

St Mary's Catholic Primary Academy



Behaviour and Discipline Curriculum Policy

Our Mission Statement

“To walk hand in hand with God, loving him, loving each other and loving ourselves, doing our best with the gifts he gave us to make the world a richer place.”

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Foreword

Catholic Character Education

Catholic character education seeks to foster the human formation of children and all members of the school community. It engages everyone in a shared vision of life based on the virtues that lead to human flourishing in the pursuit of Christ. This shared vision, embodied in the ethos of the school from which all explicit and implicit educational activities follow, calls our children and all members of the school community to grow in positive personal strengths called **virtues**.

Virtues are broad and balanced and include the theological, moral, civic, intellectual, and performance-based virtues. Catholic character education strives to enable pupils, young people and all staff to grasp what is important in situations and how to act for the right reasons, such that they become more autonomous and reflective in the **practice of virtue**. The aim of character education is the development of good sense, or practical wisdom; the capacity to choose between alternatives illumined by the light of the Gospel. This capacity involves knowing how to choose the right course of action in difficult situations and it arises gradually out of the experience of making choices and the growth of practical and ethical insight.

(Adapted from Jubilee Centre, 2017)

Virtues and Values

Catholic character education presupposes a shared vision of life expressed through a particular set of virtues. This has two implications: firstly, St Mary's school ethos must embody that shared vision of life, expressed in the chosen virtues. Secondly, while this ethos provides a shared vision and a common set of virtues, our school's changing context identifies values that enable our community to live like Jesus in our daily lives.

Virtues	Values
External (created outside of us)	Internal (created by our own design)
Objective (a matter of fact)	Subjective (a matter of opinion)
Universal (commonly accepted)	Locally agreed (wildly divergent)
Immutable (unchangeable)	Variable (ever-changing)
Eternal (transcends time)	Temporal (ends with us)
Divine (extends from the nature of God)	Human (extends from the minds of man)

Our Mission - aims and expectations

It is our primary aim at St. Mary's Catholic Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our mission statement states that we should try ...

“To walk hand in hand with God, loving him, loving each other and loving ourselves, doing our best with the gifts he gave us to make the world a richer place.”

We are a caring Catholic community, whose values are built on mutual trust, respect for all and the Christian virtue of love for thy neighbour.

Our school behaviour and discipline policy is designed to support the way in which all members of the school can live and work together in a full and supportive way. We aim to promote an environment where everyone feels happy, safe and secure. The policy aims to promote good relationships, so that all people can work together with the common purpose of helping everyone to learn and enjoy the fullness school life has to offer.

We expect every member of the school community to live out our mission by *walking hand in hand with God to make the world a richer place*. We treat everyone fairly and reward good behaviour, as we believe this develops an ethos of kindness and co-operation.

Our Core Catholic Virtues		
Love	Justice	Courage
Faith	Temperance	
Hope	Solidarity	

The core virtues will be taught across the school year; broken down into virtues the children can relate to, organised to support the liturgical calendar.

Advent	Lent	Pentecost
Respect	Faith	Resilience / Perseverance
Thankfulness	Temperance / Simplicity	Kindness
Hope, Prayer	Love, compassion	Honesty
Patience	Forgiveness	Service

St Mary's School Values

Our school values help each member of the school community to remember how we interpret the core virtues and use them to guide our daily school life. These values under-pin our school and classroom rules. To live by our values, enables us to fulfil the school motto, experience our school ethos as a living presence throughout school and serve Jesus through our words and actions.

St Mary's Values	Behaviour examples
Kindness	Speak kindly Act kindly and welcome others
Respect	Say please and thank you Hold doors open for adults Say 'good morning' and 'good afternoon'
Commitment	Fulfil and complete tasks you sign up for Complete all tasks with a 'can do' attitude
Responsibility	Tidy up after yourself Live by our school values each and every moment in school Be trustworthy
Appreciation	Recognise and celebrate differences Give compliments Remember your manners
Resilience	Put effort into all you do Remember success might only be achieved after failures Mistakes are the best opportunity to learn
Honesty	Know that telling the truth is the best choice Speak up in a game where play is unfair

Our Objectives

- To make the Catholic faith the foundation of our school culture.
- To ensure that our children respect themselves and others as children of God who are unique and special.
- To help pupils recognise and respect the different cultures represented in the school and the wider community and promote harmony within our society regardless of differences.
- To provide a variety of resources to explain and develop ideas of responsibility and personal accountability.
- To implement a consistent behaviour management framework that is clear and understood by all members of St Mary's community.
- To encourage virtuous and Christian behaviour and attitudes.

