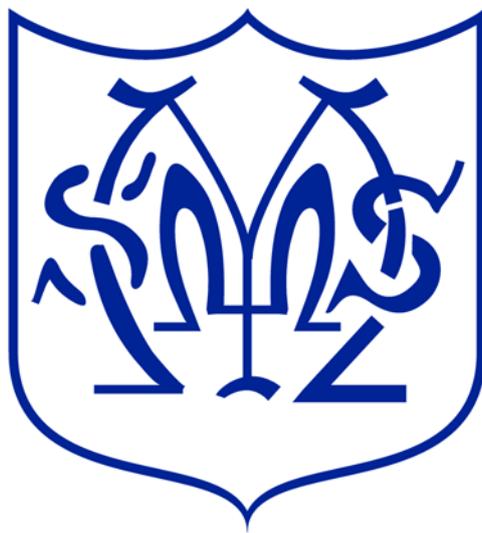


# **Behaviour Policy**

## **Expectations and Guidelines**



### **St. Mary and St. Michael**

*“Learning together hand in hand with our friend  
Jesus”*

## **Policy Statement**

St. Mary and St Michael is a Catholic School. As such, the behaviour of everyone concerned with the school is influenced by our Mission Statement.

Jesus Christ is our model. His teachings are the basis for all our actions. In the light of these teachings we believe that every member of the school community needs to be valued and treated with respect and courtesy. To fulfil this need effectively there is a behaviour policy.

## **Aims of the Policy**

- To have a consistent approach to behaviour agreed across the whole school community.
- To ensure a secure, calm and purposeful atmosphere and learning environment.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To make boundaries of acceptable behaviour clear and to raise awareness about appropriate behaviour.
- To encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.

# St. Mary and St Michael Catholic Primary School

## Rights and Responsibilities

### **Rights of Pupils**

- To be able to learn to the best of their ability.
- To be treated with consideration and respect.
- To be listened to by the adults in the school.
- To know what is expected.
- To feel safe.
- To be treated fairly.

### **Rights of Staff**

- To be treated with respect, by pupils, parents and colleagues.
- To be able to teach without unnecessary interruption.

### **Rights of Parents**

- To be sure their children are treated fairly and with respect.
- To know that their children are safe.
- To be able to raise concerns with staff and to be told when there are difficulties.

### **Rights of Governors**

- To be treated with respect by pupils, parents and staff.

### **Responsibilities of Pupils**

- Treat others with consideration and respect.
- Listen when it is someone else's turn to speak.
- Follow instructions from teachers and other staff.
- Ask for help when it is needed.
- Do my best.

### **Responsibilities of Staff**

- Tell pupils what is expected of them.
- Create a safe and stimulating environment in which the pupils can learn.
- Treat pupils and parents fairly and with respect.
- Communicate regularly with parents.
- Listen to pupils and deal fairly with them.

### **Responsibilities of Parents**

- Support the school rules.
- Get our children to school on time, ready to work.
- Treat staff and other people's children with respect.
- Work in partnership with the school if difficulties arise.
- Value the professional judgment of teachers.

### **Responsibilities of Governors.**

- Support parents and the school in improving levels of behaviour.

## Our Vision

To provide a high quality teaching and learning environment where every child and adult has the opportunity to be,

**'The best we can be'**

## Core Values

Our rules are based on our school's **Core Values:**

### **Respect:**

- For property and for ourselves and others in all that we do

### **Perseverance:**

-Have the resilience to keep going in spite of difficulty or lack of success.

