



# THE MARIST CATHOLIC PRIMARY SCHOOL

**With God as our Guide we will value each  
other and work together to achieve our  
best**

## Behaviour Management Policy

Policy compiled by:	Head of School
Responsible committee:	Full Governing Body
Approved by Governing Body:	October 2015
Review Date:	July 2017
Guidance used:	DfE: Behaviour and discipline in schools (advice for Headteachers and school staff February 2014)

### Our Mission Statement

*The Marist School is a place of teaching and learning:*

- *Where we promote the Christian growth of children in a caring environment.*
- *Where everyone is valued not just for what they do or give, but for who they are, a traveller on the way to Christ.*
- *Where children are encouraged and stimulated to achieve their full potential spiritually, academically and socially; where talents and successes are shared and celebrated.*
- *Where all staff work and grow together as a team, giving of their best and supporting each other.*
- *Where all members of the community are made to feel welcome and encouraged to take an active part in the life of the school.*

**Jesus said, "Love one another as I have loved you."**

### PREAMBLE

The governors and staff of the Marist Catholic Primary School aim to provide a secure and caring environment for the children who are in our care. This policy is based on our Mission Statement and the importance of promoting positive relationships between all our children and between staff and children.

At the Marist we recognise the presence of God in each member of our school's family and respect the dignity of each individual as created by God. In our school we believe that the best principle on which to build the foundations of a whole school positive behaviour policy is Jesus Christ's command;

*"Always treat others as you would like them to treat you." Matthew 7:12*

By recognising this it is essential that our behaviour management policy reflects a positive approach with reconciliation forming a clear and important element.

## **AIMS**

As members of the school community we strive to develop our relationship with God; in so doing this should influence our relationships with one another. Every individual matters, and through God we have an inherent dignity. At The Marist, we constantly encourage the children to develop self-esteem, self-discipline, acceptable standards of behaviour and respect for themselves, each other, adults and property. There are broad and generally well understood norms of behaviour which are relevant to all:

- Every child has the right to learn in a happy, safe and secure environment so that they can strive for personal achievement and self-awareness.
- The positive contribution of each child is necessary for the good of the school as an inclusive community.
- All members of the school community have the right to be trusted, treated fairly and respected as individuals.
- All members of our school community should practise forgiveness and reconciliation.
- A positive system of praise and rewarding good behaviour reinforces a child's sense of worth and helps them to acquire self-discipline.
- All members of our school community are praised and recognised for their success.

To promote this the school will:

- Encourage a calm, purposeful and happy atmosphere within the school
- Foster positive caring attitudes and respect towards everyone where achievements at all levels are acknowledged and valued
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- Teach the children that acceptable behaviour is classed as "The three Cs" i.e. Courtesy, Care and Consideration, to others at all times.
- Raise awareness about appropriate behaviour towards all adults working in the school and a proper regard for authority
- Make boundaries of appropriate behaviour clear in order to ensure that the standard of behaviour of pupils is acceptable.
- Prevent bullying by creating a safe and pleasant environment, physically and emotionally.
- Have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

All members of the school community:- staff, pupils, parents and governors share an appropriate responsibility for the implementation, management and effectiveness of a positive behaviour policy. Adults and pupils in the school community can make a difference to the school's culture and the way in which learning and behaviour take place. All staff employed in the school have a communal responsibility for all pupils.

## **THE RESPONSIBILITY OF STAFF:**

- To support the distinctive Catholic nature of the school.
- To teach the Catholic faith and to be faithful to the teachings of the Church and the values of the Gospel by word and example.

- To respect colleagues. To seek to work together for the benefit of the children in our care and the community as a whole. Where differences in opinion or approach exist, to seek to resolve these in a professional manner.
- To respect the children, listen to them and speak to them in an appropriate manner.
- Contact parents/carers with any concerns or problems affecting their child's work or behaviour.
- In line with our safeguarding policies, to protect the children from emotional or physical harm.
- To behave in a professional manner at all times and to maintain high standards of honesty and integrity in their work.
- To praise and support all attempts to behave well
- To use praise as the main strategy to encourage appropriate behaviour
- To encourage pupils to accept responsibility for their own behaviour
- To give positive feedback to parents regarding their child's behaviour whenever appropriate
- To reward individuals or groups of pupils for behaving well.

