

St Mary's RC Primary Academy

Boston



Behaviour Policy

Mission Statement

We love, we grow, we learn; walking with faith in the light of the Lord.

Date Adopted: June 2021
Date of Review: June 2024

Article 29- Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 19 - Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Values and Beliefs

At St Mary's we believe that every child is a gift from God, made in his image and likeness and therefore entitled to be valued and respected as a unique individual.

"Love one another as I have loved you" (John 16,12)

Introduction

At St Mary's, we recognise the importance of reflection, reconciliation and restorative justice in order to seek mercy and forgiveness when the wrong choices are made. Our focus is primarily on the reflection time pupils are given and restorative practice, rather than punishment. Our decision making process and our actions are always rooted in our Gospel Values of love, hope, mercy, peace and truth.

Aims and Objectives

The ideal which the school seeks to achieve is self-discipline founded on Christian values and mutual respect for one another's needs and feelings. We seek to do this by:

- Developing a sense of right and wrong so that they can make good choices in their lives.
- Knowing and understanding forgiveness.
- Building warm and supportive friendships.
- Supporting them as they seek to make Jesus someone special in their lives.
- Enhancing their understanding of the family values passed on to them by their parents and the parish.
- Teaching them to live by the teachings of Jesus.

We aim to help each of our pupils to achieve their full potential by:

- Providing a broad and interesting curriculum to allow each pupil to develop his or her abilities in the six recognised key skills.
- Encouraging them to work well both as individuals and as members of a team.
- Providing support and challenge for all pupils regardless of their abilities.
- Providing parents and carers with regular, clear information on their child's progress, behaviour, attitude to work and attainment.

We aim to help our pupils to be useful members of society by:

- Valuing and respecting all members of our school community.
- Encouraging pupils to realise that they have to think not only of themselves, but also of others who make up our wider world family.
- Understanding that while we depend on other people to do things for us, they also depend on us to do things for them.

When necessary, ordinary discipline will be enforced through a system of reminders to be determined in the first instance by the Class Teacher. Decisions made will be based on the transgression, with some flexibility regarding age of the pupil, any special educational needs and disabilities will be considered as far as sanctions are concerned.

Rewards

A major aim of St Mary's Behaviour Policy is to encourage pupils to practice good behaviour by operating a system of praise and reward. This is for **all** pupils, regardless of age, race, gender, ethnicity and need.

St Mary's Merit Award

The aim is to award those pupils who are consistently, on a daily basis well behaved, get on with their work and regularly support the school. Pupils who have worked hard and completed tasks diligently will be awarded merit points. In addition, pupils with 100% attendance for that week will be awarded a bonus merit point. Pupils who are seen to live out our Gospel values will also be rewarded merit points. These merits will be added to pupil's individual merit cards. These cards will go up from Bronze, Silver, Gold to Platinum. Once each card has been completed the pupil will receive 30 House points for Bronze, 60 for Silver, 90 for Gold and 120 for platinum. These then will be added to their House Team Points.

Each award is allocated as follows:

30 Merits - Bronze award

60 Merits - Silver award

90 Merits - Gold award (including a small pin badge for their jumper or blazer)

120 Merits - Platinum award (including a small pin badge for their jumper or blazer)

House competitions will be run weekly and House points given to the winning house. House teams will meet fortnightly to discuss competitions and strategies. This will also give pupils a chance to meet other pupils from other class groups and staff that they would not normally come into contact with. This will enable pupils to develop relationships across school to encourage pupils to feel confident to talk to any member of staff, supporting our Safeguarding ethos.

Awards will be formally presented during Shining Lights assembly. Pupils can start working on the next award as soon as the previous one is achieved. House Team Captains will be responsible for collecting House Team points and merits weekly, and informing the office staff that pupils have earned an award.

Incentive awards including stickers are used by teachers. In addition, two pupils from each class are chosen to receive Shining Lights each week. One pupil is chosen by their teacher and one is chosen by their classmates. These can be for progress, showing the Gospel values or for a special piece of learning. They are presented with a certificate and a candle during the assembly. Friends and family are invited to share this celebration with us on a Friday morning.

Our Shining Lights assembly is also an opportunity to celebrate pupil's achievements outside of school.

Pupils may be sent to the Headteacher to share their learning and receive praise. If sent to the Headteacher they may award a Headteacher sticker. On top of this, the Headteacher runs a special award whereby the pupils are invited to have a hot chocolate with them. These invitations are given to those pupils who have been seen to live out our Gospel values on a regular basis. Ambassadors for 'The Heart Which Sees' will coordinate the activity.

