

# ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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## BEHAVIOUR POLICY

**Ownership:** Curriculum Committee

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The School provides an outstanding experience of Catholic worship, prayer and liturgy.

Pupil achievement in Religious Education is outstanding.

There is a real sense of unity and purpose.



**Section 48 Diocesan Inspection May 2014**

“Pupils make rapid progress because they are very keen to learn, and because the teaching is highly effective ... Behaviour is excellent. Pupils get along very well and enjoy school, accepting one another’s different views...”



**Ofsted March 2013**

*At St Margaret Clitherow School we are committed to Safeguarding Children*

*Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him*

At St Margaret Clitherow School everyone is a valued member of our community. In keeping with the mission statement we are a community of faith based on relationships nurtured by the love of God and our neighbour.

Together we believe that every person in a school community has the right to expect and receive respect.

## **Principles**

- The high behaviour expectations we have of the children, are reinforced by all members of staff - *when pupils are reprimanded, they know that it is their behaviour that is being criticised, not themselves. They should not feel humiliated or diminished. Forgiveness is given a high profile and a "fresh start" is always encouraged.*
- Most disciplinary matters can be dealt with by the member of staff supervising the children at the time of the misdemeanour - *repeated and serious misbehaviour are reported to the Head or Deputy Head as required.*
- Any sanctions should be appropriate to the misdemeanour - *all discipline should be consistent and seen to be so by the pupils involved. All disciplinary procedures should be consistent with our Mission Statement and ethos. In our Catholic school, each child must feel valued as part of a caring, loving community. Forgiveness has to be included as part of the process.*
- Good behaviour and personal success will be rewarded and celebrated – *house points, awards and stickers are given and more emphasis is placed on what is good behaviour rather than what is inappropriate. Awards are public and may be celebrated through conversations with parents / carers, Awards and other forms of communication. Praise rather than criticism should be generous and frequent but must also be realistic and true.*
- Every day must be a fresh start providing that prior behaviour has been dealt with - *teachers should aim to deliver good news to parents / carers regularly preferably through face to face contact. This makes it easier to engage with parents / carers should the need arise for matters that are not so positive. We believe that every person in our school community has the right to expect and receive respect.*

## **Aims of this Policy**

We aim to create an environment that:

- expects and promotes positive and purposeful behaviour as the basis for effective learning;
- enables all school members to fully participate in school life;
- reflects through our Catholic Christian tradition, values and ethos; and
- respects the uniqueness of every individual in our school community;

## School Rules

Our school rules are kept under regular review and are discussed at the beginning of each year with the children in each class:

Smile, be cheerful, be helpful

Work hard

Listen in class

Let others get on with their work and play

Be polite to everyone

teachers, helpers, classmates, lunchtime  
supervisors, cleaners and visitors

Remember your manners

Keep yourself and the school tidy

Respect other people's property

Treat others as you would like to be treated

Look after younger ones

and set a good example

## General Behaviour Expectations

We encourage engagement rather than simple compliance throughout school life, enabling pupils to make decisions about how they act. This involves making good decisions and cooperating with everyone.

Positive adult relationships set the tone and model for effective relationships in school. All adults act as role models for pupils.

Pupils are expected to move around the school in a calm, quiet manner.

Pupils are expected to speak politely to all adults.

Pupils should treat each other with respect at all times.

Pupils are expected to co-operate without arguing or answering back.

Disagreements between pupils should be resolved by discussion in a calm and rational manner. Staff should help to foster an atmosphere where pupils are able to discuss differing opinions.

Teachers will discuss classroom behaviour with pupils in the establishment phase of the year. This should enable everyone to come to an agreement about suitable behaviour in class.

Everyone should respect the general environment of the school. For example, proper disposal of litter, correct use of toilet facilities and care of equipment should be encouraged as should keeping work areas, classrooms, stores and corridors tidy.

Our belief in positive behaviour management must be evident in the manner that staff reward good behaviour, rather than focussing on bad behaviour.

## **Rewards**

Examples of some rewards used in the school are:

- House Points
- Sticker charts (resulting in a HT's award when complete)
- Stickers / Stamps
- Sent to another teacher with good work
- Sent to the Headteacher with good work
- Sent to the Headteacher for consistently good / improved / excellent behaviour
- Verbal praise to parent/guardian or note sent home
- A post card home
- Whole class rewards as appropriate
- Certificates designed by class teacher
- Recognition in assembly or publicly in class

This list is by no means exhaustive as we are always looking for new ways to reward appropriate behaviours.

## **Behaviour for Learning**

Successful learning is a responsibility shared by all pupils, staff, parents / carers, carers and visitors. Pupils are encouraged and challenged in their learning as they strive for excellence. All children are encouraged to be independent in the regulation of their behaviour, making good decisions and responding to their environment appropriately.

The school is committed to 'building learning power' of every member of the school community (children and adults). The school uses 'Building Learning Power' (BLP) principles to enhance learning behaviour. This is based on four key strands which focus on:

- Resilience
- Resourcefulness
- Reciprocity (relating to others)
- Reflectiveness

The 4Rs not only underpin and strengthen the way in which we learn but influence all our behaviour including how we behave towards others in our community.