### **Self worth:**

-To believe in ourselves and trust in our own ability and strive to be the best we can be

### **Compassion:**

-To care about others and want to help them in our daily lives

### **Collaboration:**

-To support one another and work as a team

Have **RESPECT**

Are **COMPASSIONATE**

Positive **SELF WORTH**

**PERSEVERANCE**

Your **COLLABORATION**

## **Stay on Green**

In September 2014, the school adopted the 'Good to be Green' behaviour scheme throughout the school

### **Overview**

#### Good to be Green Scheme

The Good to be Green scheme provides:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- clear systems to reward good behaviour and sanctions for inappropriate behaviour
- Whole class/school and individual reward system

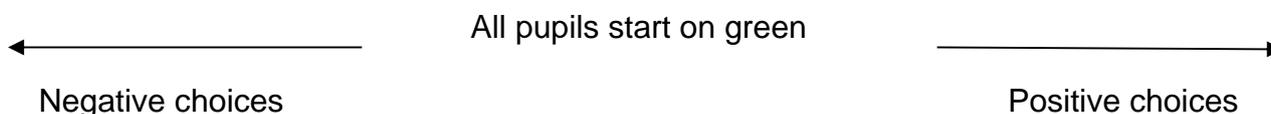
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

**To ‘Stay on Green’, we will.....**

1. Listen to and co-operate with each other.
2. Treat everyone with politeness, kindness and respect.
3. Work to the best of our ability.
4. Move safely and calmly around school.
5. Respect each other’s property.
6. Take care of our school environment.

**Good to be Green principles:**

- The school day is divided into 2 sessions, morning and afternoon.
- Each class has a behaviour chart and each session all children begin on green to demonstrate the expectation that session, both in class and on the playground, it will be a positive one.
- Children who remain on green will receive one house point for every session.
- Children know that there are consequences when making inappropriate behaviour choices, and they will be moved down the chart.



**Celebrating Achievement**

**At St Mary and St Michael Catholic Primary School we believe in celebrating children’s achievements and good behaviour**

***Praise is the most powerful way of influencing children’s behaviour***

At St Mary and St Michael we aim to reward and praise children for their good efforts. Recognising, sharing and celebrating achievement is an important part of our lives. Such an

approach creates a positive environment in which children can develop an understanding of relationships with others and a sense of self-discipline.

This happens in a variety of ways. Teachers are encouraged to send children who have worked hard to achieve a particular target to the SLT for praise and acknowledgement.

It is important that good behaviour is acknowledged and rewarded for all pupils; whether they are consistently cooperative or hard working or they have succeeded in correcting inappropriate behaviour and/or work patterns.

Most children respond to small rewards and much can be accomplished both in the classroom and around the school by well-placed words, smiles and gestures.

### **Whole school – House Points**

House Points are awarded in class and around the school for good work, kindness, good behaviour, positive attitude, helpfulness etc

Every child in Year 1 - Year 6 is a member of a House Team. We have 4 houses:

**St Cyril (yellow)**

**St Elizabeth (green)**

**St Lawrence (red)**

**St Josephine (blue)**

- Each class has a laminated poster showing teams and names
- Children who remain on green will receive one house point for every session.
- House Points are also awarded in class and around the school for good work, kindness, good behaviour, positive attitude, helpfulness, wearing correct uniform, PE kit, handing homework in on time etc
- Whenever a child receives a point s/he writes it on the class chart
- The house points from all classes are added together each week and the winning house announced in assembly.
- At the end of each half term the winning house receives a reward

## Rewarding Consistently Good Behaviour

### **Reward Cards - Bronze, Silver and Gold Awards**

- Every child has a reward card.
- Children who stay on green all week will receive a sticker on their reward card
- Children who achieve the weekly class target for house points in a week will receive an extra sticker on their reward card

Bronze, silver and gold awards are given as follows

- 20 stickers = Bronze Award
- A further 20 stickers = Silver Award
- A further 20 stickers = Gold Award

### Whole School Awards

Every Thursday class teachers in Nursery - Year 6 choose two pupils from their class to receive a **Gold Book Certificate**. This could be for good behaviour, good work, extra effort, improvement in a particular area etc. The pupils take their certificate to the Headteacher and are presented with a sticker and a star. Y1-Y6 also choose a child to receive a handwriting award. The certificates are presented to the children in our celebration assembly on a Friday and their names are put in the weekly newsletter.

### Individual Rewards

Each teacher will use a variety of strategies to reward good work and behaviour e.g.