Most pupils respond to this positive approach where their efforts are seen to be valued, and make considerable effort to improve their work, and, where necessary, their behaviour.

Individual rewards in EYFS

A cloud system is used to encourage good behaviour and independent learning, whereby pupils move up towards the pot of gold and receive a merit. Pupils will also have the opportunity to receive stickers in order to boost continuous positive behaviour.

Powers delegated to staff

The power to discipline pupils for misbehaviour applies to teachers and all staff. St Mary's ensures that all staff are trained to respond appropriately to poor conduct. Team Teach training is the agreed programme by the school to encourage us to consider their influences on the feelings, thinking and behaviour of others. It is a whole school holistic approach.

Responsibilities in class and around the school

The pupils have been divided up into four houses; St Martin, St Therese, St Thomas and St Cecilia. Pupils are awarded House Points for good learning and being seen to live out our Gospel values. Merits are counted up at the end of the week, and the winning house announced in Shining Lights Assembly. We hope that pupils will encourage members of their team to try their best in every aspect of school life.

The House Team with the most points collected at the end of each term will be given a special treat, such as a film and popcorn in the school hall.

The role of the Class Teacher

It is the responsibility of the Class Teacher to ensure that the class behaves in a safe sensible and responsible manner at all times linking expectations to the Code of Conduct and the school Mission Statement.

It is the responsibility of the Class Teacher to ensure that the agreed policy is implemented within their year group.

It is the responsibility of the Class Teacher to maintain open channels of communication with parents/carers to ensure each pupil can achieve their best.

It is the responsibility of the Class Teacher to keep confidential notes of incidents or events that are of concern and report these to SLT, which might later be needed for referral or information purposes.

The Class Teacher treats each pupil fairly and upholds the school and classroom code of conduct consistently.

Reporting any major incidents to the Assistant Headteacher or Headteacher and recording effectively on the MyConcern safeguarding system.

The Class Teacher will work with the SENCO should there be a need to refer a pupil to outside agencies.

The role of TAs, 1:1s and Midday Supervisors

It is the responsibility of the member of staff to ensure that the pupil/pupils for whom they are responsible at any given period of time, behave in a safe sensible and responsible manner at all times in line with the Code of Conduct.

It is the responsibility of the member of staff to ensure that the pupil/pupils for whom they are responsible at any given period of time, apply the agreed policy. Should this cause any difficulty it is the member of staff's responsibility to discuss issues with the Class Teacher.

Staff must treat each pupil fairly and uphold the school and classroom Code of Conduct consistently.

MDSA staff must complete and report the incident on MyConcern, detailing any concerns they may have and the actions taken up to that point.

The role of the Headteacher

It is the Headteacher's responsibility to ensure the health, safety and welfare of all pupils in the school.

It is the Headteacher's responsibility to implement this policy and report to the Governing Body regularly on the effectiveness of this policy.

The Headteacher supports the school staff in the implementation of this policy and is responsible for inducting new staff on the practice of this policy.

The Headteacher maintains a record and any other appropriate records relating to behaviour incidents.

The Headteacher may make use of fixed term or permanent exclusions for serious acts of misbehaviour. Where appropriate, the use of CCTV may be used as evidence for exclusion.

The role of Parents/Carers

The school will share with parents/carers information about the school Behaviour Policy which is expected to be read upon admission. Information about Code of Conduct will be included in the school prospectus for new parents/carers. Enrolment of a child at St Mary's is taken as agreement of school policies.

The school will issue annually the Home-School Agreement which parents can discuss at home with their child/ren then sign and return. We expect parents/guardians to co-operate with the contents of this agreement.

Just as school will work to share information with parents, we expect parents/carers to share with school any concerns they may have sooner rather than later.

Parents and Carers can help by:

- Recognising that an effective school Behaviour Policy requires close partnership between parents, teachers and pupils.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attending Parents' consultations, parents' functions and by developing informal contacts with school.
- Knowing that learning and teaching cannot take place without sound discipline.
- Remembering that staff deal with behaviour problems patiently and positively.

Parents/Carers and school staff will work together to reward appropriate behaviour and bring sanctions to bear for inappropriate behaviour. Clear communication between the school and home is essential for the mutual support and co-operation. Home/School Books detailing behaviour difficulties will be used where there is frequent inappropriate behaviour to try to determine the casual factors leading to the behaviour.

The role of Governors

It is the responsibility of the Governing body to set down the guidelines for maintaining the standards of discipline and behaviour of the school.