#### **THE RESPONSIBILITY OF THE PARENTS/CARERS:**

- To support the distinctive Catholic nature of the school.
- To ensure that their child knows that school is a place for learning and that their child does not have the right to interfere or adversely affect the learning of others.
- To explain to their children that they must respect all members of the school community. Anti-social behaviour will not be tolerated.
- Not to talk negatively about another child in front of their own child. This is unkind and will affect the child's relationships with their peers.
- Not to promote a 'hit them back' attitude if a child hurts their child. Physical violence of any kind is never acceptable.
- To ensure that their child is fit for school. For example; making sure the child has had enough sleep, is clean, their uniform is clean and tidy and that they are well enough to attend.
- To be courteous in engaging with all members of the school community. Unacceptable behaviour such as discrimination, bullying, harassment or intimidation and any form of threat is not tolerated. This includes physical and verbal abuse and use of inappropriate language or behaviour towards staff, pupils or other parents.
- To encourage their child to be forgiving when other children make poor behaviour choices and to allow the other child/ren to re-build bridges and re-establish relationships with their peers.
- To ensure that any concerns about the school should be shared privately with the head teacher and/or the relevant member of school staff. Criticism in front of the children will serve to undermine the child's confidence, relationships with staff and their positive attitude to school and learning.

#### **THE RESPONSIBILITY OF PUPILS:**

- To be polite, kind and considerate to everyone in our community. Never to use rude, discriminatory and derogatory language
- To learn to listen politely to other people's points of view.
- To work hard and do their best.
- To do nothing that prevents others from working and learning.
- To contribute to keeping the school clean and tidy. To look after school property and resources.

- To behave appropriately for the ranges of settings that they will experience (classroom, playground, hall, church, school visits).
- To move sensibly and with due care around the school. Never running inside.
- To take responsibility for their actions and to apologise for poor choices.
- To forgive others who seek their forgiveness.
- To take personal responsibility for their own actions.
- To understand that behaviour is about making good choices. Not to copy other people or join in with other children who are making inappropriate choices.

Other groups, including visitors to the school, are expected to show the same levels of consideration and respect whilst working in school or with members of the school community.

## **GUIDANCE**

In addition to the guidance provided herein the Governors also endorse and support the statutory obligations specified by the Department for Education in its update of February 2014 “Behaviour and discipline in schools.”

The Governors therefore support the guidance which allows for the Headteacher to be supported should the following be required;

- screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- the power to confiscate pupils’ property.
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

## **CLASS CODE OF CONDUCT**

The Marist promotes a positive behaviour strategy. We use praise and encouragement for rewarding and identifying appropriate behaviour. This is also known as ‘catch them being good’. Most pupils will display good behaviour when it is made clear what the expectations are and when they are regularly and consistently encouraged to respond.

At the beginning of each academic year the school rules are shared with all pupils. Each class teacher works with the children in their class to create their own, positive class rules which all members of the class agree to abide to. All children and class teacher / teachers will sign these rules which are displayed within the classroom for all to see and refer to throughout the year.

In supporting a positive approach to behaviour, Pupil Voice have established the Good as Gold scheme which is applied consistently in every classroom across the school. A detailed explanation is attached as Appendix 2. Class teachers will devise their own reward system which supports the ‘Good as Gold’ scheme. These rewards may take the form of stickers, dojo’s, house points and golden time.

Timetabled EPR sessions support children to take collective responsibility for solving problems and issues raised by the children themselves. Circle time will be used to remind children about positive social interaction with their peers and how their behaviour affects the feelings and actions of others.

## **REWARDS**

Rewards and sanctions must be age appropriate and should reflect the level of behaviour. They must be attainable for all pupils and not just for a selected few. Rewards will normally be public praise for

good behaviour, effort or recognition of quality work. Rewards will never be taken away from a child.

