

# **St. Mary of the Angels Catholic Primary School**

## **Behaviour Policy**



**July 2016**

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## **Behaviour Policy**

### **Rationale**

'I have come that you might have life and have it to the full'  
**(Jn.10.10)**

Stemming from our vision of what it means to be human, we seek to educate the whole person towards Christian maturity.

### **Our School Mission Statement**

At St. Mary of the Angels we work together to develop a loving relationship with God and each other, following Jesus in all that we think, do and say.

We aim to provide a broad, balanced and creative curriculum to enable every child to develop their gifts from God and be the best they can be.

### **Our Aims**

We aim to:

- create a welcoming, happy, secure and caring environment in which all can work and achieve their full potential;
- ensure our broad and creative curriculum meets the spiritual, emotional, moral, intellectual and physical needs of all pupils and prepares them for the responsibilities of adult life;
- develop a spirit of care, generosity, forgiveness and equal opportunity within our multicultural community through prayer and living our faith;
- be a worshipping community by celebrating meaningful and appropriate liturgy and ensuring that prayer life is nourished, guided and developed.

### **Principles**

The school's Behaviour Policy is guided by the Behaviour Principles agreed by the Governing Body in March 2015 (Appendix 1) and the following:

- Every child has the right to learn and no child has the right to disrupt the learning of others;
- The establishment of a shared ethos is an essential prerequisite for learning. It depends upon trusting relationships and a positive partnership between home and school. The school welcomes and encourages the involvement of parents, parish members, governors, external agencies (e.g. Catholic Children's Society, Marlborough and Anna Freud Centres), Local Authority officers and others in the community.

## **Responsibilities**

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by

- Valuing children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Rejecting all conduct involving bullying or harassment
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and apply these consistently
- Caring for, and taking a pride in, the physical environment of the school
- Working as a team, supporting and encouraging one another.

## **The Management team (governors, headteacher and senior staff) work towards the school's aims by**

- Taking a lead in the establishment of a positive, Christian school ethos
- Taking responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on pupils' behaviour and motivation
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Recording and monitoring attendance and punctuality and responding firmly when either is poor
- Recording and reporting incidents of serious misconduct
- Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified
- Encouraging community use of school facilities to increase local involvement and commitment.

## **Teachers work towards the school's aims by**

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual
- Enabling children to take increasing responsibility for their own learning and conduct
- Ensuring that learning is progressive and continuous
- Being excellent role models
- Taking quick, firm action to prevent one child inhibiting another's progress
- Providing opportunities for children to discuss appropriate behaviour
- Working collaboratively with a shared philosophy and commonality of practice.

## **Pupils work toward the school's aims by**

- Attending school regularly
- Following the school's Golden Rules
- Being punctual and ready to begin lessons on time

- Being organised - bringing necessary kit, taking letters home promptly, returning completed homework and books when asked
- Taking growing responsibility for their environment and for their own learning and conduct

### **Parents work toward the school's aims by**

- Ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only outside of term time)
- Pledging their commitment to the school by signing a home school agreement when their child starts school
- Providing prompt notes to explain all absences
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in children's learning by giving due importance to homework, hearing reading, and assisting in learning of tables and spellings, supporting school events such as class assemblies, school masses
- Allowing children to take increasing personal and social responsibility as they progress throughout the school
- Encouraging their children to accept responsibility for the conduct at all times.

### **Procedures for ensuring involvement of all members of the school community include**

- Regular meetings of representatives of teaching and non-teaching staff to review behaviour issues as and when appropriate
- Annual questionnaires for pupils and parents to seek their views
- A planned programme of continuing professional development for teachers, classroom assistants, learning support assistants, midday supervisors and administrative staff linked closely to the Performance Management cycle and the School Improvement Plan
- Governor training, both centrally provided and in-school
- Frank and open debate about behaviour at governors' meetings.

