

Chorley, St. Mary's Catholic Primary School

Good Behaviour Policy



Reviewed September 2017
Next review September 2018

MISSION STATEMENT

St Mary's is a welcoming community who: learn together; live out Catholic values; celebrate all achievement and believe all is possible in Christ's hands.

AIMS

To encourage acceptable standards of behaviour, which promote respect for people and property, and develop patterns of behaviour which will be suitable throughout life. Within the school these standards will contribute to effective learning and to a harmonious atmosphere, in keeping with our mission statement.

We hope to achieve these aims through the following objectives:-

IMPROVE AND MAINTAIN STANDARDS, THROUGH INCREASED SELF-DISCIPLINE OF ALL MEMBERS OF THE SCHOOL COMMUNITY.

This will be achieved in the following ways:

From staff

- (i) Awareness that they are role models for pupil behaviour.
- (ii) Providing opportunities for discussion of acceptable norms.
- (iii) Demonstrating in their relationships with the children that each individual, their efforts and achievements are valued.
- (iv) Valuing children's achievements and efforts for example by displaying children's work carefully.

From children

- 1) Children will be involved in the drawing up of an annual class charter that they will sign.
- 2) Being made aware of the need for codes of conduct within the school and the wider community. This will be achieved through discussion opportunities and day-to-day interaction.
- 3) Being encouraged to develop self-discipline by:
 - : Being polite and courteous in all aspects of school life
 - : Having consideration for others and reflecting on the results of their actions
 - : Being open and honest when confronted by their actions
 - : Showing good table manners
 - : Being encouraged to value their own efforts by presenting work to their own highest possible standard.

TO CREATE AN ATMOSPHERE OF RESPECT AND TRUST.

From adults

- (i) Open discussion of any areas of concern will be encouraged amongst all adults within the school.
- (ii) Regular opportunities for liaison between support staff and teaching staff as appropriate and meetings with the Head teacher or Deputy or other senior member of staff as appropriate.
- (iii) Approach behaviour which challenges with a calm and controlled, firm manner, give the children the opportunity to calm down before discussion.
- (iv) It is the responsibility of every member of staff to contribute to the maintenance of good behaviour in class and around the school.

Between adults and children

- a. Children will be encouraged to discuss their concerns with staff, initially the class teacher, although other members of the teaching staff will be available if preferred. Bearing in mind the child protection guidelines, these discussions will take place in confidence, respected by all parties.
- b. Children will be given the opportunities to be placed in positions of trust and will be expected to take on appropriate responsibilities. Class council / school council meetings will take place half-termly. Executive committee and school council will be made up of house captains and deputies plus two elected class representatives from each year. Play leaders will on a rota basis organise playground games and activities at morning break and lunchtime.
- c. Children will be expected to use an adult's full title, e.g. Mr _____, Mrs _____, Miss _____, when addressing them.
- d. Children will be expected to demonstrate courtesy to adults and children throughout the school day.

Between children and children

- (i) Pupils will be expected to empathise with other points of view during discussion situations.
- (ii) They will be encouraged to respect the feelings of others and respond appropriately.

Children and property

Children will be taught to take care of school property and that of others.

DEVELOP AN AGREEMENT WITH PARENTS TO ASSIST US IN ACHIEVING OUR AIMS BY THEIR INTEREST AND SUPPORT.

This will be achieved by:

- (i) Home - School agreement which sets out roles and responsibilities of parents, school and pupils.
- (ii) Making them aware of our behaviour policy, with copies given to parents on their child's admission to school and thereafter available to view in school and on the school website.
- (iii) Creating an atmosphere in which parents can feel confident in approaching the school with any areas of concern and dealing with these worries at the earliest opportunity.
- (iv) Providing occasions for regular verbal and written reporting on pupil achievement and behaviour.
- (v) Ensuring that if a child's standard of behaviour or performance are not satisfactory parents are invited to discuss the matter at the earliest opportunity.
- (vi) Expecting parental support in upholding any remedial action that may need to be taken.
- (vii) In the unlikely event of non co-operation and continued adverse behaviour, informing parents of the enforcement of accepted procedures.

THE IMPLEMENTATION OF A SYSTEM OF REWARDS AND SANCTIONS.

