

**St Mary's Catholic Primary Schools Trust**  
**September 2020**

**Golden Rules for Good Behaviour**

**Be Safe**  
**Be Respectful**  
**Be Responsible**

**Aims**

- To create a happy school within a caring and purposeful learning environment based on Gospel values.
- To provide an inclusive learning community where diversity is celebrated and valued.
- To ensure all pupils have equal opportunities to attain the highest standards of achievement.
- To provide a safe, nurturing community in which all pupils develop their emotional, spiritual, social, and academic potential.
- To ensure that all pupils achieve high standards of behaviour by developing respect and responsibility for themselves and their community.
- To help pupils develop high self esteem, confidence, and a strong sense of identity.
- To promote partnership and positive relationships between the pupils and all those responsible for their welfare and education.
- To prepare all pupils for the opportunities, responsibilities and experiences of adult life.

**Rights and Responsibilities**

**Rights of pupils**

- To be healthy, safe, enjoy and achieve, make a positive contribution and to have economic well-being
- To learn, to express ideas and opinions, to be listened to, to be respected, supported and valued
- To be treated consistently
- Opportunities to learn appropriate behaviour

**Responsibilities of pupils**

- To respect staff and other pupils and their work
- To be active learners with responsibility for their own actions
- To respect the school rules
- To listen and allow others to learn
- To show care and kindness, consideration for others
- To tell staff when they have a problem and to aim to do their best

**Rights of staff**

- To be respected, to be well informed
- To be listened to, to have an opinion
- To be safe, to be supported by the school and by parents
- To have opportunities for further training
- To have the opportunity to teach the full curriculum

**Responsibilities of staff**

- To respect and value every learner and to treat pupils in a calm, controlled manner
- To provide a positive learning environment where every pupil is treated as an individual
- To communicate well with other staff, with pupils and parents
- To listen and be supportive to pupils, parents and staff
- To create a safe, secure environment
- To ensure policies are carried out, particularly the Behaviour Policy

**Rights of parents**

- To be involved in their child's education
- To be respected and listened to
- To be well informed about school policies
- To be safe and to know their child is safe and learning

### **Responsibilities of parents**

- To be a positive role model
- To respect staff and pupils
- To support school policies and rules
- To listen, to praise, be positive and to encourage their child
- To share with school when there is an issue at home that may affect their child
- To ensure their child has the correct uniform and PE kit and to label their clothes
- To bring their child to school on time
- To attend parents' evenings

### **Unacceptable behaviour**

The following are behaviours which we, as a school, view as unacceptable:

- Physical violence
- Disruptive behaviour
- Discrimination of any kind e.g. racial, gender
- Deliberate disobedience including theft and lying
- Threatening or aggressive behaviour including bullying
- Disregard for the school or property
- Rudeness

- It follows that the list above applies not just to children in the school, but equally to parents and staff.

All Class Teachers will develop a set of rules regarding these behaviours. These rules will be shared with the class regularly

### **Rewarding positive behaviour in EYFS and KS1**

**We all strive to praise pupils and be positive about their achievements. It is very important that all classes use rewards in a consistent way. Stickers, smiley faces, stars or tick systems are used to reward good work and good behaviour alongside our weekly celebration assembly where we celebrate effort and achievement.**

### **Rewarding positive behaviour in KS2**

**Achievements and success vary from pupil to pupil. It is important that they are recognised for each individual and celebrated, however small the achievement or success might be. Pupil's endeavours are valued and shared as widely as possible.**

**The staff of St Mary's Junior School apply the following system of rewards consistently.**

#### **House points**

Pupils may be given house points (in multiples of 1,2 or 5) for a variety of reasons: a really good piece of work, continuous good work, improved work, for trying hard, good manners, for eating politely at lunchtime and for good behaviour. Every week the house points are added up and totals given out regularly. At the end of each half term the totals are all added together and the house with the most house points are allowed to wear their own clothes for a day which is decided by the Headteacher.

#### **The Achievement Book.**

Each week staff will have the opportunity to enter a name of a pupil into the achievement book if the pupil has done something particular to warrant this. Any member of staff may nominate a pupil. The pupil will then receive 10 house points for their house. Names will be read out at assembly on a Friday and their names will be included in the weekly newsletter.

#### **Good Work**

Pupils who produce a good piece of work will be sent to the Head of School at the end of the day and will receive a sticker.

Each class teacher may also have their own system of rewards that they operate in their own class.

### **Additional Responsibilities**

At St Mary's we encourage pupils to become independent and to accept responsibilities for themselves and sometimes for others. There are a variety of opportunities for pupils to take on additional responsibilities, depending on their age:

#### **Head Boy and Head Girl**

A Head Boy and a Head Girl will be chosen from Year 6. They will be chosen by their peers and will be given responsibilities, as agreed with the Senior Staff. They will be excellent role models for all pupils. They will be requested to carry out duties by the Headteacher and the Deputy Headteacher as well as by other members of staff.

