



THE MARIST CATHOLIC PRIMARY SCHOOL

With Christ as our guide,
we learn, we love, we achieve together.

Positive Behaviour Policy

Policy compiled by:	Headteacher
Responsible committee:	LGC
Approved by Governing Body:	January 2023
Review Date:	January 2024
Guidance used	DfE: Behaviour and discipline in schools (advice for Headteachers and school staff January 2016) North West Surrey Specialist Teaching Team Model Behaviour Policy DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges, May 2018 https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
<i>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</i>	

Our Mission

I have come in order that you may have life - life in all its fullness'. (John 10:10)

With Christ as our guide, we learn, we love, we achieve together.

Our Values

And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples. (John 13: 34-35)

With Christ as our guide,

The values Christ embodied, the Gospel values, are the basis of our school life. The Gospel values are: love, forgiveness, reconciliation, justice, faith, integrity, humility, service, peace, hope and prayer.

we learn,

We learn in a safe, encouraging community of high expectations for the achievement and conduct of all. The British Values - democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths – underpin our curriculum. We encourage all our children to develop the qualities of a Marist Learner: enthusiasm, perseverance, confidence, reflection, collaboration and independence.

we love,

At The Marist, rules about how we behave are based on this commandment: "Love one another". We believe that it is important to value and respect others; forgiving and reconciling when mistakes are made.

we achieve together.

We work hard so that learning is stimulating, challenging and engaging. Our expectations for all children are high, for both work and behaviour. We celebrate the talents and achievements of all so that children can develop spiritually, academically, physically and emotionally.

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. 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; and 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.

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 January 2016 "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

POSITIVE BEHAVIOUR STRATEGY

The Marist promotes a positive behaviour strategy based on positive routines and relationships. We use praise and encouragement for identifying and rewarding appropriate behaviour. The school rules are as follows:

We love another as Jesus loves us.

We are ready.

We are respectful.

We are safe.

At the beginning of each half term, the rules are shared with all pupils. Class contracts are created with examples of how each class will abide by the school rules. Contracts and routines are monitored, reviewed where necessary.

Timetabled PSHE and RSE 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.

Children's responsibility	Parents and carers' responsibility	Staff responsibility
<ul style="list-style-type: none"> • To follow the school rules • To be polite, kind and considerate to everyone in our community, never using rude, discriminatory and derogatory language. • To respect one another's views • Be sensitive to and respectful of one another's feelings, needs, and personal space • To work hard, do their best and allow others to do the same. • To contribute to keeping the school clean and tidy, looking after school property and resources. • To behave safely and responsibly 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 personal responsibility for their actions and to apologise for poor choices. • To forgive others who seek their forgiveness. • To understand that behaviour is about making good choices, not copying other people or joining in with other children who are making inappropriate choices. 	<ul style="list-style-type: none"> • 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 and that anti-social behaviour will not be tolerated. • Not to talk negatively about another child, parent or carer 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 their 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. 	<ul style="list-style-type: none"> • To teach the Catholic faith and the values of the Gospel by word and example, supporting the distinctive Catholic nature of the school. • To respect colleagues, working 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, using 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, rewarding exceptional behaviour where appropriate. <p><i>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.</i></p>

REWARDS

Housepoints are the main reward system in the school. Class teachers may also give stickers or occasional whole class rewards. Excellent behaviour, which goes beyond the general high expectation, should be rewarded.

Classrooms have 'recognition' boards. These boards outline the specific focus for positive behaviour for the day or week, and support the importance of clear and consistent routines when managing behaviour. Children's names are added throughout the day and can be added by any adult, or nominated by another child. Children's names cannot be removed from the recognition board once good behaviour has been noticed and rewarded. The aim is for all children in a class to have their name on the recognition board during a specific time period.

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:

- Name on the recognition board
- Housepoints given for good corridor, playground or classroom behaviour
- A written comment on work with specific points picked out for comment
- An individual token award e.g. sticker
- A visit to another of staff or member of SLT for positive commendation
- A public word of praise in front of a group, class, key stage or the school
- Positive phone call home to parents
- School certificates, formally presented or otherwise

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. This restorative justice approach frames how we resolve poor behaviour choices.

