

Saint Mary's Catholic Voluntary Academy



Learn to Love; Learn to Believe; Learn to Achieve.

*In our school Christ is at the centre and children
are at the heart of all that we do:*

*We inspire everyone to succeed to reach their potential
in a safe inclusive happy environment;*

*We develop resilient hard working independent individuals
who are confident to take risks.*

Behaviour Policy

Date: 3 September 2021

Review Date: 1 September 2022

At Saint Mary's all that we do is centred on the teachings of Christ and our Mission Statement forms our school rules. Children need patience, support, and above all, consistent treatment from the adults they meet in school. It is the responsibility of every adult to model and encourage children to live out our Mission Statement and deal with inappropriate behaviour immediately.

At Saint Mary's Catholic Voluntary Academy, we believe that children should be encouraged to develop respect based on trust. We encourage children to be self-disciplined, responsible and have a caring attitude towards themselves, other people and their environment. The staff expect good quality work and behaviour. Saint Mary's takes the view that violence, racism or expression of hatred in any form towards another is never justifiable under any circumstances.

AIMS

- To nurture the spiritual and moral growth of our children within the context of the Catholic faith.
- To create a welcoming, caring and safe environment, where children can develop self-respect and a sense of individual worth
- To provide stimulating, educational experiences within which individual talents and gifts from God are nurtured and full potential is achieved,
- To foster independent learning and develop skills for the future.
- To maintain and develop positive and productive relationships between the school community, the parish, the local community, the Nottingham diocese, St Ralph Sherwin Trust and the wider global community.

EXPECTATIONS AND RULES

To fulfil these aims we have high expectations of pupils, staff, governors and parent / carers.

Pupils will be expected to:

- Follow our Mission Statement
- Treat adults and children with respect
- Work to the best of their abilities and allow others to do the same
- Take care of property and the school environment
- Co-operate with other children and adults and obey instructions

We expect Staff to:

- Respect children and be constantly aware of the way we relate to the pupils at Saint Mary's Catholic Voluntary Academy;
- Be role models of good behaviour at all times;
- Be consistent in ensuring children adhere to our school rules;
- Use our Mission Statement and 'Statements to live by' to constantly remind the children about our values and behaviour;
- Apply our behaviour policy fairly and without prejudice or favouritism at all times;
- Speak to children in a calm, polite manner;
- Make instructions explicit and ensure children understand why they are being given;
- Give children a chance to speak and listen to them, thus enabling fairness.
- To inform the child's Class teacher of behaviour that is over and above normal age related misbehaviour;

- To inform their Line Manager of behaviour that is over and above normal age related misbehaviour;
- Lead children in and out of all worships and Liturgies in a quiet, orderly line;
- Dismiss children from their classroom door in an orderly manner between sessions and at the end of the day.

In addition to the above we expect Classteachers to:

- To use language to support positive/assertive discipline techniques;
- Be proactive in developing good relationships with parents and children; make them feel welcome and listen to any concerns they have;
- Keep in regular contact with our parents through the reading record and informal chats as appropriate;
- Raise concerns at our weekly 'Vulnerable Pupil' meetings.

We expect Parents to:

- Follow and use our Mission Statement to reinforce our expectations regarding behaviour;
- Support the school should any disciplinary matters arise;
- Address concerns or complaints in a polite non-aggressive manner directly to the school. This includes direct contact with the school by telephone or face to face. It also applies to letters, emails and any other written communications. When using social network sites such as Facebook, parents/carers should not post derogatory or offensive comments about the school, its staff or other pupils.
- Show an interest in their child's school life and promote their child's behaviour by ensuring their children are aware of appropriate behaviour in all situations;
- Ensure their child arrives in time for the school day and attends regularly;
- Raise concerns about other children's behaviour with the school rather than approaching the family: never approach another child themselves;
- Model good behaviour in the way they talk to other adults and children: never argue or call one another down in earshot of the children;
- Build their child's self-esteem by giving appropriate praise, listening to them and talking to them rather than at them;
- Say 'No' sometimes- remember, they are the child; one day they will thank you;
- Accept that all children, including their own, no matter how well-brought up, will occasionally misbehave. This does not mean you are a bad parent - they need you to teach them that there are consequences for such behaviour and to talk through why their behaviour was wrong and how they could act differently next time;
- Be consistent, don't threaten or promise things that are not going to happen.

