To help everyone in our St Mary's school community to enjoy their time in school and be able to learn happily and effectively, we ask pupils to:

- Do their best to follow the Positive Powers;
- Be truthful;
- Learn to take responsibility for their own actions and understand the consequences for behaviour incidents;
- Become more resilient and keep trying hard;
- Tell a member of staff if they have a worry about something;
- Show love and forgiveness towards others;
- Be calm;

- Be proud of St Mary's and look after our school.

Parents can help support their child with their learning and behaviour by:

- Also modelling good manners and respect for others;
- Attending meetings or telephone appointments arranged by school;
- Reinforcing and supporting school rules and decisions;
- Bringing children into school on time so they have a good start to the day;
- Discussing and encouraging examples of positive behaviour;
- Informing school of any circumstances which may be affecting their child so that school can implement pastoral support.

Training, consultation, monitoring and evaluation

Staff are trained in implementing the behaviour policy and given any updates, as well as the use of reasonable force (Team Teach) and are taught how to use de-escalation strategies and identify ways of supporting our pupils. Many of our staff are also trained as Mental Health First Aiders. Procedures are explained to new staff at Induction and copies of relevant documents are shared.

This policy has been produced by senior leaders with contributions from teachers and support staff, as well as discussions with pupils.

The policy is approved by governors, then reviewed and updated on a regular basis by the Headteacher and members of the SLT. The Headteacher reports to the Governing Body and the Board of Directors on any noticeable patterns or trends regarding behaviour incidents. Records of behaviour incidents are saved on CPOMS and categorised for future reference. The Governing Body promotes equality of opportunity under the Equality Act (2010) and members are aware of responsibilities involved.

Any complaints will be handled in line with our Romero Trust Complaints Policy which is available from our school website on <https://www.stmarysbacup.org/>.

The next scheduled date for this policy review will be December 2023.