

**St. Matthew's Catholic Primary
School
Positive Behaviour Policy
2016**



Through respect we will work together in Christ to develop the whole
person

“Be the change you want to see in the world”

Mahatma Gandhi

SMSC - Positive Behaviour Statement:

At St Matthew’s Catholic Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of all cultures.

Policy Aims Linked Closely To Our Mission Statement:

This policy is directly linked to our School Mission Statement, *“Through respect we will work together in Christ to develop the whole person”*. In our Catholic School, we strive to develop the whole person by providing a caring ethos where everyone feels safe, confident, valued and respected. We believe that each person is an individual with a God given dignity. All of our children are entitled to be given opportunities to reach their full potential. Therefore we must provide for them an education which will enable them to be personally fulfilled and work together in a supportive way that enables all to reach their full potential, emotionally, socially and academically.

Policy Aims:

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour. This policy:

- Reflects the beliefs in our Mission Statement.
- Promotes positive behaviour where parents, adults in school, children and governors are involved as active participants.
- Rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation.
- This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- Involves parents so that they encourage patterns of good behaviour in their children and work in partnership with the school if difficulties arise.
- Establishes strategies to support children who find it difficult to behave consistently well.
- Should engender in each of our pupils that every person is valued, both as an individual and as a member of a much wider, caring community.
- 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 an environment where everyone feels happy, safe and secure.
- Outlines clear and consistent expectations of behaviour throughout the school in order to maximise the standards of behaviour.
- Establishes an ethos in which reflection about one’s behaviour is a normal way of living and helps children to develop a clear understanding that their behaviour is their own responsibility.

Key Principles:

Our key principle is to promote positive behaviour in all of our pupils. Children need to feel secure, happy and valued; helping them to develop self-esteem, confidence and a positive self-image. Adults should aim to develop secure relationships with them which promote positive behaviour through the consistent applications of:

- Rules
- Routines
- Rewards
- Sanctions

Expectation:

Teachers have high expectations of all areas of children's work in school-behaviour, attitudes and academic work. High expectation is supported by:

- Providing the role model the children need through modelling respectful relationships.
- Pre-empting and preventing poor behaviour by organising and managing children in a way that gives them chance to demonstrate what they can do.
- Reinforcing and encouraging the desired standards.
- Making children feel good about being the way the teacher is encouraging them to be.

Legislation and Guidance:

St Matthew's Catholic Primary School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils" (Education and Inspections Act 2006, section 89). The schools will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

This policy has been made in accordance with 'Behaviour and discipline in schools Advice for head teachers and school staff' January 2016.

The Teaching Standards (DfE 2013):

The Teaching Standards requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others

Rules

For these to be properly understood and owned by the children, their purpose and appropriateness must be clear:

- Our school and class rules reflect our Mission Statement and have a clear purpose.
- They are set in the context of the everyday life of the school, and are seen to be fair and arrived at through the involvement of the class.
- Our rules are positively phrased and expressed simply.
- Our rules relate clearly to routines.
- At the start of each school year each class will agree a set of rules.
- Rules are clear, concise formulated with our pupils and are clearly displayed in a prominent place in each classroom and in all communal areas.
- Class teachers and all adults will constantly reinforce these rules.

Classroom Rewards

- Dojo Points – Points are awarded to individuals/ groups that have behaved well. Rewards are class based
- Non verbal praise
- Explicit – stamps, stickers – these are awarded at the discretion of the teacher during or at the end of lessons for good/improved behaviour. Each class teacher to develop their own reward system which promotes positive behaviour and good work.
- Home Bear (with diary) - Children who have behaved well take class teddy home for weekend.
- Individual rewards (certificate)
- Verbal praise –acknowledgement

Headteacher Award

Golden Book – a child from each class who has shown consistently good effort/behaviour is chosen each week to be entered into the “Golden Book”.

- Individuals receive a special award at assembly in recognition of their efforts.
- Classes and groups are given extra playtimes
- Extra pitch time on a Friday is given to the KS1 and KS2 Year group who wins most points for best lining up.

School Wide Sanctions:

- In the event of children not adhering to the code of conduct, the following sanctions will be applied using adult discrepancy based on the seriousness of the behaviour.
- Stage 1 - Non-verbal warning e.g. frown, stern look, and silence
- Stage 2 - Verbal warning
- Stage 3 - Child's name written on board
- Stage 4 - Cross put beside child's name (5 or 10 minute loss of playtime)
- Stage 5 - Another cross by child's name (loss of playtime)
- Stage 6 - Child will be sent to a named class for 'time-out'

- Stage 7 - Child referred to team leader
- Reception, Years 1 and 2 (Mrs Walsh).
- Years 3, 4, 5 & 6 (Mr Brooks).
- Stage 8 - Parents/ Carers contacted/ invited in to school to discuss child

Lunchtime

During lunchtime;

- Mentors assigned to zones
- T.A. responsible for the equipment of their zone
- Hi vis jackets to be worn

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In the event of a fight;

- the child is brought in immediately to HT/DHT
- Incident forms are completed, copied and given to class teacher and Mrs Grier
- Ongoing minor incidents by particular children will be shared with team leaders during key stage meetings.
- Team leader will then speak to children.

