

Behaviour Policy

October 2022



St Mary's Catholic
Primary School
Bognor Regis

Introduction

At St. Mary's Catholic Primary School, we aim to create a stable and happy environment for all our children where they can develop respect, care and tolerance for others whilst growing in self-confidence and a sense of their own worth.

The spiritual, moral and cultural, mental and physical development of every child is of great importance to all at St. Mary's. We actively aim to prepare them for the opportunities, responsibilities and experiences of life by promoting good behaviour at all times. We hope that by our guidance and example our children will be encouraged to develop attitudes of caring, support and loving concern for others. We want the children to make positive choices in their behaviour and have the confidence to turn away from wrong behaviour. We want them to do this for themselves, our school community and as a celebration of God's love.

We understand that all behaviour is a form of communication. We value children's voices and experience in all areas of school life and know that when we listen to them in the spirit of Gospel values, we can nurture their self-esteem, their relationships and their behaviour for learning.

We work with parents and members of the local community to encourage good behaviour following the example of Jesus Christ.

Our Principles:

- We seek to provide an environment which is happy and safe, and secure in the love of Christ
- We value each member of the school community as unique with their own dignity given by God. We will respect their property and the environment they work in
- We do not accept bad behaviour which threatens the rights of others to learn, work and be happy
- We use sanctions constructively so that individuals recognise why they have been imposed, directly linking misdemeanours to sanctions whenever possible
- When we sanction we do not demean or degrade. We take account of the individual and the circumstances
- We acknowledge there are times when we need to say sorry and forgive. We encourage our children to do the same
- We recognise the need to listen with compassion and generosity
- We will always encourage parents to work in partnership with us

Unacceptable behaviour

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and discriminatory comments targeted at those with protected characteristics.

Protected Characteristics: Our behaviour policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying. In our school this

includes discriminatory comments or actions against people's differences such as: disability; race; religion or belief; gender; sexual orientation. We celebrate diversity and differences.

Comments which discriminate against those with protected characteristics are unacceptable. This also includes behaviour or attitudes that create stereotypes of people based on their protected characteristic. This can include:

- Homophobia;
- Sexist 'banter';
- Racial stereotyping;
- Islamophobia or anti-Semitism;
- Disablism

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Explain the effect of their comment or action on others;
- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a letter or phone call to parents if necessary

Our RSE curriculum, Ten:Ten, covers what healthy and respectful behaviour towards one another looks like.



Our Behaviour Policy is rooted in our Mission Statement, and should be read in conjunction with our Teaching & Learning Policy, Anti-Bullying Policy and Use of Restraint Policy.

The Beatitudes, our code of behaviour, is displayed in all classrooms and in the entrance area. Staff regularly refer to it and explain it to the children according to their age/maturity.

Our School Code of Behaviour:

The School Council decided our code should be like the Beatitudes – attitudes we should try to be!

We will:

- Be kind – in what we do and say
- Be thoughtful – think about what we do and say
- Be polite – speak nicely to everyone
- Be supportive – help one another
- Be respectful – treat others as Jesus asks
- Be generous – give your time and help to others

We encourage/promote good behaviour by:

All classes use a three tier system for behaviour management. The principle of which is the same but may be presented in different ways in each class according to the age and maturity of the children.

Tier 1 (Green card/Smiley face) represents good behaviour is being seen.

Tier 2 (Amber card/straight face) represents that a warning has been issued over an element of a child's behaviour. This could be low level classroom behaviour such as calling out, disrupting others work; or behaviour towards others that is unacceptable such as being unkind verbally or physically.

Tier 3 (Red card/sad face) represents that a sanction is required due to persistent low level behaviour or a more serious incident such as swearing or fighting. When a child has carried out the sanction they return to Tier 1.

At St Mary's we believe that each day should be started afresh and all children start each day on Tier 1 – if a sanction has been carried over from a previous day this will be recorded elsewhere.

Important features of positive behaviour management

Effective practitioners will:

- Use a wide range of skills and tools;
- Manage their emotions well, at all times modelling good emotional management to the children;
- Remain calm and rational, remembering that their emotions will influence the classroom climate;
- Build positive relationships;
- Have high expectations;
- Be consistent;
- Show an interest in children as individuals;
- Listen to the point of view of others;
- Give children responsibility;
- Treat others with respect.

Boundaries

- A teacher's job is to set boundaries;
- Children testing these boundaries and making mistakes about their behaviour is normal and healthy;
- Children should be helped to experience achievement;
- Behaviour is treated as a choice and children are accountable for these choices;
- There is a culture of praise focusing on what the children can do.

Behaviour Problems Behaviour Problems

If behaviour problems persist in the classroom then advice must be sought from the Headteacher, Deputy Headteacher or Assistant Headteacher and the SENDCo. If the need arises, in consultation with the SEND Coordinator, an ILP (Individual Learning Plan) should be set up with appropriate targets. If challenges continue, advice should be sought from the Behaviour Team or other appropriate agencies.

Use of Sanctions and Rewards

Sanctions:

- We believe sanctions should always be applied as a choice – "Sam if you continue to stop Marcus working then you will be choosing to miss playtime";
- Effective sanctions simply limit behaviour long enough to allow praise for the new desired behaviour;
- It is not the severity of the sanction that makes them effective limiters. It is the understanding by the child that the teacher will follow through the sanction.

Rewards:

- We believe that emotional feedback is the most effective reward – praise, smiles, thumbs up, thank you etc;
- Tangible rewards (stickers, smiley faces, names on boards, stars etc) are not effective in the long term and should only be a short term prop. Children should be encouraged to make the right choices without bribes;
- Rewards should not be used as bribes for the children with challenging behaviour.

