



St Mary's RC Primary school Behaviour Policy 2020-22

Revised August 2020 – approved by governors- October 2020 – Reviewed October 2022

This policy has been devised after a review of our behaviour and reward system. Views taken into consideration include those of the Senior Leadership Team & All members of teaching staff. It also reflects the special circumstances in place to make the school as Covid 19 secure as possible-see addendum .

We want to work together to keep everyone happy, safe and able to learn.

****This policy has been further revised in November 2021 to reflect a shift in focus for the learning behaviours and a refining of the way we use the traffic light system. Sections in Yellow are the updated version and replace the previous procedure.**

Introduction

Parents/carers are reminded that in choosing St Mary's Catholic Primary School for their children, they will adhere to our policies, procedures and vision.

Aims

The ultimate aim of St Mary's Catholic Primary School's Behaviour Policy is to enable children, parents/carers and staff to grow in love and respect for the teachings of Christ. We seek to encourage the children to care for and respect each other and to be a member of a community where each individual is valued. It is essential that all the adults involved in the care of the children work in partnership to enable them to develop positive relationships, empathy and tolerance towards others.

We aim:

- ✓ To create an environment which encourages and reinforces good behaviour
- ✓ To encourage consistency of response to both positive and negative behaviour
- ✓ To promote self-esteem and self-discipline
- ✓ To ensure that the school's expectations and strategies are widely known and understood
- ✓ To promote an environment where all strive for excellence
- ✓ To reward children for positive behaviour

The Curriculum and Learning

We have identified eight positive learning behaviours that best represent the curriculum design at St Mary's. These are key attitudes and dispositions that will make the children independent thinkers, good team players and fair minded-members of society .

They sit alongside our five key Catholic educational values of Welcome, Worship, Word, Welfare and Witness.



**** We are now in a position, to begin to use them in the classroom and around school. Children will be given praise and reward based on one of these behaviours.**

For example, 'Well done, you have been really co-operative today in Forest school'

Or 'fantastic work, you have shown great focus on getting the work done to such a high standard'

The behaviours are:



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Behaviour	Definition	Simply put
Co-operative	Co-operative Learners ...achieve more by appreciating other people's ideas and working together for a common purpose	Join in, share, listen, take turns and get the job done!
Resilient.	Resilience... ..being able to persevere through setbacks, take on challenges and risk making mistakes to reach the next step in learning...	Don't give up! Try again!
Self-Believing	Self Belief ...Thinking positively about yourself and your abilities...	You can do it!
Independent	Independent Learners ...seize available opportunities to think, plan, and develop control and confidence over their learning.	I know what to do, what I need to help me do it... and what it will look like when it's done!
Curious	Curious Learners ...wonder about things. They want to know more and get excited about asking questions.	God's world is amazing! Explore it through quality questions.
Focussed	Focussed Learners ...give a lot of attention, time, effort, etc. to one particular area of study, and know exactly what they want.	concentrate hard, be patient and you will achieve.
Reflective	Reflective Learners... think about and make meaning from what they have read, done, or learned.	Could I do it differently? Could I do it better?
Inventive	Inventive Learners... think originally and have creative solutions to tasks or problems.	What a great idea, you've found a clever way to do it!

When your child's teacher feels that they have demonstrated one of these behaviours they will receive a sticker on their work or (to wear if it is for an outdoor activity.) As these behaviours can be learned and practised, the children will be encouraged to develop these behaviours over time. The teacher will decide when your child is developing further and will award a postcard; that they will write together and send home in the post.

Finally, the teacher and your child will have a chat and decide that they are now demonstrating the learning behaviour on a regular basis and they will then be awarded a certificate in assembly, that they will bring home.

The aim is to make the postcards and certificates linked much more closely to the children's learning and that they will be motivated by seeing their improvement. There are also metal button badges that the children get to wear for the day when they have been given the recognition from the teacher- just like a birthday badge. These are to be handed back- we want to keep them special and hard to obtain, so that they are valued.

Dojo's will still be awarded for general classroom behaviour and class/ group rewards. They will be counted and add towards the half termly House Point Trophy.

Negative behaviour

We have also reviewed our traffic light system of behaviour sanctions. When a child demonstrating negative behaviour is moved to yellow and eventually red, dependent upon the severity or the frequency of the behaviour, we



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feel that the current, first warning, second warning policy is not clear enough for the children and is not really working to reduce the yellow behaviours- low level distractions in the classroom, which are the most detrimental to a good learning environment.

So, from now on the system is simplified, 'getting off green' for any reason will have some form of sanction, the quicker the child returns to green behaviour will lessen the sanction. We want to thank and recognise the vast majority of children who always stay green and anything other than green is not acceptable behaviour. Children will still be given a chance to stay on green, but if they continue the negative behaviour they will come off green- then they have a choice to make – the vast majority will work hard to return to green as quickly as possible but for those children whose behaviour does not improve then they will end up on yellow for that session and a dojo to that effect will be sent home. The next lesson is a fresh start and all children start back on green.