Guiding Principles

This policy and the behaviour curriculum must ensure children and young people are given opportunities to:

1. Experience a positive and purposeful ethos, providing a sense of belonging to our school community.
2. Grow in their knowledge and understanding of the virtues.
3. Practise the virtues to further the call to live life to the full.
4. Appreciate the connection between biblical and practical wisdom and living.
5. Hear the Christian story and encounter it in practice.
6. Understand their uniqueness and dignity, as made in the image and likeness of God.
7. Know that our limitations are also opportunities for growth.
8. Notice, to reflect, to pray and to play

9. Exercise the cognitive, affective and behavioural components of character: know it in your head, feel it in your heart and show it with your hands.

Teaching the behaviour curriculum

In order to build character, we define the behaviours and habits that we expect everyone to demonstrate – our Behaviour Curriculum. We want our children to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as children practice these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states, ‘We are what we repeatedly do. Excellence is not an act, but a habit’ (1926).

The teaching of St Mary’s behaviour curriculum is explicitly focused upon during the first week of the Advent term. As with all other curriculum content, the behaviour curriculum should be taught using teaching based on ‘Principles of Instruction’ set out by Rosenshine, including regular quizzing to check knowledge and strengthen retention and practice. Like with our subject curriculum, children should learn the content of the behaviour curriculum so that they can recall the information and act upon it. The curriculum is reinforced as outlined in the ‘overview of content’ below.

Overview of St Mary’s Behaviour Curriculum content

	Adv 1	Adv 2	Lent 1	Lent 2	Pent 1	Pent 2
Focus (F1 – Y6)	Explicit teaching of the full St Mary’s behaviour approach	On-going revision of content	Longer recap of curriculum	Revision of content	Longer recap of St Mary’s behaviour curriculum	On-going revision of content

Teachers will demonstrate the desired behaviours and ensure children have opportunities to practice them. This is essential practice, particularly in the first few days of each half term. Explicit teaching, for example, a lining up order should be taught in the classroom but it must be reinforced in different locations and times throughout the school day e.g. lunchtimes and playtimes. Teachers must share the expectations and agreed practice with all adults that are involved in supporting the class. High expectation and exemplary standards must be expected by everyone. Consistency is key.

The process for teaching behaviour explicitly includes the following steps:

1. Identify the routines you want to see
2. Communicate your expectations in detail
3. Practice the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly (*T. Bennet 2020*)

It cannot be over-emphasised - it is important that all school staff maintain the standards set. By doing so, we support each other to create a culture where children feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

Adaptations to the policy

While this curriculum is intended for all children, it may be applied with minimal differences by teachers in classes, depending on pupils' ages and needs, for example, for a child with additional SEND needs, rules may need to be modified and acceptable adjustments made. Adaptations will reflect that in order to treat people equally, people need to be treated differently. Required adaptations will likely be unique to each individual case and will be decided in partnership with parents, the SENDCo, class teacher and the child. See Reasonable Adjustments section (p.12). These adaptations will be reflected upon at each child's SEND review meeting, and most urgently when a child transitions from one class to another.

When incidents of misbehaviour arise and a response is considered, we will consider this in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these legal duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring, as previous stated. This will be done with all stakeholder's consideration.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Staff training

All school staff will reflect on the school Behaviour and Discipline Policy regularly to ensure it is effectively and fairly implemented. Direct training will take place at the start of each academic year to ensure everyone has a clear understanding of the policy. Individual CPD for staff members will take place as appropriate and when required.

Additional training, to support children with SEND or other needs e.g. Trauma and Attachment training, will be planned into the school training timetable.

Whole School Rules

We will endeavour to provide and maintain a safe, friendly, encouraging, supportive and positive school environment in which everyone can flourish. St Mary's school rules, routines and expectations of behaviour are shared regularly and everyone is able to understand the consequences of their actions.

Our whole school rules are based upon the school's mission and Gospel values:

- Be kind and respectful
- We work hard and always try our best

Routines and Expectations

The first week of the school year will prioritise St Mary's teaching high expectations of behaviour, as detailed in the overview. We will explicitly teach, model and practise the routines and school rules to all the children so that each routine becomes a habit. There will be continual reminders, reiteration and reinforcement from all staff regularly.

