

St Mary's RC Primary School  
Ysgol Gynradd Santes Fair



# Behaviour Policy

St. Mary's R.C. Primary School  
Old Bulwark Road , Chepstow.  
NP16 5JE  
Tel. 01291 623006

Date of Policy

May 2023

Review Date

May 2024

*Learning for Life with Christ as our Light.*

## Mission Statement

# Learning for Life with Christ as Our Light

## Vision

At St. Mary's we are committed to providing a Catholic education which also fosters a sense of Welsh identity through an appreciation of Welsh language, history and culture.

We believe firmly in the Gospel Values and in our role as educators to nurture pupils, identify their talents and provide them with all the skills they need for life in the 21st century as citizens of Wales and the wider world. We seek to create a supportive environment in which every pupil feels valued both as an individual and as an integral part of our St. Mary's family – Ein Teulu Santes Fair.

Our devoted and dedicated staff will work together alongside families, our parish and the wider community to inspire, motivate and encourage all of our pupils so that they become confident individuals who are ultimately imbued with a love for life-long learning.

## Objectives

Encompassing the Four Core Purposes of the Welsh Curriculum and the Catholic Pupil Profile, we seek to:

- Provide a broad and balanced curriculum, utilising a variety of creative, practical and problem-solving activities which enable access for all learners.
- Use our local environment in Chepstow and look further - in Wales and the wider world to enhance our learning.
- Provide excellent role-models for our pupils, leading by example in all that we do.
- Encourage and support one another in all goals - recognising talents, celebrating achievement and embracing failure as a path to future success.
- Strengthen our home-school links, recognising that parents are the first educators of their children and supporting families in this important role.
- Provide high quality, enriching learning experiences which will support children in their knowledge, understanding and development of academic and life-long skills.
- Regularly monitor and evaluate progress and standards throughout the school, with the support of all stakeholders, to ensure continual growth and development.
- Obtain advice from, and work in tandem with external agencies to support all pupils with additional learning needs.

## Aims

Through the achievement of our objectives, our aims are that all children will:

- Develop a loving, personal relationship with God which will deepen their faith.
- Be accepting of others, respectful in their behaviour and always considerate towards the feelings of those around them.
- Recognise our similarities and differences and developing a sense of fairness and justice.
- Become well-rounded individuals who have a positive attitude to life and recognise their self-worth.
- Become enthusiastic life-long learners – ready to face the challenge of the ever changing modern world and global society.
- Recognise their strengths and areas of development.
- Develop confidence in challenging themselves in order to fulfill their potential.

## General Statement of Policy

Promoting good behaviour at St. Mary's R.C. Primary School is a very high priority. We hold high expectations of all members of our St. Mary's family, teaching our children strong Gospel values of love for one another. We endeavour to create a nurturing, caring and safe environment where children are valued and encouraged to show respect for each other and for their school. Respect for, and politeness towards staff, visitors and children is of prime importance. We firmly believe that it takes a village to raise a child. Thus, it is the responsibility of all staff, governors, children and parents to ensure that the school rules are followed. Good behaviour and discipline in school are essential to successful teaching and learning. All staff and pupils are expected to behave in a responsible manner showing consideration, courtesy and respect for others at all times. We work together as a school team to create a safe and welcoming safe and encourage openness so that all stakeholders feel comfortable reporting behavioural concerns.

### Our behaviour policy is based therefore on a series of principles: -

- Our St. Mary's school rules are shared and emphasised at every opportunity
- We respect all members of the school community as we are all equal
- Good behaviour is looked for, recognised, praised and rewarded
- All staff are responsible for ensuring good behaviour of all our learners
- Consequences are followed consistently throughout the school
- Communication and working with our St Mary's families is vital
- Seek advice and support from outside agencies if and when needed
- All staff follow a trauma informed approach whereby relationships are built on mutual trust and respect
- Discipline is not the control of children. Discipline is leading, guiding, encouraging and instructing children within a framework of rights (UNCRC), responsibilities, mutual respect and underpinned by rules.

Through this behaviour policy we are helping develop:

#### **Ambitious, capable learners who:**

- set themselves high standards and seek and enjoy challenge;
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts;
- can communicate effectively in different forms and settings,

and are ready to learn throughout their lives.

#### **Healthy, confident individuals who:**

- have secure values and are establishing their spiritual and ethical beliefs;
- are building their mental and emotional well-being by developing confidence, resilience and empathy;
- know how to find the information and support to keep safe
- take measured decisions about lifestyle and manage risk;
- form positive relationships based upon trust and mutual respect -face and overcome challenge;
- have the skills and knowledge to manage everyday life as independently as they can;

and are ready to lead fulfilling lives as valued members of society.

#### **Enterprising, creative contributors who:**

- think creatively to reframe and solve problems;
- identify and grasp opportunities;
- take measured risks;
- lead and play different roles in teams effectively and responsibly;

are ready to play a full part in life and work.

#### **Ethical, informed citizens who:**

- understand and exercise their human and democratic responsibilities and rights;
- understand and consider the impact of their actions when making choices and acting;
- are knowledgeable about their culture, community, society and the world, now and in the past;
- respect the needs and rights of others, as a member of a diverse society;

and are ready to be citizens of Wales and the world.

