

St Werburgh's Catholic Primary School

Behaviour Management Policy



The light of Christ shining through our learning and our life

Be safe, be respectful, be ready to learn

Our school mission statement reminds us that the light of Christ shines in us at all times, in all that we say and all that we do.

As a school we live this mission by living out the Gospel values of honesty, integrity, respect, compassion and forgiveness. As members of St Werburgh's Catholic Primary School we nurture mutual trust and respect for all.

EQUAL OPPORTUNITIES

The policy is implemented equally to all members of the school pupil population, regardless of gender, nationality or disability. It is important that all pastoral issues relating to individual pupils are taken into consideration.

AIMS & EXPECTATIONS

- ❖ To promote an environment where everyone can learn and work in a happy, safe and secure environment.
- ❖ To ensure every member of the school community maintains their dignity and feels respected.
- ❖ To ensure that every person is treated fairly, with love, kindness and compassion.
- ❖ To teach all pupils to become positive, responsible and increasingly independent, self-motivated members of the school community and wider society.
- ❖ To promote positive relationships, so that people can work together with the common purpose of successful learning.

THE ROLE OF ALL ADULTS

All adults teach the respectful, compassionate, forgiving values that we expect the pupils to demonstrate. We must, at all times model a clear moral code for the children to aspire to, 'this is how we do it here'. All adults will verbalise and model how we successfully moderate and manage our emotions. It is essential that all members of the school community have a voice and are treated with dignity.

Visible kindness and visible consistency by all adults are central to our behaviour policy; we all calmly reprimand discreetly to ensure everybody has the opportunity to maintain their dignity. We all praise publicly to share in celebration of the correct learning behaviours.

All staff are proactive in recognising and rewarding positive behaviour. They pay first attention to the best conduct - commending pupils who are making the correct behaviour choices. When dealing with poor behaviour choices, adults calmly and consistently use a script that removes the behaviour from the child 'I like you but I do not like that behaviour.' When choosing a sanction for a poor behaviour choice, adults will ensure that this is fair and proportionate to the action.

All school staff are responsible for the behaviour of all pupils, not just their own class. Staff will consistently praise and calmly remind all pupils of the specific desired behaviour whilst on the school site and whilst on trips or visits.

All staff will be mindful that poor behaviour can be a pupil's way of communicating a difficulty and will seek to put the appropriate support and nurture in place for that child.

Staff will routinely record serious incidents of poor behaviour on CPOMS. They will also log conversations with parents regarding concerns about behaviour. Senior leaders will regularly monitor and analyse patterns of poor behaviour and will take positive action to prevent reoccurrence and bullying.

In order to maintain dignity, professional discussions about a child's poor behaviour and resulting sanctions will always take place away from and out of hearing of the pupil and their peers.

In order to maintain confidentiality and dignity no member of staff will discuss details of a pupil's behaviour or sanction for poor behaviour with any parent other than the child's own.

THE ROLE OF THE HOME/SCHOOL DEVELOPMENT WORKER

The home/school development worker is available to support parents and pupils. She liaises regularly with parents and is able to signpost a wealth of external agencies who are able to provide bespoke support and advice. She also works with class teachers to provide individual behaviour targets and monitoring, where necessary.

THE ROLE OF THE PUPIL

In order for all members of the school community to be able to work and learn in a calm, purposeful environment where everybody feels valued, happy and safe, it is essential for all pupils to adhere to our three school rules:

- Be safe
- Be respectful
- Be ready to learn

These rules apply to all aspects of the school day and all times that pupils represent the school, including off site.

THE ROLE OF PARENTS

The school works in partnership with parents, so children receive consistent messages about behaviour expectations in order to build resilience and to develop the life skills to help them to become good citizens.

We expect parents to:

- Trust staff to apply the behaviour policy fairly and consistently in order to support their child's learning, and to co-operate with the school.
- Engage in supportive dialogue between the home and the school.
- Support the actions of the school if sanctions outlined in this policy are used to reprimand a child.
- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher.
- Support school values and never condone or encourage violence or retaliation.
- Immediately report serious concerns about another pupils' behaviour to school staff and trust school to take appropriate action. Understand the need for confidentiality in these instances and know that school will never discuss details of any pupil, other than your own with you.
- Report all concerns directly to school staff and allow them to resolve any issues. School will not tolerate behaviour concerns being shared on social media and will seek legal advice if this should happen.

POSITIVE RECOGNITION

At St Werburgh's we place the utmost importance on recognising and praising positive behaviour choices. Adults encourage and teach pupils to self-moderate and manage their own emotions and behaviour so that they learn that we all need to behave appropriately so that everybody can learn effectively. It is our aim that all pupils will develop the intrinsic desire to behave well because they are proud to be a pupil at St Werburgh's.

