

SAINT MARGARET CLITHEROW CATHOLIC PRIMARY SCHOOL

Behaviour Policy

Our Mission Statement

Our mission is to create a safe and happy school with a Catholic ethos in the heart of the Brixham community. Pupils and staff will be encouraged to reach their full potential, in faith and learning, in a nurturing, stimulating and rewarding environment.

Aims and objectives

At St Margaret Clitherow Catholic Primary School, it is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring Church community whose values are built on Gospel values, mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a positive environment where everyone feels happy, safe and secure.

The behaviour policy is intended to promote good relationships so that we can work together with the common purpose of helping everyone to learn in an effective and considerate way.

The aim is that behaviour is managed consistently across the school using explicit praise for expected behaviour, to create a positive learning environment where everyone understands what good behaviour is. This will enable them to become positive, responsible and increasingly independent members of the community.

We wish to implement a positive behaviour management system in which all adults within the school consistently model the desired standard of behaviour.

Rationale

Behaviour management is vital in order to secure an inclusive learning environment and to support individual children under the Equality Act 2010;

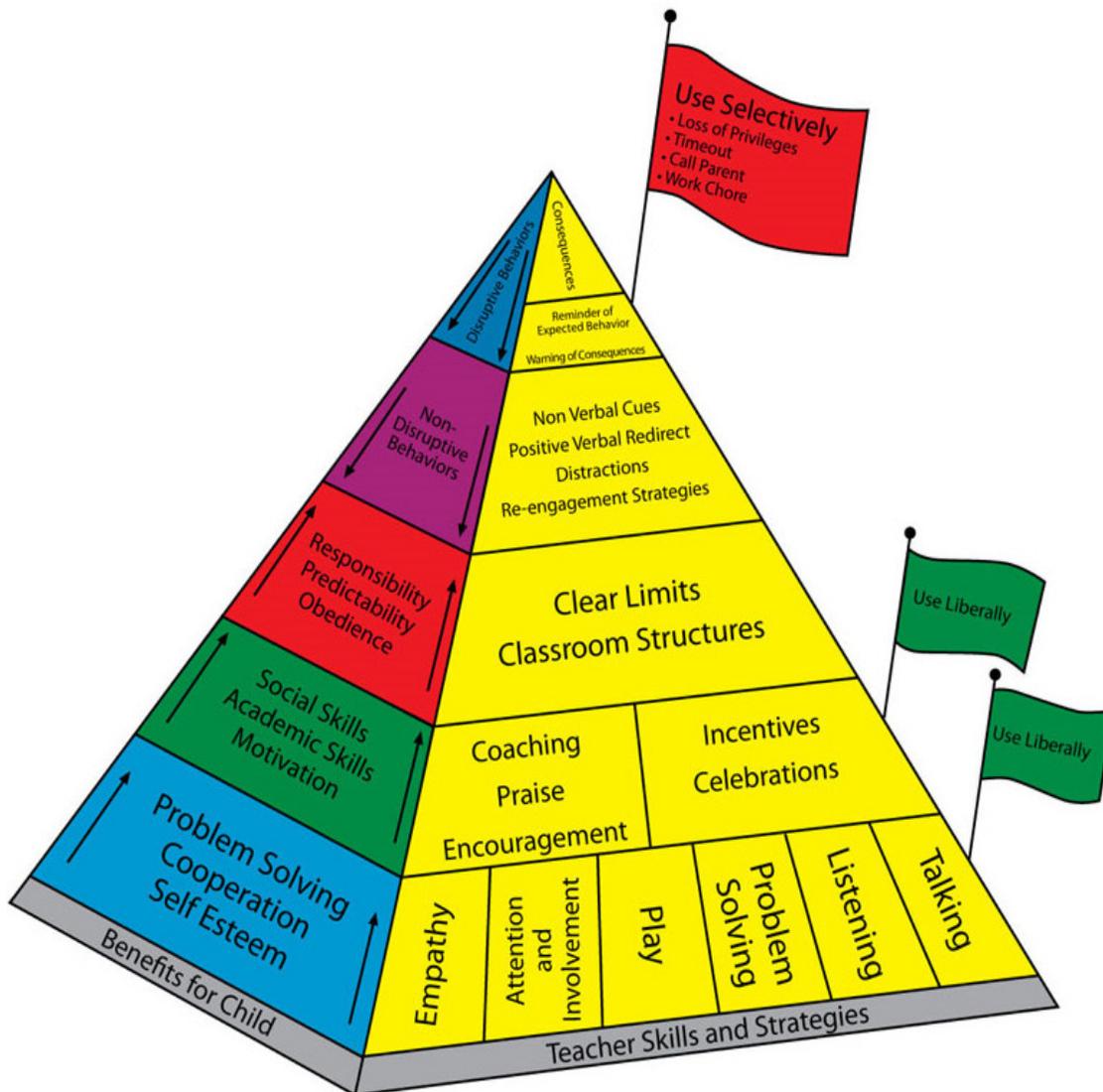
- with Special Educational Needs
- with disabilities
- with English as an Additional Language
- who are gifted and talented
- at key times of induction, transition, transfer and individual need
- children looked after / privately fostered
- ethnic minority children

We will...