Around our school we expect pupils to:

In the classroom	In the Hall at lunchtime
Try their best Work quietly and well without disrupting others Keep own desks and classroom areas tidy Put hands up and take turns to speak Speak pleasantly to each other Sit and move around carefully and safely Respect our own and others property Keep hands, feet and objects to themselves Treat each other, as you would wish to be treated	Walk in and out quietly, in single file on left hand side Be polite to one another Put up hands for attention Sit and move around carefully and safely Talk quietly – appropriate voice levels Use manners i.e. Please / Thank you Sit correctly Use cutlery correctly and return plates and cutlery to the allocated table at the end of the meal
On the playground	Whole school
Act safely Act sensibly Respect each other in actions and ways of speaking Play together nicely Follow instructions of the midday supervisors and staff Seek permission to go to the toilet and act sensibly in the toilets and school building Stand still when the whistle blows and walk quietly to the line when instructed Take care of equipment and share with each other Keep to the zones when playing with equipment	Wear correct uniform, correct footwear, plain, small headbands to match uniform, no jewellery, (if ears are pierced only small stud type earrings may be worn) No extreme haircuts or dyed hair, nail varnish, false nails or tattoos. Move around sensibly, carefully and safely and in single file on left hand side Use the correct voice levels Listen to and be polite to all adults Listen to and be polite to each other Look after each other and our school Keep our school tidy Respect school property and the property of others

The emphasis is to develop positive behaviour that enables the child to develop and learn in a happy and harmonious environment. In-keeping with the Church's view that 'Parents are the foremost educators of their children', we seek to develop desirable behaviour through working in partnership with parents.

Through our Mission Statement, we set consistently high expectations that are clearly understood by the children. We reward good behaviour through praise, daily, weekly and termly reward systems as referenced below. On the occasions when the child's behaviour falls short of our expectations, age-appropriate sanctions are explained and consistently applied. We encourage parents to talk to their child and reinforce good behaviour.

Positive Discipline techniques to encourage acceptable behaviour.

We will teach our pupils appropriate behaviour within the context of the Catholic faith, as part the curriculum and when other opportunities arise. We will adopt a positive approach of certainty and consistency rather than negative severity. We will not condone staff members shouting / screaming at pupils, using sarcasm or making derogatory comments. In this spirit, we will also not condone pupils or parents raising their voice towards staff members, using sarcasm or making derogatory comments.

Children are aware of the rewards and sanctions, they have discussed them with staff and will be expected to take responsibility for their choices and actions.

Examples of rewards
Smile/Immediate praise
Proud points- weekly house winners
Stickers/Notes home
Notes to Parents in the reading record
Speaking to parents to praise
Come and Celebrate Worship- Star Pupil Award-weekly
Star of the Day
Half Term Honours
Super Class
End of Term Honours
Head teacher Postcard
Mover and Shaker Award

Order of sanctions
Quiet reminder of what they are supposed to be doing/how to behave
Pupil moves places within class if deemed necessary by the teacher
Second chance reminder that if they behave like this again the class teacher will ask them to stay behind to discuss their behaviour.
If the pupil continues to misbehave and ignore the second reminder, then they stay behind for a conversation with the class teacher.
If the teacher deems necessary and/or the pupil is continuing to misbehave, then the pupil is sent to their partner class for 10 mins. Note in the Reading Record to inform parents Entered on My Concern
If sent to Partner class 3 times within a month the parents/carers will be invited in by class teacher for a meeting, together with the Key Stage Leader. Entered on My Concern
Pupil to be sent to the Leadership Team if inappropriate behaviour continues, following the parents meeting with class teacher. Entered on My Concern
If inappropriate behaviour continues or serious incidents occur, parents/carers are asked to meet the Leadership team Entered on My Concern
Fixed term isolation (internal) as determined by Leadership Team
Outside agency involvement Entered on My Concern
Missing of school trips, visits, sporting fixtures Fixed term exclusion Entered on My Concern
Permanent Exclusion Entered on My Concern

