



St. Mary's  
Catholic Federation

St Mary's Catholic Federation, Carshalton

*Learning, playing and growing together in the love of Jesus*

**Positive Behaviour Policy  
(Statutory)  
(Annual)**

This policy is to be read in conjunction with the following policies: Inclusion, Safeguarding and Child Protection and Equal Opportunities

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**Committee: Inclusion**

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**Approved by Full Governing Body Date: March 2019**

**Chair of Governors.....**

**Safeguarding Statement**

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

**Lead Safeguarding Person Junior School: Mrs G Owens**

**Lead Safeguarding Person Nursery & Infant School: Mrs M Quinn**

**Safeguarding Deputy: Mrs S Hulme**

**Governor designated safeguarding officer: Mr T Richmond**



*"St Mary's is committed to being a Rights Respecting School to inspire and support the children, parents and school governors in school and the wider community."*

## MISSION STATEMENT

At St Mary's we know that Jesus loves us. We seek to share and give witness to God's love, so that every child believes, as they **grow**, that the **love of Jesus** is always with them.

Sharing our love in school enables us to live the Gospel: 'Love one another' John 1

We believe each child is unique and should feel loved. We pride ourselves on the supportive **learning** we offer at St Mary's, where we aim to meet the needs of every child so that they can meet their full potential. In our community, lessons happen indoors and outside, at home, in school and in our parishes. Children are valued as individuals and they work hard. We pride ourselves on the progress they make.

St Mary's is a welcoming school, so we love coming to school: working and **playing** together as friends. We are a telling school. This means we keep each other safe, we share and we are kind.

## ETHOS

We are a federation with high expectations, striving for excellence in all that we do. A community, where every child, member of staff, parent, governor and visitor is treated with respect and valued as a unique individual in the image of Christ.

*A place, which maintains a high level of creativity, enquiry and challenge with a sense of adventure and enjoyment.*

### 1. Definition of Terms

This section aims to clarify what we mean by terms as used in this behaviour policy.

#### Discipline

Being capable of acting within clear expectations, rules, routines and responsibilities without direct supervision. This needs a degree of self-management that will enable the maintenance of a supportive and purposeful community atmosphere.

#### Behaviour Management

Developing the strategies to build upon pupils' strengths whilst supporting any individual need.

#### Rights

The entitlement of each person, balanced with an expectation of building personal responsibility whilst assisting others in their own needs too.

### **Responsibilities**

The need to care about oneself, others, belongings, equipment, our school and community

### **Reward**

A strategy employed to encourage

### **Consequence**

- The result of an action, behaviour or conduct.
- Strategies are employed to encourage reflection on unacceptable actions. The aim is to lead to a change in behaviour when a similar situation is encountered in the future.

### **Bullying**

Repeated verbal or physical abuse (including on-line activity) over time to another person with an aim to cause fear or discomfort. This can also arise through preventing an individual from feeling happy, secure, positive or comfortable.

*See Anti-Bullying Policy*

### **Respect**

The action that comes with responsibility. It is intrinsically linked to patience, thinking ahead, turn taking and fairness, listening and communicating, self-management and the careful treatment of property. Essentially, the message is the same as living the Gospel values.

## **2. Rationale**

For the most part, the children in our school community are lively, enthusiastic and caring pupils, who enjoy the freedom to work and play together without being hindered by other children's actions. From time to time however, people who live in a community will not always agree and difficulties arise. Our aim is to create an atmosphere based on respect, tolerance, consideration for others, co-operation and a feeling that everyone matters.

Pupils will learn from experience to expect fair and consistently applied rewards and consequences, and distinction will be made between serious and minor misdemeanors.

Individual circumstances will be taken into account but consistent standards of praise and consequences will be applied.

We will encourage children to:

- take responsibility for their own actions at all times
- show respect for each other, all personal belongings and school equipment
- inform an adult about any worries and particularly if any form of bullying is occurring
- to be truthful and honest and listen to what others have to say
- find someone to talk to if they feel angry or just need time to calm down
- go to an adult for help if they need it
- act in a way which brings credit to our school
- understand that their parents will be informed if they have behaved continually in an inconsiderate and unsafe way.

