



**St Mary's Catholic Federation, Carshalton**



*"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."*

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

This policy is to be read in conjunction with the following policies:

**Author: Marcelle Quinn & Gerry Owens**  
**Committee: Inclusion**  
**Date Prepared: January 2017**  
**Date Approved: Feb 2017**  
**Date of Review: January 2018**

**Approved by Full Governing Body Date:**

**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.

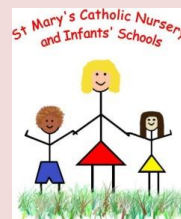
**Lead Safeguarding Person Junior School: Mrs G Owens**

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

**Safeguarding Deputy: Mrs S Hulme**

**Governor designated safeguarding officer: Mr A Scully**

## MISSION STATEMENTS



### God is at the centre of our Catholic School.

This means that:

- \* each person is recognised and valued as an individual
- \* each child is encouraged to progress to the best of their ability
- \* we provide a welcoming, supportive and purposeful atmosphere for learning
- \* we work together in partnership with the home, parish and the wider community, to prepare our children for life.

In accordance with the Mission Statement, the aim of St Mary's school is to develop the whole child within the premise of the following rules of Jesus

*"Do for others what you want them to do for you".*

*Matt 7.12*

*"Love one another. As I have loved you, love one another".*

*John 13.34*

### At St. Mary's Catholic Nursery and Infant School we share in the mission of the Catholic Church to proclaim the Gospel.

We are a Christian community, which welcomes and brings together priests, governors, parents, staff and pupils in developing a special relationship with God.

The Gospel values of love, justice, tolerance, kindness, forgiveness and respect are reflected in our policies and practices.

Our aim is to develop the full potential of each child, spiritually, intellectually, morally, emotionally, physically and socially. We offer equality of opportunity to all children regardless of gender, disability, colour, ethnic or national origin.

We celebrate the uniqueness of each child.

Everyone who is involved with the school shares their gifts for the benefit of every child. We are committed to supporting the Catholic ethos of the school helping our children towards an understanding of the Catholic way of worship.

Through offering children the experience of life in a community founded on Gospel values, we aim to prepare them for life as Christians in the wider world.

## **ETHOS**

Schools where there are high expectations and a 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**

Knowing one's strengths and weaknesses in terms of behaviour, and developing the strategies to build upon these strengths whilst improving the weaknesses.

#### **Rights**

The needs of each person, balanced with a notion of responsibility to assist others in their 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 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.

It must be stated here however, that bullying is **not** the case when the behaviour is being produced by both parties, nor when there is a falling out among friends. *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 one and the same as the Gospel.

## **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 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., PHSCE curriculum

## Our School Rules

(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.



1

**Be kind**

**Don't hurt anyone or their feelings**

2

**Listen**

**To the adults and your friends**

3

**Be honest**

**Don't cover up the truth**

4

**Look after property**

**Don't damage or waste things**

5

**Be Safe**

**Do not put yourself or others in danger**

**Work hard**

**Be a learner**

**Play together**

**Be a friend**

## Our Golden Rules

We work hard

We listen to people

We are honest

We look after our school and community

We are kind and helpful

We are gentle

The Infant school operates a simplified age appropriate version of the Junior school's traffic light behaviour scheme using coloured 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 behavior will also have a discussion with parents. The aim is for all pupils to stay on green because... "It's good to be green!"

Each school has a behavior 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
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### St Mary's Junior School Behaviour Ladder

Rewards for Appropriate Behaviour	Graded Incidences of Behaviour		Order of Consequences (linked to the specific incident)		
<p>e.g</p> <ul style="list-style-type: none"> <li>- Staying on green</li> <li>- Verbal praise</li> <li>- Team/House points</li> <li>- body language</li> <li>- signs, (a smile, thumbs-up, a nod etc.)</li> <li>- rewards often personal to the class teacher</li> <li>- whole class rewards</li> <li>- Headteachers award</li> <li>- showing good work to Headteacher</li> <li>- sent to the Headteacher/Deputy</li> <li>- giving a special responsibility</li> <li>- celebration assembly St Mary's award</li> <li>- St Mary's class award</li> <li>- informing parents</li> <li>- lining up points</li> <li>- end of year report with good comments on behaviour and attitude</li> <li>- reward time</li> <li>- postcards home</li> </ul> <p><b>To be revisited as a class every half term. Behaviours are age appropriate and are to be dealt with accordingly</b></p>	0	Children on task	0	Green Card	
	1	Behaviours including:- - deliberate time wasting - swinging on chair - flicking objects - not informing teacher when experiencing problems with work - resulting in poor behaviour - h/w regularly not handed in on time	1	verbal warning – clear explanation of consequence (choices) - eye contact - body language - stop and wait Repeated behaviour at this level – <b>YELLOW CARD</b>	
	2	Behaviours including:- - play fighting - getting someone into trouble - speaking when an adult is speaking - calling out - squabbling- making rude noises on purpose - consistently talking when should be working - defacing school property - constantly distracting others	2	- <b>YELLOW CARD</b> - Short loss of playtime/lunchtime (under supervision) - Cause and Effect Map - Informal contact with parents as appropriate	
	3	Behaviours including:- - Continuous low level disruption - insolence - smirking - lack of respect to adults - maliciousness (elements of bullying) – swearing (not aimed specifically)	<b>Bullying</b> - making fun of ... - selective friendships - deliberate exclusion	3	<b>Deliberate breaking of school rules</b> - Longer loss of playtime/lunchtime (under supervision) - Cause and Effect Map - If more than two incidents of level 3 behaviour then <b>-RED CARD</b> and make formal contact with parents – speak after school or telephone call - Continuous persistent = <b>Behaviour Target Book</b>
	4	Behaviours including:- - refusal to comply (ignoring an adult) - answering back - spitting - swearing at another person - fighting	<b>Bullying</b> - name calling - passing threatening notes	4	<b>-RED CARD</b> - Incidences are to be reported to the year group leader and to be dealt with – report back to class teacher how it was dealt with. - Cause and Effect Map - Regular display of level 4 behaviour requires contact with parents to be made by year group leader/DHT/HT – minutes of meeting to be recorded - Loss of privilege tie (fixed term 1 week)
5	Behaviours including:- - deliberate vandalism - racism - stealing - unprovoked violence - premeditated violence	<b>Bullying</b> - picking on characteristics perceived as weaknesses - physical violence - racism	5	<b>-RED CARD</b> - Headteacher contacts parents - Meet with child/parents and class teacher - Exclusion at lunchtimes - Fixed term exclusions - Permanent exclusions	



