



St Margaret Clitherow
Catholic Primary School

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Behaviour Policy

Policy Revised	Summer 2017
Policy to be Reviewed	Summer 2019

Signatories	
Chair	
Headteacher	

“Success through application built on a foundation of faith and community”

For reference: ‘Parents’ includes all natural parents, any person who has parental responsibility for a child or care of a child. The latter means the person who the child lives with.

SPECIFICALLY, the policy aims to:-

- Emphasise and reinforce the moral and spiritual dimension to the everyday living of children and adults.
- Help foster a sense of belonging in all those who are part of the school community and encourage attitudes towards others, which are positive and caring.
- Encourage a calm, purposeful, happy and safe atmosphere within the school.
- Encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- Help teachers and parents to see unacceptable behaviour as an opportunity to help children to come to terms with their own feelings and emotions, however turbulent these may be.
- Underline the importance of parents and teachers working as partners in helping children to understand their behaviour and its effects on other people and the community in which they live.
- Emphasise the entitlement of all children to be treated with respect and dignity at all times, even when their behaviour is unacceptable.
- Make boundaries of acceptable behaviour clear.
- Lay down, in general terms, guidelines for encouraging positive and high standards of behaviour amongst pupils as well as approaches for dealing with unacceptable behaviour.

THE RELIGIOUS DIMENSION

The distinctiveness of our school lies in the spiritual and moral dimensions, which should permeate, influence and regulate the lives of people within it. Forgiveness and reconciliation are hallmarks of our community and these qualities are fostered in both adults and children within the school.

Children's responsibilities at our school are:

- To treat others with respect.
- To work to the best of their abilities, and allow others to do the same.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To draw up and observe their own class rules.

Staff responsibilities at our school are:

- To treat all children fairly and with respect.
- To raise children's self esteem and develop their full potential within a spiritual environment.

- To provide a challenging, creative and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents/carers so that all can be aware of a common aim.
- To ensure that there is an appropriate adult present to supervise any children inside and outside the classroom.
- To recognise that each is unique, to be aware of their individual needs.
- To offer children opportunities to develop their social skills.

The Parents'/Carers' responsibilities at our school are:

- To work in partnership with the school.
- To share their concerns directly with the school.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To be aware of school rules and support their implementation.

Staff expect pupils at St. Margaret Clitherow School: -

- To be co-operative
- To be respectful of others and their property
- To be polite
- To tell the truth
- To accept any sanctions given by an adult politely.
- To behave in an orderly, safe and calm manner.

GOOD PRACTICE AT ST. MARGARET CLITHEROW SCHOOL

St. Margaret Clitherow Primary School follows a Positive Behaviour Plan. This type of plan allows us to set out the behaviour we expect from the children. It aims to be a fair and consistent method of maintaining an orderly positive classroom environment.

A Positive Behaviour Plan consists of 3 parts;

- **Rules** - which pupils must follow at all times.
- **Rewards** - through positive recognition and reinforcement.
- **Consequences** - which ***will*** follow if a pupil *chooses* not to follow the rules.

The plan enables staff to respond rationally, in a consistent manner, without increasing stress levels, protects pupils' rights and fosters parental support.

Our School Rules – Culture Of Respect

We have five rules about behaviour.

We will respect:

1. **Safety** – We will think about whether our actions are dangerous and try to keep each other safe.
2. **Others** – We will be polite, use our manners and consider how we speak to different people.
3. **Values** – We will learn our school values and use them to guide us in our behaviour.
4. **Rules** – We will learn our school rules and follow them so that we are all happy and safe.
5. **School** – We will look after the school buildings and equipment and represent SMC with pride.

Positive Recognition and Reinforcement (Rewards)

- We use an online system of recording our House Points (Dojo Points) and in each class they have a Choices Chart.
- Verbal praise and encouragement with reminders of rules they are observing.
- Children who follow the schools rules will be awarded with extra break on a Friday afternoon.
- Stickers – Day-to-day quick rewards for children sent to Headteacher with good work or behaviour.
- Dojo Points are given to individual children for low-level positive behaviour and counted up weekly to win the house cup in our Celebration Assembly.