Appendix 1 outlines behaviour expectations in different parts of the school:

- i. Corridor Expectations
- ii. Classroom Expectations
- iii. Playground Expectations
- iv. Dining Hall Expectations
- v. Assembly expectations
- vi. School Trip/Local Community Expectations

Roles and responsibilities

It remains the overall responsibility of the Head Teacher, Deputy Headteacher and SLT to ensure that high standards of discipline are maintained on a daily basis. However, at St Mary's, we acknowledge that it is the responsibility of every one - adults and children - in promoting and maintaining high standards of behaviour, at all times as laid out in **Appendix 2**. This includes responsibilities of:

- The Headteacher and School Leadership Team
- All teaching and auxiliary staff
- Lunchtime Supervisors
- Parents
- The Our Lady of Lourdes Trust and St Mary's Governing Body

St Mary's Staff Code of Conduct

The Staff Code of Conduct Policy has been shared with all those working within our school community. This document details the staff code of conduct and gives further guidance on the roles and responsibilities of staff members. Further detail on staff conduct can also be found in the OLOL Staff Handbook.

CLASSIFYING BEHAVIOUR

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous.

Examples of Desirable Behaviour

- Going above and beyond expectations
- Relishing challenge
- Working together
- Engaging enthusiastically in lessons
- Listening carefully
- Being kind
- Looking after the school environment
- Walking respectfully around school
- High standards of respiratory and tactile hygiene
- Good manners
- Wearing uniform with pride (**Appendix 5**)

Examples of Disruptive Behaviour:

- Minor misbehaviour in corridors or around school (running)
- Dishevelled uniform (untucked shirt)
- Untidy written work
- Shouting out in class
- Swinging on their chair
- Disengagement in class / worship / assembly
- Distracting others
- Negatively impacting on the learning of other pupils
- Talking in class
- Failure to follow instructions
- Entering the school building needlessly at break
- Showing a lack of care for school property
- Not respecting other pupils' personal space
- Touching or pushing one another when lining up
- Rude or disrespectful behaviour – using unkind words

Examples of Difficult Behaviour – should be recorded on CPoms

- Persistent disruptive behaviour (see above)
- Bringing a mobile phone in to school.
- Refusal to complete tasks set
- Kicking out (not directly at a person)
- Throwing objects (not directly at a person)
- Hitting out (not directly at a person)
- Damaging school property intentionally
- Non-aggressive swearing
- Being dishonest

Examples of Dangerous/Serious Behaviour – must be recorded on CPoms

Refer to Anti-Bullying Policy

- Persistent difficult behaviour (child on child abuse, bullying, and above behaviour)
- Stealing
- Bringing a mobile phone into school and using it (taking photographs, videos of others – opportunity for child-on-child abuse).
- Spitting (on the floor or at others)
- Sexual violence or sexual assault
- Targeted verbal abuse, hitting, pinching or kicking

- Throwing objects at a person
- Running out of class/away in public places
- Damaging or destroying school property
- Racist, homophobic or prejudicial language
- Aggressive swearing (directed at another person)
- Malicious allegations against staff

Difficult and Dangerous behaviour must always be referred to the HT or DHT. Dangerous behaviour requires an immediate verbal referral – Red Circle (as outlined below).

Searches

Please refer to the Confiscation and Searching Policy. The school will ensure the welfare of the child is protected following the correct protocol.

Rewarding Desirable Behaviour and Achievements

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. St Mary's staff will seek to encourage and reward positive behaviour, good work or demonstration of positive personal values by giving:

- Positive feedback to individuals or groups
- Visual prompts to highlight individual's good behaviour, for example, stickers, name on the Star (see behaviour images to follow – receive 5 HPs)
- Letters or phone calls home to parents
- Consistent use of House Points (see **Appendix 3**)
- Being sent to the subject lead to celebrate their work
- In-class reward systems which could include: cumulative class rewards (Rocket Points, marbles, pasta, table points)
- Teacher awards/treats for children working or behaving exceptionally well
- Missionary Award (weekly)
- Congratulations assembly award
- Whole class treats
- House Celebrations based on House Point totals (half termly)

Sanctions

Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour.

When dealing with behaviour incidents staff adhere to the following principles:

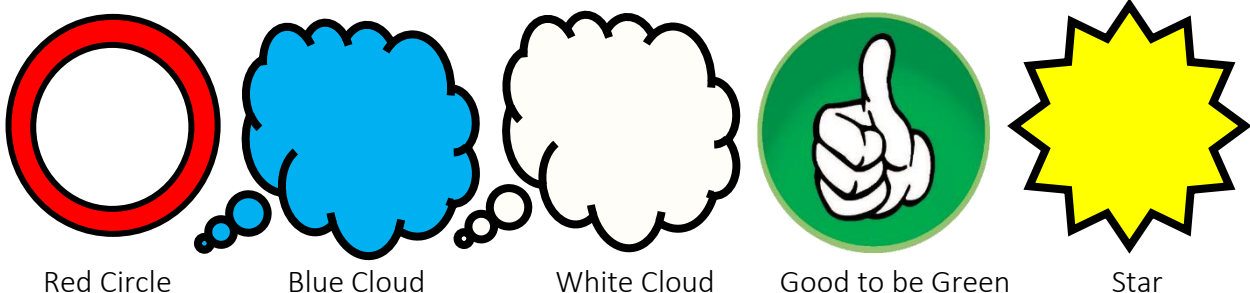
- Feedback to be given immediately at the moment of the poor behaviour choice, causing the least possible disruption to the learning of other pupils
- Where appropriate, ask questions to explore the lead up to the inappropriate actions observed and listen to the child to understand the situation as much as possible
- Feedback to criticise the behaviour and not the child

