



BEHAVIOUR POLICY

In the footsteps of Jesus, we strive to achieve excellence in everything we do.

This Behaviour Policy and Procedure has been approved and adopted by the Governing Body on September 2023 and will be reviewed September 2025.

Signed by Chair of Governors:

Signed by Head Teacher:

At St. Michael's Catholic Primary School we follow the life and teachings of Jesus and his values of love, tolerance, forgiveness and hope. Each person is recognised as being unique and made in the image of God. Working together we celebrate all of our achievements giving thanks through worship and prayer. Working together in this happy and caring environment we encourage everyone to reach their full potential. Children and their education are first in everything we do.

PRINCIPLES

- We believe that all children have the right to learn without fear of disruption or aggression
- All teachers and support staff have the right to teach and carry out their duties without disruption

STATEMENT OF INTENT

In order to meet these principles we will:

- Establish a base line of acceptable behaviour supported by our four basic expectations
- Establish clearly defined and agreed strategies for the management of inappropriate disruptive or bullying behaviour
- Celebrate consistently good behaviour with positive recognition
- Review this policy regularly

It is expected that all staff will support this policy by:

- Promoting respect for the individual
- Providing an interesting, challenging and varied curriculum
- Creating a stimulating classroom environment
- Creating the optimum conditions for learning
- Demonstrating high standards of co-operation, sharing and support for each other
- Dealing promptly with inappropriate behaviour
- Responding promptly to all incidents
- Working with parents to ensure a consistency of approach to discipline
- Applying sanctions for poor conduct, fairly and without prejudice
- Creating an ethos which promotes positive attitudes to learning and behaviour and develops self-esteem
- Using appropriate language which avoids stereotyping

It is expected that parents will support this policy by:

- Ensuring a child's regular and punctual attendance at school
- Supporting the rights of every child to feel safe, to learn and be treated with respect
- Supporting the school's uniform policy
- Maintaining good communication with the class teacher

It is expected that pupils will support this policy by:

- Respecting the rights of other individuals
- Showing care and respect for their own and others' property
- Demonstrating behaviour which conforms to their basic rights
- Informing appropriate adults of concerns and worries, particularly bullying

There are *four basic expectations* for both adults and children:

- To be kind
- To listen
- To be tidy
- Consider how we move around the school and playground

We take a positive view in that children are encouraged to raise their own personal standards and achievement is recognised through:

- Positive and supportive comments and verbal praise
- Positive marking
- Class sharing of individual achievements
- School Achievement Assemblies

Each class has an agreed code of expectations and values which are consistent with this policy and which will provide a framework for a safe, secure and supportive environment for pupils.

REWARDS

Children who consistently respect the expectations and values decided in each class at the beginning of the year will be rewarded for their efforts with rewards such as praise and stickers.

Star Award Certificate:

Each week teachers nominate a child from each class for a 'Star Award' certificate (appendix A). These can be awarded for any aspects of citizenship or behaviour, and they are nominated by teachers ahead of the weekly assembly, the names are displayed on the display board for the term. This might include:

- A consistently positive attitude to school life
- Kindness, helpfulness or honesty
- Caring for the school environment
- Consistently working hard
- Achieving very good progress
- Exceptional effort
- Being particularly helpful or thoughtful towards others

Class Marble Reward:

To encourage positive whole class behaviour a marble reward scheme operates in each class

(appendix B). A marble may be awarded for each morning and afternoon session. Marbles are awarded for positive whole class behaviour choices e.g. making a good effort, using classroom voices, following instructions, working co-operatively. Poor behaviour choices by an individual pupil should not prevent a marble being awarded to a class. However, poor behaviour by a group of pupils would prevent the award of a marble. Once awarded a marble cannot be rescinded.

Once 50 marbles have been awarded the class earns a reward. This could involve a visit out of school, a DVD or a games afternoon. Consideration must be given to keeping costs to a minimum and ensuring all children are able to access the reward.

A consistent and fair approach to behaviour management

- Clear systems to reward good behaviour and strategies for inappropriate behaviour
- A system that allows children to take ownership of their behaviour and their rewards

Principles

- Each day is a fresh start
- The school's Positive Behaviour chart is displayed in every class
- Each child has a self-decorated peg that is used to indicate his/her place on the chart
- Children to earn a class reward using the marble system
- Children can achieve the Star Award Certificate
- Children know there are consequences for inappropriate behaviour choices
- Parents are informed of serious behaviour issues.

