



# St Mary's RC Primary School, Battersea

## **BEHAVIOUR MANAGEMENT POLICY**

<b>Approved By</b>	Governors
<b>Reviewed On</b>	September 2024
<b>Review Due</b>	September 2025
<b>Review Cycle</b>	Annually

## Our Mission and Values

At St Mary's, we integrate the Gospel Values and the teachings of the Catholic Church into every aspect of learning, teaching and life of our school community. At St Mary's we respect each person as a unique individual with something to offer and something to learn, and we value positive relationships between staff and children, based on courtesy and respect, which we believe are vital to the development of self-esteem as well as self-discipline. Developing such relationships relies on the good behaviour of our pupils, which we encourage and reward. Everyone expects the very best behaviour and we work together to achieve it. We treat children fairly and consistently by valuing and taking account of their individual needs. We also teach values, in line with our Gospel Values \*, attitudes and skills which foster mutual respect and care and use collective worship, class circle times, and PSHE lessons to discuss and respond to such values.

### Gospel Values and Catholic Social Teaching Plan (over two year cycle)

Year A		
Term	Catholic Social Teaching	Gospel Values
Autumn 1	Human Dignity	<b>Dignity</b> , Respect, Compassion, Friendship
Autumn 2	Promoting Peace	<b>Hope</b> , Trust and Joy
Spring 1	The Common Good /Participation	Justice, <b>Community</b> , Dignity
Spring 2	Preferential Option for The Poor	<b>Justice</b> , Community, Generosity Compassion
Summer 1	Solidarity	<b>Compassion</b> , Service, Community, Joy
Summer 2	Stewardship	<b>Respect</b> , Thankfulness
Year B		
Autumn 1	Human Dignity	Dignity, Respect, Compassion, <b>Friendship</b>
Autumn 2	Promoting Peace	Hope, Trust and <b>Joy</b>
Spring 1	The Common Good /Participation	<b>Service</b> , Friendship, Justice, Community, Dignity, Generosity
Spring 2	Preferential Option for The Poor	Justice, Community, <b>Generosity</b> , Compassion
Summer 1	Subsidiarity	Compassion, Service, Community, Joy, <b>Trust</b>
Summer 2	Distributive Justice	Respect, <b>Thankfulness</b>

Gospel Values in bold are key values to be taught explicitly this half term.

We recognise that for all children to fulfil their potential, the Gospel Values need to be explicitly named, defined, modelled and for all pupils to be supported to understand how they relate to their lives both at school, at home and in society.



The key to our values is enshrined in our Catholic social teaching, which is illustrated in the symbols above.

### **We expect and trust Children to:**

- Peacefully move around the school, not running inside the building.
- Show respect and be silent in the hall before the start of worship and when walking in and out of the hall.
- Allow others to speak without interruption.
- Remember, when addressed, to stop, look, listen and answer using the person's name.
- Open doors, hold doors for adults as well as for each other.
- Take care of their own and school property and value other people's property.
- Be on time.
- Display good table manners at lunchtime.
- Treat each other with respect and care.
- To remember good manners, be kind, polite and co-operative and considerate
- To live out our Gospel Values and school mission.
- Accept responsibility for their actions and impact on others.

### **Responsibilities of the parents**

- To be aware of and promote the Gospel Values, the school mission's statement and school rules.
- Support the school's behaviour policy
- To inform the school of any changes in circumstances that may affect their child's behaviour

### **We expect Staff to:**

- Promote the Gospel Values, the school's mission statement and high expectations for behaviour in and around the school
- Listen to children when they speak to us.
- Use the 'Zones of regulation' visuals and language to support pupils to acknowledge their feelings and regulate themselves.
- Give them an opportunity to explain their actions before responding.
- Be punctual for lessons and duties.
- Set an example for the children to follow in their behaviour towards both adults and children -to be a good role model, treating each other with respect at all times.
- Address children by name and use appropriate tone, language and volume to model good behaviour to pupils.
- To be mindful of children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To provide an environment conducive to learning e.g. high quality displays, reading areas, maths areas, visual supports.
- To use rules and sanctions clearly and consistently.
- To form good relationships with parents / carers so that children can see that the key adults in their lives share a common aim.
- To encourage independence, resilience and self-discipline
- To reward good behavior.

