



St Mary's Catholic Primary School BEHAVIOUR POLICY

AIMS OF OUR BEHAVIOUR POLICY

By adopting a **RESTORATIVE APPROACH**, it is the primary aim of St. Mary's Catholic Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. **Our behaviour policy will support our school's approach to nurturing respectful relationships between all members of our school family. The restorative approach repairs harm, restores relationships and allows relationships to move forward positively.** The school behaviour policy is designed so that all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where everyone can listen to one another and learn to the best of their ability. The restorative approach uses a prescriptive set of questions which when applied consistently provides the opportunity to move from 'rule-breaking' to building social capital. The policy aims to help children grow in a safe and secure environment, build positive relationships and become responsible and increasingly independent members of the school. As a result of the restorative approach children will understand how their behaviours impact on others and therefore having restorative conversations their relationship may be repaired and restored without the need for further consequences. The restorative approach does not rule out the need for consequences in certain circumstances e.g. where the issue may have been more serious, and in cases such as these then further sanctions may be required. Our school will continue to reward and celebrate good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

Expectations

Everyone in the school community can expect:

- the restorative approach to be taken when issues of behaviour arise;
- to be recognised as a valuable member of the school community;
- to have an input into the rules of the classroom and the school;
- to apologise to someone they have offended;
- consistency from all the adults in the school;
- recognition for good behaviour;
- to be treated with respect by adults and children alike;
- to be given strategies to cope with conflict;
- to be listened to when they have a problem;
- to be recognised as an equal member of a diverse society.

In our school:

- We are kind, polite and aware of the feelings of others
- We listen carefully to others without interrupting them
- We look after our own and others' belongings
- We try our best, work hard and learn from our mistakes
- We treat other people the way we would like to be treated
- We always tell the truth.

The Restorative Approach

When required, a restorative conversation will happen where the following questions are consistently asked of those (in turn) who may have been involved in a behaviour incident of any sort. (This may be at the time or later depending if the situation deems it inappropriate straight away.)

- What happened?
- What were you thinking?
- How were you feeling?
- Who has been affected and how?
- What needs to happen now?
- What do you need to do now?

The reasons for adopting this restorative approach in school are:

- that a child is not defined by their actions
- it focuses on restoring and repairing relationships rather than the behaviour/harm
- it gives the child the opportunity to show what they have learned from the situation
- it enables a fresh start
- it maintains positive relationships
- it develops emotional wellbeing and emotional literacy skills
- it helps children develop conflict resolution skills
- it maintains self-esteem
- it maintains a sense of belonging

Rewards & Sanctions

Following restorative conversations, the behaviour incident may require a sanction depending on the nature of what has happened. All classes have discussed what their age-appropriate consequences should be. This will be reviewed at the start of each academic year. **All classes will contact parents either by text or telephone call if the behaviour incident has involved any violence.** Staff will use their professional judgement as to whether the incident needs to be recorded via CPOMS. There is no requirement to record every restorative conversation via CPOMS but behaviour incidents of concern should be recorded via CPOMS so that the HT and SLT are informed. Outlined below are individual class consequences and their reward systems:

Class 1 (Reception /Y1) -At the beginning of the year the children's promises are agreed and stars are removed from their promises as a sanction to note unacceptable behaviour. Planet and rocket charts are used as a reward for good behaviour and when 10 points are marked on the charts the children receive a prize from the prize jar.

Class 2 (Y1/2) - Dependant on the nature/level of the behaviour increments of 5 minutes of missed break times are given as a sanction. Marbles in a jar are used as the reward system. The children earn marbles for good work, excellent behaviour and having a good attitude towards work and each other. When the jar is full the whole class receive a reward.

Class 3 (Y3/4) - Dependant on the nature/level of the behaviour missed break times are given as a sanction. Privilege cards are used daily as a reward and children can access prizes based on their privilege card.

Class 4 (Y4/5) - For low level behaviour the children write 'the harmed' a sorry letter. For more serious unacceptable behaviour missed break times are given as a sanction. Children are awarded tally points which are given for good behaviour, work ethic and following our school ethos. Tally points 5 and over are awarded a sticker, 10 and over prize from the prize box and winning tally points are awarded a chocolate bar.

Class 5 (Y5/6) - A visual display of 'every day is a new day' is used in class where unacceptable behaviour prompts a slide down the slope and good behaviours are rewarded by climbing up the slope. Where sanctions are required, these are missed break times dependant on the nature of the behaviour.

The weekly celebration assembly for the whole school acknowledges and rewards examples of good behaviour; this can include many attributes such as kindness, co-operation or positive relationships.

The role of the class teachers and support staff

All staff have accessed training and they adopt a restorative approach with the children in their care. They have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Staff treat each child fairly and enforce the classroom rules consistently. All staff treat all children with respect and understanding. They take time to listen to children and help them resolve situations that may be worrying them.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to the governing committee, on the effectiveness of the policy. It is the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff in implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher investigates all reported incidents whether from children, staff or parents.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeatedly or very serious acts of anti-social behaviour the Head Teacher may permanently exclude a child. Both actions are taken after the governing body have been notified.

The role of Parents and Carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at school. We explain our restorative approach and school rules in the school brochure and on the school website.

We expect parents to support their child's learning, and to cooperate with the school as set out in the home-school agreement. We try to build a supportive dialogue between home and

school, and we inform parents immediately if we have concerns about a child's welfare or behaviour. If the school has to use sanctions in regard to unacceptable behaviour choices, parents should support these actions. If parents have any concern about the way their child has been treated, they should initially contact the class teacher via the class email system.

The role of the governing committee

The governing committee has the responsibility for reviewing with the Head Teacher the effectiveness of the behaviour policy. The governors support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement the school behaviour policy.

Fixed term suspensions and permanent exclusions

Suspension (previously termed exclusion) is used only for very serious incidents when other methods of support have not been effective. Only the Head Teacher has the authority to suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

If the Head Teacher suspends a pupil, they should inform the parents immediately, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The Head Teacher will also inform the BW CET, LA and the governing committee about any suspension.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis, reports to the governing committee on the effectiveness of the policy and any changes. Behaviour incidents are recorded and kept on the CPOMS system.

This policy will be reviewed by staff annually and amended by the SLT if necessary should there be any guidance changes.

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