It is the responsibility of the Governing body to support the Headteacher in carrying out school policies.

The Governing body will monitor the rate and nature of exclusions.

Although the Headteacher has responsibility regarding the day to day management of the school the Governors may give advice which the Headteacher must consider.

Lunchtime Supervision

At lunchtime, supervision is carried out by the lunchtime staff team. They can refer to the Headteacher or Senior Leadership Team if necessary. The lunchtime staff team are expected to maintain order, following our school Behaviour Policy. Usually this consists of reminding pupils of the standard of behaviour expected.

The lunchtime staff team must be treated with the respect expected by all adults at St Mary's School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Class Teachers. This results in loss of privileges and playtimes. Parent/Carers will be informed if there is no improvement in behaviour and the pupil will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

Incidents

Staff are to record all incidents on MyConcern before leaving the premises.

The following incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

- Any incidents involving a pupil, or anyone employed in school which results in personal injury or damage to property.
- Loss, theft, or damage to property.
- Any other incidents or matters of a serious nature.

Serious disciplinary measures taken by a member of staff against a pupil would be recorded in the pupil's personal records. Exclusion must always be recorded.

Class Teachers will inform parents/carers of any incidents and what actions have been taken when a pupil has been recorded on MyConcern.

Disciplinary Action

When necessary, ordinary discipline will be enforced through a system of reminders to be determined in the first instance by the Class Teacher. Decisions made will be based on the transgression, with some flexibility regarding age of the pupil, any special educational needs and disabilities will be considered as far as sanctions are concerned.

Such measures may include the withdrawal of break or lunch times to reflect on poor choices and will also include some restorative practice when appropriate. Work may also be set on occasions if behaviour has been such, that the pupil has missed learning.

In the event that poor behaviour continues, the Parent/Carer of the pupil will be invited to discuss the problem with the school and determine a future plan of action. If no improvement is forthcoming, the Headteacher will consider contacting outside agencies for support, but which may eventually lead to exclusion. In some instance, serious breach of behaviour may result in exclusion in the first instance. Parents/carers will always be notified of any exclusions by post. In cases of exclusions exceeding 15 days in any school year by the Head Teacher, the Pupil Discipline Panel will meet. If they uphold the exclusions, parents/carers will be advised of their right of appeal.

Where pupils are involved in fighting or damage to the school building or fabric, the school considers that it is a responsible action on behalf of members of staff to separate the pupils to prevent them from harming each other and to stop pupils damaging property. In such circumstances, the Head Teacher will consider an appropriate sanction or response.

Bullying

- The school takes the problem of bullying seriously. We consider behaviour intended to cause harm or distress, either physical or emotional to another person who may find it difficult to defend him/herself as bullying.
- All staff regard it as part of their responsibility to prevent bullying in school and will react, firmly and promptly where bullying is identified, providing support for victims where necessary.
- All incidents reported will be investigated. This will involve speaking to all parties involved including any witnesses.
- A decision will then be taken on an appropriate form of action such as:
 - Informing the parents/carers of those concerned.
 - Trying to ensure the bully understands why his/her behaviour is unacceptable and restorative practice will involve the victim in the decision making process and a form of apology to be made by the bully. The victim will also have a say on imposing sanctions against a bully.
 - Insisting upon the return of any items “borrowed” or stolen.
- After taking action, it may be necessary to hold a follow-up meeting with the victim’s family to report progress. All staff members will be informed about any incidents and a written record will be kept of incidents, interviews and action taken. An action plan will be drawn up and agreed with parents where necessary.
- In addition, there will be lessons and assemblies on the subject of bullying held throughout the school year as part of our commitment to prevent bullying occurring.

Pupil Code of Conduct

At St Mary’s RC Primary Academy, we live out our Gospel Values.

- Be polite and respect each other in a Christian manner.
- Reflect using correct choices.
- Listen carefully to teachers and others and respect their views.
- Wait our turn.
- Take care not to damage others’ work.
- Praise each other’s work.
- Be kind to each other.
- Ask an adult if in need of support.
- Take care of all property and our school environment.
- Wear your uniform with pride.
- Enjoy school life and all that it can offer.
- Walk carefully in the school building.
- Show forgiveness.

This code of conduct has been formulated with the safety and well-being of the pupils in mind, and to enable the school to function efficiently as a place of learning. The Pupil Code of Conduct is reinforced in classes by classes formulating their own class charters.