The new initiative is our reflection room at lunchtime. Any child that has come off green, even if they work back to it quickly, will go to speak to either Mrs Gerrard in KS1 or Mr Haworth in KS2. The emphasis will be on being honest and reflecting on their behaviour. Children who have been off green only briefly will have a short chat about what they did and then be allowed to play out. The reflection room is only open for 30 minutes, so even the children who have to stay in to complete work or continue a more serious sanction will still have time to have their dinner and play outside. The more honest and reflective the child is the shorter will be their time staying in. Typically, if a child has been off green for not completing their work on time, they will be asked to finish it, then they will be allowed out.

Repeated behaviours and serious incidents will still be recorded as yellow and red and notified to parents. We sincerely believe this shift in language and clarity of sanction will make a significant difference and improve the learning environment for everyone. Your children might have to go to speak to Mr Haworth or Mrs Gerrard for a quick chat, this will be a minor thing and not something the teacher will contact you about. If it is more serious and a yellow behaviour, you will get a dojo letting you know about it. Please speak to the class teacher if you have any questions about your child's behaviour or a specific incident.

Positive Behaviour Recognition* amended November 2021

Sanctions for negative behaviours (Red and Yellow)

Each class has a very clear behaviour board, which includes examples of red, yellow and green behaviours (see coloured charts). The board needs to be colour-coded so children can clearly see where they are, and the statements "first verbal warning, second verbal warning, yellow behaviour, red behaviour and the title 'It's good to be green' Children's names/pictures need to be clear, laminated and stuck with Velcro, so they can be moved easily. Children and parents should be familiar with our procedures; the flow chart should also form part of the display.

- Continued yellow behaviour- (3 incidents over a period of time) without any improvement could lead to a logged Red behaviour. ^[SEP]If a child is at risk of being logged with serious RED behaviour then the parents must be spoken to prior to it happening to give them the chance to intervene and turn their child's behaviour around(unless the RED incident happens quickly within the same day).
- Parents to be asked to a meeting with the class teacher after five logged yellow behaviours in a half term, this needs to be Logged on Class Dojo. ^[SEP]

Red Behaviour

- ^[SEP]Red behaviour is very serious and should be dealt with consistently and appropriately. ^[SEP]Some behaviours are 'straight reds' These are quite uncommon in our school and include: Racism. Unprovoked violence and aggression, toward another child or staff member. ^[SEP]Aggressive fighting. ^[SEP]Parents need to be informed of 'straight red behaviour*' and the child should immediately be put on a behaviour report.
- ^[SEP]A member of the SLT should be informed of any 'straight red behaviours' ^[SEP]
- Red Behaviour – Continuous Yellow ^[SEP]Once a child has received repeated Yellow logged behaviours (see above) they are at risk of receiving a 'RED'- after parents have been contacted.

Behaviour report card.

Children with two recorded incidents of 'red behaviour' per half term, will be put on a behaviour report card

- To be completed by the class teacher after every morning and afternoon session. To be signed by



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parents daily. [SEP]

- Children on report cannot take part in any after school clubs, green time activities and special events, they can not represent the school in any activity. [SEP]
- Children on report who continue to show yellow or red behaviours can be removed to another class, or go to SLT
- Play times and dinner times should be spent with away from their classmates with a different class or Key Stage.
- Child can only come off a Behaviour Report by showing consistent green behaviour for a full week.
- (5 days in a row) any Yellow or Red behaviours for a session, that have not been corrected(back to green) will mean that the report **resets for a new five-day period**. [SEP]
- Behaviour support plan/contracts – Will be put in place for any children who **returns to a report card twice in a term or who has had to reset their report card three times without completing a full week**. Parents will be asked to meet with the Head/Deputy Head teacher and a behaviour support plan/ contract will be put in place, which would continue to incorporate a behaviour report card.
- Failure to engage with the strategies on the support plan or comply with the behaviour contract, elements of the plan, may result in exclusion from school or exclusion from class at the discretion of the Head teacher.
- ***Exclusion**

The decision to exclude a child from St Mary's (for a fixed or permanent period) will only be made as an absolute last resort, whenever all other strategies have been exhausted. Serious incidents of violent, disruptive or discriminatory behaviour may also result in exclusion. *All exclusions are at the discretion of the headteacher.

- Children with particular behaviour problems will receive extra help though out SEN and Inclusion Team. We will also, seek support and advice from Bury's SEMH team .**The small percentage of children who display repeated RED behaviour need individual support and care that will be different for every child. Staff have discussed the parable of The Lost Sheep and this is the principle we stand by when dealing with this very small percentage of children, who are our 'Lost Sheep.'** We will never give up on them, they are different and will be treated differently- in fact it is a core of our mission- that makes us distinct from other schools.
- Other external agencies can also help assess the needs of the child and provide support.