### **Behaviour is Unacceptable when:**

- It stops teachers/learning support assistants/lunchtime staff carrying out their duties.
- It prevents children from learning.
- Children use rude unacceptable language.
- Children show verbal and physical aggression.
- Racial or religious incidents occur.
- It shows a lack of care for school property.

### **Strategies used to Promote Good Behaviour:**

- Each class should set up their own class rules which are relevant to the children, their class community and behaviours in the classroom. Rules can and should be revisited over the course of the school year.
- Maintaining calm body language at all times, demonstrating compassion and making polite silent gestures
- Demonstrating generosity and thankfulness by praising good behaviour and ignoring bad behaviour, as far as is possible.
- Demonstrating hope -focussing on the future, e.g. What should you do next time?
- Allowing dignity - giving children time and space to respond when adults ask them to do something.
- Making choices and consequences clear to enable the child to make the right choice.
- Breaking down 'big problems' into smaller manageable steps.
- Demonstrating compassion through defusing situations, by discussing issues in private, so that there is no public humiliation.

- Using positive language, e.g. Look this way please instead of How many times have I ....
- Reminding children about the rules.
- Using praise e.g. stickers, Headteacher awards, sharing good work with class/buddy class, positive marking, celebration assembly, hot chocolate Friday invites, informing parents, etc.

### **The Sun and Cloud Behaviour System**

The Sun and Cloud Behaviour System is used consistently by all members of staff across the whole school to encourage good behaviour. In year 6 an adjusted version is used, to help prepare the pupils for taking on further responsibilities as they prepare for the year 6/7 transition. The aim is for the children to recognise their behaviours themselves and self-regulate. The system is to encourage positive behaviour and act as a reminder for all pupils. The clear steps are there to support children in making the correct choices, so that they are aware of what is acceptable and what the consequences for poor behaviour are.

Every classroom has classroom rules displayed that have been agreed by the class.

Each classroom also has prominently displayed a sun, cloud and 2 warnings. Individual name labels for all of the children are displayed on the behaviour system. The children start every Monday morning with their names on the sun. It is important that all names are moved back to the sun at the end of each week.

### **The System is as follows:**

- Every child starts the week on the sun.
- An informal oral warning is given to a child as prompt for the first incident.
- If the behaviour is repeated the child’s name is moved to warning 1.
- If the behaviour persists the child’s name is moved to warning 2.
- If the behaviour continues the child may be asked to take a time out card (see appendix 1) and take this time out in another class (see table below).

<b>Nursery</b>	<b>Reception</b>
<b>Reception</b>	<b>Nursery</b>
<b>Year 1</b>	<b>Year 2</b>
<b>Year 2</b>	<b>Year 3</b>
<b>Year 3</b>	<b>Year 1</b>
<b>Year 4</b>	<b>Year 6</b>
<b>Year 5</b>	<b>Year 4</b>
<b>Year 6</b>	<b>Year 5</b>

- If the behaviour persists further the child’s name would then be moved onto the black cloud (which indicates length of time at 5-minute intervals.)
- For more serious behaviours (yellow and red cards- see appendices 2 and 3) the child will be referred to the Headteacher or SLT at any point in the process.
- The same system/expectations are in place for lunchtimes and playtimes. During lunch times pupils are referred to Mrs Cadden for time out cards, yellow and red cards.
- Pupils may ‘redeem’ themselves if on warning 1 and 2.
- **EY-TBD**

## **Detention**

Detention is held every Friday lunch time for pupils whose names were on the black cloud. The maximum length of detention is 30 mins.

A record is kept of which children have attended detention and for how long each week.

If a child attends detention their parents are informed via Parentmail.

### **If a child attends detention more than three times in a half term, the next steps could be:**

- Formal meeting with parents.
- An Individual Behaviour Report Card.
- The child being placed on an "in school exclusion."
- Referral to external services for support e.g. Behaviour and Learning Support Service.
- The child having a lunch time exclusion (parents will be given prior notice.)
- The child having a fixed term exclusion (parents will be given prior notice.)