Exclusions

The Head Teacher may exclude a pupil for a lunchtime, a fixed term or permanently. When this course of action has to be taken the school follows the guidance of the local authority.

Routines:

In school children are encouraged to:

- Feel an ownership and responsibility for the school as a whole.
- Take opportunities for decision making e.g. the school council, circle time etc.
- Participate in whole school events – concerts, sports, fund raising, assemblies, celebrating success. Behave in an appropriate and respectful manner.

- Move around the school quietly and calmly so others are not disturbed or distracted.
- Always walk to the left along the corridors and stairs
- Leave all areas where they have been working tidy and in a suitable condition for others to use. This includes cloakrooms where children need to be responsible for their own property and respect that of others.
- Be aware of others as they move through doors and entrances and acknowledge help given with 'please' and 'thank you'.
- We teach our rules and consolidate responsibilities through the routines that we put in place, in this way; children develop self-discipline and become independent learners.
- Routines are explained, modelled and constantly rehearsed, reinforced and encouraged – both in class and around school by all staff.
- Clear reasons for routines are explained to the children.
- Children are encouraged to remember routines through praise and reminders.

Roles and Responsibilities:

Promoting positive behaviour and good attendance is the responsibility of the school community as a whole. We will hold all individuals, pupils and staff, to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for

The Headteacher will:

- Frame a policy that encourages positive behaviour, discourages bullying and promotes respect, diversity and equality,
- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary
- Be aware of and understand his/her rights and responsibilities
- The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour.
- The head teacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

All Staff will:

- ensure that this policy is consistently and fairly applied to ensure safeguarding and wellbeing for all.
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others

- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model
- Reward/praise positive behaviour
- Ensure the pupils in their class know the class and school rules

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of the environment
- Be aware of their own emotions and actions and take ownership of their behaviour

Teachers, Lunchtime Supervisors and other support staff work as a team to promote the same rules and policies so that children know what is expected of them, and can learn to relax and play in a safe, rewarding and positive environment.

The Governing Body Will:

- The Governing Body, Headteacher and Senior Leader with responsibility for pastoral support and pupil well-being will monitor all aspects of the school's behaviour policy and its application, to promote equality for all pupils;
- Support the school in the implementation of the policy
- Give advice, when necessary, to the head teacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy Monitoring and Evaluating
- The effectiveness of this policy will be regularly monitored by the SLT

Families will:

- Support the school when reasonable sanctions to punish a child have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the head teacher then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.

Safeguarding Pupils with SEN

Each SEN child is considered in relation to their ability to form secure peer relationships. Children who are considered vulnerable at different times throughout their schooling, especially those facing transitions, are highlighted to all staff who supervise playtimes at our weekly safeguarding meetings.

School Trips

Prior to school trips staff carry out risk assessments regarding the specific venue and the group of children they plan to take. Children will only be excluded from school trips if their participation would jeopardise their health and safety or that of others. As much as possible measures are put in place to avoid exclusion – this is only as a last option.

Pupils Conduct Outside the School Gates

Staff may discipline pupils for non-criminal bad behaviour and bullying which occurs off the school premises which is witnessed by a member of staff or reported to the school.

Pupils may also be disciplined for misbehaviour when travelling to or from school, wearing school uniform or is identifiable as a member of St. Matthew's Catholic Primary School.

Parents' Responsibility and Behaviour

Parents are responsible for supervising their own children at the beginning and end of the school day. Whilst on site, representing school or in close proximity to school parents are expected to set a good example to our children modelling the gospel values.

Parents must never approach a child other than their own in order to question or chastise them. Parents are also advised not to approach other parents regarding issues between children.

Monitoring:

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Wellbeing Coordinator (Mrs Pritchard) the Pastoral Care Manager (Mrs Grier) in conjunction with the Head teacher. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the SLT, whole staff and parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs
- Child Protection

- Anti-Bullying
- Attendance Policy
- Pastoral Care
- EPR
- Attendance
- Staff Code of Conduct
- Positive Handling

In line with the DfE guidelines, schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Complaints:

It is important that all parties are clear about the difference between a concern and a complaint. In most cases, our aim is to try to resolve any concerns quickly and informally, to avoid concerns becoming complaints. The formal procedures will need to be invoked when the person raising the concern remains dissatisfied and wishes to take the matter further.

Policy Review:

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

October : 2016

Reviewed: October 2019