



Good Behaviour Policy

Written by staff and pupils
April 2019 - July 2020

Related Policies

Anti-Bullying Policy

E-Safety Policy

SEND Policy

Exclusion Policy

Equalities Policy

Attendance Policy

Use of Reasonable Force Policy

Forward to The Cathedral School of St Mary's behaviour policy

AIMS

It is the aim of The Cathedral School of St Mary that every member of the school community feels valued and respected so that they develop a sense of self-worth and love, and therefore our behaviour policy is firmly based on the gospel values. The school community aims to promote an environment where everyone feels happy, safe and secure. Provide a safe and secure working environment in which respect is shared by staff and pupils.

We aim to:

- Help children develop a strong awareness of their own safety and that of others and respect each others' personal space.
- Build upon and strengthen the children's experience and understanding of faith, praying together each day.
- Develop children's awareness of the world around them and respect for property and school grounds.
- Openly address issues of emotional health and well-being by helping children to understand what they are feeling and to manage their emotions.
- Reinforce the need for respect, politeness and kindness to all members of the school community.
- Have open communications with parents and carers so that all behaviours are shared.
- Reward good behaviour in a variety of ways to ensure that individuals and groups are recognised for their efforts.
- Encourage children to take responsibility for their actions and therefore emphasise the importance of making good choices.
- Ensure fair treatment for all.
- Our Religious Education programme underpins our Behaviour Policy.

For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand that we should walk in them.

Ephesians 2:10

ROLES

It is essential that all members of our community are aware of their roles in promoting and maintaining good behaviour.

The Role of Staff

Staff will promote positive and consistent behaviour standards within the school and will implement the school's Behaviour Policy fairly.

- Be a good role model
- Get to know children as individuals and to understand them well
- Have fair and consistent expectations
- Support an emotionally safe, calm and positive working environment
- Praise children regularly for positive behaviour and effort
- Use rewards and sanctions clearly and consistently
- Deal firmly and fairly with any inappropriate behaviour, calling on the support of senior staff if appropriate

The Role of the Children

Children have the right to an education which offers them the best opportunity to attain their potential.

Teachers are here to create the circumstance for this to happen. Support staff, governors and parents assist in this process.

It is the right of each individual to do these things without being hindered by others.

- Encourage children to manage their own behaviour and understand that there are right and wrong choices
- Encourage children to be effective and successful learners
- Children to take the opportunity to act as good role models
- To work and play cooperatively
- Compete fairly, and win and lose with dignity and respect for competitors
- Understand and value differences, respect the rights of others to have beliefs and values different from their own
- Manage strong feelings such as frustration, anger and anxiety

The Role of Parents

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. Parents and carers, and children are invited to sign our Home School Agreement, which includes a statement about expectations of behaviour.

- Be supportive of the school's staff and policies
- Send children with the appropriate equipment
- Make sure their children arrive at school on time every morning
- Encourage their child to develop attitudes of self-respect, self discipline and honesty
- Encourage children to complete homework regularly
- Encourage children to take pride in their learning

Our Values

At The Cathedral School of St Mary, we expect everybody to show love and respect to everyone and to treat each other as they wish to be treated themselves. We feel we should not live by whole school rules but by a set of overarching core values that govern our actions. These values are based on the qualities that we consider our pupils need in order to develop into good learners, citizens and members of living faith communities.

Humility - Seeing life as a gift

We envisage humility in our school to be seen through acts of:

- Love of learning
- Resilience to face and overcome obstacles
- Being willing to recognise and acknowledge our faults and mistakes

Compassion - Empathy

We envisage compassion in our school to be seen through acts of:

- Encouraging / Supporting others to surpass their own expectations
 - Inclusivity
- Understanding and being sensitive to the needs of others (Putting yourself in the shoes of others)

Kindness - Gentleness

We envisage kindness in our school to be seen through acts of:

- Using kind words
- Deeds / Actions

Justice - Working for a fairer world

We envisage justice in our school to be seen through acts of:

- Holistic acts for the benefit of all
- Fair play in the playground

Forgiveness - Reconciliation

We envisage forgiveness in our school to be seen through acts of:

- Overcoming a grudge and giving people another chance
- Seeing things from other people's point of view

