

St. Mary's RC Primary School

Chepstow



Behaviour Management Policy

School Mission Statement:

Learning for Life with Christ as our Light

School Vision Statement:

Based on our Catholic faith, St. Mary's Catholic Primary School seeks to promote the Gospel message of Jesus Christ as the foundation of its existence

We, as a caring community of learning, combine innovation and tradition to enable each individual to achieve their full potential.

As a school we:

Teach the Catholic faith, to help children grow in all aspects of their spiritual and moral development.

Recognise and encourage the uniqueness and value of each individual, by nurturing and developing each child's selfworth and ability.

Provide a balanced, differentiated and relevant curriculum in pursuit of high academic excellence.

Help create a Christian community, uniting the home, the school, the Catholic parish and the wider community

Welcome children of all faiths to join the school community.

Aims

As a school community, at St. Mary's we seek to live by the Gospel, responding to God's boundless love for us by incarnating in our daily life the values of:

- Mutual respect and care as brothers and sisters in Christ;
- Self discipline;
- Service to others;
- Forgiveness;
- Use of our talents;
- Effective learning.
- Create a harmonious and effective working environment for staff and pupils at the school.
- Set the boundaries of acceptable behaviour and begin to prepare children for life beyond school.
- Provide orderly conditions in which the pupils at St.Mary's RCP will learn to give of their best.
- Ensure collective responsibility of pupils, teaching and non-teaching staff, and enable consistent practice at St.Mary's RCP.
- Ensure the safety of pupils and staff.

Staff Responsibilities

In order to achieve our aims for behaviour and discipline at St.Mary's RCP the teaching and non-teaching staff shall:

- Ensure that the values of the school and its expectations are apparent in the management of the school.
- Keep rules to a minimum, ensure they are relevant, and make apparent the reasons for individual school rules and discipline strategies.
- Recognise that effective teaching and class management are an invaluable influence on the climate of behaviour within the school.
- Ensure that the pupils are not simply passive receivers of this policy but are actively involved in monitoring incidents and reviewing procedures.
- Be alert to bullying, sexist behaviour and racial harassment.
- Ensure that good behaviour/work is celebrated and a balance is maintained between positive and negative behaviour management.
- Make explicit to parents the partnership that we expect with them in delivering our targets for behaviour and keep parents fully informed of their child's attitude and behaviour.

Governor Responsibilities

- Ensure that staff development and performance management policies promote good quality opportunities to ensure that this policy is delivered to the highest standard.

- Monitor the effectiveness of the Behaviour Policy through the school self-review processes. These include the headteacher's reports to Governors and the work of the curriculum and school committees.

Children's Responsibilities

Mutual concern, care, respect and forgiveness are at the heart of our dealings with behavioural matters.

We expect our children to:

- Accept responsibility for their actions and behaviour.
- Have care, consideration and respect for other children, adults and property.
- Be co-operative, collaborative and sharing.
- Be independent.
- Behave appropriately in different social contexts.
- Value their own achievements and take pride in the school.

Parental Responsibilities

It is recognised that, generally, children who have supportive parents are successful and well behaved in school. In order to achieve our aims we need strong positive support from parents. We therefore expect parents to:

- Tell the school immediately if there are any circumstances which may affect a child's achievement or behaviour in school.
- Conform to and support the school expectations. Children who sense animosity between home and school have problems adapting to school life and often display inappropriate behaviour.
- Read, sign and abide by the conditions of the home school agreement.

School Code of Conduct

Pupils devised the School Code of conduct which forms the foundations of our expectations at St.Mary's RCP School.

Our School Code of Conduct is:

Show respect for ourselves by:-

- Wearing our uniform with pride
- Being ready to learn
- Taking care of our belongings
- Doing our best in work and play

Show respect for others by:-

- Greeting people with a smile and good manners
- Being helpful at all times
- Always telling the truth
- Looking after each other

Show respect for our school by:-

- Keeping our classrooms clean and tidy
- Helping the people who look after the school
- Using our litter and recycle bins
- Looking after all our living things

If we do this our school will be a happy place

Carwch Eich Gilydd

Class Expectations

Each class teacher puts together their class expectations/rules collaboratively with their pupils at the beginning of the school year. These are displayed in each individual classroom.

Working Towards Good Behaviour

Rewards and Sanctions

It is very important that the positive aspects of praise and reward should have great emphasis. Good discipline is based upon all children knowing and respecting the set standards of behaviour. Children respond better to systems which recognise both their strengths and difficulties.