- Feedback should be delivered in a calm and professional manner
- Feedback should include WHY the behaviour was unacceptable, the Whole School Rule that was broken and WHAT improvements the teacher or TA requires from the child.
- Sanctions should be proportionate to the behaviour. Tiered sanctions allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward.

For many children the **Reminder** and **Warning** (verbal) is enough to encourage them correct their behaviour. However, at times, when children may be exhibiting a range of Disruptive or Difficult behaviours it may be necessary to give additional warnings and sanctions.

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour. Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. Positive behaviour and expectations will be modelled. If a child continues to exhibit Disruptive or Difficult Behaviour, adults will respond calmly following the process set out below.

Tiered Feedback Explanation and Sanctions



Every child begins each day on 'Good to be Green'. This reflects that they are following school rules at an appropriate, good level. When an individual child requires an intervention, the steps will be actioned as described below:

Step 1. A verbal reminder of the rules, may include a 'drive by' to reinforce the reminder

Example: "_____, you are shouting out which is breaking our school rule of being respectful. This is your REMINDER. Please raise your hand in future."



Step 2. Warning – White cloud

Explain that you have spoken to the child about breaking the rules and that they are now receiving a White Thinking Cloud in relation to this behaviour – there will be a consequence if the behaviour does not change.

Example: “_____, you are shouting out which is breaking our school rule of being respectful. This is your WARNING. Next time I have to speak to you it will be a blue cloud. Please raise your hand in future.”



Blue Cloud

Explain that they have still chosen not to follow our school rules and as a consequence they have received a Blue Thinking Cloud. This means they must speak to you for a few minutes at break-time.

Example: “_____, you have chosen to continue to shout out which is breaking our school rule of being respectful. You have now received a Blue Cloud and will need to speak to me at breaktime.”



Red Circle

Explain that they have continued to choose not to follow the rules and as a consequence they have received a Red Circle. This means that they will now need to spend time reflecting on their choices with the Head teacher or SLT. It may be necessary for the child to be sent to the HT or SLT at this point.

Example: “_____, you are continuing to break the school rule of being respectful and have now received a Red Circle. You will now spend your breaktime thinking about the choices you have made”.

At any point, with improved behaviour the child can make their way back up the steps e.g. have a White Thinking Bubble removed if a child improves their behaviour. Seek to praise their efforts and always consider what might be causing the behaviour to help be proactive and deal with it in a positive manner if possible.

Particular, more serious behaviour e.g. swearing, physically hurting another child or adult, will warrant an immediate Red Circle - ‘time for reflection’.

Where individual children benefit or a teacher prefers, a strip displaying the behaviour system images can be used as an alternative approach. There are many possible reasons for this, including encouraging a child to be more alert to their behaviour or taking ownership; a child responding more positively with a less public approach.

Restorative Conversations

Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to an agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written Behaviour Reflection (see **Appendix 4**). Copies of Behaviour Reflection sheets should be uploaded to Cpoms.

Restorative feedback involves asking the following questions:

- What happened/which school rule was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

Serious or repetitive behaviour should be logged on the school CPOMs system so the behaviour can be monitored. Parents/carers will be kept informed and a meeting will be held with the class teacher and HT if the frequency becomes a concern.

Breakfast Club

A friendly relaxed atmosphere is promoted in breakfast club however school rules continue to apply. Children are encouraged to use their manners, be considerate and helpful to others and show respect to the grown-ups.

If an incident takes place during breakfast club, the child will be given a verbal warning. If the behaviour continues, they will follow the school behaviour system steps (white cloud etc). Any serious behaviour should be reported to the Headteacher/Deputy HT immediately.

Where a child's behaviour remains challenging on a regular basis in breakfast club, parents will be invited to a meeting about their child's behaviour with the headteacher. This may result in the parents being asked to provide alternative care for their child before school.