Integrity - Do what you say

We envisage integrity in our school to be seen through acts of:

- Being open and honest
- Doing the right thing even when no-one is watching

Peace - Committed to peace making, non-violence

We envisage peace in our school to be seen through acts of:

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- Caring for others
 - Being united with each other

Courage - Standing up for the truth

We envisage courage in our school to be seen through acts of:

- Admitting a mistake
- Taking on a challenge without fear

REWARDS

Dojos

All children will earn Dojos for positive attitudes, high standards of work and behaviour. Dojos are shared with parents so that successes can be celebrated at home. Children who earn 100 Dojos each week will be rewarded with 10 minutes extra play on the following Tuesday afternoon. These will be announced and shared during the Friday celebration assembly. Any child that achieves an average of 100 dojos per week in a half term will be invited to a morning/afternoon out with Mr Dyson to enjoy a treat that will be agreed by the winners.

Golden Time

All children have the opportunity to join in with Golden Time on a Friday afternoon.

Golden time will begin at 2:10pm and last for 30 minutes. Any child that has not received a neutral Dojo will receive the full 30 minutes Golden Time. Any child that has received a neutral Dojo is expected to go to another room where they will sit in silence for the duration of their lost time. Each neutral Dojo point gained will result in the loss of 5 minutes of Golden Time. The adult in the room will be responsible for monitoring timings.

Across the school, there will be a choice of activities that the children are able to sign up to each half term. These activities will be led by the four class teachers and the TAs. Children will have the option to choose designated activities within their key stage.

Golden Tea Party

The two children who have earned the most Dojos in each year group during each half term are invited to join the Golden Tea Party. This will be held on the final day of each term with two members of the staff team.

Postcards

When there have been significant achievements, successes or display of kindness or manners a teacher will send a postcard home to tell parents how proud they are of their child.

Celebration Assembly

Celebration assembly will take place weekly. During this assembly, the following awards will be given out:

- Heart of Gold Award - this award is given to one child from each class who has actively demonstrated one of the Gospel Values. Each child that earns this award will put their photograph upon the Heart of Gold Tree. It is envisaged that every child within the school should be given this award at some point over the academic year.
- Presentation Award - this award will be given to one child from each class at least fortnightly who has demonstrated considerable effort in presenting their work. This award takes the form of a certificate which pupils can take home and share with their families as well as having their work published in the school's newsletter and website.
- Attendance Award - this award is given to any class whose weekly attendance is 95% or above. They will receive 15 minutes extra lunchtime on the following Monday.
- Children are encouraged to bring in any 'out of school' certificates and awards which we can celebrate as a school family.
- Any child that has had a birthday that week or the previous weekend will come to the front and the school will sing them Happy Birthday.

On the penultimate day of every term, a larger celebration assembly will take place. Parents are invited to this assembly. At this assembly, the following awards are given out:

- Attendance awards - The 99 club
- Golden Tea Party attendees are announced
- All children that have received a Heart of Gold Award or a Presentation Award are also acknowledged.
- The team with the most ClassDojo / Bonus Values points will be rewarded with a 'House Coloured Mufti'.

On the final celebration assembly of the academic year, a range of rewards will be given out for outstanding achievement.

SANCTIONS

Neutral Dojos are given for poor behaviour or attitudes to learning. In order to gain a neutral Dojo, the following steps should take place:

- The child is given a verbal warning
- Child's name goes on the board
- A diagonal line goes next to the child's name and the child is sent to another classroom for a five minutes time out. This child receives a neutral Dojo.
 - JD to RD
 - RD to MM

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- MM to DW
 - DW to JD
 - A second diagonal line goes next to the child's name to form a cross. This child receives a second neutral Dojo. A message is communicated to parents through the Dojo system at this point to inform them that the child will be sent to

It is acknowledged that whilst these steps should be followed during 'normal' classroom circumstances, there are some occasions in which a neutral Dojo should be given immediately eg: hitting, swearing, aggressive behaviour. (See internal seclusion)

Any child that receives two neutral Dojo's will lose some of their lunchtime.