Getting back to green

- [SEP]It is important that children want to be green and are given opportunities to get back to green. Green Time reward should be approximately 30 minutes per week- to be used as and when the teacher feels that it is appropriate It should be at different times during the week and you can have more than one green time in a day. It can be a simple five-minute treat, listen to some music, a quick biscuit/drink, relax and chat for five. Green time should not be a long session at the same time every day, which becomes something the children expect. [SEP]Every child starts every day green(Or afternoon if Yellow in morning) [SEP]Children can be moved back to green by:
 - Showing improved behaviour and attitude to learning. [SEP]
 - Completed the work to an acceptable standard [SEP]
 - Apologising
 - Resolving the situation, learning from their mistakes – understanding their behaviour and being prepared to improve. [SEP]
 - Showing consistent green behaviours

Bullying

Bullying is a persistent often premeditated action taken by one or more children, with the deliberate intention of physically or emotionally hurting that child. Incidents of investigated/ proven Bullying will be considered Red behaviour as a minimum and may involve more serious sanctions dependent on the nature of the bullying involved. Bullying of a discriminatory nature will be taken most seriously and may involve



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exclusion and or school contacting the Police to come and speak to the child(ren) involved.

At St Mary's we have a clear attitude to bullying, that it is not acceptable and will be dealt with appropriately. The children are taught about how to keep themselves safe and what to do if they feel that they are being bullied. Our clear behaviour policy and safeguarding procedure helps reduce incidents of bullying and identifies clear strategies to resolve and reduce incidents genuine bullying.

In addition:

- Staff will respond calmly and consistently to allegations or incidents of bullying;
- All allegations of bullying will be carefully investigated; Pupil's, parents and staff will be encouraged to talk openly about the issue;
- As part of the curriculum, greater understanding of bullying in all its forms be developed;
- Children will be taught strategies to help them deal with bullying situations- including keeping safe online.

Keeping our school community safe

Child protection procedures will be carried out to keep children safe. Staff will follow positive handling strategies to keep themselves and the children safe.

Staff development

- All staff, including new staff, as part of their induction programme, will be told about and supported in following the school policy.
- Behaviour management courses and INSET sessions are available for staff.
- Regular training for staff will be held on managing behaviour.

Communicating with parents about their children's behaviour

- In most cases parents will find out about their child's behaviour at school through the annual school report, parent and child mentoring meetings and Dojo certificates/ postcards.
- In some cases parents will need to be informed of Yellow or Red behaviour and be involved in meetings with the Inclusion Leader/Head/Assistant/Deputy Head teacher. Extra help to support positive behaviour.
- If a parent or child feels that what has happened is wrong they should talk to the teacher first. If they are not happy they should contact the Assistant headteachers Mr Jacques or Mrs Gerrard. If the issue is still not resolved then the Deputy Headteacher will become involved and finally the Headteacher.
- If a Parent is still unhappy with the situation they can make a formal complaint by writing to the chair of governors.
- However, if unfounded and malicious accusations are made against a member of staff, this will be taken very seriously.

This Policy *was discussed and agreed by staff on 30-09-20 **This policy was further reviewed by staff on 02-11-21

*Sanctions and rewards may change dependent on future Pupil Voice surveys

Signed..... Chair of Governors

To be Revised in Autumn2022

***Covid 19 Addendum to behaviour policy**



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This addendum of St Mary's Primary School's behaviour policy contains details of our individual arrangements. We will follow Department for Education guidance to inform development of school policies as required (Coronavirus (COVID-19): guidance and support)

Pupil Code of Conduct

Pupils are expected to

- Arrive to and depart from school premises at the agreed time. (Adults should maintain a metre + distance to other families and wear a mask when dropping off or collecting their children.
- Wash hands thoroughly before entering school premises and while in school, wash their hands for at least 20 seconds more often than usual with soap and water or hand sanitiser.
- Remain in their designated seating within the classroom during lesson time.
- Keep a safe distance from other pupils from different year groups and refrain from close physical contact with their peers.
- Maintain healthy practise when coughing or sneezing - The main principal is to 'Catch it, Bin it, Kill it': cover any cough or sneeze with a tissue, then throw the tissue in a bin. Wash hands often with soap and water for at least 20 seconds and avoiding touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to toilet visits and pre-arranged playtime activities.
- Refrain from spitting or coughing at or towards other pupils and members of staff.
- Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other pupils.
- Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

Sanctions for unsafe behaviour during the Covid19 restrictions (including pupils who are deliberately not following instructions for social distancing) .

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with current behaviour policy.
- 3 • All appropriate behaviour management strategies will be used (see current behaviour policy) including pupil working in isolation. However, once these have been exhausted, contact will be made with pupil's parent/carer and further action taken. This will be considered as a serious RED behaviour and may lead to a period of fixed term exclusion.
- If the health and safety of other pupils and staff members are put at risk by the pupils ***deliberately not adhering to social distancing measures, deliberately coughing near other people , failing to follow adult instructions and breaching the year group contact bubbles*** - will be considered as a serious RED behaviour and the parent/carer will be expected to collect the pupil and a **fixed term exclusion** will be applied in line with Exclusion guidance. ***Exclusion from maintained schools, academies and pupil referral units in England Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.***

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; eg. SATS, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of reengagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a



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result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists . The head teacher and governing body must have regard to the SEND Code of Practice and the Equality Act.