After School Clubs (outside providers)

Children are expected to behave extremely well during clubs. If a child is not following the school rules, they will be given time out in the hall, on the playground, or in the classroom (depending on where the after-school club is taking place). If the behaviour continues, they will be sent to the teacher dismissing the club. The teacher will speak to the child's parent. If the behaviour is repeated, the child may be prevented from attending further sessions.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, the member of staff/after school provider would stop the activity and prevent the child from taking part.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school, in collaboration with the local authority designated officer (LADO), where relevant, will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a call for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and managing allegations against staff protocol, for more information on responding to allegations of abuse against staff or other pupils.

Non-negotiable Behaviour

We do everything in our power to ensure that all children attend school free from fear and there are four kinds of behaviour, which are not tolerated at St Mary's School:

- Bullying, intimidating, threatening or verbally abusing others (including swearing) about: disability, ethnicity, gender, religion, belief or faith background or sexual identity
- Refusing to co-operate with, or being abusive to, to others
- Being violent or hurting others
- Deliberately damaging school or people's property

These behaviours will lead to the immediate involvement of the Headteacher or senior staff, without necessarily going through the usual staged approach to sanction.

Children with Special Educational Needs and Reasonable Adjustment

There are some children with specific needs which may prevent them from responding easily to the whole school behaviour policy (as touched upon earlier). In these cases, they will have personalised, differentiated behaviour plans with sanctions that are appropriate to their needs. As part of meeting our duty to provide reasonable adjustment, staff must attempt to anticipate likely triggers or challenges and put in place strategies to prevent these. Examples include:

- *Short, planned movement breaks for a child who has SEND needs that prevents them from sitting in one place for too long.*
- *Adjusting a seating plan to support a child with visual, hearing or sensory needs.*
- *Training for staff in understanding SEND conditions and how to support children with specific needs.*

Where possible, adjustments to the classroom and / or environment should be discussed with the peers of individual children, so that others do not feel that the system is unfair and they

understand why some children require personalised provision and sanctions. To treat some children equally, they must be treated differently.

The SENDCo regularly updates staff on the needs of specific children in school and gives advice on how best to engage positively with them and avoid confrontation.

Removal from class (*Behaviour in Schools, DfE, Sept 2022, Pts72 - 80*)

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. The De-escalation and Positive Handling Policy will be followed and the Headteacher will be alerted immediately if this is the case. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

A **calm space** consists of a room which is quiet and without distraction. It should be as close to the child experiencing the challenging behaviour's location as reasonably possible. There are several locations in school that can be used: the prayer room, the Ark, the headteacher or deputy headteacher's room. If a space is used consistently, a risk assessment should be undertaken and the environment should be adapted to meet the outcome of the risk assessment and handling policy expectations.

Removal of a child should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Governance of removal

The Headteacher:

- a) makes clear in this school behaviour policy that removal may be used as a response to serious misbehaviour;
- b) maintains overall strategic oversight of the school's arrangements for any removals;
- c) makes sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;
- d) outlines in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal;
- e) ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and
- f) design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

The occasions for removal are rare. This is a last resort, in all cases, and we prefer to avoid this kind of intervention using a range of de-escalation strategies. Specific staff members are trained in these types of strategies and interventions. Parents of the child concerned are always informed if physical intervention has been required with their child and risk assessments and individual handling policies are in place. Monitoring of 'Removal' is undertaken by the headteacher.

Fixed-term and permanent exclusions

St Mary's is an inclusive school where we value all children as a gift from God and believe they are all entitled to experience success at our school. Nevertheless, repeated or very serious incidents of unacceptable behaviour may, in certain circumstances, lead to a period of fixed term exclusion from school. Extremely serious misbehaviour may lead to permanent exclusion.

Where a child is at risk of exclusion, the school will collaborate with other agencies to address behavioural concerns. Beyond internal support from the school ELSA, SENDCo, the school will seek external behaviour support with best endeavour to meet the needs of the child. This may include Mental Health Support Team, Behaviour Support, Inclusive Education, BEMH team, CAMHs and so on. Parents will be part of the communication taking place. If an Alternative Provision is a reasonable step for support, engagement will be made. See AP Policy.

Only the Headteacher (or deputy Headteacher in her absence) has the power to exclude a child from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. They 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 pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, it is made 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 any such appeal.

The Headteacher informs the LA, Our Lady of Lourdes Trust 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 either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

When a child returns from a Fixed Term Exclusion, a 'return to school' meeting is scheduled. During this meeting, the child's reasonable adjustments are considered, with an aim to ensure a successful transition back to school.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The pupil well-being team will monitor behaviour across the school, providing feedback from their peers and an annual survey will provide summative data.

