

St. Mary's Catholic Primary School

Respect and Behaviour Policy

Date: January 2017

Review Date: Autumn 2018

Compiled by the Staff after consultation with Governors, Parents and Children.

Introduction

- At St. Mary's we strive to develop a Christian and Catholic Community where staff and pupils may deepen their faith through receiving the Sacraments, through study, example and respecting the beliefs and values of others. We have a happy, learning environment where everyone feels secure and confident.
- We aim to cater for the Individual needs of pupils, provide for their talents and help them to overcome any learning and emotional difficulties.
- We nurture self-confidence and self- esteem through praise. We encourage all pupils to become independent learners and be eager to face new challenges.
- Pupils are encouraged to look after their school environment and become aware of everyone's need to care for the world/ communities in which they live.
- Our policy aims to present a system of rewards, sanctions and strategies for developing children's self-esteem that is linked to agreed codes of conduct. This is then applied consistently throughout the school.

Self – Discipline

- We aim to develop a sense of self – discipline and an acceptance of responsibility for ones actions.
- We aim to create an orderly community in which effective learning can take place where mutual respect can be seen for all members.

We strive for a pleasant atmosphere, in which pupils can give their best, both in classroom and in extra – curricular activities.

- Good efforts are rewarded with praise.
- We aim to provide a relevant and appropriate curriculum to motivate pupils and involve them fully, thus ensuring a well – ordered/ motivated school.

Our part

At St Mary’s we expect all adults to:-

- Keep calm to reduce any tensions
- Listen to all sides-fairness earns respect
- Be positive and build relationships
- Be consistent
- Have high expectations/challenge children
- Treat everyone with respect, courtesy and fairness-by example and attitudes
- Be fair in our assessments and record keeping
- Value children’s work with positive suggestions for improvement
- Motivate children, reward success and emphasise potential
- Provide an environment that fosters independence
- Support children to be able to calculate risks in different environments

Children’s part

At St Mary’s, we work towards standards of behaviour based on our school values: tolerance, happiness, responsibility, love, honesty, peace, humility, co-operation and respect.

The school expects pupils to:

- Attend school regularly
- Show respect for themselves and others

- Arrive on time
- Respect school property (the building and equipment)
- Wear the correct school uniform
- Settle differences in a calm and appropriate way or seek additional help from a peer or adult
- Refrain from swearing, name calling or fighting
- Participate in school activities
- Move quietly round the school
- Keep the school tidy and litter free

Entitlement

- All pupils within the school have equal entitlement to the behaviour policy.
- The policy is based on the teacher's right to teach and the pupil's right to learn. Disruptive pupils are not allowed to interfere with the rights of those who wish to learn.

Implementation

- Each year group agrees a set of class rules at the beginning of each school year (Teacher and pupils).

Celebration of good work/presentation/good conduct

- We try to emphasise the positive in all pupils wherever possible in order to encourage high self – esteem.
- Every half term, the Headteacher awards a certificate to those pupils who have worked hard in a particular area. These are awarded in the assembly.
- Pupils who have worked particularly hard through the half term receive a small prize at a special assembly.
- Midday supervisors award stickers to pupils who are polite and helpful.
- Every fortnight, children are chosen by the class teacher or children in their class (older Juniors) to receive a Golden Award from the Headteacher and a small prize in recognition for being a good role model. Their names are added to the Golden Award Book which can be seen in the entrance area.
- Pupils belong to a House (named after a Saint) and work towards achieving merits for this House.
- Every half term at a special assembly, children choose a child in their class who has shown true friendship/kindness to others.

They receive a PSHE certificate (Personal/Social/Health Education).

- Year 6 pupils act as monitors to assist the good behaviour in the school. They help in the following ways:
 - lunchtimes – helping in the playground/supporting Infant games
 - ICT – helping in the ICT suite and the ICT co-ordinator
 - Library assistants
 - Stair monitors
 - Being – ‘playground buddies’ –looking out for younger children who may “need a friend”.
- Teachers make comments in the books of pupils, picking out specific points or ideas for positive comment. In the Juniors, they write Next Step advice (NS). In the Infants, short comments with Verbal Feedback (VF) help pupils to know how to improve their next piece of work.
- Pupils are sent to the Headteacher with good pieces of work.
- Good behaviour is reported in the school newsletter particularly if pupils have been praised on educational visits.
- School reports comment on behaviour.
- Parents are notified if children show an improvement in behaviour.

E-safety

The Internet and use of other electronic forms of communication is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience and equip them with the knowledge and skills to stay safe. The school policy for e-safety outlines this in further detail.

Sanctions

Even in a well-ordered and positive environment, it may be necessary from time to time to impose sanctions for inappropriate behaviour. There will be a clear distinction between minor and more serious misconduct with appropriate sanctions imposed. They will not infringe school aims or the law. All situations will be different and knowledge of the child important.