Specific rewards include (NB. Not in priority order):

- A written comment on work with specific points picked out for comment.
- An individual token award e.g Sticker.
- A visit to a more senior member of staff for positive commendation.
- A public word of praise in front of a group, class, key stage or the school.
- Public written acknowledgement through a Merit Certificate.
- Public acknowledgement by presentation within Worship.
- School Certificates, formally presented or otherwise, for Good Behaviour etc.

### **THE SCHOOL'S RESPONSE TO UNACCEPTABLE BEHAVIOUR**

We believe that the main purpose of a school's behaviour policy is to support a child's development of good behaviour rather than devising a system of punishment. All members of our school community are expected to promote positive behaviour choices and to teach the children the importance of behaving courteously, considerately and safely at all times, and conforming to our school rules.

There are times however when a particular behaviour incident warrants a sanction or consequence because it cannot be tolerated. All children's needs must be addressed as far as inappropriate behaviour is concerned, irrespective of their gender, social, religious or cultural background. When staff are reprimanding children, it is essential that the pupil understands fully that it is the behaviour that is unacceptable and NOT the pupil as a person.

Sanctions are generally (but not always) divided into four main categories:

- 'Removal of Privilege/Pleasure': No football; not representing the school in teams and at events. Removal of position of privilege such as house captain
- 'Removal of Choice' : Loss of freedom at lunch and break times; walking around with the adult on duty, not being allowed to attend a school club
- 'Removal of Trust' : A behaviour contract where the child promises to conform to school rules and understands the consequences if they do not, loss of responsibility such as a reading buddy
- 'Community Duty': Making a contribution back to the community the person has damaged, such as litter picking; working in the hall at lunch time, sorting out the lost property box.

Misbehaviour in class should be recognised by the child as not being 'Ready to Learn', a key Marist learner trait, for which the child should compensate. This may lead to extra work being completed during their break or lunchtime or unfinished work being taken home.

There are 6 stages on the behaviour guidelines in terms of dealing with inappropriate behaviour choices. Each stage has written guidance for staff on sanctions that might be applied if appropriate. The behaviour guidelines also clearly shows when behaviour concerns are escalated to the next level. This includes Debarment during the midday break and Exclusion (Fixed or permanent). The school behaviour guidelines are attached as Appendix 3.

At any stage, parents may be asked into school to be informed of our concerns and a common approach arranged between the home and school, to improve the situation.

Parents will be asked to pay for any loss or damage of or to any child's or school property, where this is as a result of their child's unacceptable behaviour.

**NB. Where there is a serious risk of exclusion, a Pastoral Support Programme/ Behaviour Support Plan should be established, following advice and support from the Local Authority.**

### **OFF SITE VISITS OR OUT OF SCHOOL**

Subject to the school's behaviour policy, a teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

### **USE OF FORCE TO RESTRAIN CHILDREN**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The school has a room that can be used for 'time-out', where children can go if they need time to calm down or if their behaviour is causing disruption to the learning of the other children.

The School follows the Surrey County Council "Touch and the Use of Restrictive Physical Intervention When Working with Children and Young People" guidance (January 2010).

### **DEBARMENT DURING THE MIDDAY BREAK**

Debarment in this context, means that a pupil may not remain on the school premises during the midday break. This action would only be taken after careful consideration and discussion with parents.

In the case of a pupil whose conduct during the midday break is becoming unacceptable:

- The Head should warn the parents in writing of the possibility of debarment.
- Where the poor behaviour continues, despite warnings, a debarment may be imposed and the parents informed.
- The debarment notice to parents should include the times during which the pupil is not allowed on the school premises and the period of debarment.
- Where a pupil is in receipt of free school meals, the meal should be supplied to the pupil before he/she leaves the premises. (The meal could comprise a packed lunch.)

### **EQUAL OPPORTUNITIES**

All activities relating to Behaviour Management will be delivered through the curriculum to all children irrespective of gender, race or ability. Instruction and support will be given at appropriate levels.

### **WORKING WITH PARENTS**

Parents will be informed about the school's rules and expectations of behaviour through the Home/School Agreement, the School Brochure and through updates in the School Newsletter. They are invited to discuss any issues or sanctions used in the school.

Through partnership with the school, they should be encouraged to uphold the school rules, make the children aware of appropriate behaviour in various situations and encourage children's respect of themselves and others.