The school keeps records of incidents of misbehaviour on CPOMs. These records are monitored by the Headteacher each term. The Headteacher records those incidents where a child is sent to her on account of poor behaviour. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Action is taken accordingly to support the pupils, parents and staff.

Review

The governing body and school staff review this policy every two years - minimum. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendices

Appendix 1

Rules for Specific Areas of the School

i. Corridor Expectations

As stated in the Whole School Rules, children are expected to show respect to others by moving around the school calmly and quietly. Adults are expected to model this to children as they move around the school and remind children if they are not doing so. Pupils should be discouraged from touching or leaning on walls, doors and display boards.

Moving around school respectfully includes:

- Walking in single file
- Walking on the left-hand side of the corridor
- Walking quietly
- Walking with hands at our sides
- Walking with your head held high, looking where you are going
- Smiling as you pass people in the corridor

ii. Classroom Expectations

We aim to provide a broad and balanced curriculum through quality first teaching and learning experiences. The planning and delivery of high-quality learning experiences, matched to individual needs and abilities, minimise the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with school policy. A combination of praise, rewards, feedback and sanctions are used to encourage good behaviour from our pupils.

Pupils are expected to adhere to a number of classroom expectations, which include:

- Meeting and greeting their teacher politely at the classroom door (on entry to school each morning, after break and after lunch)
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Carefully hanging up their coats and bags in the cloakroom sensibly
- Exhibiting good learning behaviours
- Raising hands before contributing to class discussions, unless instructed differently
- Speaking audibly in full sentences when making contributions to class discussion
- Relishing challenge and showing resilience
- Practising good respiratory and hand hygiene
- Looking after their own equipment
- Keep my classroom and the school environment tidy

iii. Playground Expectations

At St Mary's, we recognise the unique contribution playground activities makes to the wellbeing of the children at our school. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun and enjoyment. We attach great importance to ensuring that break and lunchtimes at our school offer children experiences that contribute to their social, physical and emotional health. In particular we recognise that increased levels of physical activity not only improve children's health and fitness, but also have a large impact on ensuring positive behaviour and attitudes.

Pupils are expected to adhere to several playground expectations, which include:

- Having fun with one another, playing fairly and gently
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Welcoming others who wish to play
- Playing at a level that is safe and is thoughtful of others' ability and enjoyment
- Looking after equipment and playing sensibly with it
- Tidying up equipment at the end of breaktimes and lunchtimes
- Putting litter in the bins provided
- Being kind and helpful
- Lining up quickly and quietly
- Entering/leaving the playground respectfully

iv. Dining Hall Expectations

We recognise the nutritional, social, and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtimes. Pupils are expected to adhere to a number of expectations, whether they are eating lunch in the dining hall or in a classroom, which include:

- Practising good hand hygiene – washing or sanitising hands before and after meals
- Lining up sensibly
- Following instructions – first time, every time
- Using good manners at all times, always saying please and thank you
- Talking politely and at a moderate volume with the other children sitting close by
- Using good table manners when they are eating: using a knife and fork correctly, closed-mouth chewing, respecting other pupils' personal space
- Only touching their own food
- Eating healthy options
- Being open-minded and giving new foods a try
- Making a conscious effort to eat their lunch within the time allocated
- Asking an adult before they begin eating their dessert and before leaving their place once they have finished eating their lunch
- Tidying up after themselves: scraping plates, taking all their rubbish home with them in their lunch box, informing an adult of any spillages, sweeping up any food dropped

- Moving sensibly between the playground/field and the dining hall and classroom

v. Assembly expectations

Assemblies provide an opportunity to reinforce St Mary's Catholic ethos, values and mission statement. Our school community typically gathers together 2-3 times each week.

Pupils are expected to adhere to a number of assembly expectations, which include:

- Walking into/leaving assembly silently and respectfully with hands in a prayer position
- Lining up in the allocated position for their class, leaving space between themselves and the person in front
- Waiting patiently until it is their turn to sit down
- Showing good learning behaviour by engaging with the assembly leader
- Sitting still, keeping hands to themselves
- Showing reverence during worship and prayer
- Joining in with songs, hymns and actions
- Celebrating the success of others through applause
- Standing up silently at the end of assembly when instructed to do so

vi. School Trip/Local Community Expectations

Students are expected to act as ambassadors for the school when out in the local community or on a school trip.