## **Individual Report Card**

If an individual Report Card is set up for a child it will be used daily for a fixed period of time (2 weeks) and then reviewed.

The report card will have one specific target linked to the negative behaviour and one target linked to the class rules. The class teacher, learning mentor and child agree the targets together. The report card is seen by the head teacher at least once a day and always shared with the parent on a daily basis.

### **Rewards (see Appendix 4 for full list):**

- Name moved to the rainbow on the class behaviour system for exceptionally good behaviour and citizenship in school.
- Individual praise and encouragement.
- Appropriate written comments on child's work.
- Awarding of certificates, stickers, star pupil, green cards etc.
- Work shown to members of SLT.
- Headteacher's award.
- Public commendations for good behaviour and work in class and assembly.
- Positive communication with parents to share success.
- Recognition of public successes in the community.

## **Sanctions**

We believe that a child should normally take on a positive role in school. If, however, the child does not respond there are a series of sanctions that can be used. An effective sanction is one that most often stops or discourages careless/poor work or behaviour.

- Teachers follow the Sun and Cloud behaviour strategy which has a clear sanction process. This is consistent across the whole school.
- A child can be seated individually away from the group to complete work.
- A child can be sent to an adjacent classroom for a short period of time for time out.
- A child can be sent to a member of SLT.
- A child can miss a playtime.
- An individual behaviour chart.
- Working with School Learning Mentor.
- For continuous misdemeanours there is a Friday Detention. Children can attend for 5, 10, 15, 20, 25 or 30 mins.

At all times, parents should be kept informed of any issues or problems with behaviour and learning by the class teacher.

If the child continues to make the wrong choices and behaviour does not improve despite a range of rewards and sanctions being used, the child will be sent to the Headteacher.

**It could result in the following:**

- The child being placed on an “in school exclusion” (yellow card).
- Referral to external services for support e.g. Behaviour and Learning Support Service.
- The child having a lunch time exclusion (parents will be given prior notice.)
- The child having a fixed term exclusion (red card).

**Restorative conversations**

Feedback from staff members would provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour. A restorative response can be conducted verbally or written. Restorative feedback involves asking

- 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 this right?
- How can we make sure that this doesn't happen again?

**The use of Exclusion**

**A decision to exclude a child for a fixed period or permanently should be taken only:**

- In response to serious breaches of a school's behaviour policy.
- Once a range of alternative strategies has been tried and failed.
- If allowing the pupil to remain in class would seriously harm the education and welfare of the pupil or others in the school.

Only the Executive Headteacher or Associate Headteacher can exclude a child from the school. In their absence authority may be delegated to a member of the SLT.

**Before a decision is made the Headteacher takes the following steps:**

- Consider all relevant facts.
- Allows the child to give his/her version of facts.
- Speak to any witnesses individually and consider written accounts from all pupils and staff involved.

Parents do have the right to appeal against the decision to exclude the child if the child is excluded for more than five days. Parents should contact the school to ask to speak to the Chair of Governors.

Exclusion policy to be read in conjunction with this policy.

**Behaviour at Lunchtimes**

Time out incidents are recorded in a time out book - every class has one outside the class door. The senior meals supervisor monitors this weekly. If there is no improvement in lunchtime behaviour a member of SLT will meet with the parent and sanctions may be put in place (see sanctions list).

## **Dealing with Conflict Resolution**

All children from time to time have conflicts over a range of issues. It is vital that these are dealt with in the appropriate way. Bullying will also be dealt with using the procedure set out below.

### **Members of Staff will:**

- Decide upon a good time to deal with the issue.
- Listen to all parties concerned individually and record in brief or report important details.
- Use open questions and deal with the primary behaviour.
- Assure the children that the situation will be dealt with until it is resolved.
- Make the children aware of the consequences of their actions and the rules they have disregarded.

## **Control and Restraint**

In accordance with the Education Act 1997 the Headteacher can delegate all staff with authority to control and restrain children where necessary.