### 3. Equal Opportunities

We believe that it is important to prepare our children for life as citizens in a multiethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling all discrimination and to promoting equality of opportunity.

### 4. Aims

Our aims for positive behaviour are that children will:

- \* develop Christian values that will resonate with them their whole life;
- \* be tolerant and understanding, with consideration for the rights, views and property of others;
- \* develop a responsible and co-operative attitude towards work and their roles in society;
- \* achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- \* take a pride and responsible interest in caring for their environment.

Staff will:

- \* use positive recognition to motivate pupils to choose responsible behaviour.
- \* promote positive behaviour through our R.E., PHSE curriculum (adhering to September 2014 government requirement to promote British values)
- \* provide positive examples and attitudes.

To this end we employ a set of school rules and identify rewards and consequences.

## Our School



St. Mary's  
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<u>Infants</u>	<u>Juniors</u>
<p><b><u>Our Golden Rules</u></b></p> <p>We work hard</p> <p>We listen to people</p> <p>We are honest</p> <p>We look after our school and community</p> <p>We are kind and helpful</p> <p>We are gentle</p>	<p><b>1</b> Be kind Don't hurt anyone or their feelings</p> <p><b>2</b> Listen To the adults and your friends</p> <p><b>3</b> Be honest Don't cover up the truth</p> <p><b>4</b> Look after property Don't damage or waste things</p> <p><b>5</b> Be Safe Do not put yourself or others in danger</p> <p>Work hard Be a learner Play together Be a friend</p>
<p>The Infant school operates a simplified age appropriate version of the Junior school's traffic light behaviour scheme using visuals of faces. At the Junior, school cards are used to inform the child of inappropriate behaviour - each day all children start on green - yellow and red cards will be issued in accordance to the behaviour ladder. Cards and incidents will be recorded in the behaviour folder. Red card incidents will be reported to parents and staff with concerns for frequent yellow card behaviour will have a discussion with parents. The aim is for all pupils to stay on green because..."It's good to be green!"</p>	
<p>Each school has a behaviour ladder for clarification when applying the school rules. A hierarchy of staff should be worked through for reporting and supporting children with behaviour issues, e.g. at lunchtime Mid-day Supervisor                      Class teacher                      Phase Leader Assis.Head                      Dep. Head                      Head .</p>	