- Praise - at an individual level or class level, e.g. a smile, thumbs up, saying well done about something specific.
- Stickers and stars.
- Teacher marking comments.
- House points.
- Responsibilities given to an individual as a privilege.
- Special Rewards, e.g. children are sent to receive a reward from another member of staff or the Headteacher.
- Communication with parents, e.g. tell them about some aspect of their child's behaviour verbally or in writing

### Special Educational Needs

As a fully inclusive school, we understand that some children need extra support. Staff are trained in behavior management including calming down techniques and how to deal with challenging behaviour. However, a child may have an Individual Behaviour Plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the Inclusion Leader, parents/carers, adults working with the child and the child itself. See Inclusion Policy.

## **Parental Involvement**

Parents have a vital role to play in any behaviour policy adopted by a school. The behaviour policy should be shared with all parents. If a child's behaviour should become a concern then the parents will be involved as soon as possible in a positive approach to help the child.

Parents can support our approach to behaviour by:

- Supporting the school rules.
- Showing an interest in their child's education e.g. valuing their child's work, attending open evenings and class assemblies and concerts.
- Discussing problems or differences of opinion at an early stage with the class teacher or Headteacher, to avoid misunderstandings.
- Valuing the professional judgment of teachers.
- Treat staff and other people's children with respect.
- Teaching their child to speak to an adult and not retaliate.
- Following the Health and Safety rules.

**If a parent has any concerns about behaviour it is school policy that they initially approach the class teacher.**

## **Children's Involvement**

It is very important for the children of St Mary and St Michael School not only to understand the behaviour code, but also to regard it as their own. Throughout the process of drawing up this behaviour policy we have sought the views of children. With such ownership they will feel that they had a part to play in its formation.

## Sanctions/Consequences

Before moving a child's name down the 'stay on green system' children will be reminded of our expectations of them. We use a range of techniques to encourage children to make good choices and to follow the rules.

However, if we have tried a range of strategies and a child is clearly choosing to behave inappropriately, then we will follow the stages below.

### The following colours are consequences

**Stage 1** The child is given a final verbal warning (green card is turned over to reveal a V)

**Stage 2**  
**Yellow** **Time out in the classroom** for up to 10 minutes. Pupils continue with their work in the time out area. On successful completion of the time-out, the pupil **moves back to green**. Time out recorded on class tally chart (Y) and SIMS.

**Stage 3**  
**Red** Having reached stage 2 the child is expected to be on their best behaviour. Any further unacceptable behaviour goes straight to stage 3.

Time out in buddy class. The child is sent to a buddy classroom with a 'Time out of the Classroom Sheet' (appendix i) and work to complete, for a specific period of time related to their age (maximum 15 minutes).

Time out recorded on class tally chart (R) and SIMS.

- **The teacher receiving a child in their class should not try to rectify the situation.** They should direct the child to a place in the classroom where they will not disturb others. At the end of the time, if needed the teacher should complete the section on the time out of the classroom sheet and send the child back to their class.
- When a child arrives back in their class room, they should report to the class teacher. **The class teacher should not reprimand the child further, or ask the child to apologise. Once the child has returned to their classroom, they should have a 'fresh start'.**

### Stage 3

**Red+**

High level unacceptable behaviour will automatically move a child to stage 3Red+.

- The child is sent to a member of the Senior Leadership Team (SLT). The child should be sent with a '**Behaviour Referral to Senior Leadership Team sheet**' (Appendix ii).

Some of the following sanctions may be used:

- Playtimes and lunchtimes may be missed; these will be supervised by the SLT.
- Pupils put it right with verbal/written apologies

- Withdrawal of privileges/responsibilities e.g. school council, monitor responsibilities
- The withholding of participation in before and after school clubs, educational visits or sporting events that are not essential in the curriculum.
- Being placed on Headteacher's report
- Carrying out of community service i.e. useful tasks to help the school
- The completing or redrafting to an acceptable standard of classwork or homework as required
- The child may receive an **in-school** exclusion.
- Letter/ telephone call to parents
- Staggered day exclusion (starts at 11am and finish at 5pm)
- The use of lunchtime, fixed and permanent exclusions
- Fixed term exclusion

### **Internal Exclusion**

This type of exclusion emphasises the fact that there has been a serious breach of the school rules. The exclusion requires the sanction of a member of the SLT, under the authority of the Headteacher, for a period usually between 1-5 days.