Unacceptable Behaviour

If a pupil behaves inappropriately it is the act that is deemed as unacceptable and not the pupil. Although we believe it right to adopt a positive approach to promoting good behaviour, we believe pupils should be taught what is unacceptable behaviour and be aware of the sanctions. We believe that unacceptable behaviour is:

Stage 1:

Talking when an adult is talking
Disrupting others
Making inappropriate noises
Work avoidance
Attention seeking
Moving around school/classroom without permission
Causing upset through name calling or similar
Lies

Stage 2:

Hitting/ hurting with intent e.g. biting
Refusal to carry out instructions
Throwing objects
Swearing/inappropriate use of language
Fighting
Incites peer conflict
Refusal to come in to class
Damaging school property
Absconding (in school grounds)

Stage 3:

Serious damage to school property
Theft
Physical assault against pupil
Physical assault against adult
Verbal Abuse/threatening behaviour against pupil
Verbal Abuse/threatening behaviour against adult
Bullying
Racist Abuse
Sexual Misconduct
Carry knives or other offensive weapons
Absconding (off of school grounds)

It is illegal to carry knives or other offensive weapons on and around school premises. No pupil or other person shall bring a weapon into the school site, nor carry or keep any weapon within the perimeter of the school or while attending or participating in any school activities. The exception would be for the purpose of teaching a curriculum activity. Misuse of such items will be dealt with as though possession was not authorised.

Staff are expected to use their professional judgement when ascertaining Stages of Behaviour. Consideration needs to be given to the individual and the circumstances surrounding their unacceptable behaviour. The above criteria is not an exhaustive list and additional behaviours may be displayed in each category. The table below is a guide only of consequences.

Stage 1						
Actions	Consequences	Repeated in up to 5 Days	Fresh Start	Repeated in up to 5 Days	Fresh Start	Repeated in up to 5 Days
Talking when an adult is talking. Disrupting others Making inappropriate noises. Not getting on with work. Moving around the School/Classroom without permission. Causing upset through name calling or similar.	Lesson 2 formal verbal warnings. Break 2 verbal warnings.	Lesson Up to 5 minutes of reflective time out with another member of staff. Break Sit on bench for 3 minutes.	Lesson 2 formal verbal warnings. Break 2 verbal warnings.	Lesson Up to 10 minutes with Assistant Headteacher. Break Miss 1 playtime. Teacher speak to Parent/Carers.	Lesson 2 formal verbal warnings. Break 2 verbal warnings.	1 st Time Class Teacher to inform Parent/Carer that Assistant Headteacher will meet with the pupil to discuss behaviour. 2 nd Time Assistant Headteacher or Headteacher to meet with Parent/Carer.

Stage 2						
Actions	Consequences	Repeated 2nd Time		Repeated 3rd Time		Repeated more than 3 times in a Term
Hitting/ hurting with intent e.g. biting. Refusal to carry out instructions. Throwing objects. Swearing/inappropriate use of language. Fighting Refusal to come in to the Classroom. Damaging school property.	Lesson 1 day no playtime Contact with Parent/Carers by Class Teacher. Break 1 day no playtime Contact with Parent/Carers by Class Teacher. Lunch 1 day no playtime Contact with Parent/Carers by Class Teacher.	Lesson Loss of playtime in Assistant Headteacher's Office Contact Parent/Carers to meet with Class Teacher and Assistant Headteacher. Break As above. Lunch As above.		Head Teacher involvement/ meeting with Parent/Carers and Class Teacher. Possible 1-3 day inclusion with loss of playtime.		Possible Pathways involvement Behaviour Management Plan set up. Possible fixed term exclusion Head/Teacher and Governors involvement.
All incidents to be recorded on MyConcern and Class Teacher to inform Parent/Carers.						

Stage 3						
Actions	Consequences	Repeated within the Year		Repeated within the Year		Repeated within in the Year
Serious damage to school property.	Headteacher to meet with Parent/Carers. Possible EBSS involvement and where necessary police involvement. Behaviour Management Plan set up. Possible fixed term or permanent exclusion.					
Theft						
Physical assault against pupil or adult.						
Verbal Abuse/threatening behaviour against pupil or adult.						
Bullying						
Racist Abuse						
Sexual Misconduct						
Carry knives or other offensive weapons.						

Sanctions

At St Mary's, we recognise the importance of reflection, reconciliation and restorative justice in order to seek mercy and forgiveness when the wrong choices are made. Our focus is primarily on the reflection time pupils are given and restorative practice, rather than punishment. In order to support staff with low-level behaviours within the classroom, a 'verbal warning' system is used. Pupils will be given 2 reminders and on the third will be asked by the teacher to remain in the classroom, at the end of lesson; to reflect on their behaviour with the teacher.