Rewards for Appropriate Behaviour	Graded Incidences of Inappropriate Behaviour		Order of Consequences (Linked to the specific incident)		
<p>e.g.</p> <ul style="list-style-type: none"> <li>-verbal praise</li> <li>-team/House points</li> </ul> <p>-a signal, (a smile, thumbs-up, a nod etc.)</p> <ul style="list-style-type: none"> <li>-</li> <li>-whole class rewards</li> <li>-</li> <li>-showing good work to Headteacher</li> <li>-sent to the Headteacher/Deputy</li> <li>-</li> <li>-celebration assembly St Mary's Award</li> <li>-St Mary's Class Award</li> <li>-informing parents</li> <li>-</li> <li>-postcards home</li> </ul> <p>-When a behaviour card is issued, pupils have the opportunity during the day to earn back the green status, however cards will still be recorded in the behaviour folder and a red card incident will still be communicated to parents</p> <p><b>To be revisited as a class every half term. Behaviours are age appropriate and are to be dealt with accordingly</b></p>	1	<p>Poor learning behaviour which stops you and others around you from learning</p> <p>Poor learning behaviour preventing effective teaching that impacts on the progress of students</p>	1	<ul style="list-style-type: none"> <li>-verbal warning – clear explanation of consequence (choices)</li> <li>- eye contact</li> <li>- stop and wait</li> </ul> <p>Repeated behaviour at this level - <b>YELLOW CARD</b></p>	
	2	<p>Behaviours including:-</p> <ul style="list-style-type: none"> <li>-play fighting / aggressive play-</li> <li>-lying to an adult</li> <li>- speaking when an adult is speaking</li> <li>- calling out - squabbling- making rude noises on purpose</li> <li>- - defacing school property - constantly distracting others</li> </ul>	2	<ul style="list-style-type: none"> <li>- <b>YELLOW CARD</b></li> <li>- Short loss of playtime/lunchtime (under supervision)</li> <li>-</li> <li>- Informal contact with parents as appropriate</li> </ul>	
	3	<p>Behaviours including:-</p> <ul style="list-style-type: none"> <li>-Continuous low level disruption</li> <li>-Deliberate breaking of school rules</li> <li>- insolence - smirking</li> <li>- lack of respect to adults</li> <li>- maliciousness (elements of bullying) - swearing (not aimed specifically)</li> <li>- refusal to comply (ignoring an adult)</li> <li>- answering back</li> <li>- swearing</li> <li>- fighting</li> </ul>	<p><b>Bullying</b></p> <p>making fun of ...</p> <ul style="list-style-type: none"> <li>- selective friendships</li> <li>- name calling</li> <li>- passing threatening notes</li> <li>deliberate exclusion</li> </ul>	3	<ul style="list-style-type: none"> <li>-<b>RED CARD</b></li> <li>- Think and Repair Map</li> <li>-</li> <li>-Longer loss of playtime/lunchtime (under supervision)</li> <li>- Incidences are to be dealt with by class teacher on the same day</li> <li>-Repeated issuing of red cards would result in a meeting with parents, class teacher and a member of SLT ( 3 within a half term)</li> <li>- -notes of meeting to be recorded</li> <li>-Loss of privilege tie (fixed term 1 week) - Year 6</li> <li>Continuous persistent = <b>Behaviour Target Book</b></li> </ul>
	4	<p>Behaviours including:-</p> <ul style="list-style-type: none"> <li>- deliberate vandalism</li> <li>- racism</li> <li>- stealing</li> <li>- unprovoked violence</li> <li>- premeditated violence</li> <li>-racism and homophobic language</li> <li>-spitting</li> </ul>	<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>- picking on characteristics perceived as weaknesses</li> <li>- physical violence</li> <li>- racism</li> </ul>	4	<ul style="list-style-type: none"> <li>SLT contacts parents</li> <li>- Meet with child/parents and class teacher</li> <li>- Exclusion at lunchtimes/ lesson time ( internal)</li> <li>- Fixed term external exclusions</li> <li>- Permanent external exclusions</li> </ul>
			5	-	

# Saint Mary's Nursery and Infant School

## Behaviour Ladder

Children start each day with their name on the behaviour chart in their classroom on green; the position of their name is moved to the yellow or red area if necessary to give a visual sign following yellow or red warnings being given.



### VERY WELL DONE!

Following our Golden Rules at all times.

Always trying to do the best you possibly can do.

Using good listening skills and knowing what to do during activity and work times.

Being a good learning partner.

Working independently: using the resources around you, asking your learning partner, making good use of the 'steps to success'

Using resilience skills to keep going when something is difficult.

Taking up a challenge rather than sticking to work that is easy.

Being creative: coming up with new ideas.

Making an extra effort when completing work independently or doing homework.

**Rewards include:** Staying on green face, verbal praise, reward stickers, (EYFS 'warm fuzzies' in a jar to gain a class reward), (KS1 Table points to gain a group reward in each class), Showing work to another teacher, Phase leader, Deputy or Headteacher, Star of the week. award



### WHOOPS!

Warning needed. Something's not going well

Forgetting to follow our Golden Rules.

Working below your best.

Calling out in class at the wrong times.

Not participating fully in a lesson:

- could use better listening skills when the teacher or others are talking
- could work / talk better with a learning partner.

Saying something unkind, that might hurt another person's feelings.

Doing something that could hurt someone else (such as playing a rough game).

Using bad words.

Need to look after all property and possessions carefully.

Not following an adult's instruction.