Parents are informed of the reasons for the Internal Exclusion and the pupil is withdrawn from all lessons and breaktimes.

Work provided by the class teacher is done under supervision of a member of staff, usually a member of the SLT.

### **Staggered Day Exclusion**

This type of exclusion emphasises the fact that there has been further serious breach of the school rules after an internal exclusion. A staggered day exclusion requires the sanction of a member of the SLT, under the authority of the Headteacher, for a period usually between 1-5 days.

Parents are informed of the reasons for the Staggered Day Exclusion and the pupil is withdrawn from all lessons and breaktimes and attends school between the hours of 11am and 5pm.

Work provided by the class teacher is done under supervision of a member of staff, usually a member of the SLT.

The above may also be accompanied by other measures such as

- referral to the SENCo where an **Individual Behaviour Plan** will be put into place to support the child and the family.
- Pastoral support programme
- Referral to outside agencies
- Placement on inclusion register
- Referral to Place2be

### **Fixed term and permanent exclusions**

Exclusion is used only for very serious incidents or when other methods of support have not been effective. Only the headteacher (acting head in her absence) has the authority to exclude a child from the school. A pupil may be excluded for one or more fixed periods, for

up to 45 days in any school year. The headteacher may also exclude a pupil permanently. If a pupil is excluded, the parents are informed immediately, giving reasons for the exclusion. The parents, if they wish, may appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The Local Authority and the governing body are informed about any exclusion

### **In the Playground**

A similar system applies

#### **Stage 1/2 (green verbal/yellow)**

Child is given a verbal warning.

If the behaviour persists, the child takes time out on the wall or stays with the adult on duty.

#### **Stage 3 (Red)**

If the behaviour persists, the child takes time out inside and is referred to a member of the SLT.

High level unacceptable playground behaviour will automatically move a child to stage 3.

This incident will be logged on a referral to SLT sheet Children will spend time reflecting on their behaviour and how to improve it. Time is spent with the DH/HT to discuss their behaviour and to remind the child about our core values and school rules. The child may complete a reflection sheet.

**Although it is difficult to draw up a definitive list of examples of unacceptable behaviour**, this list gives staff an idea about the kinds of behaviour which may lead to sanctions. Teachers will always use their professional judgment and knowledge of the child when supporting children who display challenging or inappropriate behaviour. Children should be aware that low level inappropriate behaviours are not tolerated at St. Mary and St Michael.

In all cases of behaviour which interferes with children's learning or that poses a danger to others, the incident must be recorded in the class record book or with a member of the Headship team.

<b>High Level</b>	<b>Low Level</b>
These behaviours may automatically move a child to stage 3	The following are examples of behaviour which may result in sanctions.
Continued and persistent low level behaviours despite several adult interventions	Funny background noises- whistling, humming, whispering, muttering
Bullying (refer to bullying policy)	Throwing things at each other
Dangerous refusal to follow instructions	Talking over the teacher
Stealing	Name calling
Racism, Homophobia, Sexism	Play fighting
Blatant Refusal	Ridiculing/laughing at someone
Swearing	Not treating school equipment properly
Vicious fighting – hitting, punching, kicking, pushing	Annoying touching/poking pupils
	Calling out in class
Violent and aggressive behaviour (attacking adult/pupil, throwing objects in anger with intent to hurt, knocking and kicking furniture over, )	Spoiling another pupil's work, clothes, property
	Getting up and moving around
	Not moving sensibly in class/around school
Running out of class	Not responding to instructions
Possession of an offensive weapon	Excluding others
Wanton damage property	Banging, tapping chair/equipment
	Not complying to school uniform code

(Appendix i)