Behaviour in and around school

Less serious inappropriate behaviour	Actions
<ul style="list-style-type: none"> • Wandering about /calling out • Interrupting staff when talking to whole class / group • Distracting / annoying other pupils • Not responding to staff members initial requests to work or follow instructions • Talking to other pupils at inappropriate times • Silly noises • Pushing / pulling others in line • Wasting time, not finishing work • Giving cheek, making off-hand comments • Deliberately being disruptive • Petty name calling • Running in corridors/school building 	<ul style="list-style-type: none"> • Sanctions at the teachers' discretion • Outside – 'Time out with staff on duty'
Serious inappropriate behaviour	
<ul style="list-style-type: none"> • Offensive name calling (including racist, homophobic or sexual references) • Physical / aggressive behaviour with intent to harm • Deliberately damaging school or someone else's property • Stealing • Challenges to authority, i.e deliberately leaving class without permission • Repeated refusal to complete set tasks • Continued inappropriate language and swearing 	<ul style="list-style-type: none"> • Inform parents and call parents in for a meeting with class teacher/Key Stage Leader • Pupil to have fixed period detention as directed by leadership team. • Record on My Concern

Extremely serious inappropriate behaviour	
<p>Taken from the National Standard List of reasons for exclusion from the DfES</p> <p>Persistent disruptive behaviour Includes:</p> <ul style="list-style-type: none"> • Severe challenging behaviour • Persistent disobedience • Persistent violation of school rules <p>Extreme dangerous or violent behaviour towards themselves, other pupils or members of staff. This includes</p> <ul style="list-style-type: none"> • Running out of school buildings. • Fighting • Wounding • Continued form of behaviour which could constitute to bullying • Carrying offensive weapon • Deliberately throwing “missiles” either as aggression, in temper or to harm <p>Repeated or aggressive verbal abuse of members of staff or pupils</p> <ul style="list-style-type: none"> • Repeated or aggressive swearing • Persistent taunting • Derogatory racist statements • Swearing, graffiti that can be attributed to racist characteristics • Severe verbal intimidation • Persistent bullying both mental, verbal and physical. 	<ul style="list-style-type: none"> • Requires immediate involvement of Leadership team • Telephone call to parents / carers to request meeting, discuss and implement appropriate sanction • Possible involvement of outside agencies • Warning to parent/ carer that repeat of incident could merit exclusion • These examples of inappropriate behaviour merit differing degrees of exclusion • Record on My Concern <p>Child may need to be immediately removed for calming down period / safety</p> <p>Procedures will be implemented at discretion of the Acting Head of School in consultation with relevant bodies</p> <p>On return to school – implement support, monitoring procedures as required</p>

<ul style="list-style-type: none"> • Lewd behaviour, assault or abuse of sexual nature <p>Bringing cigarettes, matches and/or lighters into school and / or smoking on the premises. Plus, any other substance abuse.</p> <p>In certain circumstances and for the safety of the pupils and staff in school we will be allowed to screen and search pupils and confiscate property in accordance with national guidance.</p>	
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Arrangements for Partner Classes

<u>Class</u>	<u>Partner Class</u>
Yr R	Yr 2
Yr 1	Yr R
Yr 2	Yr 1
Yr 3	Yr 5
Yr 4	Yr 6
Yr 5	Yr 4
Yr 6	Yr 3

All children start each day afresh. It is important to stress that each day is a new start.

Proud Points

The children will be awarded Proud Points for effort in their schoolwork and behaviour. These are collated each week and the winning house for the week is announced at 'Come and Celebrate.' The winning house for the half term will be rewarded with a non-uniform day the following Friday.

Nurture Group

Some pupils, for various reasons benefit from taking part in Nurture Group, which provides learning opportunities in a 'family' setting three afternoons a week. This is not a reflection on their academic ability or their behaviour, but an extension of the personalised approach we aim to provide for all our children. Basic skills are addressed through life skills. Activities are planned so that each child is applying basic skills at the appropriate level of challenge for him/her. Planning for the Nurture Group is overseen by the leadership team and delivered by the fully trained Teaching Assistants. These staff work in close partnership with the Classteacher and Parent.

Parent support/ Exclusions

The following options are very rare and not our preferred option. In-keeping with our Catholic ethos and Mission Statement, we aim to teach every child right from wrong through positive messages and recognition of the unique value of each child. Normally, where parents work in partnership with us we achieve this.

In exceptional cases, if the child persistently disrupts the learning of others, parents will be invited in to meet the class teacher in the first instance and if necessary with the Leadership team.

As a very last resort, if a child, despite support and intervention strategies, poses a risk to him/herself and to others, a fixed or permanent exclusion will be considered by the Leadership team.