### **COMMUNICATION AND SHARING OF THIS POLICY**

A copy of this Behaviour Policy will be available on the school website. A paper copy will be available from the school office on request. All staff working in the school share responsibility for the welfare of pupils and are involved in their Behaviour Management. It is their attitude to discipline which will establish the good staff/ pupil relationship. All staff must, therefore, help to create the conditions for an orderly community in which effective learning can take place; in which there is mutual respect between all members; and where there is proper concern for the environment.

Therefore a copy of this Behaviour Policy will be available in the staff handbook and all new staff will be provided with a copy of this policy. Teaching Assistants, Newly Qualified Teachers, temporary staff and all non-teaching personnel should be aware of this policy and be given guidance on how they should put it into practice.

### **LINKS WITH OTHER POLICIES**

We recognise the clear links between this policy and our Anti-Bullying Policy, Religious Education Policy, EPR Policy, Child Protection Policy and Health and Safety Policy.

### **STAFF TRAINING AND SUPPORT**

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. All staff will benefit from PSHE issues incorporated into the staff INSET programme.

### **REVIEW AND EVALUATION**

The Head of School takes overall responsibility in deciding the standards of behaviour that is acceptable in the school; for the policy and its implementation; and for liaison with the Governing Body, parents, LEA and appropriate outside agencies.

This policy was reviewed following consultation with all staff and governors. It will be monitored annually for effectiveness and updated in the light of experience.

Policy reviewed and updated:           October 2015

Date of next review:                       July 2017

***J.Kelly***  
***Head of School***

## **APPENDIX 1**

### **General Procedures**

**Wide use should be made of positive, friendly supervision.**

**Lining-up.**

- Hand bell is rung
- Pupils move to their respective lining up places
- If pupils are on the field, pupils to walk orderly to their playground spots
- A whistle may be blown to signal need for quiet in the lines
- Staff to meet the classes at their spot promptly and ensure lines are quiet before entering the school

**Moving around the school:**

- No groups should move around the school unaccompanied by a teacher.
- All children should enter and leave all rooms in an orderly fashion.
- Teachers will supervise cloakrooms at the beginning and end of the school day.
- One friend should accompany a sick child to the 1st Aid Post.
- Everyone should walk at all times and keep to the right.
- Courtesy should be shown at all times.

**In the Classroom,** teachers should discuss and agree the rules for the classroom and develop their own routines for:

- Entering and leaving the classroom.
- Getting out and clearing away materials.
- Accessing the cloakroom.
- Getting changed for P.E.
- Getting the attention of the class.

**During lunchtimes:**

- Listen to the child's complaint.
- Don't threaten disciplinary action straightaway.
- Hear both/all sides before taking action.
- Ensure that all children have a chance to speak and put their point of view.
- Decide on the course of action
  - Time out either in the playground or removal from the playground.
  - Use of 'Good as Gold sanction (cloud or sad face)
  - Report the incident to the Senior Supervisor, class teacher or member of the SLT.

**NB.** Always be seen to do something and praise all efforts at self-control.  
Reward good behaviour with a House Point or class token.

**In the Hall:**

- Children line up and enter and leave in silence, accompanied by their teacher.
- During worship, children should sit in silence unless asked to participate.
- During Collective Worship and/or Prayer Times, children are expected to adopt an attitude for prayer.
- During Mass or Liturgies, children are expected to show respect towards the service and others attending the service.
- If all teachers are not present, they should return before the end of worship.

**In the playground:**

The children have 3 rules to follow if another child is upsetting them, annoying them or spoiling a game.

- They say: I don't like what you are doing, please go away or please go away and stop annoying me.
- They move to another part of the playground themselves.
- If the aggravation continues, they then tell an adult.

The adult should intervene early, when noticing a situation likely to occur; or take action as soon as a complaint is made.