The following are guidelines:

- Removal from the group or class. Pupils are asked to work with another teacher.

- Withdrawal of break or lunchtime privileges
- Withholding participation in any school trip or sports event that is not an essential part of the curriculum.
- Withdrawal from a particular activity if the health and safety of others is at risk.
- Withdrawal from a particular lesson.
- Carrying out a useful task in the school.
- Parents notified by the Class teacher/ Headteacher.
- Contact book set up.
- Exclusion, fixed term or permanent.

Corporal punishment is illegal and should not be used in any circumstances.

If children continue to misbehave, parents are informed. Meetings are arranged with parents and the class teacher. A contact book may be put into place. This can be completed on a daily basis, recording the behaviour of the child. Parents see the contact book and sign it.

In extreme cases, children are sent to the Headteacher and parents are invited in to discuss the way forward. An action plan is agreed and a date set for evaluation.

Excluding pupils during the midday break

This action should only be taken after careful consideration and discussion with the parents. The Headteacher, not the class teacher, should impose this sanction. Parents will receive a written warning. It is important that all reasonable steps have been taken before a pupil's exclusion.

If a pupil is in receipt of free school meals, the meal must be provided before he/ she leaves the premises.

A record is kept of all pupils excluded from school during the midday break.

Exclusion

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion if the circumstances warrant this.

Parents will be notified immediately of the reason for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how they can do this.

The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The Governing Body has a discipline committee which considers any exclusion appeals on behalf of the Governors. Appeal Panels meet to discuss exclusions and consider any representations by parents and the Local Authority.

After any term of exclusion and before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

The Headteacher keeps a record of any pupil excluded for a fixed term or who is permanently excluded. The Local Authority receives the necessary paperwork from the school.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure the school policy is administered fairly and consistently.

Procedures for providing children with opportunities to discuss appropriate behaviour

- conferencing with a senior member of staff
- a programme of personal social and health education set in a moral framework designed to promote mutual respect, self-discipline and social responsibility (see PSHE policy).
- a clear focus for work on relationships and feelings as part of the PSHE work throughout the school
- a programme of religious education which includes ethical issues (see RE policy)
- circle time - an opportunity for open discussion held in class groups

- the agreement of a set of rules by each class at the beginning of the autumn term.

Liaison with Parents

Parents will be kept informed about their child's behaviour. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book is written in by the teacher or teaching assistant at the end of each day and sent home.

The parent writes in it each evening and returns the book to school. This can be an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

Outside Agencies

Any worries about any pupil should be discussed with the Special Needs Co-ordinator (SENCO). There are times when the advice of outside agencies will be required. This will be the result of discussion between the Class Teacher, SENCO and the Headteacher. Any outside agency will need information. Therefore, teachers need to document the evidence of behaviour carefully so that it can be collated when required. Written permission from parent/guardian is essential before any outside agency can be used. Outside agencies include:

- Learning Support Service
- Educational Psychologist
- Behaviour Support Service
- Teacher for Hearing Impaired
- Teacher for the Visually Impaired
- Speech Therapist
- Physiotherapist
- Occupational Health
- Pre-School Adviser
- School Doctor/Nurse
- Social Services

The Use of force to control or Refrain Children

At St Mary's, we recognise that there are occasions when the use of reasonable force to control or restrain pupils is necessary. This policy

is intended to raise staff awareness of the possibility of such occasions and assist staff in preparing and planning a response if such action is required.

Definitions

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.

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 intervention.

Reasonable-means using no more force than is needed.

Staff can only use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among its children.

The provision applies when a teacher or other authorised person is on the school premises and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. educational journey/ visit/ school activity.

Normally, only those staff who have been trained in 'Safe Handling' will restrain pupils. However, all employees at St Mary's are authorised by the Headteacher to use reasonable force to control or restrain pupils should the need arise.

Action in self – defence or in an emergency

Everyone has the right to defend themselves against an attack provided a disproportionate degree of force is not used. Similarly in an emergency, if a pupil is at risk, a member of staff may intervene.

Recording incidents where force is used

A written report must be passed to the Headteacher as soon as possible. Staff may find it helpful to seek advice from a senior colleague when compiling a report. Parents should be informed. They should also have the opportunity to discuss the incident.

Physical contact with pupils

Staff should always avoid touching or holding a pupil in a way that might be considered inappropriate. Staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

Monitoring

In light of this policy, the Senior Leadership Team will continually monitor the behaviour throughout the school.

After twelve months, the effects of this policy will be evaluated through consultation with all the parties involved, i.e. children, parents, staff and governors.

Agreed changes will then be incorporated as necessary.

Special Educational Needs

Appropriate targets may need to be set in the Individual Action Plans by the SENCO and Class teacher. These will be monitored and reviewed within a set time scale.