

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

July 2021

Review Date

July 2022

*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 endeavour to create a caring and safe environment where children are valued and encouraged to care for each other and for their school. Respect for, and politeness towards staff, visitors and children is of prime importance. 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 are a **TELLING** school. This means that anyone who knows that intentional or unkind behaviour is happening is expected to tell staff immediately.

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

- We teach the Gospel Values and the virtues of the Catholic Pupil Profile.
- Clear school rules are shared and emphasised at every opportunity and included in the Home School Agreement.
- Class Charters are developed and agreed at the beginning of every school year with each class
- We respect all members of the school community as we are all equal – **respecting differences etc**
- Good behaviour is looked for, recognised, praised and rewarded.
- Everyone must take responsibility for their own behaviour.
- All staff are responsible for ensuring good behaviour of all pupils.
- Consequences are followed consistently throughout the school – and once 'done' start a fresh
- Communication and working with parents is vital.
- Seek advice and support from outside agencies if and when needed.
- 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.

## Our School Rules

During the school year, the school rules are revised and discussed as a whole school. Suggestions for changes are made. The School Council then agree the decided rules which are then displayed in the school hall and in other school documentation.

Each year, all pupils within every class contribute to making a class charter in September. These are finalised by whole class agreement and each class displays their Charter in their classroom.

### We:

- Follow instructions first time **from all adults**.
- We are honest, and tell the truth.
- We are gentle and kind, and we don't intentionally hurt others.
- Listen to others, not interrupt and respond appropriately.
- We look after our school environment

## Rewards and Consequences

Good behaviour is not only encouraged but sought. When children are 'caught being good' they will receive a reward. If a child breaks any of the school rules there will be a consequence. It is our belief that consequences consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. In some cases, these consequences, may be supportive strategies. It is important at all times to criticise the behaviour and not the child. As with the rewards, there are different levels.

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Reward	Consequences
<ul style="list-style-type: none"> <li>• Praise – smiles, thumbs up, clap</li> <li>• Stickers</li> <li>• Class reward system</li> <li>• Show other staff your work</li> <li>• 'Praise' and 'Citizenship' certificate</li> <li>• Message to parents</li> <li>• Golden Time</li> <li>• Head Teacher 'Award'</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning and reminder of the school rules or class charter</li> <li>• Time away from group</li> <li>• Sent to another class</li> <li>• Miss time from playtime/lunchtime – inform parents</li> <li>• Sent to a member of the Senior Leadership Team</li> <li>• Sent to head teacher / reflective time out</li> <li>• Headteacher call to parents to explain pupil's behaviour</li> <li>• Letter to parents inviting them in to school to meet with the class teacher and head teacher</li> </ul>

## Behaviour Categories and Consequences

Cat	Discipline Categories	Available Consequence
A	Deliberate and repeated acts of physical aggression towards staff or other children.	<ul style="list-style-type: none"> <li>• Exclusion for fixed term period.</li> <li>• Permanent exclusion in agreement with LA</li> </ul>
B	<ul style="list-style-type: none"> <li>• Deliberately inflicting pain.</li> <li>• Leaving school premises without permission.</li> <li>• Physical/ verbal bullying.</li> <li>• Losing complete control.</li> <li>• Serious opposition to the staff.</li> <li>• Damaging property</li> <li>• Fighting</li> <li>• Blatant disobedience</li> <li>• Insolence</li> <li>• Spitting</li> <li>• Swearing</li> </ul>	<p>The senior management can use the following consequences:</p> <ul style="list-style-type: none"> <li>• Removal of privileges</li> <li>• Exclusion for a fixed term period of time</li> <li>• Withdrawal from the main group.</li> <li>• Exclusion at lunchtime</li> <li>• Letter to parents</li> <li>• Reflective Time Out Session</li> <li>• Non-representation for school</li> </ul>
C	<ul style="list-style-type: none"> <li>• Disruptive behaviour</li> <li>• Temporary loss of temper</li> <li>• Running around the school</li> <li>• Lateness at lessons</li> <li>• Flaunting school rules</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to school rules consequences</li> <li>• Removal of Golden Time</li> </ul>

## Restorative Justice Approach to dealing with behaviour concerns

All staff will use Restorative Justice Approach when dealing with behaviour issues 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:	The prompts to be used during a Restorative Justice Approach meeting are:
<ul style="list-style-type: none"> <li>• Explain what has happened from their perspective and what has led up to it.</li> <li>• Explain how they felt at the time and what they feel now.</li> <li>• Perhaps talk to others who are affected by the issue.</li> <li>• The mediator needs to be patient with pupils and think about their feelings.</li> <li>• Discuss next steps and consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you explain what has happened?</li> <li>• What were you thinking at the time?</li> <li>• How were you feeling at the time?</li> <li>• Who else has been affected by this?</li> <li>• What needs to happen so things can be put right?</li> </ul>

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

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## Use of Restraint (Team Teach)

All school staff will be trained by the LA Team-Teach facilitators every three years. The use of Physical Restraint will only be used in the most extreme cases and parents will be informed of the 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 and any 'holds' that may be used by staff will be shown to parents.

All Physical Restraints will be recorded in the Bound and Numbered book which is kept in the Head teacher's office.

## Staff Responsibilities

It is important that all members of staff are pro-active in matters of school discipline, however in instances causing more concern, a member of SLT should be informed straight away.

- Within class - With incidences of misbehaviour, in the first instance, the class teacher or member of support staff is responsible for taking the appropriate measures to correct the situation. If pupils are instructed to remain inside during playtime or lunchtime, they must be supervised.
- Break-time and Lunchtime - Incidences of unacceptable behaviour during playtime will be dealt with by the duty members of staff. Incidents to be reported to class teacher. Repeated misdemeanours by pupils will be reported to a member of SLT.
- Breakfast Club - Incidences of unacceptable behaviour during playtime will be dealt with by the duty members of staff. Repeated occurrences or ones causing more concern will be reported to the class teacher, whilst serious issues will be referred to a member of SLT.

## Recording Incidents

All incidents of concerning behaviour will be logged on a online Form. 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 parents if any incident that is deemed to be 'serious' occurs.

## Intentional Harm and Inappropriate Behaviour

Intentional harm and in appropriate 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.

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- 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.

## Conclusion

A whole school consistent approach to behaviour and discipline fostered in a climate of truth and mutual respect between all staff, pupils and parents is vital to the maintenance of school discipline. Self-esteem and self-worth of all pupils should be encouraged during the school day and pupil's age and level of understanding will be considered throughout the behaviour process. The policy is implemented and will be monitored by the Headteacher, Senior Management Team and Governors of the school. It is intended to provide a framework for developing a happy, caring environment which is safe and secure and in which all children are valued and enabled to develop as caring responsible people.

Signed: \_\_\_\_\_ (Headteacher)

Date \_\_\_\_\_

Signed: \_\_\_\_\_ (Chair of Governors)

Date \_\_\_\_\_