### Time Out of Class Form

Name:		Date:	
Class:		Time:	
Sent by:		Sent to:	
<b>Length of Time Out</b> (please circle)	Y1 and Y2 5 minutes	Y3 and Y4 10 minutes	Y5 and Y6 15 minutes

Reason for Time Out	Tick
Disrupting learning (making noises e.g. humming, tapping, banging)	
Throwing things at each other	
Talking over the teacher	
Name calling	
Inadequate or unacceptable standard of work	
Ridiculing/laughing at someone	
Not treating school equipment properly	
Annoying touching/poking pupils	
Calling out in class	
Spoiling another pupil's work, clothes, property	
Getting up and moving around	
Not moving sensibly in class/around school	
Not responding to instructions	
Excluding others	
Other:	
<b>Receiving Teacher Comments</b>	
<b>Signed:</b>	

(Appendix ii)

## Behaviour Referral to Senior Leadership Team

Name:	Date:
Class:	Time and location:
Sent by:	Sent to:

Type of Behaviour	Tick
<b>Continued and persistent low level behaviours despite several adult interventions</b>	
<b>Assault (pupil) <i>violence</i></b>	
<b>Verbal abuse/name calling/swearing</b>	
<b>Bullying <i>repeated and deliberate negative actions against another</i></b>	
<b>Wanton damage to property</b>	
<b>Defiance <i>not doing as told, blatant refusal</i></b>	
<b>Disruptive behaviour</b>	
<b>Fighting</b>	
<b>Inadequate work or Homework <i>persistently not doing</i></b>	
<b>Insolence <i>rudeness</i></b>	
<b>Racism, Homophobia, Sexism</b>	
<b>Stealing</b>	
<b>Running out of class</b>	
<b>Other:</b>	
<b>Comments:</b>	

### Action taken by Head/Deputy/Assistant Head

Action Type	Tick
<b>Miss break and /or lunchtime</b>	
<b>Counselling</b>	
<b>Cooling off period/complete reflection sheet</b>	
<b>Discuss with pupil</b>	
<b>Verbal/written apologies</b>	
<b>Headteacher behaviour report</b>	
<b>Withdrawal of privileges/responsibilities e.g. school council</b>	
<b>The withholding of participation in before and after school clubs, educational visits or sporting events that are not essential in the curriculum.</b>	
<b>The completing or redrafting of work to an acceptable standard</b>	
<b>Telephone call/letter to parents/carers</b>	
<b>Carrying out of community service i.e. useful tasks to help the school</b>	
<b>Internal exclusion - half day, full day</b>	
<b>Staggered day (11am -5pm)</b>	
<b>Fixed term exclusion</b>	
<b>Other:</b>	

<b>Recorded on SIMs</b>	
-------------------------	--

(Appendix iii)

Date:

Dear \_\_\_\_\_,

I regret to inform you that \_\_\_\_\_ was sent to me today because of his/her inappropriate behaviour. He/she \_\_\_\_\_

---

---

The following sanctions have been put in place;

<b>Miss break and /or lunchtime</b>	
<b>Counselling</b>	
<b>Cooling off period/complete reflection sheet</b>	
<b>Discuss with pupil</b>	
<b>Verbal/written apologies</b>	
<b>Headteacher behaviour report</b>	
<b>Withdrawal of privileges/responsibilities e.g. school council</b>	
<b>The withholding of participation in before and after school clubs,educational visits or sporting events that are not essential in the curriculum.</b>	
<b>The completing or redrafting of work to an acceptable standard</b>	
<b>Telephone call/letter to parents/carers</b>	
<b>Carrying out of community service i.e. useful tasks to help the school</b>	
<b>Internal exclusion - half day, full day</b>	
<b>Staggered day (11am -5pm)</b>	
<b>Fixed term exclusion</b>	
<b>Other:</b>	

I would appreciate it if you could speak to \_\_\_\_\_ about his/her behaviour.

If you would like to discuss this matter, you can contact me via the school office.

Please return the attached slip below to acknowledge receipt of this letter.

Thank you in advance for your support.

