



Policy for Promoting Positive Behaviour

Philosophy

St. Mary's school is an active part of the Catholic Church today. Our aims go beyond the delivery of formal curriculum, although we do certainly aspire to achieve this to the highest standards, to the fulfilment of every child's potential as a young and developing human being. The Church tells us that love is 'the fundamental and innate vocation of every human being. For man is created in the image and likeness of God who is himself love.' (Catechism of the Catholic Church 1604). It is in keeping with this teaching and following the example of our Lord Jesus Christ that we seek to look for the good which we know to exist within every individual and to gently discourage behaviours which are at odds with this philosophy. This policy is therefore to be read as an integral part of our whole school ethos, which is emphatically Christ centred.

Aims

This policy aims to set out the methods and strategies by which we seek to establish our school as a community in which children feel safe and happy, free to learn and grow. Specifically it is our aim that this behaviour policy:

- 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 an understanding 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.

SCHOOL PRACTICE

To promote positive behaviour, 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 promotes positive behaviour through the consistent applications of:

- Expectations
- Rules (Golden)
- Routines
- Rewards
- Sanctions

EXPECTATIONS

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 chances 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.
- Heightening the awareness that basic good manners can affect attitudes to relationships, through teaching and encouraging good manners.

GOLDEN RULES

For these to be properly understood and taken on board by children, their purpose and appropriateness must be clear.

- Our Golden School Rules reflect our Mission and have a clear purpose, are set in the context of the everyday life of the school, and are seen to be fair and are arrived at through involvement with pupils.
- Our Golden Rules are positively phrased and expressed simply.
- Our Golden Rules are enforceable.
- Our Golden Rules are enforced with consistency and fairness.

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- Our Golden Rules relate clearly to routines.

ROUTINES

Rules, and the consequences for disregarding them, are consistent with expectations and routines, so that there is no room for confusion or inconsistency.

- Routines are simple and clear, and are regularly explained, modelled and reinforced by all members of the school community.

Children understand the need for routines to ensure the smooth running of the school, and they are encouraged to adhere to them through praise and reminders.

REWARDS

In keeping with our philosophy of a positive attitude to behaviour, a system of awards exists in school to celebrate both consistent good behaviour as well as improvements noted. All adults working with the children know about rewards systems in place and are encouraged to become involved. Rewards are not purely classroom based. This is felt to be important so that recognition or reward can be immediate and visible, and can be awarded individually or to groups of children. This encourages the children to consider both their personal achievements but also how they working socially.

- Positive behaviours in class are celebrated daily as part of the classroom routine established by the class teacher – these include awards such as gems for tables, Star of the Day and raffle tickets.
- All children belong to a house team, and points awarded are counted up every week with the winning team being announced at Friday assembly.
- Certificates are awarded to two children from each class during the Friday Whole School Assembly. These can be given for a number of reasons including consistently good, or a noticeable improvement in behaviour.
- “Good news” about positive behaviours is also shared in school by visits to other classrooms or to the Headteacher.
- Positive behaviour and good choices are celebrated and rewarded with Golden Time for all children each Friday. Pupils have a choice of activities that they have agreed with their teachers and enjoy participating in.
- At the end of each term a Whole School Golden Rules Assembly takes place when certificates are presented to all children who have consistently kept the Golden Rules throughout the term.

SANCTIONS

Sometimes negative behaviour needs to be addressed and sanctions imposed. Our system of clear and consistent routines and rewards is designed to make it clear when behaviour is to be judged as unacceptable. When a child behaves in a way which is inappropriate, the matter is

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dealt with calmly and fairly, the problem is talked through. It is made clear that the action rather than the child itself is the problem. Wrong behaviour does not define the individual, but it needs to be clearly identified and suitable sanctions imposed.

Initial strategies for minor unhelpful behaviour are low key.

- Ignoring the behaviour or indicating that it is unhelpful through gesture, the giving of a 'yellow card' which is deemed a warning for further consequences should the behaviour continue.
- Praising those not joining in or reminding the child gently that this is not how we behave.
- Making an alteration to seating or grouping.
- Providing support from a teaching assistant.

Additional strategies may include

- Suggesting choices and consequences, such as some loss of playtime.
- A visit to another class or the Headteacher (although it is clear to all that a child is just as likely to pay such visits to be praised or share good work or behaviour).

Where informal strategies or verbal warnings are insufficient to correct a particular unwelcome behaviour, a structured procedure comes into play.

- Time out for a set amount of time appropriate to the age of the child within the classroom.
- If the behaviour persists, the child is sent to another class within the same phase and is expected to settle to work for a given period of time.
- If the child is unable to settle in another class and work time is lost, the time lost must be paid back after the matter is discussed (at break or lunchtime).
- A 'Red Card' will be issued which incurs 5 minutes loss of Golden Time.
- If the behaviour is persistent, or a single serious incident is reported, a lunchtime detention will be given. During this time the child will be spoken to about the incident and ways to move forward. After three lunchtime detentions or at the headteacher's discretion, parents will be contacted by letter to come into school and discuss this further.

When behaviour is extreme (such as an act of violence beyond a simple physical reaction to another child, a pupil may be taken to visit the Headteacher outside of class time for the matter to be discussed. Persistent behavioural issues will be discussed with parents and an appropriate way forward to support individual pupils.

Only in the most extreme circumstances, such as an identified risk to health and safety, is the pupil to be sent out of class during lesson time.

CHILDREN WITH IDENTITIES AND PARTICULAR BEHAVIOURAL DIFFICULTIES

Some children may be identified as having more serious behavioural difficulties. Wherever possible they are expected to fit in with mainstream provision, but they may also need to have an individual Behaviour Plan. This may include targets relating to sustained working time or desired classroom behaviours with baseline and success scores. Children and adults working with them are clear as to targets being worked on and will have discussed and agreed strategies for achieving targets and setting new ones. The individual children involved will often be reminded of these targets with a positive use of the language of choice and consequence.

INVOLVING STAKEHOLDERS IN THE POLICY

In reviewing this policy, staff and children have been consulted, and a children's version is available. It is expected that all members of our community should feel involved in the promotion of good behaviour in our school since it is in everybody's interest that St. Mary's is a happy, safe and fair place to be.