

*St Margaret Clitherow Catholic
Voluntary Primary and Nursery Academy*



Behaviour Policy



St Margaret Clitherow Catholic Academy



Behaviour Policy

St. Margaret Clitherow is a Catholic Primary Academy where Core Values underpin every aspect of school life.

Mission Statement

St Margaret Clitherow Academy is a community concerned with the growth and development of the whole person. In our community great importance is attached to every individual. The foundation of all that school does is the person of Christ, who is at the centre of the community. Our aim is to encourage individuals to grow to Christian maturity through the opportunities we provide.

‘Love one another, as I have loved you.’

At St Margaret Clitherow School everyone is a valued member of our community. In keeping with the mission statement, we believe that our policy should be in line with the Gospel values that underpin our school ethos. We are a community of faith based on relationships nurtured by the love of God and our neighbour. Together we believe that every person in our school community has the right to expect and receive respect.

PRINCIPLES

The high behaviour expectations we have of the children, are reinforced by all members of staff - when pupils are reprimanded, they know that it is their behaviour that is being criticised, not themselves. They should not feel humiliated or diminished.

Forgiveness is given a high profile and a “fresh start” is always encouraged. Most disciplinary matters can be dealt with by the member of staff supervising the children at the time of the misdemeanour - repeated and serious misbehaviour are reported to the Senior Leadership Team (SLT) as required. Any sanctions should be appropriate to the misdemeanour - all discipline and procedures should be consistent with our Mission Statement and ethos.

In our Catholic school, each child must feel valued as part of a caring, loving community. Reconciliation and forgiveness have to be included as part of the process.

Good behaviour and personal success will be rewarded and celebrated – house points, stars, awards and stickers are given and more emphasis is placed on what is

good behaviour rather than what is inappropriate. Awards are public and may be celebrated through conversations with parents, and other forms of communication.

Praise rather than criticism should be generous and frequent but must also be realistic and true. Every day must be a fresh start providing that prior behaviour has been dealt with.

AIMS

We aim to create an environment that:

- expects and promotes positive and purposeful behaviour as the basis for effective learning;
- enables all school members to fully participate in school life;
- reflects our Catholic Christian tradition, values and ethos; and
- respects the uniqueness of every individual in our school community;

SCHOOL RULES

Our school rules are kept under regular review and are discussed at the beginning of each year with the children in each class:

Smile, be cheerful, be helpful;
Work hard, Listen in class,
Let others get on with their work and play;
Remember your manners,
Be polite to everyone: teachers, helpers, classmates, lunchtime supervisors,
cleaners and visitors; Keep yourself and the school tidy;
Respect other people's property;
Treat others as you would like to be treated
Look after younger ones and set a good example

General Behaviour Expectations

We encourage engagement rather than simple compliance throughout school life, enabling pupils to make decisions about how they act. This involves making good decisions and cooperating with everyone. Positive adult relationships set the tone and model for effective relationships in school. All adults act as role models for pupils. Pupils are expected to move around the school in a calm, quiet manner.

Pupils are expected to speak politely to all adults.

Children should treat each other with respect at all times.

Children are expected to co-operate without arguing or answering back.

Disagreements between pupils should be solved by discussion in a calm and rational manner.

Staff should help to foster an atmosphere where pupils are able to discuss differing opinions. Teachers will discuss classroom behaviour with their pupils - this should enable everyone to come to an agreement about suitable behaviour in class.

Everyone should respect the general environment of the school.

For example, proper disposal of litter, correct use of toilet facilities and care of equipment should be encouraged as should keeping work areas, classrooms, stores and corridors tidy.

Our belief in positive behaviour management must be evident in the manner that staff reward good behaviour, rather than focussing on bad behaviour.

Rewards

Examples of some rewards used in the school are:

- House Points
- Stickers / stars / stamps
- Sent to another teacher with good work
- Sent to the Headteacher with good work
- Sent to the Headteacher for consistently good / improved / excellent behaviour
- Verbal praise to parent/guardian or note sent home
- Whole class rewards as appropriate
- Certificates
- Recognition in assembly or publicly in class

This list is by no means exhaustive as we are always looking for new ways to reward appropriate behaviours.

Behaviour for Learning

Successful learning is a responsibility shared by all pupils, staff, parents, carers and visitors. Pupils are encouraged and challenged in their learning as they strive for excellence. All children are encouraged to be independent in the regulation of their behaviour, making good decisions and responding to their environment appropriately.

Sanctions

Parents will be informed of any behaviour which causes concern. The home-school partnership is especially effective when a child knows parents and teachers are working together.

Parents are expected to support the school's approach, working with the school to ensure continuity and successful outcomes.

Parents sign a 'Home School Agreement' at the start of each Key Stage which reinforces these expectations.

Even in a well-ordered community, it may be necessary for sanctions to be applied from time to time.

In all disciplinary actions it is essential that the pupil understands fully that it is the behaviour which is not acceptable rather than the pupil as a person.