Pupils are expected to adhere to a number of expectations while off-site. These include:

- Showing respect and good manners to members of the public, teaching staff, parent volunteers and peers
- Listening carefully to adults and following instructions – first time, every time
- Respecting the local environment by not littering or damaging property
- Using quiet voices to speak with their partner, particularly when walking through residential areas
- Staying safe and keeping close to the children in front when walking in a line
- Using seat belts when travelling in a car, on a bus or a coach
- Staying seated when travelling on a bus or coach
- Taking care of one another and sticking with their group or partner
- Be alert to the public, smiling as you pass
- Be alert to road safety – especially when crossing the road
- Following the Whole School Rules
- Telling an adult if they are feeling unwell or unsafe

Roles and Responsibilities of Adults in School

The Headteacher and School Leadership Team will:

- Ensure the promotion of Gospel Values, the school's Mission Statement and the Whole School Rules in and around school
- Ensure the health, safety and welfare of all staff and children
- Lead by example in the implementation of the Behaviour Curriculum, reinforcing the need for consistency throughout school
- Be highly visible throughout school
- Monitor that the Behaviour Curriculum is being implemented consistently by all staff members
- Reports to governors regarding the effectiveness of the Behaviour Curriculum and on the frequency of significant behaviour incidents, including an annual review of interventions, hotspots and ensure equitable treatment across demographics.
- Be a positive role model.
- Praise and encourage positive behaviour through Congratulation assemblies and rewards
- Support staff in dealing with dangerous pupil behaviour
- Investigate incidents, updating CPOMs appropriately
- Ensure appropriate and proportionate use of sanctions
- Work closely with parents/carers of children displaying challenging behaviour
- Review the Behaviour Policy implementation regularly
- Ensure all teaching staff and lunchtime supervisors are provided with high quality CPD to support with behaviour management

All teaching staff will:

- Promote the Gospel Values, the school's Mission Statement and the Whole School Rules in and around school
- Explicitly teach the Whole School Rules and routines to the children
- Make sure that they are always present to supervise children in the classroom
- Be positive role models - using appropriate tone, language and volume to model good behaviour to children
- Prepare equipment and materials before each lesson
- Plan and deliver effective lessons, taking account of children's starting points and behavioural needs
- Be proactive and use a range of strategies which limit the possibilities for students to lose focus or misbehave
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Use House Points and other in-class reward systems to reward pupils who go above and beyond expectations
- Celebrate children's success through selecting a Star of the Week
- Use the warning system consistently for Disruptive and Difficult Behaviour

- Work closely with Lunchtime Supervisors to promote good behaviour over lunchtime
- Work in partnership with the SLT to create Individual Behaviour Plans for pupils who need additional support with behaviour
- Record all significant behaviour incidents on CPOMs and verbally inform HT/DHT
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner. Avoid unnecessary surprises.

Lunchtime Supervisors will:

- Promote the Gospel Values, the school's Mission Statement and the Whole School Rules during lunchtime
- Be positive role models
- Be proactive and use a range of strategies which limit misbehaviour and confrontation
- Meet and Greet children as they enter the dining hall/classroom
- Use the children's names when addressing them
- Smile and say something positive to the children on a regular basis
- Think positively and identify good behaviour
- Narrate the positive: verbally praise children going above and beyond to promote good behaviour for all children
- Encourage the children to be active and facilitate fun games and activities on the playground
- Use House Points to reward children who go above and beyond playground / dining hall expectations
- Give the Headteacher/SLT the names of children who have gone above and beyond expectations to receive a lunchtime Congratulations award
- Ensure the children use Fantastic Walking when moving around school
- Expect the children to line up quietly and return back into class silently
- Communicate behavioural successes and concerns with the child's class teacher
- Use the warning system consistently for Disruptive and Difficult Behaviour
- Report all Dangerous Behaviour to HT/ DHT for it to be recorded as a Significant Behaviour incident on CPOMs

Children will:

- Live out the Gospel Values and our school's mission
- Follow the Whole School Rules, routines and expectations
- Accept responsibility for their actions and their impact on others
- Work co-operatively
- Accept sanctions and show willingness to be reflective, with a view to making good choices in the future
- Children in Year 5 and 6, actively take on additional responsibilities, including aiding staff in the supervision of younger pupils. Older pupils' behaviour should be considered to be reflective of the positive attitudes and standards to which all pupils should aspire.

Parents will:

- Promote the Gospel Values, the school's Mission Statement, the Whole School Rules
- Support the school's Behaviour curriculum and policy
- Work in close partnership with the school, discussing problems that may arise with their child's class teacher
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Attend Parents' Evenings
- Discuss the Whole School Rules with their child, emphasising their support of them and assisting, when possible, with their enforcement
- Recognise that teaching and learning cannot take place without good behaviour being in place.
- Remember that all staff approach behavioural incidents patiently and positively.
- Ensure children maintain good behaviour before and after school, while wearing the school uniform, recognising that they are representing the school.