The verbal warning system refreshes after each break-time, allowing pupils to make a fresh start and positive choices.

The amount of reflection and reconciliation time will be decided by the Class Teacher in a caring, supportive and fair manner, with some flexibility regarding age of the pupil, any special educational needs and disabilities will be considered as far as sanctions are concerned. Restorative practice will be put in place when necessary.

There will be times when pupils behave inappropriately. Pupils need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the pupil, any special educational needs and disabilities will be considered as far as sanctions are concerned.

Each case is treated individually. Generally, pupils are made aware that they are responsible for their own actions and that breaking rules will lead to a sanction.

Normal sanctions include a verbal reminder of expected behaviour, time out (reflection time), loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology or loss of responsibility. Where appropriate, peer mediation and restorative practice will take place.

School recognises that pupils experiencing tensions at home may exhibit behaviour difficulties in school. The school fosters positive relationships with parents/carers on an informal day to day basis and through more formal arrangements such as SEN review meetings and 'Pastoral Support Meetings'. Where pupils have additional needs in terms of behaviour, a pupil will be given targets set in conjunction with parents/carers and a Behaviour Management Plan set up.

Where it is deemed necessary pupils who are exhibiting particularly challenging behaviour or frequent incidents of less significant but nonetheless concerning behaviour a referral will be made to Lincolnshire Behaviour Outreach Support Service (BOSS).

Procedures for Dealing with Major Breaches of Discipline

If the problem is severe or recurring, then exclusion procedures are implemented

- Reintegration meeting with pupil, parent/carer, teacher and Headteacher.
- Permanent exclusion after consultation with the LEA. All exclusions are governed by a strict code of conduct agreed with the LEA and Diocese and invoked by the Headteacher.
- Parents/Carers have the right of appeal to the Governing Body against any decision to exclude.
- Possible use of positive handling strategies by staff that are Team Teach trained.

Repeated poor behaviour impacting upon the learning/playing of others

If the school considers that a pupil's behaviour is so poor that it is preventing other pupils from accessing the curriculum or playing safely etc, then the Headteacher may exclude the pupil from the classroom. Depending upon the circumstances, the pupil may remain in school, but work alone away from the other pupils. They may be excluded from the dining hall and the playground. The parents/carers are to be kept informed of the reasons for the exclusion and are to be offered the opportunity to discuss the exclusion. They have the right to appeal to the Governors if they do not agree with the Headteacher's decision.

Preventative Strategies

See sanctions above and policy procedures.

The school put in place Behaviour Management Plans and Physical Handling Plans, for pupils who may show challenging behaviour. All staff including Supply Teachers are made aware of these.

If a pupil violently attacks another pupil or adult and does not respond to requests and support to calm down, then positive handling strategies may be necessary, carried out by Team Teach trained staff. Measures will be taken to de-escalate the situation prior to this action happening. Staff will be trained on Team Teach strategies and procedures. If positive handling strategies have to be actioned by members of staff, a Physical Handling form must be completed and passed to the Headteacher and parents informed.

The pupil should be removed from the situation and given time to calm down and reflect. Parents/Carers will then be informed by the Headteacher.

A serious incident form (PO34) should be filled in and the situation discussed with the Headteacher. The Headteacher will work with the member of staff and parents/carers to devise an action plan to meet that pupil's needs. This may include the involvement of other agencies such as BOSS, Social Services, and Psychological Service and so on.

Fixed Term and Permanent Exclusions

Only the Headteacher has the authority to exclude a pupil. Exclusion may consist of one or more periods for up to 45 days within any one school year. The Headteacher may also exclude a pupil permanently.

Any exclusion would be carried out in accordance with the procedures set out in the School Standards Framework Act 1998 and Circular 10/99.

Following a fixed term exclusion, a reintegration meeting takes place to discuss tailored provision and targets for the pupil when they return to school.

Signed
Chair of Governors

Date

Appendix 1

Acronyms

BOSS – Behaviour Outreach Support Service

CCTV – Closed-Circuit Television

EBSS – Education and Behavioural Science Section

EYFS – Early Years Foundation Stage

LEA – Local Education Authority

SEN – Special Educational Needs

SEND – Special Educational Needs and Disabilities

SENCo – Special Educational Needs Coordinator

SLT – Senior Leadership Team