### **Procedures for developing good partnership with parents include**

- Regular informal contact with teachers who are accessible to parents after school and by appointment at other times
- Discussions with teachers
- Class assemblies, class prayer services and Masses to which parents of the class are invited
- School masses to which all parents are invited
- Parent Forum
- Good communication channels including weekly newsletters, termly curriculum and RE newsletters from the school, up to date and informative school website
- Termly parent teacher consultations
- Transition to Key Stage/Expectations meetings for parents at the start of the academic year
- A programme of parent's workshops, school performances etc
- An induction programme for children entering the Foundation Stage and transferring to secondary school
- A leaflet for new parents which outlines the schools behaviour policy and explains the parents' role in this

- Welcoming parents into the classroom wherever possible to offer support with reading for example and for demonstrations or discussions (such as bathing a baby)
- Welcoming other parental contributions such as organising resources, accompanying educational visits and helping with extra-curricular activities
- A clear policy for children with special needs
- A procedure for the monitoring of homework and parental support with reading, involving a reading record book where teachers and carers can make written comments about the child's progress in reading and a homework book/folder in which teachers marking and comments help to inform parents of their child's progress and attainment

### **Procedures for providing children with opportunities to discuss appropriate behaviour include**

- A School Council of pupil and staff representatives which meets every fortnight
- A programme of Personal, Social and Health Education which includes work on relationships and feelings and is designed to promote mutual respect, self discipline, social responsibility (see Policy for Education in Personal Relationships)
- Reference to the schools 'Golden Rules' in discussions about desirable and undesirable behaviour and when dealing with incidents e.g. in the classroom , playground, dinner hall etc
- The 'Come and See' programme of Catholic Religious Education which includes ethical and moral issues (see RE Policy)
- Opportunities for class discussion about behaviour as and when necessary
- The compilation of a set of class rules by each class at the beginning of the Autumn term

### **Procedures for promoting desirable behaviour include**

- All staff acting as role models
- Staff offering guidance to children including praise and encouragement
- The provision of a curriculum designed to stretch and engage each child
- Classroom organisation which facilitates independent working
- The encouragement and appreciation of children who act as positive role models including Year 6 prefects and other pupils with posts of responsibility
- Collaborative work within classes and across year groups which helps to develop good relationships
- A merit award system involving the distribution of stickers and other rewards for good work and behaviour at the weekly Certificate Assembly

### **Procedures for eliminating undesirable behaviour include**

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of, all teaching and non-teaching staff
- A schedule of sanctions for undesirable behaviour
- Conscientious supervision of pupils at all times
- Rapid and stringent response to incidents of bullying and racial or sexual harassment
- A readiness to tackle persistent behavioural problems through the special needs procedure (see Special Needs Policy)

### **Procedures for promoting care of the physical environment include**

- Display of children's work to enhance the environment, engage children's commitment to the environment and increase self esteem
- Involvement of children, parents, governors and representatives of the wider community in the planning, and, where practical, the implementation, of developments to the school environment

- The commitment of PFA funds to developments to the school environment
- A variety of security measures including entry phone system at both school gates and the main entrance to the school and CCTV cameras at the main gate and key areas of the school premises

### **Evidence of the effectiveness of this policy include**

- The school functions as a safe, orderly and caring community
- Pupils understand what is expected of them and have the opportunity to discuss behavioural issues as and when they occur both formally (e.g. School Council) and informally
- Children develop positive self esteem
- Children develop self confidence
- Children develop self discipline
- Children take responsibility for their own actions, appropriate to their age and maturity
- Children rejoice in the accomplishments of others
- Classes maintain an acceptable noise level appropriate to the task in progress

### **Appendices**

- 1. Governing Body Statement of Behaviour Principles**
- 2. Golden Rules**
- 3. Home/School Agreement**
- 4. Merit award system, schedule of sanctions and guidelines for responding to behavioural issues**

## Appendix 1



# ST. MARY OF THE ANGELS CATHOLIC PRIMARY SCHOOL GOVERNING BODY STATEMENT OF BEHAVIOUR PRINCIPLES

March 2015

## Introduction

Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's Behaviour and Discipline Policy by providing a written statement of Behaviour Principles, taking into account the needs of all pupils. The purpose of this statement is to advise and guide the Headteacher in drawing up the Behaviour Policy by stating the principles Governors expect to be followed. It follows guidance issued by the Department for Education (DfE) and will be reviewed in line with the Behaviour Policy review, and in response to any changes in legislation and DfE guidance.