Begin and End lessons positively

- Lessons should always positively praise good behaviour;
- At the end the teacher should always focus on what went well rather than dwell on what didn't.

Six Principles for positive behaviour management

1. The teacher should plan for good behaviour remembering prevention strategies and opportunities for reducing poor behaviour;
2. The adult should always separate the inappropriate behaviour from the child;

3. The adults will use the language of choice – a choice will give the child the chance to move on to more successful behaviour. "If you choose to keep talking while I'm teaching you will be choosing to sit here on your own, make a better choice now, thank you";
4. Successful use of the voice is imperative. The adult will keep calm and controlled, use appropriate expression to ensure they are believable and vary the tone of their voice. Shouting at children is not acceptable as a regular strategy;
5. Adults will always be consistent and follow through their expectations;
6. Reflection will be a regular part of the practice, remember "more of the same won't do" (if things are not working change them).

Behaviour around the school

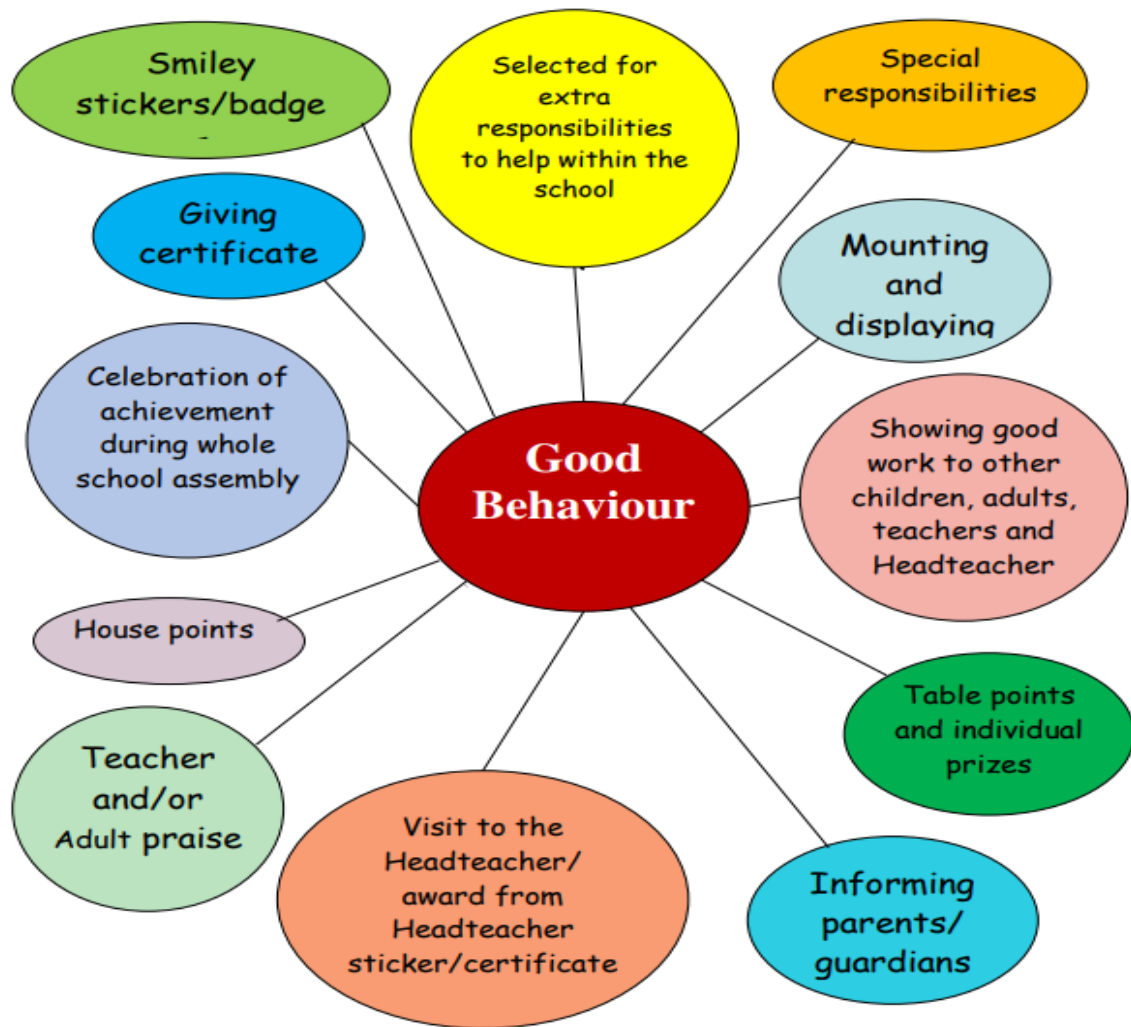
All adults should encourage appropriate behaviour around the school.

- Children should be encouraged to walk in the corridors, and on the left on staircases;
- Adults should always say hello to children they meet outside the classroom;
- Any incidents should be reported to the class teacher;
- All adults are responsible for behaviour of children around the school.

In all cases it is the responsibility of the class teacher to maintain positive behaviour management in their classrooms. In the event of poor behaviour adults should refer to the Graded Responses to Behaviour (see Appendix).

Outside agencies may be involved if necessary with the consent of the child's parents.

We believe good behaviour should be rewarded, for example: rewarded, for example:



"So always treat others as you would like them to treat you..."
Matthew 7:12