**Consequences:** Verbal explanation or warning given, name moved on behaviour management display to yellow face, consequences of repeating behaviour explained. Suggestions discussed for improved behaviour choices.



### OH DEAR!

**Something needs to change**  
Repeating behaviour that does not follow our Golden Rules

Disturbing the learning time of others e.g.:

- persistent calling out at the wrong times
- repeatedly talking or not listening to the teacher during teaching times.

Continuing to produce insufficient or poor work after help and warning given by an adult.

Repeatedly saying something unkind that might hurt another person's feelings.

Doing something deliberately that could hurt someone e.g. hitting, kicking or pushing

Using bad words when knowing they should not be used.

Repeatedly not following an adult's instructions.

Damaging property or possessions.

**Consequences:** Verbal explanation given, name moved onto red face on behaviour management display, 'thinking map' completed, Parent or carer informed at end of the day or by tel. Following third red face in a half term: pupil sent to a Senior School Leader, parents might be invited in to discuss the issues.

## Using a restorative approach to solving issues; repair and rebuilding

This is the process by which problems are addressed, and strategies are put into place to prevent similar occurrences from taking place. The following items are to be exercised under the premise of professional judgement. We manage this through our 'Thinking Hats' approach - RED, BLACK and GREEN and a "Think and Review" map may be used.

### Pupil Conference

- Stop and find out how people are feeling.
- Talk about what happened
- Listen to all sides of the problem, each child being able to give an account without interruption.
- Use the thinking map to consider the causes and effects of behaviour.
- Decide on how to move forward.

### Time-out

- Children can be removed from the classroom/playground for a period of calming down/reflection
- This can be outside the classroom, ensuring the pupil remains in sight of the teacher and the time is limited

### Other methods

- Involve senior teachers.
- Inform parents
- Pupil writes a letter of apology

### Parent Involvement

When agreed action has not worked, the problem is discussed with the parents and the child. This discussion is between the class teacher and parent, a pastoral /phase leader may be present.

In extreme cases, a child might need more support to conform to the rules of our school. In the junior school, we then use a Behaviour Target Book to help. How long this consequence is used for will vary from child to child.

### Conference

Where action has not resulted in a cessation of the problem, a conference takes place between the parent(s) and pupil, with class teacher and senior leader (this may include Headteacher) as to the next action that needs to take place.

### The Behaviour Folder

The purpose of the Behaviour Folder is as a record. All classes have a Behaviour Folder, all yellow card/ warning face and red card/sad face incidents are recorded as are any repair/rebuild strategies logged. The additional purpose of this folder is to record any parental contacts including acknowledgment letters and any other behaviour related information.



Accurate records are important in gathering evidence should referrals to other agencies be necessary and for data when reporting to the Governing Body. The Deputy Head monitors behaviour and this is reported in the Headteacher's report to Governors each term.

**Lunchtime Behaviour** Mid-day supervisors are treated with the same degree of respect as that given to teachers. This role forms a key part of the school's pastoral supervision that is recognised by all members of our schools.

We acknowledge that time for conferencing and record keeping is limited in the playground. With this in mind, we expect lunchtime supervisors to:

- Be informed of pupils with behaviour plans and other vulnerable pupils.
- Intervene positively when behaviour is unacceptable.
- Talk calmly and rationally to children displaying or reported to be displaying inappropriate behaviour.
- Help children to find an interest in the playground - individually or in groups, playing a game or talking.
- Follow school expectations as directed in the behaviour ladder and inform class teachers of these.
- Record incidents of inappropriate behaviour by completing a repair and rebuild map
- Use thinking hats as a means of mediation.
- Report any allegations of bullying behaviour to the child's class teacher at the first opportunity.
- Communicate any serious behavior incidents to the class teacher during or at the end of play
- Give permission wristbands to every child who enters the building (except for lunch) and get them back.

Lunchtime supervisors liaise with the senior supervisor; they note down and discuss any incidents that may have occurred with the class teacher each day.