# 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.

<p><b><u>VERY WELL</u></b> <b><u>DONE!</u></b></p> <p>Following our Golden Rules at all times.</p> <p>Always trying to <u>do the best you possibly can do</u>.</p> <p>Using <u>good listening skills</u> and knowing what to do during activity and work times.</p> <p>Being a <u>good learning partner</u>. Working <u>independently</u>: using the resources around you, asking your learning partner, making good use of the 'steps to success'</p> <p>Using <u>resilience</u> skills to keep going when something is difficult.</p> <p>Taking up a <u>challenge</u> rather than sticking to work that is easy.</p> <p>Being <u>creative</u>: coming up with new ideas.</p> <p>Making an <u>extra effort</u> when completing work independently or doing homework.</p>	<p><b><u>WHOOPS!</u></b></p> <p>Warning needed. Something's not going well</p> <p>Forgetting to follow our Golden Rules.</p> <p>Working below your best.</p> <p>Calling out in class at the wrong times.</p> <p>Not participating fully in a lesson:</p> <ul style="list-style-type: none"> <li>• could use better listening skills when the teacher or others are talking</li> <li>• could work / talk better with a learning partner.</li> </ul> <p>Saying something unkind that might hurt another person's feelings.</p> <p>Doing something that could hurt someone else (such as playing a rough game).</p> <p>Using bad words.</p> <p>Need to look after all property and possessions carefully.</p> <p>Not following an adult's instruction.</p>	<p><b><u>OH DEAR!</u></b></p> <p><b>Something needs to change</b></p> <p>Repeating behaviour that does not follow our Golden Rules</p> <p>Disturbing the learning time of others e.g.:</p> <ul style="list-style-type: none"> <li>• persistent calling out at the wrong times</li> <li>• repeatedly talking or not listening to the teacher during teaching times.</li> </ul> <p>Continuing to produce insufficient or poor work after help and warning given by an adult.</p> <p>Repeatedly saying something unkind that might hurt another person's feelings.</p> <p>Doing something again after being warned that it could hurt someone.</p> <p>Using bad words when knowing they should not be used.</p> <p>Repeatedly not following an adult's instructions.</p> <p>Damaging property or possessions.</p>
<p><b><u>Rewards include:</u></b> 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</p>	<p><b><u>Consequences:</u></b> 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.</p>	<p><b><u>Consequences:</u></b> 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</p>



## 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 cause and effect 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 a 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
- Wet play time-out can be in a corridor, outside the classroom.

### Other methods

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

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.

### Parental 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 leader may be present.

### Conference

Where action involving pupil and parent 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 that is used at the professional discretion of the class teacher. All yellow card and red card 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:

- Lunchtime supervisors should be informed of pupils with behavior 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.
- Use yellow and red cards / faces as directed in the behaviour ladder and inform class teachers of these.
- Record incidents of inappropriate behavior
- Use thinking hats as a means of mediation.
- Report any allegations of bullying behaviour to the child's class teacher at the first opportunity.
- More serious and persistent allegations must be reported immediately using the staffing hierarchy for behaviour incidents in order for the relevant investigation to be carried out and recorded appropriately.
- Give permission cards 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 the matter with a member of staff then an appointment can be obtained 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 brochure.

7. Children are not allowed to wear any jewellery to school.
8. Teachers may discuss with pupils any misdemeanours on the 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 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 card, 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 pupils is required to stay in at break time 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 teacher's name.
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
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 (Junior school)**

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 18.
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. A one way system operates around the trim trail.
6. No deliberate physical contact with other users.