Through this behaviour policy we are growing to be:

**Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

**Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

**Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.

**Learned**, finding God in all things; and **wise** in the ways they use their learning for the common good.

**Curious** about everything; and **active** in their engagement with the world, changing what they can for the better.

**Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

***Learning for Life with Christ as our Light.***

## Our School Rules

Our St. Mary's school rules are consistent and embedded across the whole school. These rules are displays in the school hall and within all classrooms.

### We:

- Follow instructions first time from all adults
- Always strive to be your best
- Make good choices – always tell the truth
- Include and respect everyone by listening and caring
- Look after each other and your environment
- You must love one another – be gentle and don't hurt others

## Organisation and Routine

At St. Mary's we recognise that effective classroom management and organisation are essential for promoting excellent behaviour. In September each year a class teacher will dedicate time to explaining classroom routines and reinforcing these throughout the year. These routines include:

- Toilet visiting expectations including good hygiene routines
- Taking turns
- Movement around the classroom
- Sharing, distributions and collection of resources
- Group work rules
- Entering and leaving the classroom
- Presentation of work and what to do when work is completed
- Asking politely for help

## Rewards and Consequences

St. Mary's follows a positive behaviour management approach and seeks to support all our learners to become polite, well-mannered and kind members of our school family and wider community. It is our belief that consequences are necessary to register disapproval of unacceptable behaviour. The consequence a child will receive will depend on the nature of the incident. The school fosters clear distinctions between minor and major offences. When a child receives a consequence, it will be made clear why the consequence is being applied and what the changes in behaviour are needed to avoid future consequences. It will be made clear to the child that it is the behaviour being punished, not the child and that each day will be a fresh start.

### Reward

- Praise – smiles, thumbs up, clap
- Stickers
- Class reward system
- Show other staff your work
- 'Praise' and 'Citizenship' certificate
- Message to parents
- Golden Time
- Head Teacher 'Award'

### Consequences

- Verbal warning and reminder of the school rules or class charter
- Time away from group
- Sent to another class
- Miss time from playtime/lunchtime
- Inform parents
- Sent to a member of the Senior Leadership Team
- Sent to head teacher / reflective time out
- Headteacher call to parents to explain pupil's behaviour
- Letter to parents inviting them in to school to meet with the class teacher and head teacher

## Stages of consequences

1. Reminder of behaviour expectations
2. Quiet conversation, investigate reason for behaviour
3. Warning
4. Time out/sanction
5. Leadership – conversations with parents/teachers

## How our expectations are communicated with learners

Behavioural expectations are clear and consistent across the whole school. They are communicated through a variety of methods including:

- Assembly
- Religion lessons
- Health and wellbeing lessons
- ELSA support
- Circle time
- Verbal reminders
- Social stories
- Nurture groups
- Restorative justice
- Displays around the school
- Story time
- Drama and role play

## Additional Learning Needs

We are a supportive school and understand that all behaviour is form of communication, and that behaviour that is challenging is always a result of an underlying factor or need. We explore and investigate the reasons for a child's behaviour so that we can plan the best support for the individual child. A child who has additional learning needs (ALN) or behavioural difficulties is identified by a class teacher who then provides interventions that may be different from those provided as part of our school's usual behavioural strategies. The ALNCo works closely with the class teacher and any external agencies to seek advice and guidance to provide support for all learners with ALN, including those who present with behaviour that is challenging. We are committed to the development of every child within our St. Mary's family.

## Repeat behaviours

A child who has been referred to the head teacher more than three times within a month due to their behaviour, will be discussed with their family during a person centred consultation with the class teacher to try and ascertain what is going on with the child and what step can be taken to support. The process for supporting a child who has repeated incidents of behaviour that challenges includes:

1. Head teacher requests a meeting with family
2. Family consultation with both head teacher and class teacher.
3. Monitoring behaviour through links with home.
4. Instant exclusion will be issued for any child in extreme circumstances.

## Restorative Justice Approach to dealing with behaviour that challenges

All staff will use Restorative Justice Approach when dealing with behaviour that challenges within the classroom and on the playground. Restorative approaches in school means everyone has a chance to be heard and they provide opportunities for healing. Restorative Justice Approach ensures that the two sides of an incident are heard and then discussed. Restorative Justice will be used to ensure that arguments and disagreements are repaired through mediation after an appropriate time.

## The Mediator's (member of staff) role in Restorative Justice

Give each person the opportunity to:

- Explain what has happened from their perspective and what has led up to it.
- Explain how they felt at the time and what they feel now.
- Perhaps talk to others who are affected by the issue.
- The mediator needs to be patient with pupils and think about their feelings.
- Discuss next steps and consequences.

The prompts to be used during a Restorative Justice Approach meeting are:

- Can you explain what has happened?
- What were you thinking at the time?
- How were you feeling at the time?
- Who else has been affected by this?
- What needs to happen so things can be put right?

The important thing is about letting the children work out the answer for themselves. Mediators should not give the resolution to the problem.