- Weekly Dojo Champion certificates given to the child in each class who has got the most dojo points to be given out in our Celebration Assembly.
- Weekly Class Dojo Certificate for the class who has the most positive % Dojo Points.
- Class Attendance Certificate to be given to the class with highest % attendance record for the month.
- Children who get 12+ dojo points in one week receive a 20min extra break on a Friday.
- Children who get 18+ dojo points in one week are recorded and at the end of a half term they get a treat afternoon in school and are entered into a prize draw.
- On an annual basis the two children from each class who have the highest number of positive Dojo Points will be rewarded with a day trip to a local leisure activity, such as bowling.

Consequences

When disruptive behaviour occurs it needs to be dealt with quickly and calmly.

- For isolated/no trend incidents of low-level poor behaviour negative Dojo Points are given. If a child has an overall negative dojo score at the end of the week then they go to a conference meeting with the headteacher or deputy head. Homework is given that has an improving behaviour focus. Each week the children will start with a clean slate, but their overall Points are still archived and reports made.
- We have a yellow, orange, red system. Yellow is Verbal Warning, Orange is Think Time and Red is Internal Exclusion. Children with low-level misbehaviour will move through these stages. If a child reaches Red, then they are sent to the headteacher or deputy head and are isolated for the rest of the day. A letter is sent home and a meeting with the parents is made.
- If a child is involved in a serious incident (vandalism, swearing, refusal, physical harm, bullying or racial abuse) then the child immediately goes to the red stage and is sent to either the headteacher or the deputy head. A Serious Incident Form (SIF) is completed and a letter is sent home and a meeting with the parents made.
- If a child consistently reaches the red stage then a Behaviour Plan is made, with the parent's involvement. A review date is set and a Focused Incident Tracking (FIT) form is started, which will track any future incidents.
- Depending on the severity of a serious incident then a fixed period exclusion may be considered through an SLT meeting.
- If a child does not improve over time the SLT will meet to discuss possible outcomes, which might include fixed term exclusions or a permanent exclusion.

THE ROLE OF THE HEADTEACHER AND DEPUTY

Individual teachers have immediate responsibility for the pastoral care of pupils as well as discipline and behavioural management within their own class or classes. The headteacher and/or deputy head should be made aware of any persistent problems or significant incidents of unacceptable behaviour, but children should only be sent to the headteacher as a last resort. Sending children regularly to the head can only undermine his/her ability to influence the situation. The deputy headteacher can be a useful intermediate step in the development of behaviour strategies.

At St. Margaret Clitherow School, we put a high priority on 'listening to children' and giving them space to share their feelings and emotions.

The policy at St. Margaret Clitherow School is that:

- When more serious disciplinary problems arise with individual children the guardian should be involved at an early stage rather than as a last resort.
- Teachers should ensure that parents/carer receive positive constructive comments on their children's work and behaviour as a matter of course.
- Care should be taken not to demoralise parents/carer by simply giving them a constant litany of their child's misbehaviour without informing them that strategies are in place to improve behaviour.
- In cases of persistent unacceptable behaviour, incidents should be recorded and presented to the parent/carer.
- There should be easy access to staff by parent/carer and good communication, which go beyond the provision of formal parents' evenings.
- The headteacher will inform governors and the necessary outside agencies of consistent unacceptable behaviour.

BULLYING

Incidents of bullying occur in every school from time to time. Bullying is defined as; "Deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from a social group consistently, without cause, over a period of time.

Dfes. Gov.uk/a-z/bullying.html.2002.

- This includes 'Online Bullying'.

All staff are aware of this and alert to it. Children should be encouraged to report instances of bullying whether they themselves are being bullied or other children. Opportunities should be taken to talk with groups of children about this subject in order to raise their awareness of the effects of bullying and give them strategies for dealing with it. Bullies, too, need help and guidance, for their behaviour may well reflect issues within their own lives at school and/or at home.

Incidents of bullying, when reported to teachers or other members of staff are recorded and the headteacher is informed. Parents/carers are informed and sanctions/support discussed and put in place.

RACIAL INCIDENTS

See 'Policy for Equal Opportunity'

WET PLAYTIMES

The school has a set routine for wet play - teachers should ensure that children know what materials are available to them and what things should not be touched. Compile a 'wet day' activity box with games, comics etc. Emphasise with children the responsibility they have for ensuring their own safety and that of other children. Where possible, children should be seated.

The teacher and LSA on duty during morning break will walk the school ensuring that a calm atmosphere is being maintained. At lunchtime, the controllers are allocated to areas of the school to maintain a safe environment, supported by the headteacher or deputy when necessary.