- a) At EYFS and Key Stage 1 a variety of stickers are given to reward positive contributions of all kinds. Those children attaining stickers are asked to come out at whole school assembly to celebrate their successes.
- b) At Key Stage 2 a system for rewarding positive contributions of all kinds with house points is in operation. The house achieving the highest number of points in a half term is suitably rewarded during junior assembly and also the highest achievers in the other houses.
- c) Children from Nursey to Y6 are rewarded with *Class Dojos*, an online rewards and sanctions program. In EYFS and KS1 the child who collects the most *Dojo* points in a week is the *Dojo* Champion. In KS2, *Dojo* points are converted to house points. Parents are made aware via alerts when their child is awarded points.
- d) Praise and public acclaim - within class and at school assemblies.
Sharing success - acknowledging good work produced within school, extra- curricular achievements and leisure activities at school assemblies.

- e) Privileges - conferring posts of responsibility or allowing specially agreed activities to take place. In KS2 children will be rewarded for good behaviour with 'Golden Time' on Friday afternoons. Children can lose minutes of this privilege for inappropriate behaviour.
- f) Provision for playground equipment at playtimes.

USE OF REASONABLE FORCE

At St Mary's we act on the advice given in the DfE document *Use of Reasonable Force –Advice for headteachers, staff and governing bodies* July 2013.

St Mary's does not have a 'no-contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them from taking action needed to prevent a pupil causing harm.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

School may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

School cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

In the use of reasonable force the school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Can force be used on pupils with SEN or disabilities?

Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS

At St Mary's we take account of a range of individual pupil needs when developing and implementing our behaviour policy. We take account of pupils with special educational needs (SEN) or disabilities, but also of the needs within certain other groups defined by Ofsted[1] as 'at risk' within the education system:

- minority ethnic and faith groups, travellers, asylum-seekers and refugees
- pupils who need support to learn English as an additional language (EAL)
- children looked after by the local authority
- sick children
- young carers
- children from families under stress
- any other pupils at risk of disaffection and exclusion

PERSISTENT, UNACCEPTABLE BEHAVIOUR

Persistent, unacceptable behaviour will result in:

- Formal meetings with the parents
- Formal monitoring strategies put in place, e.g., behaviour chart, contract
- Individual Behaviour Plan created
- Behaviour diary with planned meetings with parents and staff
- Contacting external behaviour support services if necessary

If the behaviour does not improve then the option of “fixed” term exclusion may arise. At all times the school will seek to work with parents to resolve any problems so that exclusion is avoided. However, continuous, unacceptable behaviour could result in fixed term exclusion for a given time.

In exceptional circumstances fixed term exclusion may be given immediately. Following this an Individual Behaviour Plan to help the child improve their behaviour may be put in place. This may involve working with other support agencies such as Educational Psychologist, Attendance Consultant and the Behaviour Support Team. The school will always seek to follow Lancashire County Council’s recommendation on exclusions.

Definitions

- Fixed Term Exclusion:* If a child continually misbehaves, disturbing his/her own and other pupils’ education he/she will be subject to a fixed period of exclusion. The child will be allowed back into school after an interview with the parents, child and head teacher. From this will be the clear understanding that his/her behaviour must improve.
- Permanent Exclusion:* The school will usually only permanently exclude a child as a last resort, after trying to improve the child’s behaviour through other means. However, there are exceptional circumstances in which the head teacher may decide to permanently exclude a pupil for a 'one-off' offence.

A list of agreed sanctions is included. The list is not exclusive but if alternatives are to be used they must first be discussed with the head teacher or deputy.

<u>Unacceptable Behaviour</u>	<u>Sanctions</u>	<u>Responsibility</u>
Disruptive behaviour in class	Time out from the group. Verbal discipline. Miss playtime - work in agreed supervised area. Complete unfinished work at home.	Class teacher. If persistent reported to Head teacher or Deputy Head