There is a termly meeting between the Headteacher/Deputy Headteacher, and or Line Manager and the lunchtime team to share business, good practice and discuss any concerns.

### **Protocol for Parents and Carers**

We want all of our children to feel safe and secure at all times throughout their school day. Therefore (as set out in the home -school - child agreement) we would ask all parents to support our school ethos, procedures and rules, which are there to benefit and protect all children.

Sometimes a child may come home upset particularly when an established friendship has broken down or if others are being unkind. This can be as upsetting to a parent as it is to the child. Please however, keep an open mind remembering you are only hearing one side, or

version, of the story. Respond by making sure your child knows the importance of telling an adult at the school when such an incident occurs e.g. teacher, teaching assistant or mid-day supervisor. Reassure your child that telling is the proper thing to do. Retaliating or hitting out is only going to get them into trouble and won't resolve their problems so please do not advise them to do this. Remember it is much easier for the school to sort out problems as they occur rather than days later.

If this strategy does not work or parents continue to have concerns, then it is important they talk to the class teacher to discuss the matter.

**Parents should never approach another child to discuss an incident that may have occurred in school.** The matter should always be investigated through the proper school channels and procedures.

If a parent wishes to discuss an incident, then this should be the class teacher making an appointment by contacting the school office.

### **Security**

In the interests of everyone's safety and for the security of our school's resources, it is important that every parent, carer and visitor enters the school via the school office entrance. This also includes the beginning and end of the school day when parents should not enter the building at any other entrance - even when they have an appointment with the class teacher.

The only exceptions to the above are parent evenings, PAR Day, assemblies, services and concerts when the front door is open.

### **Exclusions**

For continual unacceptable behaviour or in the case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion. Only the Headteacher (or acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this. If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Education Authority (LA) and the governing body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot exclude a child or extend the exclusion period made by the Headteacher.

For further guidelines, see appendix 1: Guidelines a-e

## Appendix 1

### Guidelines:

- a. Around the School
- b. Playtimes
  - Good Weather
  - Inclement Weather
- c. In the Classroom
- d. Educational Visits
  - On The Coach
  - Walking
  - On the Educational Visit
- e. Outdoor apparatus

### **a. AROUND THE SCHOOL**

1. In the corridors the children should walk in a quiet fashion on the left hand side of the corridor.
2. Children should greet staff, visitors and other children when appropriate, using names if known.
3. When going into a classroom knock and then enter.
4. The front door is for staff, visitors, parents and children who arrive after school has begun. For security reasons, when unaccompanied, children are not allowed to open any door leading to the outside.
5. No child is allowed in the staff car park.
6. Children should always be properly dressed in the correct school uniform - as stated in the current school prospectus.
7. Children are not allowed to wear any jewellery to school.
8. Teachers may discuss with pupils any misdemeanors on their way to and from school.

## **b. PLAYTIMES**

### **Good Weather**

1. At the Junior school Children should arrive between 8.35am and 8.45am and proceed directly into school to prepare for the start of the day. At the Infant school children, the children can walk into school between 8.45am and 8.55am.
2. Children play on the playground and on the field area with permission.
3. Equipment is provided for playtimes. Children should not bring their own play equipment to school.
4. Only fresh fruit is allowed at break time.
5. All litter is to be placed in the bins provided.
6. At the end of play, the children stand still and in silence until instructed to line up. See end of break routine procedure.
7. The duty teacher is last to enter the building (and secure the door at the junior school). No child may leave the playground, or enter the school, (e.g. going to the toilet) without the permission of the duty teacher or midday supervisor. (At the junior school - they will be given a wrist band, which shows that they have permission.)
8. No child can use the outdoor apparatus without permission or supervision. This equipment may not be used in out of school hours e.g. after school, at weekend events etc.
9. If a pupil is required to stay in at break time/lunchtime they must be under the supervision of an adult

### **Inclement Weather**

1. At 8.35am- junior school or 8.45am -infant school, on wet mornings, children enter the school as normal.
2. At the junior school: Two rings of the school bell informs classes it is wet playtime. The duty teachers patrol the classes and corridors and class prefects assist with play in designated classrooms. At the Infant school: a member of staff must remain to supervise the children in the classroom.
3. Each classroom has a set of wet weather play rules clearly displayed in the room.
4. Children should be appropriately occupied in seated activities.
5. No scissors, compasses, or other unauthorised equipment is allowed. computers may only be used if the class teacher has given permission and is present.
6. Children may eat their fruit in the classroom when it is wet play.