The following is a list of rewards we use in school for pupils consistently following the three rules, for demonstrating excellent learning behaviour and for living out our mission statement and gospel values:

- ✓ Verbal thanks, congratulations and praise
- ✓ Class recognition board
- ✓ Stickers
- ✓ Visit to another member of staff to 'show' what they have done
- ✓ Written congratulations on excellent work
- ✓ Headteacher reward stickers
- ✓ Certificates (awarded in weekly celebration assembly)
- ✓ Telephone call to parents
- ✓ Praise postcard sent home
- ✓ Weekly 'Above and beyond' celebration
- ✓ Additional responsibilities

CONSEQUENCES OF POOR BEHAVIOUR CHOICES

Poor behaviour is kept to a minimum by developing positive relationships and by teaching and nurturing a culture of mutual respect. In delivering sanctions, adults must ensure that everybody's dignity is maintained.

First attention is given to the best conduct and teachers ensure that they first praise and reward pupils making the correct choices.

School staff calmly and discreetly, specifically remind pupils to change their behaviour in order to follow the three school rules.

If appropriate, staff will discreetly and calmly issue the pupil with a proportionate, appropriate sanction. Immediacy of response is the most effective strategy in helping pupils to change their behaviour choices, not weight of the sanction.

Serious/repeated issues are discussed with the pupil's parents either immediately by telephone or at the end of the school day and the senior leadership team are notified.

The following is a list of sanctions that may be used for pupils choosing not to display the correct learning behaviours and for not following the three school rules:

- Verbal reminders of the correct behaviour
- Age appropriate 'time out' from the situation
- Change of seating within the classroom
- Temporary removal from classroom or playground (to alternative, supervised area)
- Restorative work eg a written explanation and apology for actions or an act of reparation
- Unfinished work (due to poor learning behaviour) to be completed at playtime or lunchtime
- Proportionate loss of part or all of playtime/lunchtime
- Removal of privileges eg monitor roles, clubs and representing the school
- Telephone call home and/or a meeting with parents
- Internal exclusion (removal from peer group during lessons and/or playtimes)
- Lunchtime exclusion (in extreme circumstances, at the discretion of the Headteacher)
- Homophobic and racist incidents are not tolerated and are reported to the local authority
- Suspension or permanent exclusion (serious breaches* of the behaviour policy, at the discretion of the Headteacher)

***Serious breaches of the behaviour policy include:**

- Repeated breaches of the school rules
- Abusive language or behaviour towards adults
- Child on child abuse
- Any form of bullying
- Vandalism
- Theft
- Any form of violent behaviour

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

BULLYING

In order to reduce the chances of bullying, we take a preventative approach, encouraging respectful relationships through RE, PSHE, our wider curriculum and our pastoral support to ensure all members of the school community value diversity and live out the values of our mission statement.

We teach pupils to understand what behaviour constitutes bullying and that this is unacceptable in our school and society. Pupils know that if they feel that they are being bullied or somebody else is they should take action and report this to an adult.

Bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated. Bullying can take various forms including verbal, non-verbal, physical, visual, cyberbullying, written and the use of inappropriate language.

It is made very clear to students what is expected of them in terms of respecting their peers and all members of the school community. Any intentional breach of this will result in disciplinary action.

We identify the following types of behaviour, persistently aimed at one individual, as bullying:

- Physical – hitting, pushing, using aggressive body language etc
- Verbal – name calling, insults, starting or passing on rumours, threats to student's face or behind his/her back
- Non-verbal – looks, gestures, body language
- Cyberbullying - inappropriate posts, photographs, videos, email, text messages or other social media
- Written – notes, letters
- Visual – using a mobile phone to take inappropriate or unauthorised pictures of another pupil
- Inappropriate language – racist, sexist, homophobic, gender biased

If an allegation of bullying does arise, the school will:

- Take it seriously
- Act as quickly as possible to establish the facts
- Record and report the incident; alerting the Senior Leadership Team
- Inform the parents of both parties

- Provide support and reassurance to the victim
- Make it clear to the 'bully' that this behaviour will not be tolerated
- Carry out monitoring and reporting if the bullying is of a prejudicial nature
- Carry out restorative justice and friendship work

ADDITIONAL INFORMATION

Behaviour and Discipline in Schools, February 2014, states that the law allows maintained schools:

1. To have the 'Power to search without consent' for prohibited items;
2. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items;
3. Members of staff have the power to 'use reasonable force' to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

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