## **Prayer and Worship**

A quiet, reflective atmosphere should be fostered in assemblies, liturgies and at Mass. Staff and parents / carers can lead most effectively by example, to ensure restlessness

and fidgeting do not occur. Staff are asked to speak very quietly (and only when necessary) during these prayerful times and to remind children of the appropriate behaviours required at such times.

## **Classroom Behaviour**

At St Margaret Clitherow School we have high expectations of behaviour within the classroom, which reflects our key principles. We expect all staff to speak to children calmly, even when behaviour exhibited may not be acceptable. Children exhibiting extreme inappropriate behaviour are usually experiencing great anxiety and stress and need the reassurance of a calm adult to help them recover from the situation.

Should a member of staff need further adult assistance and there is no other adult available to relay that message, they may call the main office on the internal phone system.

Throughout the school we use a simple traffic light system based on coloured cards to help ensure that all pupils respond to the challenging behaviour standards agreed.

All learners must be able to carry out their learning without interruption or interference from others. Persistent and disruptive low level behaviours should be dealt with in a timely and consistent manner. Where persistent disruptive behaviours are forming into habits, the class teacher should seek the advice of their line manager, the Headteacher, the Deputy Headteacher or the SENCO.

## **Playground Behaviour**

Pupils are expected to play without aggression or interfering with each other's games. Play equipment is provided for pupils at lunchtime and pupils are required to treat supervisory staff with the same courtesy they extend to all other members of staff. Serious incidents of breaktime misbehaviour should be recorded and reported to the Deputy Head or Headteacher or another member of the SLT.

## **Bullying**

Bullying of any kind will not be tolerated. Every child and adult in our school has the right to feel safe. Bullying and hurtful behaviour infringes that right and will not be tolerated. In the same vein, hurtful behaviour, which may not amount to 'bullying' will also be dealt with consistently and fairly.

(Please refer to the Anti-Bullying Policy and eSafety policy).

## **Sanctions**

Parents / carers will be informed of any behaviour which causes concern. The home-school partnership is especially effective when a child knows parents / carers and teachers are working together. Parents / carers are expected to support the school's approach, working with the school to ensure continuity and successful outcomes. Parents / carers sign a 'Home School Agreement' at the start of each Key Stage which reinforces these expectations.

Even in a well-ordered community, it may be necessary for sanctions to be applied from time to time. In all disciplinary actions it is essential that the pupil understands fully that it is the behaviour which is not acceptable rather than the pupil as a person.

In our school the following sanctions may be applied and incidents recorded at the discretion of the adult in charge:

- During a break time – designated time out
- Report to the Headteacher/Deputy Headteacher/Class Teacher
- Involvement of parents / carers
- Removal from the group
- Withdrawal from lunch or break time privileges
- Withdrawal from other privileges including those involving representing the school at other events
- Carrying out a suitable task in school

If a pupil's behaviour indicates that they are putting their own safety or that of others at risk they may be excluded from certain activities which are not curriculum based. As a very last resort when other sanctions have been exhausted, have not had impact or according to the severity of the incident an exclusion will be considered.

## **Putting things right**

Forgiveness is given a high profile and a "new start" given every encouragement. Positive strategies allow children to show that they are really sorry e.g. a letter of apology or replacing something that has been destroyed.

Pupils should be given time to reflect on their behaviour.

The four 'Ws' is a good procedure to follow – i.e.

- What I did.
- Why I did it.
- What was wrong about it?
- What can I do to make amends?

There will always be a focus on the way forward when a behaviour has been dealt with.

## **Exclusion** (fixed term or permanent - includes lunchtime exclusion)

Incidents which may lead to exclusion include acts of violence and threats against other children or adults e.g., kicking, hitting, punching, spitting, verbal abuse, carrying of a weapon or persistent refusal to co-operate with staff requests. In particular where this would endanger their health and safety or cause detrimental effect to the wellbeing of others, eg, leaving the classroom without permission, refusing to stop an act of violence. The length of exclusion will be determined by the severity of the offence. Deliberate and frequent disruption to classroom learning will be treated as detrimental to other children's wellbeing and as a refusal to follow instructions.

The Governing Body Discipline Committee will be informed according to statutory requirements following a request from the parent or if statutory limits have been met. Incidents of exclusion (but no detail) will be reported to the full Governing Body in the The Headteacher's termly report. The headteacher will discuss any exclusion with a

senior member of the Governing Body (usually the Chair) following an incident. The Headteacher will always aim to make contact with the LA Integration Officer following an exclusion.

Where a pupil is at serious risk of exclusion or permanent exclusion, a pastoral support programme must be set up as soon as the risk is identified.

Isolation from the class at lunchtimes or during the school day will be considered as an internal exclusion and must be recorded as such according to LA protocols

Exclusion may only be initiated by the Headteacher or designated leader in their absence and must be recorded formally according to LA procedures.

The Hertfordshire Guidelines on Pupil Exclusion (including lunchtime exclusions) must be followed.

## **Conclusion**

Behaviour is the responsibility of every member of our school community. Although pupils are encouraged to self-regulate, there will be occasions when adults will need to step in to guide the process. Effective behaviour management occurs when there is a solid and effective engagement between, home, school and pupils. Our principles of behaviour management focus on positive relationships and are rooted in a Catholic Christian ethos that sets high standards and expectations alongside a focus on forgiveness.