Rewards

Staff realise the importance of the positive reinforcement of good behaviour and reward children in a variety of ways:

- Teachers and support staff may offer a range of rewards ranging from verbal praise and encouragement to “chart” systems, sometimes allowing children to earn rewards for achieving what has been asked of them.
- Staff are encouraged to send children to the Headteacher for rewards for continued achievement.
- Children are nominated by their teachers for “Praise Assembly” and will receive praise and applause for outstanding good work and behaviour or helpfulness..
- Children are encouraged to share this achievement with their families at home.
- Pupils’ work is displayed in classrooms, corridors and in the hall. The effort that staff put into the display of children’s work is a clear demonstration to children of how much we value their efforts.
- Above all, adults in the school seek out opportunities to “catch children doing right” around the school and offer praise. Smiling at children is a powerful reward.

Sanctions

Children must know there are consequences for unwanted and inappropriate behaviour.

- Within the classroom, children will be given two verbal warnings if misbehaviour / disruption occurs.
- If unwanted behaviours continue, children may be asked to sit elsewhere in the class, be given “time out”

Within class sanctions. These may include:

- Moving place within the classroom
- Miss part/whole break time
- Sent to member of the Senior Management Team – Mr. Evans or Mrs McCormick
- Sent to Head Teacher (Mr. Szwagrzak) - at this point parents may be formally informed.
- Involvement of Governing Body and formal behaviour procedure.

Parents may be informed by class teacher/SMT/HT on an informal basis at any point in the above system. We recognise that partnership with parents is vital to the success of our Behaviour Policy.

A child who constantly misbehaves at lunchtime can be excluded from school for the duration of the lunchtime break. Children who receive free school meals would have their lunch first.

Strategies

Throughout the school the teachers use a non-confrontational form of discipline to manage the behaviour in the classroom, which involves:

- Agreeing the classroom expectations with the children on a regular basis, making sure that these tell the children what to do rather than what not to do.
- Ensuring the children are aware of the consequences of their actions; agreeing punishments and rewards, making sure they are applied consistently.
- Using the expectations to reinforce what is expected of the children in the class
- Encouraging children to take on responsibility e.g. monitors.
- Discussing behavioural issues through regular circle times to ensure that children have strategies for dealing with different situations - 'I don't like it when...', etc..
- A child must apologise for poor behaviour.
- When a sanction has been 'actioned', a fresh start is expected by pupils and given by staff.

Break Supervision and Playground Behaviour

There are teachers and support assistants on the playground duty before school and each break time. A First Aider is always available.

It is the duty of the teachers supervising the playground that day to ring the bell at 9.10 a.m. and see the children safely into school. Duty Teachers must be in the playground at 9.00 a.m.

Teachers should be out in the playground as soon as break begins.

If an accident occurs the child should be sent to the Medical Area (FP Section) where the First Aider will see to the child. If the duty teacher considers the accident to be serious, a child can fetch the First Aider to the playground in which case the injured child should not be moved

Managing Difficult Behaviour

Unfortunately, some children do not conform to the expectations of behaviour or respond to the positive and negative behaviour management outlined above. In such circumstances further strategies need to be employed by the school. These will necessarily include the involvement of senior managers of the school and parents.

Senior staff will always be involved in more serious incidents. See also Anti-Bullying and Equal Opportunities policies.

Monitoring Behaviour

Where a child has significant behavioural problems it is important to keep a record of the nature and frequency of the incidents in order that the child's problems can be analysed and addressed. Class teachers and the Head Teacher keep a Behaviour Log to this end. Information is regularly reviewed where an issue is ongoing, otherwise on a termly basis in line with the school's monitoring, self review and evaluation timetable.

Celebrating Achievement

Success is celebrated daily within every classroom.

On a Monday we celebrate children's achievement through the presentation of 'Praise Certificates'. Award certificates are presented for effort, attitude to work or improved behaviour as well as academic achievement.

Special Educational Needs

At St.Mary's RCP we recognise that some children need additional support with their behaviour. We identify these children as early as possible and provide support in the form of Individual Education Plans, specific targets, and working closely with the parents, Special Educational Needs Co-ordinator and outside agencies.

Whilst we cannot be seen to condone children breaking the rules we recognise that it is necessary to modify our behaviour management strategies according to need.

Further information can be found in the school's SEN policy.

Bullying

See Anti-Bullying Policy

Signed: _____ (Head Teacher)

Signed: _____ Chair of the Governing Body

Date: _____

Review date: _____