In our school the following sanctions may be applied and incidents recorded at the discretion of the adult in charge:

- During a break time – designated time out
- Report to the class teacher
- Involvement of parents
- Removal from the group
- Withdrawal from lunch or break time privileges
- Withdrawal from other privileges including those involving representing the school at other events
- Carrying out a suitable task in school
- Report to the SLT

No child should ever be left unsupervised.

If a pupil's behaviour indicates that they are putting their own safety or that of others at risk they may be excluded from certain activities which are not curriculum based. As a very last resort when other sanctions have been exhausted, have not had impact or according to the severity of the incident an exclusion will be considered.

Putting things right

Reconciliation and forgiveness are given a high profile and a "new start" given every encouragement. Positive strategies allow children to show that they are really sorry e.g. a letter of apology or replacing something that has been destroyed.

Pupils should be given time to reflect on their behaviour and make peace with each other and staff. The four 'Ws' is a good procedure to follow – i.e.

- What I did.
- Why I did it.
- What was wrong about it?
- What can I do to make amends?

There will always be a focus on the way forward when a behaviour has been dealt with.

Special Educational Needs

There are some children with specific needs which may prevent them from responding easily to the whole school behaviour policy. In these cases, they will have personalised, differentiated behaviour plans with sanctions that are appropriate to their needs. This is discussed with the classmates of those children, so that their classmates don't feel that the system is unfair and they understand why some children require personalised sanctions.

The SENCo, Miss O'Neill, regularly updates staff on the needs of specific children in school and gives advice on how best to engage positively with them and avoid confrontation.

On the very rare occasions that a pupil's behaviour is dangerous; or puts them, other children or a staff member at risk; causes significant damage to property or disrupts the good order and discipline in school, we may be required to use reasonable force to physically intervene in a situation and remove a child from that situation. This is a last resort, in all cases, and we prefer to avoid this kind of intervention using a range of de-escalation strategies. Parents of the child concerned are always informed if physical intervention has been required with their child and risk assessments and individual handling policies are in place.

Non-negotiable behaviours

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

There are four kinds of behaviour, which are totally unacceptable in our school.

1. Bullying, intimidating, threatening or verbally abusing others (including swearing) about: disability, ethnicity, gender, religion, belief or faith background or sexual identity
2. Refusing to co-operate with, or being abusive to, an adult
3. Being violent or hurting others
4. Deliberately damaging school or other people's property

These behaviours will lead to the immediate involvement of the headteacher and/or other senior staff, without necessarily going through the usual staged and gradual approach to sanctions.

The role of the class teacher and teaching assistant

It is the responsibility of the class teacher and teaching assistants to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and around school.

The and teaching assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Every and teaching assistant is responsible for ensuring very high expectations of behaviour from all pupils in and around school.

The class teacher and teaching assistant treats each child fairly and enforces the classroom code consistently.

The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on the school electronic recording system, CPOMS.

In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from the headteacher or other senior member of staff, including the SENCo.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher may, for example, discuss the needs of a child with the Behaviour Support Service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

The class teacher and teaching assistants may also refer to the school designated safeguarding person (DSL) if there are concerns about the behaviour or welfare of a child.

The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility of giving fixed-term exclusions to individual children for serious acts of misbehaviour.

For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child

The role of the parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the information given to all new starters, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement which is signed by parents, staff and children.

We aim to always build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as a consequence to poor behaviour, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher.

If the concern remains, they should contact the headteacher.

If discussions cannot resolve the issues, parents have a right to lodge a formal complaint in writing to the governing body in line with our school complaints procedure.

The role of the governors

The governing body has the responsibility of setting down these guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The school in the community

We encourage our pupils to feel pride in themselves, in our school and in our wider community.

This includes behaving with kindness, courtesy and respect to others whilst on educational visits and whilst on their way to and from school.

If pupils are disrespectful to others whilst out on a school visit, or during an evening or weekend residential, it will be dealt with by school adults.

Exclusion

St Margaret Clitherow is an inclusive school where we value all children and believe they are all entitled to experience success at our school.

Nevertheless, repeated or very serious incidents of unacceptable behaviour may, in certain circumstances, lead to a period of fixed term exclusion from school.

Extremely serious misbehaviour may lead to permanent exclusion.

Monitoring

The effectiveness of this policy on a regular basis. Updates are reported to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for future improvements. The policy is revisited annually every September by the whole staff. The school keeps a record of incidents of concerning misbehaviour CPOMS.

We may also keep a record of any incidents that occur at break or lunchtimes. Lunchtime supervisors give written or verbal details of any incident which, if deemed significant enough, are recorded by the class teacher or teaching assistant on CPOMS. These logs are viewed by one of the designated safeguarding leads.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded and this information is reported termly to the governing body.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Links to other Policies:

OLoL Safeguarding and Child Protection Policy

OLoL IT Policy

SMC Anti-Bullying Policy

SMC RSHE Policy

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed by Governing Body: September 2021

Next Review Date: September 2023