Yours sincerely,

Mrs Rachel Mahon  
Headteacher

**Reply slip re behaviour**

Child's Name \_\_\_\_\_

I have received the letter from Mrs Mahon re inappropriate behaviour.

Signed \_\_\_\_\_ (parent/guardian) Date \_\_\_\_\_

**PLEASE RETURN TO  
MRS MAHON/MISS COXHEAD/MRS STEYN/MISS KEOGAN/MR POMEROY**

(Appendix iv)

## REFLECTION SHEET

**Name:**

**Year Group:**

**Date:**

**Reported to:**

**What I did...**



**Why did you do it?**



**How do you think the other person feels?**

**How can I put it right?**



(Appendix v)

### **Strategies for managing behaviour:**

- Encouraging children to make the right choices. That is children taking responsibility for their behaviour, making good choices and developing the skills to resolve conflict amicably.
- **Directing pupil to desired behaviour-** “I’d like to see you sitting quietly” (using the ‘broken record’ approach to avoid being drawn into discussion with the pupil)
- **Take up time-** giving the pupil time and space to follow an instruction as though they are trusted to comply
- **Praise** of pupils ‘doing the right thing’
- **Adding ‘thanks’** to an instruction, to show that you are expecting compliance: ‘could you just pick up that pencil? Thanks!’
- **Rule reminders-** ‘remember the rule for that and use it thanks;
- **Modelling** the desired behaviour- eg. Talking quietly to set the tone
- **Partial agreement** (for avoiding argument/discussion over behaviour)- ‘you may think it’s unfair, but we’re lining up now’
- **‘when...then’:** following what you want with what the pupil wants- ‘when you have picked your chair up then you’ll be ready to go’
- **Pause...direction-** make eye contact with the pupil and give them a moment to self-correct before issuing a direction
- **Mentioning the pupil by name**
- **Distraction and diversion-** good for avoiding a potential confrontation
- **Reminder of past successes-** that a pupil has managed this situation previously
- **Refocus-** ‘what do you need to do next?’
- All opportunities to praise desirable behaviour should be taken.
- **Tactical ignoring-** good for managing attention-seeking behaviours (time limit + follow up strategy)
- **Catching pupil’s eye** and miming desired behaviour
- **Private word**
- **Proximity-** standing close to pupil misbehaving
- **Pointing out the behaviour/context** and allowing the pupil to self-correct- ‘you’re calling out/ we’re doing quiet reading’ (+ broken record)...follow up with a prompt such as ‘what should you be doing?’
- Give the child a choice, always explaining reasons and consequences - ‘if you choose to talk whilst I am explaining, I will have to move your name to blue/yellow
- Be firm without confrontations.

### **Supportive strategies:**

- Involve the parents at the earliest stage or at an appropriate stage.
- Involve the whole class in helping the child work or behave well.
- Involve the whole class in implementing agreed strategies.
- Consult with *Inclusion Manager* on appropriate course of action who will liaise with headship team.
- Consult with outside agencies where appropriate.

### **Inappropriate sanctions:**

- Removal from the classroom to the corridor.
- Excessive use of appropriate sanctions.
- Use of unrealistic or unenforceable sanctions.
- Referral to a Member of the SLT too early or for minor wrongs.
- Children should not be asked to put fingers on lips.
- Corporal/physical punishment is not permitted under any circumstances (hands on head can be construed as physical punishment)
- Sitting on the floor (isolated). This does not include the carpet.

### **Monitoring and Review Procedure**

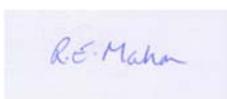
Our school is not a static community; it is constantly growing and changing. The policy and its effects will be monitored regularly through School Council, the Senior Management Team, Parent Working Parties and Governors. It will be reviewed at the start of each school year in light of the school's growth and development as a community.

Date due for review:	September 2019
----------------------	----------------

### **Other Related Policy Documents**

- Anti Bullying Policy
- Teaching and Learning Policy
- Child Protection Policy
- SEN Policy
- Equalities Policy
- Exclusion Procedure

Signed



Headteacher



Chair of Governors

Date: September 2018