To encourage children to be active and focused learners, each class has a 'Positive Behaviour' chart to remind children that they need to demonstrate good behaviour for learning. The chart consists of eight cards each with a different message:

- *Outstanding,*
- *Good Day,*
- *Great Effort,*
- *Ready to Learn,*
- *First Warning,*
- *Stop and Think,*
- *Make Better Choices*
- *Parent Contact.*

All children have a self-decorated peg which is placed on the 'Ready to Learn' card at the beginning of each day. Children may move up or down the chart according to their behaviour for learning. Children move from Good Day to Outstanding in exceptional cases of outstanding and consistent learning behaviour throughout the day.

At the end of the day the class teacher looks at the Positive Behaviour Chart and if a child has sustained their position within a particular area then they are rewarded:

- a bronze sticker is given if a child has reached and sustained *Great Effort,*
- a silver sticker when they reach and sustained *Good Day,*

- and a gold sticker when they reach and sustained *Outstanding* and remains there until the end of the school day; the stickers are given out by the class teacher at the end of the day. No more than 18 stickers should be given out in a week – 2 golds, 4 silvers and 12 bronze.

If a child reaches *First Warning, Stop and Think, Make Better Choices or Parent Contact* and then starts to show that they have improved their behaviour then instead of moving back up one they should return to *Ready to Learn*. The decision to talk to the parent should be made at the end of the day if the child has remained on Parent Contact, if the child has made the right choice and improved their behaviour then the teacher can make a decision on whether a conversation needs to take place with the parent.

Outlined below is the hierarchy of steps that will be taken when inappropriate behaviour occurs. These are regularly discussed with the children and provide a consistent approach. It is important to note that these steps are a guide only. A one size fits all response to the management of inappropriate behaviour is not possible.

We believe it is the adults' role in school to actively encourage good behaviour and guide individual children to make the right choices. Teachers and Teaching Assistants in our school manage this professional responsibility by exhausting every possible technique and strategy in the promotion of good behaviour. Some children, however, need extra support in this regard and alongside these procedures we will use the calming strategies from Zones of Regulation.

Step 1 If a child's behaviour starts to become inappropriate a wide range of non-verbal warnings may be used, e.g. eye contact, disapproving facial expression to alert him/her that this unacceptable conduct has been noticed and hopefully this will stop the misbehaviour from deteriorating further. If not then the child will move their 'peg' to the **First Warning** on the positive behaviour chart.

Step 2 If the misbehaviour persists the child may be asked to move their 'peg' to **Stop and Think** on the Positive behaviour chart indicating that the child must make an independent decision about their behaviour. The child is reminded of the expectations and values of the school.

Step 3 If a child's inappropriate behaviour persists then their 'peg' is moved to **Make Better Choices** and the child is given in KS1: 5 minutes and in KS2: 5 to 10 minutes (determined by the class teacher) thinking time within their own class to reflect on their behaviour. The classes will have a space with a seat and a timer so the child can be aware of how much time they have to reflect and complete the sheet (Appendix C). This is recorded on the online form by teachers which enables leaders to track patterns of behaviour. <https://forms.gle/RRrKtv1TYoaJUixr5>

Step 4 If the misbehaviour persists than the child's peg is moved to **Parent Contact** and a meeting will be scheduled between the parents and the class teacher as well as having in KS1: 5 minutes and in KS2: 5 to 10 minutes (determined by the class teacher) in the partner class to think about their behaviour and complete a

reflection sheet (appendix C). The classes will have a space with a seat and a timer so the child can be aware of how much time they have to reflect. This is recorded on the online form by teachers which enables leaders to track patterns of behaviour. <https://forms.gle/RRrKtv1TYoaJUixr5>

Step 5 After 4 or more parent contacts within a half term, the child will be sent to a member of the senior leadership team, the deputy head teacher or the head teacher. Parents may be asked to attend a meeting with the Head Teacher to discuss the issue and possible sanctions.

Generally this combined approach is enough but in some cases it may be appropriate to enlist additional specialist help, advice and input from other agencies, including the school's Educational Psychologist and the LA's Behaviour Support Team.

Internal exclusions may also be used as a measure to defuse situations, which occur in either the classroom or school in general, that are having a negative impact on the learning environment. In these circumstances the child would be removed from his/her class to a designated area within the school, with appropriate support and supervision, on a temporary basis. Internal exclusion will be for the shortest time possible but may be required in severe cases for longer, as part of an Individual Behaviour Plan.

As a final measure, after all other avenues have been exhausted, the Head Teacher reserves the right to exclude a child/children for a short period or permanently, in line with the Local Authority and the Department for Education (Dfe) guidance (See Appendix D for explanation of fixed term and permanent exclusions).

Procedures for Dealing with Extreme Behaviour

Extreme behaviour includes incidents such as violence, blatant defiance of an adult, swearing at an adult, use of obscene language.