## Principles

St. Mary of the Angels is a Roman Catholic primary school and the Governing Body believe that the Behaviour and Discipline Policy should be underpinned by Gospel values and the Catholic ethos of the school expressed in our Mission Statement:

*At St. Mary of the Angels we work together to develop a loving relationship with God and each other, following Jesus in all that we think, do and say.  
We aim to provide a broad, balanced and creative curriculum to enable every child to develop their gifts from God and be the best they can be.*

## Our Aims

We aim to:

- create a welcoming, happy, secure and caring environment in which all can work and achieve their full potential;
- ensure our broad and creative curriculum meets the spiritual, emotional, moral, intellectual and physical needs of all pupils and prepares them for the responsibilities of adult life;
- develop a spirit of care, generosity, forgiveness and equal opportunity within our multicultural community through prayer and living our faith;
- be a worshipping community by celebrating meaningful and appropriate liturgy and ensuring that prayer life is nourished, guided and developed.

## Statement in Practice

The Governing Body believe that by working together we will encourage children to reach their full potential, and become independent and responsible members of our school and parish community, the local community and society. Therefore, the Governing Body expect all parents/carers, pupils, staff, volunteers and visitors to support the School's Behaviour Policy.

The school's Behaviour Policy should enable and encourage children to develop self-awareness to keep themselves safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning and faith community to flourish.

The Governing Body firmly believe that the best way to ensure high standards of behaviour and discipline is to recognise achievement and celebrate success. However it also recognise that, on occasions, sanctions are necessary to:

- demonstrate that misbehaviour is not acceptable;
- express the disapproval of the school community;
- deter other pupils from similar behaviour;
- ensure the health and safety of the whole school community.

It is recognised that the application of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

The Governing Body expect the school's Behaviour Policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

The Governing Body are aware of their statutory duty to provide clear advice and guidance to the Headteacher in respect of teachers' powers to search, to use reasonable force, and to discipline pupils for misbehaviour outside school. Whilst recognising that these are extreme measures, to be taken in exceptional circumstances, the Governors advise that for the protection and safety of the whole school community they should be carried out only in accordance with the specific guidance issued by the DfE.

Agreed by the Governing Body: March 26<sup>th</sup> 2015

## **Appendix 2**

### **Our Golden Rules**

**These simple rules are used throughout the school and we believe they help all in our school community to follow Jesus' commandment –  
'Love on another as I have loved you'.**

We are gentle – We don't hurt other people's feelings

We are kind and helpful – We don't hurt anyone

We work hard - We don't waste our or other people's time

We listen well – We don't interrupt

We are honest - We don't cover up the truth

We look after property - We don't waste or damage things

## Appendix 3

### ST. MARY OF THE ANGELS CATHOLIC PRIMARY SCHOOL Home/School Agreement

#### OUR SCHOOL MISSION STATEMENT

At St Mary of the Angels we work together to develop a loving relationship with God and each other, following Jesus in all that we think, do and say.

We aim to provide a broad, balanced and creative curriculum to enable every child to develop their gifts from God and be the best they can be.

#### OUR SCHOOL PRAYER

Loving Father,

Bless our school and fill our hearts with love, friendship and forgiveness. Help every child to grow and achieve the best that they can. When we find things difficult give us the courage to carry on. We thank you for all of our friends and classmates. Bless our families, our community and all who help us in our school. Help us to follow in your footsteps.

#### PARENTAL RESPONSIBILITIES

*We acknowledge that we as parents are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at school.*

Therefore:

- I understand the legal obligation to ensure that my child attends school regularly, on time and suitably equipped;
- Inform the school of any concerns or problems that might affect my child's work or behaviour;
- Support the Christian and Catholic ethos of the school community;
- Give my child opportunities for home learning and support homework from school
- Support the school's policies and guidelines for behaviour and uniform;
- Attend parents evenings and discussions about my child's progress;
- Encourage my child to show kindness and consideration to others;
- Support the Catholic community and the school governors in their responsibilities for maintaining the school buildings by contributing £50 per child or £100 per family (per annum).

Signed: \_\_\_\_\_

#### SCHOOL'S EDUCATIONAL RESPONSIBILITIES

*We acknowledge our responsibility to support parents in their task of nurturing their children towards human wholeness within a Christian community.*

#### **Therefore we will:**

- Demonstrate our Catholic faith and our school's foundation in the teaching of Jesus Christ, by what we teach and the way we live and worship in our school;

- Do our utmost to provide the best possible education we can for your child and enthusiastic teaching rooted in our beliefs, our values and our skills;
- Provide you with information about your child's progress and provide you with opportunities to talk to teachers;
- Keep you well informed about school policies and activities through regular letters and newsletter;
- Set, mark and monitor homework suitable to your child's needs;
- Send home an annual report of your child's progress;
- Contact you if there is a problem with your child's behaviour or punctuality;
- Inform you of any concerns regarding your child's behaviour, work or health;
- Challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.