The Our Lady of Lourdes Trust and St Mary's Governing Body will:

- Carry out their statutory duty relating to exclusions and disciplinary issues
- Review the frequency of Significant Behaviour incidents
- Evaluate the effectiveness of the policy with the Headteacher

House Point Reward System – Point Recommendations

0 Points – Good behaviour is expected and does not need rewarding. Examples include:

- Meet and Greet politely
- Following instructions – first time, every time
- Enter the classroom in a quiet and orderly manner
- Is equipped for learning (including PE kit) and in full school uniform
- Effort and focus sustained throughout the lesson
- Positive attitude to learning
- Looking after their belongings and school property – wearing school uniform with pride
- Move respectfully around the school

1 or 2 Points

- Exhibiting the expected desirable behaviours above when others are not
- Holding doors for peers and staff members
- Assisting members of staff
- Being enthusiastic in lessons
- Improved effort with written work/class work/homework
- Making meaningful contributions to class discussions consistently throughout a lesson
- Getting changed for PE/swimming quickly
- Being an exemplary talk partner
- Being a good friend to everyone
- Being a role model of excellent behaviour – going above and beyond expectations
- Thoughtful contributions during assembly
- Asking thoughtful questions
- Supporting their peers with their learning effectively
- Showing high levels of resilience when they find something challenging
- Working hard in subjects they typically find challenging
- Good effort with written work/class work/homework
- Excellent effort with classwork/written work/homework
- Reading more than is stipulated in the Homework Policy (5+)

5 Points

- Recognition for being put on the Star in class
- Acts of kindness
- Completing high standard, additional work outside of school
- Performing in assemblies/collective worship to a high standard
- Being an excellent ambassador for our school at inter-school events/on trips
- Raising money for charity
- Putting their faith in to action
- Other forms of community contribution

Behaviour Reflection

Appendix 4



Name: _____

Date: _____

What happened / which school rule was broken?

What were you feeling at the time and why?

How do you feel now?

Who did my behaviour affect?

What is needed to put things right?

Individual Behaviour Plan



Childs name: _____

Date: _____

Review [] First plan []

Behaviour to reduce

1. _____
2. _____

Possible triggers for behaviour

To improve my behaviour, I will...

When my behaviour is excellent, I will...

When my behaviour improves, my teacher
/ peers... (inc. feelings)

Prevention Plan

Staff will:

If an incident occurs, **staff** will:

If an incident occurs, the **child** will:

Parents views/comments:

Signature of class teacher: _____

Signature of parent/carer: _____

Date when plan agreed: _____

Date of planned review: _____



Winter uniform

- Mid-grey trousers, skirt or pinafore dress
- Pale blue cotton shirt
- School tie
- Navy V-neck knitted jumper or cardigan - school badge optional
- Black shoes (boots to be ankle high and only in colder months) – **no trainers**
- White / black socks or tights – **No leggings**

Summer Uniform alternatives

- Grey shorts or a blue/white check dress or culottes
- Navy cardigan or v-neck jumper with the school badge
- Sensible flat black shoes (not boots or trainers)

P.E. Kit

We require our children to change for PE activities. P.E. kit should be brought into school at the start of term and should only be taken home to be washed if necessary. This allows for last-minute timetable changes and minimises the possibility of PE kit being left at home. Children need an appropriately labelled P.E kit in a suitable bag.

All pupils need the following:

- Trainers / plimsols
- White t-shirt
- Navy shorts
- Plain navy sweatshirt or navy hoodie
- Plain navy jogging bottoms

Jewellery, hair styles and art

In the interest of personal safety and security jewellery should not be worn in school, unless for religious reasons. If the child's ears are pierced, studs may be worn **but must be removed for P.E. classes**. Children will not be permitted to wear other studs e.g. nose studs. For safety reasons, children wearing inappropriate jewellery may be asked to remove it and parents may be contacted and requested to attend school if their child cannot do this for themselves.

Hair styles should be sensible for school. We do not permit extremes, e.g. very closely shaven styles with patterns or dyed hair. We expect all children with long hair to have it tied up or tied away from their face. Hair accessories should ideally be school colours (navy/blue, black) and kept to a minimum.

Nail varnish is not permitted.

Failure to follow school uniform

Occasions where children fail to wear the correct school uniform will be logged in the child's diary and parents will be invited in for a meeting with the Headteacher where uniform is missing persistently.

Policy links

This behaviour policy is linked to the following policies:

Anti-Bullying Policy

Child Protection and Safeguarding policy

Suspension and Exclusion Policy

Mental Health and Well-being Policy

De-escalation and Handling Policy – physical restraint policy

E-Safety Policy

Alternative Provision policy