Any or all of the following may be used as appropriate, depending on the child's demonstrated and observed response and the Head Teacher's judgement:

- A verbal warning by the HT concerning future conduct.
- Lunchtime spent with a member of SLT on reflection.
- Withdrawal from the classroom for the rest of the day.
- Letter to parents informing them of their child's unacceptable behaviour.
- A meeting with parents at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, fixed term or permanent exclusion procedures are implemented.
- A case conference with parents and support agencies.
- Permanent exclusion, after consultation with the governing body and LA informed.
- If a pupil makes an allegation against a member of staff it will be investigated. Pupils who make malicious allegations against a member of staff will be excluded for a set period of time.

NB: A particularly serious problem may result in suspending the normal procedure and a child being sent home straight away.

Lunchtimes

Lunchtime staff will encourage children to behave appropriately when outside the classroom. They will deal calmly but firmly and consistently with inappropriate behaviour in the playground, the dining hall or in classrooms.

Our emphasis is on rewards to reinforce good behaviour, rather than on failure. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

All strategies for inappropriate behaviour need to be clearly understood by lunchtime staff and children.

We believe it is important that those involved in settling disputes:

- Avoid confrontation
- Listen
- Try to establish the facts
- Investigate and address the problem
- Talk through the issues and use appropriate strategies to support the child/children to address their behaviour.

Playground Rules

- **BE KIND:** If someone is on their own, make sure they are okay and have someone to play with. Be aware of others in the playground, especially younger children. When playing games remember to include others, play fairly and show sportsmanship.
- **LISTEN:** Always do as you are asked, when you are asked. On hearing the bell, stop playing, stand in silence and when asked to, line up sensibly ready to go back into class.
- **BE TIDY:** When using equipment, use it correctly so that it is not damaged. Ensure all litter is put into the bin. Look after your own belongings. Do not take them out or leave them in the playground.
- **MOVEMENTS:** Remember to stay within the area of the playground that has been allocated to your class on the rota. Respect other children's space and the games they are playing.

POSITIVE BEHAVIOUR MANAGEMENT – MIDDAY SUPERVISORS

Positive strategies do work for most children – if they are used consistently and with commitment. Sometimes, however, children do forget and situations may arise which you

need to address. Do not be disheartened by this – use the following strategies but do remember to then find something positive to pick up on as soon as you can. This will help to get the children ‘back on track’ quickly.

1. Always look out for the positives– good manners, care and consideration, children following instructions etc. Make sure children know what you are looking for, e.g. ‘I am looking for children who say please’ etc. then they know you have noticed them doing the right thing.
2. Always be ready to reward good behaviour – praise, a mention to class teachers etc.
3. Make sure that children are clear about exactly what you want them to do –give instructions clearly and praise them for ‘getting it right’.
4. If you need to deal directly with a situation, stay calm, quiet but firm. Raised voices and shouting are unacceptable – they are the surest ways of escalating a situation and leave everybody feeling tense and upset.
5. If you are at all concerned about any issue or child, do speak to their teacher as soon as possible. It is important that we all work together to keep our school a happy place.
6. If an incident occurs in the playground, the details of the incident should be shared with the class teacher when the children return to class.

Steps to follow:

1. Make sure that you are vigilant and where necessary deal promptly with any situations before they escalate. Children are then more likely to respond to a calm, quiet word.
2. REMEMBER: If a child is not following instructions, try proximal praise– praise children nearby who are doing the right thing. Often children will pick up on this and copy them. At this stage remove any playground equipment if necessary.
3. If the child persists than give them the sanction of 5 minutes against the wall and inform the class teacher on return to class.

Unless a child is posing a risk to themselves or others, physical contact should be avoided. Shouting is unnecessary and unacceptable!

STAY POSITIVE, A SMILE CAN WORK WONDERS!

POLICY INTO PRACTICE

- Policy and systems to be launched with children during the first week of the new term in September.
- Policy published for governors, staff and parents

- All classes use 'Ready to Learn' system
- Assembly time used to illustrate and promote positive behaviour for learning, through stories, parables and drama etc.
- Curriculum subjects: RE, PHSE and Citizenship contribute to personal and social education.
- Occasional talks, presentations are delivered from outside agencies, e.g. Police and safety awareness groups etc.
- School Council are pro-active
- Parents/Carers sign the school's Home-School Agreement.