## APPENDIX 2

### Behaviour Principles

#### Good as Gold

The Golden rules of behaviour are:

- We will be kind and gentle
- We will listen carefully
- We will work hard and not disturb others
- We will be helpful
- We will be honest
- We will look after all property
- We will treat everyone with respect

Every child starts every day with their name on a golden star in their classroom. During the day pupils will be rewarded for their positive actions or behaviour by having their name moved to the rainbow, shooting star or thumb (dependent on year group). Further reward options include moving to the sunshine for being an exemplary role model or the world for making an eco-friendly choice.

In EY and KS 1, if they break one of the rules during the course of the day they move to a blue cloud. Were they to make a second poor choice that day their name moves to a grey cloud and then in the unlikely event of a third wrong choice that day they move to a sad face. The consequence of that is missing play next morning. In KS2 there is no blue cloud. Children can be moved back off the cloud if they begin to make better choices.

Every child starts every day on the golden star – a fresh start. In the event that a child is on the sad face three times in the course of one week they are sent to see the Headteacher. If the poor behaviour choices continue, then parents will be contacted. Any violent behaviour is immediately a move to the sad face.

The procedures have been reviewed by staff and pupils and amended. Golden time is provided weekly (fortnightly in Upper KS2) as a reward for those children that stay on the Gold star for behaviour all week. Those moving off the star to a cloud miss a proportion of the golden time as a consequence. Those on the sad face miss the session.

#### Playground rules

Pupil Voice have devised and introduced clear rules for the playground:

##### *10 top ways to make our playground a better place!*

- Be kind and gentle - a fighting game is never a game.
- Be a good friend to everyone - don't make other people unhappy.
- Treat others how you would like to be treated.
- Think before you say and do - make good choices about your behaviour.
- Help others who are hurt.
- Treat everyone and everything with respect – don't call anyone unkind names.
- Look carefully when you are running.
- Let others join in your games.
- If someone has upset you:
  - Tell them to stop it, you don't like it.
  - If it continues, move away to another part of the playground.

- If the person follows and continues to annoy you, tell an adult.
- Be as *good as gold!*

### **Playground Pals**

The House Captains lead a new play initiative, Playground Pals, aimed at increasing positive play at morning and lunch time breaks and ensuring inclusion of all.

The role of a Playground Pal:

- To help include children who are on their own
- To help children who have hurt themselves
- To be friendly and caring to everyone
- To be approachable
- To encourage children from different year groups to mix
- To introduce and encourage playground games
- To support staff who are on duty
- To ensure children are following the playground rules

## **APPENDIX 3**

## Behaviour Guidelines

*The discipline children receive for misbehaviour impacts the likelihood of whether or not that behaviour will occur again. Discipline also impacts children's self-esteem, the relationship with their caregiver, and their view of the world around them. Understanding the difference between a punishment and a consequence is essential.*

Level of incident	Example of type of behaviour	Possible sanctions / consequences	Comments
<b>1</b> minor	Talking at wrong time Inattentive behaviour. Distracting and/or being distracted. Time wasting Interrupting Calling out Showing off Sulking Bad manners Getting out of seat at wrong time. Pushing in the line Silly noises	Minimal. Eye contact Frowns Proximity Reminder Change of seating Use of cloud	<ul style="list-style-type: none"> <li>• Explain why the behaviour they are displaying is not acceptable and that you want them to improve/succeed.</li> <li>• To turn behaviour around: 'Catch them being good' and reward Move back to star</li> <li>• Link behaviour to class golden rules; remind the learner that was the agreement.</li> <li>• Give them a chance to redeem themselves.</li> </ul>
<b>2</b>	Persistent repetitions of the behaviour at stage 1 over a period of time and strategies have been exhausted. Not responding to an adult's request to work. Annoying other children. Racist or other discriminatory behaviour or comments <u>used without understanding</u> . Lack of respect for property. Lack of respect for staff member/s Answering the teacher back or rolling eyes/tutting at teacher etc.	Verbal reprimand by class teacher. Withdrawal of privileges e.g. football day Separation from the rest of the class group. CT meets with parents to explain concerns. Writing a letter of apology. Missing break time (Sad face) Reduced time outside at lunch break. Child expected to complete unfinished work at playtime or at home.	<ul style="list-style-type: none"> <li>• Re-establish the positive</li> <li>• Provide opportunity for reconciliation and rebuilding of friendships</li> <li>• Use of school based community service e.g. litter picking, scraping plates in lunch hall, wiping tables in lunch hall as means of making amends</li> </ul>
<b>3</b>	Repetition of the behaviour at stage 2. Constant low level disruption that disturbs the learning of the other children. Persistent name calling/teasing. Consistently not conforming to school rules. Swearing/ discriminatory and derogatory language (spoken or written) Verbal aggression Stealing Spitting (deliberate)	Detention. Sent to work in a different classroom for a set period of time. Teacher meets with parents to discuss increased concerns about their child's behaviour. Child writes letter of apology at home which is endorsed by the parents. Extra work, writing out times tables etc. Loss of privileges e.g. year 6 not allowed to sit on assembly benches	<ul style="list-style-type: none"> <li>• Headteacher is informed and meets with child to express concern and to talk through the way forward.</li> </ul>
<b>4</b>	Bullying Putting other children at risk of harm through physical aggression.	Teacher and Phase Leader meet with parents to discuss behaviour concerns.	<ul style="list-style-type: none"> <li>• Procedures followed as per anti-bullying policy</li> </ul>