Signed \_\_\_\_\_ (Mrs M Wilson, Headteacher)

(For and on behalf of the Governing Body)

### **PUPIL RESPONSIBILITIES:**

*I acknowledge the different and unique talents, which God has given me and my responsibility to use them wisely.*

### **Therefore I will**

- Attend school regularly and on time (8.55am);
- Wear the official school uniform and bring all the equipment I need every day;
- Follow the school's Golden Rules and treat everyone with respect;
- Learn something new each lesson and always do my best;
- Share my feelings honestly and politely and show consideration for others in school;
- Try to think for myself and take responsibilities for my actions.

Signed \_\_\_\_\_

## Appendix 4

### **Merit award system, schedule of sanctions and guidelines for responding to behavioural issues**

**We believe concerns about behaviour are best resolved when home and school work closely together. Therefore parents should be informed of these concerns at an early stage so that teachers, pupils and parents can work together.**

#### **Merit award system**

Our rewards system offers consistency yet is flexible as it can incorporate a wide range of rewards which are awarded for good behaviour, effort, achievement and courtesy.

These include

- Receiving praise/rewards from staff
- Receiving praise/rewards from peers
- Receiving praise/rewards from the Headteacher

Rewards can include house points, stickers, stars and certificates. Certificates are awarded at Friday's 'Certificate Assembly' and include awards from the Headteacher/Deputy Headteacher, class teachers, lunchtime staff, sports coaches and visitors.

#### **House Point System – Key Stage 2 Classes (Years 1 to 6)**

- Each class is divided into four houses named after the Archangels Michael, Gabrielle, Raphael and Uriel. Being awarded a house point is a way of rewarding and sharing the good news with the class and the school
- The system unites the same houses in different year groups developing a sense of cohesion and helps pupils develop a sense of team work
- At the end of each week the house points are counted and each class declares a 'House of the Week' which is shared at the whole school assembly on a Friday and the winning house is awarded the House Point Trophy for the week
- At the end of each term the house which has won the most weekly awards is given a reward decided by the Headteacher in partnership with School Council

#### **Power to Discipline**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction. (section 90 and 91 of the education and Inspections Act 2006)
- The power also applies to all paid staff (unless the headteacher says otherwise) with the responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, and on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.
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Taken from Department of Education statutory advice (Behaviour and discipline in schools – Advice for headteachers and school staff: January 2016)

## **Sanctions – Restorative Approach**

Sanctions are used for disobedience, use of bad language, racism, bullying, aggressive verbal and physical behaviour. They include

- Admonishment given by the class teacher on a personal level
- Time out given in class and/or losing part of Golden Time
- Being given a task to do to help 'build bridges'
- Playtime/lunchtime detentions
- Removing a child from a class and sending to the Head /Deputy Head or another class if behaviour continues
- Meetings with the child and parents to agree targets to improve behaviour and writing a daily or weekly report to parents to inform them of progress towards targets
- Headteacher phoning parents to request they remove pupil from the school the same day for extremely disruptive or abusive behaviour
- Suspension
- Exclusion

Suspension and exclusion are the ultimate sanctions which the school endeavours to avoid.

Generally suspension will be considered when the Headteacher has met with the parents or written letters to the parents regarding undesirable behaviour three times in a period of a school year. For extreme behaviour it may be considered immediately.

After consultation with the Chair of Governors, the Headteacher may suspend the pupil for a period of three days which is seen as a cooling off period for both the pupil and the school. Once the pupil returns to school a clear set of targets and strategies for avoiding a repeat of the behaviour need to be agreed by the parents and the class/Headteacher. These will be monitored closely by the Head.

If a pupil is suspended three times, it may be necessary to consider expelling the pupil. In such an instance, the Headteacher will ask the Chair of Governors to permanently exclude the pupil from the school.

Parents have a right to appeal to the Governors.