Foundation	5 minutes
Key Stage One	10 minutes
Year 3/4	15 minutes
Year 5/6	20 minutes

If the children have reached this stage prior to lunchtime on the day in question, they will lose the time that day. If it reached after lunch, the time will be served on the next school day. Should a child have two incidents that warrant a message home before the next lunchtime (e.g one in the afternoon and one the following morning) then they will miss their whole lunchtime.

During free time, we expect children to play and behave appropriately. Any child who makes wrong choices with their behaviour during free time will face the following sanctions.

- children identified as demonstrating dangerous, disruptive or unkind behaviour will be given an immediate 5 minute time out from the playground / designated area.
- If the child's behaviour fails to improve, the duty adult may send the child (accompanied by another child) to the Headteacher. If the Headteacher is not available, then the child should be sent to a member of the Senior Leadership Team.
- In the event of extreme behaviour the duty adult retains the right to seclude any child from the playground if it is deemed that the safety of the children is at risk. In such an incident, the duty adult will request the support of the nearest Senior Leadership Team Member.
- In the case of repeat behaviours, the child will be subject to the same behavioural contract agreements as referenced above.

Internal seclusion

Every child has a right to a quality education. Disruptive behaviour and other more serious behaviour will not be tolerated at The Cathedral School of St Mary. All staff will be given a 'Red Ticket' which will be issued to children who disrupt learning. Receiving a red ticket will lead to the next hour's learning being taught away from the classroom.

If a child receives three red tickets in one half-term, they will be internally secluded for one day.

If a child receives three one-day seclusions, they will be internally secluded for three days.

If a child receives a twelfth red-ticket, they will face an exclusion. Parents will be informed for every red ticket their child receives.

Exclusion

1. The child will receive a verbal warning from the Headteacher with appropriate actions; a request that parents come into school to discuss the problem will follow.
2. A very serious problem may result in parents being asked to take their child home for the rest of the day while appropriate action is considered.
3. A repeated, significant breach of behaviour, across an identified period of time, will result in a formal written warning to parents, shared with all stakeholders, outlining next steps if the child's behaviour does not improve.
4. If the problem continues then an exclusion will be enforced, in consultation with the Governing Body and the Local Authority.
5. If no marked improvement is evident then permanent exclusion will be considered, in consultation with the Governing Body and Local Authority.
6. Where necessary, at any point considered to be appropriate and supportive of the child's needs, a case conference involving parents and support agencies will take place.

PUPILS WITH SEND

Pupils with identified behavioural needs will have their own needs met with targets to work towards and specific strategies to use. Their needs are taken into consideration when applying this policy as they will be on an individual behaviour programme.

POWER TO USE REASONABLE FORCE

Teachers (and other staff) have the right to physically separate pupils fighting or that if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed. Reasonable force will only be used to control or restrain a child to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Any physical contact is reasonable in line with our legal duty and our policy on safer handling of children. In all cases, the use of the voice is deemed a first defence before handling the pupil or pupils.

CONDUCT OUTSIDE THE SCHOOL GATES

Subject to this policy the school may discipline for any misbehaviour when the pupil is:

- Taking part in any school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil of the school

COMPLAINTS PROCEDURE

Should a parent or carer have a concern about the way in which they believe their child has been treated, they should in the first instance discuss this with the class teacher. If the concern continues, then the SLT should be informed so a meeting can be set with the class teacher, or teacher who dealt with the incident, and the parents. If the concern cannot be satisfactorily dealt with at this stage it should be

brought to the notice of the Head Teacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the Academy Trust. The policy can be found on our school website.

REVIEW

This document will be reviewed annually by the school governors and all teaching and support staff.

Appendix 1 - Behaviour Flow Chart

Warning	Action	Dojo Action
First Warning	The child will be given a verbal warning along with a reminder of expectations where necessary	N/A
Second Warning	Child's name is written / moved to the board along with a reminder of expectations where necessary	N/A
Third Warning	Child receives a / next to their name. Child is sent to another class for five minutes time out where they continue their work: <ul style="list-style-type: none">- JD to RD- RD to MM- MM to DW- DW to JD	Appropriate neutral dojo point given.
Fourth Warning	Child receives an additional \ to their name to create an X. This will result in missing lunchtime either that day or the following day.	Appropriate neutral dojo point given. A message will be attached to this dojo with a brief explanation of the events and that the child will miss their lunchtime.