- ✓ encourage children to **consciously reflect** on their behaviour and empower them to understand that it is within their control to make good choices
- ✓ nurture children towards **positive self worth**, self-confidence as learners and to help each other to mature socially and emotionally
- ✓ coach children and **practice skills** in listening and attention, problem solving, motivation, empathy and social situations.
- ✓ **teach positive behaviour**, with appropriate teaching styles and strategies, giving support to individuals and groups as necessary
- ✓ provide **clear classroom structures** in an exciting environment
- ✓ provide a **rich, varied and creative curriculum**, combining excellence in teaching with enjoyment of learning, high expectations and high levels of achievement for all pupils
- ✓ enable children to understand what it means to be a **good citizen** and to put this into practice both at school and in the wider community
- ✓ liberally implement a range of celebrations, incentives and roles of responsibilities to **reward good behaviour**
- ✓ develop in children an **understanding of and respect for the religious, spiritual, moral and cultural values of others** and to consider thoughtfully their own attitudes, values, beliefs
- ✓ encourage children to **appreciate our natural environment** and understand the importance of conservation

School Approach

At the beginning of every academic year, each teacher supports their class in agreeing behaviour expectations for the year. These expectations are displayed in the classroom and regularly referred to. They are relevant to the children, appropriate to their year group and using positive language to reflect the positive behaviour expected around the school, including on the playground.



Teaching Pyramid®

What does this look like in our school?

Children are given specific praise and rewards for good behaviour, which include:

- ✓ Positive verbal and non-verbal praise for doing the **right thing**, in the **right place** at the **right time**.
- ✓ House points
- ✓ Class reward systems e.g. collecting marbles, secret student, individual raffle tickets.
- ✓ Mealtime reward systems e.g. stickers and responsibilities
- ✓ Additional responsibilities e.g. play leaders and monitors
- ✓ Sharing work and good behaviour with other teachers and their classes.
- ✓ Children sent to the Head teacher for outstanding effort or achievement.
- ✓ Golden book
- ✓ Half-termly 'Awesome award time' for children who demonstrate consistently excellent behaviour.
- ✓ Half-termly certificates for a variety of reasons e.g. academic achievements; being helpful and considerate.

Parents/carers are...

- ✓ aware that consistent good behaviour **will be** recognised.
- ✓ invited to Achievement assemblies
- ✓ notified of golden book entries verbally or through home/school link books.
- ✓ able to view the golden book at any time by visiting the Reception.
- ✓ made aware of school achievements through the Reception display board, the school website and Facebook page.
- ✓ encouraged to work collaboratively with the school.

Where children struggle to behave in an appropriate manner and where various positive behaviour strategies have not proved effective, additional interventions may be put in place, such as:

- ✓ Individual reward schemes
- ✓ 1:1 Emotional and Social Support
- ✓ 1:1 adult support in class and/or on the playground
- ✓ Thrive Emotional and Social Support Programme
- ✓ Rainbows Bereavement and Loss Support Programme
- ✓ Sunbeams Bereavement and Loss Support Programme
- ✓ Talk Boost, where language is a barrier to good behaviour
- ✓ Consultation with outside agencies

Our whole school positive approach to behaviour management underpins our rewards and sanctions process.

Strong foundations for good behaviour are created through first class quality teaching alongside consistent modeling of behaviour and social skills as listed above. Where poor behaviour persists, sanctions are used selectively.

Poor behaviour is classified as unacceptable behaviour on or off the school site, which;

- i) stops the child him/herself learning
- ii) disrupts the learning of others
- iii) disrupts teaching
- iv) is insulting / abusive / repeatedly rude and impolite
- v) affects the health & safety of others

The school maintains an agreed and consistent approach to sanctions.

- ✓ Clear expectations
- ✓ Regular reference to expectations
- ✓ Praise of positive behaviour in others to encourage children to adapt their own behaviour
- ✓ Non-verbal reminder
- ✓ Verbal reminder with name

If poor behaviour persists

- ✓ Child is moved within class
- ✓ Appropriate time out is taken from the activity
- ✓ Loss of play time/free time
- ✓ Poor behaviour at lunchtime is logged to be shared with the Head Teacher
- ✓ Movement to another class
- ✓ See Head Teacher
- ✓ Communication with home

In extreme circumstances

- ✓ Loss of privileges in school and wider community e.g. representing school in sports or performance events
- ✓ Serious incidents logged
- ✓ Internal exclusion (from class)
- ✓ If necessary, use of positive handling strategies to a child hurting themselves, others or property.
- ✓ Suspension for agreed number of days
- ✓ Exclusion- in line with local authority guidelines/governing body

Date of review:

Signed _____ Headteacher

Signed _____ Governors

Date _____

Appendix 1.

Serious Incident Flow Chart