Unruly playground behaviour	Discussion and apology. Time out to cool off e.g. Stand facing wall in playground.	Duty teacher reported to class teacher
Persistent unruly playground behaviour	Miss playtimes for a period, working in supervised area. Removal of playground games.	Class teacher reported to Head teacher or Deputy Head
Poor table manners/unruly behaviour at lunch	Wait until last to be served. Miss the rest of playtime Given an appropriate job Be re-seated temporarily or permanently.	Welfare assistants but reported to class teacher and then to Head teacher or Deputy Head as appropriate.
Using bad language	Involving discussion and written outcome	Reported to Head teacher or Deputy Head
Persistent bad language	Parental involvement	Reported to Head teacher or Deputy Head
Eating sweets or chewing gum	Confiscation of packet to be returned to parent	Class teacher / Duty teacher
Fighting in playground	Immediate intervention by teacher Cooling off period - stand against playground wall Write lines Miss playtimes, football, etc. Discussion and apologies	Duty teacher reported to Head teacher or Deputy Head
Stealing	Personal interview to determine appropriate sanctions, e.g. Making recompense	Reported to Head teacher or Deputy Head
Persistent stealing	Parental involvement Exclusion if necessary	Head teacher reported to Governors
Lack of respect for others' property	Recompense to be made Incident recorded	Class teacher
Bullying (physical and verbal)	Discussion between all parties Removal of privileges Opportunities for reconciliation	Head teacher or Deputy Head

Persistent bullying	Parental involvement Planned individual behaviour modification programme Exclusion	Head teacher reported to governors
Unacceptable behaviour whilst taking part in out of school activities	Removal from activity for an agreed period or exclusion from next visit	Reported to Head teacher or Deputy Head
Persistent unacceptable behaviour whilst taking part in out of school activities	Removal from activity for extended period/indefinitely Parental involvement	Head teacher and Deputy head
Racial/discriminatory abuse (see Racial Equality Policy)	All incidents logged and reported to LEA Discussion with parents Discussion between all parties Opportunities for reconciliation	Reported to Head teacher or Deputy Head
Persistent racial abuse	Parental involvement Exclusion	Head teacher reported to Governors

All serious incidents will be recorded in the Serious Incident book. Children will be asked to complete a 'think sheet' which will be discussed with head teacher/deputy. Parents will be informed of the incident by class teacher, deputy or head teacher.

GENERAL PROCEDURES

1. Orderly conduct at all times. Classes will move around the building in orderly lines on the left hand side of the corridor, closely supervised by the teacher (supervising adult).
2. Children must walk at all times inside the school building.
3. All staff will uphold disciplinary procedures as and when necessary.
4. All staff will use 'show/give me five' as universal sign for requesting silence and listen to the adult. Staff member will hold up palm of right hand and children will respond by holding up their right hands silently. See appendix 1
5. Staff will ensure that there is a good working atmosphere in all areas of the school.
6. Children will never be left unsupervised.
7. At wet playtimes infant teachers and support staff will take their break at different times so that each class is fully supervised. Junior children will be supervised in their own classrooms by their class teacher.
8. At lunch times in the dinner hall children should:

- Remain seated until directed to leave by welfare staff.
- Show excellent table manners.
- Use *indoor* voices.
- Demonstrate good manners to welfare staff.

9. No sweets to be allowed in curriculum time.

10. No chewing gum to be brought into school.

11. No toys to be brought into school, unless specifically asked to do so by the class teacher.

12. Children must not bring tablets or medicine, apart from inhalers, to school. If medicine is required the parent should make an appointment to administer it themselves.

13. Certain areas of the school will be prohibited to the children:

- i. PE cupboard
- ii. Stock room, stock cupboards.
- iii. Caretaker's rooms
- iv. Boiler house
- v. Ladies toilet
- vi. Staff room

14. In order to encourage a corporate identity and sense of pride, children will be strongly encouraged to wear the accepted uniform, which should be labelled. All staff will encourage children to abide by the uniform and dress guidelines.

- PE kit, consisting of shorts, T-shirt and pumps should be in a labelled bag.
- Jewellery should not be worn e.g. ear rings, wrist adornments etc. Children may wear watches which are removed during PE.
- Sensible shoes should be worn, i.e. easy fastening, low heels - not trainers, plastic or fashion shoes.
- Nail varnish should not be worn and children are encouraged not to wear hair adornments.
- Long hair should be worn up to minimise risk of head lice infection.
- Children should take responsibility for and have pride in their appearance e.g. by having their shirts tucked in.

15. The electronic bell will sound to signal the beginning and end of the school day and the beginning and end of playtimes and lunch. A hand bell may be sounded at other times.

16. In the *infants (Reception and KS1) and juniors (KS2)*, at the start of the school day children can enter their classroom from 8.45am. At playtimes and lunch, children will stand still after the bell has been sounded and wait to be directed to their line by the duty teacher. They will be met by their class teacher.



When adult
says,

**Give me
Five!**

We must have:

1. eyes looking
2. ears listening
3. lips closed
4. hands still
5. brain ready

