The Bishop Wheeler Catholic Academy Trust

ST MARY’S CATHOLIC PRIMARY SCHOOL,

A VOLUNTARY ACADEMY

BEHAVIOUR MANAGEMENT POLICY
Behaviour and Discipline Policy

This school is committed to safeguarding and promoting the well being of all children, and expects our staff and volunteers to share this commitment.

Rationale

The purpose of St Mary’s behaviour policy is to provide a safe, happy and secure environment in which children can learn. We promote positive behaviour because it enhances educational and social opportunities and ensures that our school environment is calm, happy and enriching. We have systems in place for rewarding good behaviour and a range of sanctions for dealing with unacceptable behaviour.

The success of the policy calls for commitment from all involved, staff, pupils, parents, Academy Councils. We acknowledge the role that parents have in helping their children to behave well and in supporting the work of the school. We believe that it is important to work together with parents to agree and implement strategies that will have the greatest effect on their children’s behaviour.

Aims and expectations

We are committed to providing a learning environment in which children are secure and protected. We strive to ensure that individuals are treated with fairness in a climate of mutual respect. Good relationships with children, parents and staff are fundamental to the development of good behaviour. To promote good standards of behaviour we follow the school rules:

The School Rules
- We speak and act kindly
- We always try our hardest
- We do as we are told the first time
- We keep our hands and our feet to ourselves

We acknowledge that children may need extra help to learn how to behave appropriately in different situations. We will provide this help in a caring and sensitive manner in accordance with our school aims.

Our objectives are:
- To create a safe environment where children are helped to develop their own understanding of appropriate behaviour and choose ways of behaving in accordance with school values.
- To teach children to respect and value each other.
- To teach children a range of strategies to help them access support and resolve conflict.
- To make expectations of desired behaviour explicit to the children.
- To adhere rigorously to the reward / sanctions outlined in the established framework.
- To ensure that a climate of mutual respect exists for all pupils.

Rewards and sanctions are displayed in all classrooms and reviewed with pupils on a regular basis.

Rewards

We celebrate and praise positive behaviour at St Mary’s in a variety of ways:
- All staff use praise to reinforce positive behaviour.
• We encourage children to work together as a team.
• Certificates, stickers and postcards can be given to pupils as rewards.
• Pupils can nominate each other to receive a leaf on the friendship tree in the school hall.
• Children gain class and house points for an act of kindness, excellent behaviour, helpfulness, effort with their work, presentation, homework etc. They are also linked to a class target agreed with the children.
• House points are also collected at the end of the week and points scored for each team are announced in the Friday celebration assembly. The winning team receives a trophy.
• At the end of each half term the top two pupils from each class with the most house points receive a reward.
• At the end of each term the pupil with the most house points in each class receives a voucher.
• Good playtime behaviour is praised and rewarded by teaching and non teaching staff using house points. These are awarded throughout the week and celebrated at Friday assembly.
• Each half term 2 or 3 pupils from each class is nominated as a ‘Super Pupil’ and they are celebrated at a special assembly. Their name is placed in a book which is kept in reception.
• Celebrations and special rewards are shared with parents on the school newsletters.

Sanctions (see Appendix 1)

• Step 1: If a child forgets or breaks a class rule they will be reminded of the rule and given a warning.
• Step 2: If behaviour continues then the teacher will write the child’s name on the board. The teacher may move the child’s place within the classroom. If poor behaviour is shown on the playground an amber slip will be issued after a warning and the teacher will put the child’s name on the board on return to the class.
• Step 3: If behaviour continues then the teacher puts a tick next to the child’s name and child loses 15 minutes from the next playtime. Teacher records this in class behaviour book.
• Step 4: If a child misses play twice in a week they must discuss this with the key stage leader. The class teacher will notify parents and a yellow card will be issued and sent home.
• Step 5: If a child sees the key stage leader twice in a two week period parents/guardians will be asked to meet the Headteacher / Inclusion leader to discuss behaviour / incidents and outline strategies and appropriate sanctions. A red card will also be issued and sent home. Serious incidents will be recorded on the school information system for pupil records.

Violent and abusive behaviour

If a child causes physical harm to another child/ adult or property, is verbally or physically abusive or is involved in a racial incident they will be sent to the Headteacher. Parents will be informed and the Headteacher will choose an appropriate sanction which may mean exclusion in more severe cases. All exclusions will be in line with LEA guidelines.

School has the right to:

a. Screen and search pupils for dangerous weapons.
b. The power to use reasonable force or make other physical contact;

c. The power to discipline beyond the school gate; for example, when taking part in any school-organised or school-related activity.

d. Decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Incidents of a violent or abusive nature may lead the headteacher to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm.

**Bullying**
We are committed to the aims of the DCFS anti bullying charter. We support staff to tackle bullying appropriately and ensure that pupils bullying concerns are dealt with sensitively and effectively. We deal promptly with concerns raised by parents.

**Lunchtimes and playtimes**
We have playground rules to promote a happy playtime.

- When the whistle goes, we stand still.
- We play together and look after each other.
- We allow other children to join in our games.
- We help to put equipment away at the end of playtimes.
- We tell an adult if we feel sad or lonely.
- We take care of our playtime equipment.

**Hall Rules**
We have rules for the hall at dinner time to promote a calm atmosphere whilst we eat.

- We stand sensibly whilst we wait for our food.
- We use kind manners when we receive our food.
- We sit and eat sensibly.
- We do not use loud voices in the dinner hall.
- We always clear our plates away sensibly and neatly.

At lunchtime and playtime we continue to reward positive behaviour with praise and pink slips. Children who show negative behaviour are initially warned. If behaviour continues it will be recorded on an amber slip. At the end of playtime class teachers are notified of any green slips and the child’s name is written on the board.

**Support systems**
Some children need extra support to help them with their emotional development. The school supports children who have barriers to their learning and works with parents and children to overcome those barriers. For children with Special Educational Needs an individual behaviour programme will be established in consultation with parents and the class teacher. All staff will be aware of the programme and will support the implementation. Parents can access support in school through appointments with the class teacher or SENCO.
This policy has been developed through consultation with children, staff, parents and Academy Councils.

The policy and procedures outlined are monitored regularly by the Head Teacher and Deputy Headteacher.

It has been approved by School Council, staff and the Academy Council. 
**It will be available to parents on the school website.**

Signed (Chair of Academy Council):                Date: March 2016
Angela Wicken

Signed (Acting Headteacher):                      Date: March 2016
Helen Tomlinson

Review Date:  **March 2019**
Appendix 1: Sanctions Triangle

Step 5
See Mrs Tomlinson & Red Card Home

- Sent to Miss Holliday or Mrs Moore twice in a 2 week period
- Violent or abusive behaviour
- Racial Abuse

Step 4
Reflection time with Miss Holliday or Mrs Tomlinson & Yellow Card Home

- Reach Step 3 twice in a week

Step 3
Missed Break
Recorded in class behaviour book

- Repeating behaviour of Step 2
  - Bad language, rude, dangerous behaviour, hurting another

Step 2
Name on Board

- Repeating behaviour from Step 1
  - Not responding to a warning

Step 1
Verbal Warning

- Talking, swinging on chair, calling out
- Not following class or playground rules
- Unkindness, misuse of equipment, not playing nicely
  - Running in the corridors or being noisy in the hall