Links to other policies:

Anti-Bullying Policy

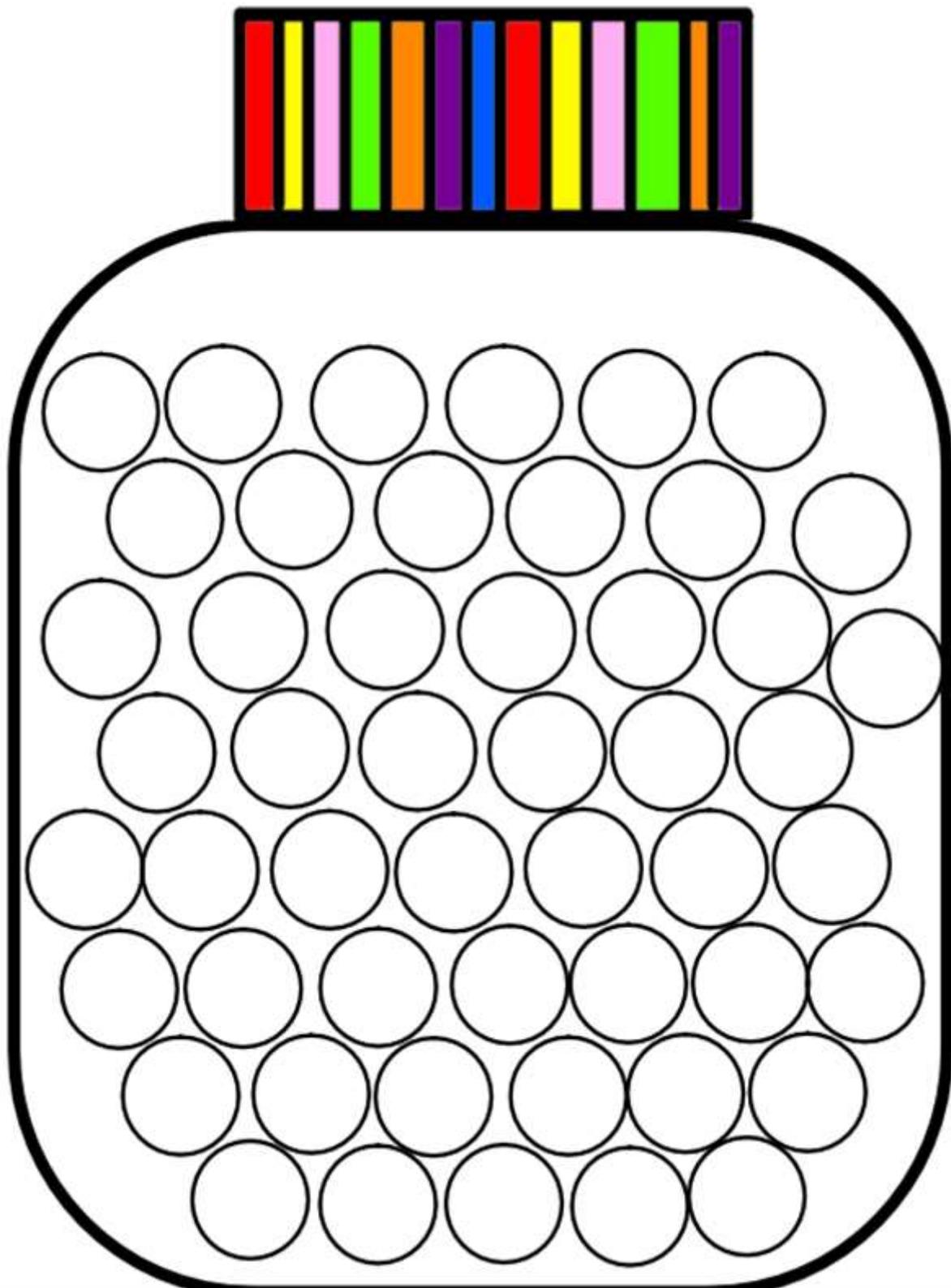
Attendance and Punctuality Policy

Child Protection and Safeguarding Policy

Feedback and Marking Policy



Marble Reward Jar



Thinking About My Behaviour

Name: _____ Class: _____ Date: _____

Thinking back to what happened:

What did I do?

What rule was broken?

What can I do to make things right?

Thinking About My Behaviour

Name: _____ Class: _____ Date: _____

How do I feel?



Angry



Happy



Unhappy



Sad



Confused

This is what happened:

This is what I need to do to make things right:

Fixed-term and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed term exclusion to a permanent exclusion if the circumstances warrant this.

If the Head Teacher excludes a pupil she informs the parent/s immediately, giving reasons for the exclusion. At the same time the Head Teacher makes it clear to the parent/s that they can, if they wish, appeal against the decision to the governing body. The school will inform the parent/s how such an appeal can be made.

The Head Teacher informs the Local Authority and the governing body about any permanent exclusion and about any fixed-term exclusions beyond six days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. The committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated the Head Teacher must comply with this ruling.