#### **Prefects**

Pupils from Year 6 will be chosen to be prefects. They will be expected to set a good example by their behaviour and their attitude to work to all pupils, and carry out duties as requested by their teachers, the SLT and other staff. The Prefects will lose their badges for breaches of behaviour. They may be won back over time.

#### **Wet Play Monitors for the Junior School**

Pupils will be chosen from Year 6 to become wet play monitors. When it is raining the pupils have to stay in their classrooms at playtime and the adults on duty move around the classes. Two Year 6 pupils will be in each class to help supervise the pupils. If it is raining at lunchtime the monitors will eat their lunch with the year group they help so that they can carry out their responsibilities.

#### **School Council**

One girl and one boy from each class will be chosen to represent their class at the School Council. The Council meets every half term chaired by a member of staff. Issues are brought to the meetings which are then discussed thoroughly.

#### **Agreed procedures for dealing with unacceptable behaviour**

It is very important that rewards and sanctions experienced by our pupils are at all times consistent and fair. Staff may choose to jump to a further step depending on how the pupil has behaved, what the pupil has done and whether they have persisted in this behaviour.

#### **The following steps are for classroom behaviour:**

- **Pupil will be given two positive warnings reminding them of good behaviour**
- **Pupil will be given time out within the classroom**
- **Pupil will go to another class within the year group. A time limit will be set. The pupil will bring work which can be done independently if the time out is to last longer than 5 minutes. A note will be made in the class behaviour log.**

The pupil's parent and the Inclusion Manager/SENCO will be informed if the last step has been carried out more than 3 times in a week and if the behaviour persists a meeting will be arranged between the class teacher, inclusion manager and parent/carer. The Headteacher and Deputy Headteacher will be kept informed and it may be felt necessary to implement an independent behaviour plan.

#### **The following steps are for playground behaviour:**

##### **In EYFS and KS1**

- **Pupil will be given one warning**
- **Hold hands with an adult in the playground for a set amount of time**
- **Pupil is brought into the school**
- **No pupil should be in the school without permission at breaktimes. When a pupil is given permission they will be given a band to wear.**

##### **In KS2**

**Pupils may lose their playtime if they misbehave in class, on the playground, or do not complete homework. If they lose their playtime they will be sent to a classroom where a member of staff will be on duty to complete either the learning they have not completed or additional work they**

**are given to complete. In relation to completion of homework, this sanction is imposed at the discretion of the class teacher.**

### **Exclusion**

Any behaviour which endangers the education or welfare of others in the school should be reported directly to the Deputy Headteacher, Head of School or Headteacher and may lead to that pupil being excluded. If this happens parents will be notified of the reason for the exclusion. Before the pupil is re-admitted to school, a meeting between the parents/carers and the school will be arranged. The purpose of the meeting will be to discuss strategies and the way forward to ensure the risk of a repetition of the offending behaviour patterns.

A written record of the discussion, and commitments to the agreed plan, by both the school and parents/carers, will be made. One copy will be kept in the school's records and one sent to the home.

### **Liaison with parents and carers**

Our parents and carers will be kept informed about their children's behaviour. If it is the case that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book is written in by the teacher or LSA at the end of each day and sent home. It is important that such a book keeps a balance of good reports as well as less acceptable ones.

The parent/carer writes in it each evening and returns the book to school. This can be a very time consuming task for staff and it may be that as behaviour improves, a weekly contribution may be enough.

A 'good behaviour' book is also effective. The teacher only records the good things done or achieved during a day and makes no comment on the unacceptable incidents.

### **Outside agencies**

Concerns regarding any pupil need to be discussed with the Inclusion Manager/SENCO.

We recognise that there may be times when we will need to seek the advice of outside agencies. This will happen after discussion between the class teacher, Inclusion Manager/SENCO and head teacher, or as a result of an in-school review, which takes place termly. Any outside agency will need as much information as can be gathered together. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required.

### **Outside agencies include:**

- Bramley Bank – Outreach teachers
- Teacher for hearing Impaired
- Teacher for Visually Impaired
- Drama Therapy
- Speech Therapist
- Physiotherapist
- Nursery Project
- School nurse
- Social Services
- The Children's Society – Counsellors
- CAMHS

### **Disability Equality**

At St Mary's Catholic Primary Schools Trust, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

At St Mary's Catholic Primary Schools Trust, we undertake the duties, including in relation to **this policy**:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community in relation to the requirements of this particular policy.