The law requires that force should only be used when other approaches have been tried and that all practical methods to de-escalate the situation have been employed. All staff within the school are trusted to use their professional judgement and the degree of force must be in proportion to the circumstance of the incident.

### **Control and Restraint can be used if:**

- Pupils are fighting.
- Pupils are hurting themselves or others.
- A pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to the property.
- A pupil is causing, or at risk of causing injury or damage by accident, rough play or misuse of dangerous materials or objects.
- A pupil running in the corridor in which he/she might cause an accident or is likely to injure him/herself or others.
- A pupil persistently refuses to obey a request to leave a classroom.
- A pupil is behaving in a way that is disrupting a lesson.
- A pupil absconds from a class or tries to leave the building/site.

### **In any of these cases a member of staff should take the following steps:**

- Stay calm and attempt to keep their voice quiet/speak slowly.
- Give time where appropriate for the situation to de-escalate.
- Give the child clear instructions.
- Call for assistance from the Headteacher or SLT.

### **Physical Intervention will include:**

- Blocking a child's path.
- Holding a child's hand.
- Separating two children.
- Leading a pupil away from a situation.
- Shepherding a child out of a situation by placing a hand in the centre of the pupil's back.
- Restraining a child from behind by holding their hands.

A written record must be made of all incidents involving the use of physical restraints. The report should be handed/emailed to the Headteacher within 12 hours. The parent would be informed of the incident.



### **Behaviour outside of school premises**

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

### **Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:**

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

### **Links with other policies**

This behaviour policy is linked to the following policies

Anti bullying policy

Staff code of conduct policy

Exclusions policy

Child protection policy

Special Educational Needs Policy

Lunchtime Supervision policy

Home School Agreement

Zones of Regulation

### **Special Educational Needs**

It is recognised that some children do have special educational needs, and this could affect their behaviour in school. Children with special educational needs will be treated fairly and, in a manner, which is suitable to their own individual needs, abilities and behaviours.

**Appendix 1 Example of a Time Out Card**



**TIME OUT  
KS1**

Playing in the toilets.	
Answering back to an adult.	
Calling out.	
Ignoring instructions.	
Not telling the truth.	
Distracting others from their learning.	

**Appendix 2 Example of a Yellow Card**



**YELLOW CARD  
KS1**

Ignoring an adult's instructions.	
Threatening another child with intent.	
Stealing.	
Swearing at someone with intent and understanding.	
Racial abuse.	
Hitting and injuring a child on purpose.	
Spitting at someone on purpose.	

**Appendix 3 Example of a Red Card**



**RED CARD  
KS1**

Hitting an adult with intent to harm them.	
Purposefully physically harming another child and badly injuring them.	

#### Appendix 4 Rewards Available at St Mary's RC Primary School

Reward	What and who for	Recorded where	Prize	When
<b>Dojo points</b>	Following class rules.	On the computer.	Treats rewarded by class teacher.	Fridays.
<b>Hot Chocolate Friday</b>	For going 'above and beyond'.	Teachers keep a log for the year.	Hot chocolate and a certificate with the Head Teacher.	Fridays
<b>Learning Behaviour awards</b>	One award per learning behaviour (there are 8).	Teachers keep a log for the year.	Certificate awarded in assembly.	Last Friday of each half term.
<b>Mathletics certificates</b>	For achieving the most points.	Mr Shoubber keeps a log.	Certificate	Last Friday of each half term and as and when (delivered to class.)
<b>Pen licences</b>	Awarded when pupils have persevered and handwriting is fluent and cursive.	Teachers keep a log for the year.	Pen and pen licence card.	As and when throughout the year.
<b>144 badge</b>	Awarded when pupils achieve 3 consecutive successful test /check scores.	Mr Shoubber keeps a log.	144 badge	As and when throughout the year.
<b>Golden Table</b>	One child per class- for good choices during lunch times.	Mrs Cadden keeps a log.	Golden ticket invite received and sit at golden table for lunch.	Every Monday.

**\*Other Rewards may be introduced during the year.**