## Use of Restraint (Team Teach)

All school staff will be trained by the LA Team-Teach facilitators every three years. The use of Positive Handling will only be used in the most extreme cases and parent/carers will be informed of any Positive Handling (restraint) immediately.

“Team-Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe” George Matthews, Director of Team-Teach.

A Positive Handling Plan (PHP) for pupils is a risk assessment of pupil's behaviour who give concern and may need physical restraint procedures. This will **always** be discussed with parents/carers and any positive handling that may be used by staff will be shown to parents/carers.

All incidents of Positive Handling will be recorded in the Bound and Numbered book which is kept in the Head teacher's office.

## Recording Incidents

All incidents of concerning behaviour will be logged on an online Form which is available to all staff via the weekly staff newsletter. This will be done by the member of staff initially dealing with the incident. These are reviewed as necessary if further incidents occur. The Head teacher will inform families if any incident that is deemed to be 'serious' occurs.

## Intentional Harm and Inappropriate Behaviour

Intentional harm and inappropriate behaviour has no place within our school environment. The deliberate Intent to hurt, upset, frighten or even threaten an individual or group can cause worry and distress to the victims and their families. Intent can be shown many ways;

- Emotional- being unfriendly, excluding, tormenting (hiding books, threatening gestures), ridicule, humiliation.
- Direct or in direct verbal- teasing, name calling, spreading rumours, sarcasm, making fun.
- Physical – pushing, kicking, biting, any use of violence, stealing personal belongings.
- Racial- religious intolerance, taunts, graffiti, gestures.
- Sexual- unwanted physical contact, gestures, sexually abusive comments.
- Homophobic (LGBT) of/or accusing the issue of sexuality.
- Cyber Bullying -social media misuse, sending offensive text messages, emails and calls. Misuse of associated technology i.e camera and video facilities, games consoles.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

## Roles of all stakeholders

### Teacher Responsibilities

- Identify pupils with additional learning needs and implement targeted provision to support these learners.
- Effective classroom management
- Effective teaching of Gospels values

St Mary's RC Primary School  
Ysgol Gynradd Santes Fair

- Establishing clear and consistent daily routines
- Developing good relationships based of mutual respect and trust
- Supporting partnerships with families, sharing behavioural concerns and incidents
- Recording any behavioural incidents via the school's online form
- Ensuring visual timetables and on display daily
- Being a good role model for all children
- Providing rich, stimulating lessons based on four core purposes
- Following school's stages of consequences and reward system
- Contribute to schools open door policy for all families
- Foster a sense of high self-esteem in all learners
- Show respect, kindness and compassion towards learners
- Encourage a calm and positive atmosphere, no shouting
- Teach and enforce the school rules

### **Non-teaching staff Responsibilities**

- Implementing a positive behaviour approach
- Supporting the teaching of Gospel values
- Developing good relationships based of mutual respect and trust
- Supporting partnerships with families, sharing behavioural concerns and incidents
- Recording any behavioural incidents via the school's online form
- Supporting class teacher's daily routines
- Providing interventions for pupils with ALN.
- Being a good role model for all children
- Following school's stages of consequences and reward system
- Foster a sense of high self-esteem in all learners
- Show respect, kindness and compassion towards learners
- Encourage a calm and positive atmosphere, no shouting
- Teach and enforce the school rules
- Uphold the school behaviour policy
- Communicate clearly with class teachers of incidents of undesirable behaviour

### **Governing Body Responsibilities**

- Agreeing and evaluating the effectiveness of the school's behavioural policy
- Supporting head teacher with particular disciplinary issues

### **Headteacher and Leadership Team Responsibilities**

- Day-to-day authority for implementing the school's behaviour policy
- Supporting staff in the implementation of the behaviour policy
- Recording keeping of all reported incidents
- Responsibility for giving fixed-term exclusions
- Responsible for the health, safety and welfare of all children

### **Partnership with Families**

Good behaviour is enhanced when families and school work together in partnership. At St. Mary's we endeavour to collaborative effectively with our families so that children receive consistent messages about how to behave at home and at school. The school rules are explained in the school prospectus, and we expect parents and carers to understand and support them. The school will seek to build supportive relationships with families based on regular dialogue between

*Learning for Life with Christ as our Light.*

St Mary's RC Primary School  
Ysgol Gynradd Santes Fair

home and school and informs home immediately about any child's welfare or behaviour concerns. The school asks all families to support any consequences issued within school.

## Conclusion

A whole school consistent approach to behaviour and discipline fostered in a climate of truth and mutual respect between all staff, pupils and families is vital to the maintenance of school discipline. Self-esteem and self-worth of all learners should be encouraged during the school day and pupil's age and level of understanding will be considered throughout the behaviour process. The policy provides a framework for sustaining a happy, caring environment which is safe and secure and in which all children are valued and enabled to develop as caring responsible active citizens.

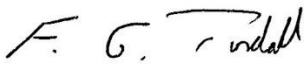
Signed:



(Headteacher)

Date: May 2023

Signed:



(Chair of Governors)

Date: July 2023