	<p>Biting or kicking to the point where marks are left.</p> <p>Ignoring and/or refusing to follow school rules, refusing to do what a teacher has told them to do.</p> <p>Graffiti.</p> <p>Wilful damage of school property.</p>	<p>Internal exclusion from other children.</p>	<ul style="list-style-type: none"> <li>• Phase leader to be included and involved with meetings with parents</li> <li>• Headteacher made aware of meetings and actions taken</li> <li>• Possible involvement of outside agencies</li> </ul>
5	<p>Racist or other discriminatory behaviour or comments used with understanding.</p> <p>Fighting when the child has needed to be separated from another child.</p> <p>Hitting another child in a violent and deliberate manner.</p> <p>Biting or kicking to the point where blood is drawn.</p> <p>Verbal threats against staff</p> <p>Swearing/use of very rude or aggressive language directed at staff member</p> <p>Danger of violence.</p>	<p>Where appropriate the child should clean off graffiti/marks or mend damage/cover the cost of repair.</p> <p>A letter should be sent home conveying what has happened and the seriousness of such incidents and the school's determination not to tolerate racism/swearing/fighting etc. should be explicit.</p> <p>The child is expected to write a full account and apology at home which is endorsed by the parents.</p> <p>It should be made explicit that any repeat of such behaviour or language will not be tolerated and will lead to a more severe sanction.</p> <p>An educative response will be needed to ensure that there is full understanding of what is unacceptable and what change in behaviour is expected.</p> <p>Behaviour contract is drawn up with child and parents/carers.</p>	<ul style="list-style-type: none"> <li>• Stage 4 strategies and sanctions have been exhausted.</li> <li>• Possible involvement of outside agencies</li> <li>• Isolation from other children with a member of staff, undertaking school work.</li> <li>• Lunchtime debarment.</li> </ul> <p><i>Either:</i></p> <ul style="list-style-type: none"> <li>• Formal meeting with Headteacher to confirm that the child may be excluded if serious behaviour is repeated.</li> </ul> <p><i>Or straight to:</i></p> <ul style="list-style-type: none"> <li>• Fixed term exclusion</li> <li>• Headteacher undertakes paperwork in line with Exclusion Policy and procedures.</li> </ul>
6	<p>Severe assault on anyone.</p> <p>Significant danger or violence towards others.</p> <p>Theft</p> <p>Throwing furniture.</p> <p>Repeated incidences of bullying</p> <p>Racial or sexual harassment</p> <p>Very serious challenge to authority e.g. towards the DH or HT</p> <p>Refusal to co-operate with the school's behaviour policy</p> <p>Disruptive behaviour in class – all other stages and interventions have been exhausted.</p>	<p>Formal meeting with parents/carers.</p> <p>Fixed term or permanent exclusion.</p>	<ul style="list-style-type: none"> <li>• Headteacher meets parents and the child is excluded – either fixed term or permanently.</li> <li>• Headteacher undertakes paperwork in line with Exclusion Policy and procedures.</li> </ul>