### **C. IN THE CLASSROOM**

1. A copy of the school rules is displayed in each class.
2. Each classroom has a set of class rules displayed clearly. Each child has helped to draw up the rules in their class and therefore they are clearly understood.
3. Children answering the register should use the agreed response.
4. The school's Staff Handbook and Positive Behaviour Policy should be available in each classroom and the Behaviour Ladder on display.

### **d. SCHOOL OUTINGS**

A risk assessment is carried out for each trip, which must be approved by the Headteacher prior to that trip.

#### **On The Coach**

1. Children sit quietly with seat belts strapped.
2. If possible children should not sit in either of the front seats or the centre of the rear seats.
3. No child is to stand up or attempt to change places while the coach is in motion.
4. Eating or drinking is not allowed on coaches.
5. No litter may be left on coaches.
6. Children must never distract the coach driver or other drivers on the road.
7. Teachers and helpers must position themselves throughout the coach.
8. Head counts are taken at each stage of the journey.
9. Teachers should read the school safeguarding policy and adhere to all of its regulations e.g. sick bags, First Aid and Emergency Bags, with medication, are carried at all times.

Emergency Bags must also contain a full class list with telephone numbers in a sealed envelope in case of an emergency. If more than one class is going together then both emergency bags should contain all the names of children on the outing.

### **Walking to and from...**

1. Supervising adults will all wear high visibility jackets.
2. Wherever possible, pupils walk in pairs, communicating only to their partner.
3. Pupils walk in single file if appropriate.
4. When crossing the road - 2 adults must be either side of the crossing space and pupils should walk between adults in silence.
5. Only when instructed to do so, the children step out onto the road and cross in between the two adults.
6. Children should be reminded that they are representing our school and are therefore in the public eye.
7. Children should be reminded to BE SAFE; this includes discussions with strangers etc...

### **The Educational Visit**

1. Good behaviour, as outlined by the teacher, is expected at all times and in all public places.

Before setting out on a trip, pupils should be reminded to:

- Thank any adult who has helped
  - Be aware of other groups and visitors and respect their needs
  - Be sensible, quiet and polite
  - Move in a calm, orderly manner at all times
  - Keep to their group and do as their leader asks them
  - Personal safety and dangers around them
2. Pupils are expected to behave in a manner that reflects the school's values and ethos.
  3. Full school uniform must be worn unless it is inappropriate for a particular outing.
  4. Drinks must be in cartons or plastic containers. No cans or glass bottles are allowed.
  5. Parents and helpers accompanying children on the outing report to the school office on arrival and will be given guidelines and a group list by the teacher in charge of the outing.

6. If cameras are allowed on a trip, pupils must be reminded NEVER to post these pictures on the internet/social networking sites etc...
7. Children can **only** bring the recommended amount of money with them, which must be in a named purse or wallet. The school will not take responsibility for loss.
8. Where a child's behaviour is deemed to be such that it jeopardises the health and safety of the other pupils, the school leadership team will decide upon a course of action. This could lead to the child being excluded from the outing and future events.

#### **e. THE TRIM TRAIL**

The guidelines applied to the trim trail **must** be adhered to due to the element of safety associated with this apparatus.

##### **Trim Trail Rules**

1. The maximum number of children allowed on at one time is reviewed annually and a set schedule followed.
2. Children only go on when it is their turn.
3. No one to go on the trim trail until given permission by the person on duty.
4. No ties, hoods, drawstrings or gloves to be worn.
5. No deliberate physical contact with other users.