Whole class punishments or sanctions are not issued by the school. Occasionally, the class teacher may rehearse and reinforce expectations, for example, lining up or moving from and to the carpet, but this will be done during class time.

There are times however when a particular behaviour incident warrants a sanction or consequence because it cannot be tolerated. 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.

Children are reminded about expectations to make the right choices regarding behaviour in a consistent format which can be adapted for the age or individual need of the child.

- Expectations Exceeded- Well done, your behaviour is excellent. This may be rewarded.
- All expectations are met - You are ready, respectful and safe. Name may be placed on recognition board.
- Reminder - Remember to be ready/ respectful/ safe.
- Caution - You are not ready/ respectful/safe because...
- Last Chance - You are not ready/respectful/ safe because...and the consequence will be...
- Time out - You have not been ready/respectful/safe and you will have time out
- Repair and Restore - Consider your choices, the impact of your choices on others and how best to reconcile.

'Time out' will generally mean time spent in another classroom completing work, or at break and lunch, time in the SLT room when a member of SLT will be on duty. Time out may also mean a removal of privilege or pleasure such as football, sitting on benches in assembly or representing the school in a team. The needs of individual children will be taken into account when a Time out has been given.

The 'Repair and Restore' stage after a 'Time out' consequence will focus on the following prompts:

- What happened?
- What were you thinking?
- What do you think now?
- How did this make people feel?
- Who is affected by your behaviour?
- How can we make it better?
- What will your choice be next time?

Behaviour contracts, letters of apology, home/school books or community duty may form part of the 'Restore and Repair' process and for the majority of children, this will suffice in correcting poor behaviour choices. In rare cases, behaviour concerns are escalated to the next level and these guidelines are attached as Appendix 2.

MULTI AGENCY MEETINGS

In the rare instances that children reach a level of fixed-term suspension it is possible they could be experiencing difficulties related to SEMH (Social, Emotional and Mental Health) and have a level of high need. At this point or before, it would be appropriate to have a multi-professional meeting, including the parents to discuss an Individual Support Plan (ISP). At this meeting, plans will be made to minimise possible permanent exclusion.

Children with SEMH may be experiencing difficulties at home or may be living with medical conditions. These children can find it difficult to be praised, struggle to link consequences with actions, feel 'cornered' and react in an extreme way. Friendships and relationships are crucial for these children. Some of the options for supporting a child with SEMH include:

- Use of the Nurture Classroom and Nurture Club at lunchtime
- Support from a Learning Support Assistant
- Adapting the curriculum
- Individually adapted rewards
- Temporary part-time timetables
- Access to support from Emotional Literacy Support Assistant (ELSA) , Mental Health nurse or referrals to other outside agencies

Dealing with children with SEMH is always a balance between the needs of inclusion of the individual and the entitlement and welfare of others. It is crucial that we maintain a climate of support and understanding for the child, their family and the members of staff involved with them.

PEER ON PEER ABUSE

All children have a right to attend school and learn in a safe environment

All members of staff at The Marist recognise that children are capable of abusing other children. The Marist believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of peer on peer abuse will be dealt with under our child protection and safeguarding policy and in line with KCSiE (2020), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up.

The Marist recognises that peer on peer abuse can take many forms, including but not limited to :

- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery)
- Initiation/hazing type violence and rituals.

In order to minimise the risk of peer on peer abuse, The Marist will:

- implement a robust behaviour and anti-bullying policy
- provide an age appropriate RSE and PHSE curriculum which includes healthy and respectful relationships, respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.
- provide a range of reporting processes including worry boxes and CPOMs

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

SUSPENSIONS

A decision to suspend or exclude, either internally, for a fixed-period or permanently will only be considered when alternative options have been explored. We will make every effort to meet the needs of all children and ensure a range of strategies have been used to address inappropriate behaviour. However, we recognise that in some serious situations, suspension may be necessary.

A serious offence could by itself justify a pupil's suspension e.g.

- Violence towards an adult or child
- Racist abuse
- Sustained bullying
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance

If the Headteacher is considering suspension, she will follow the most recent Exclusion Guidance [Suspension and Exclusion Guidance](#)

Internal suspension is when a child is withdrawn from class for a limited period of time, supervised by a member of staff in another part of the school whilst completing school work. The length of the internal suspension will be proportionate to the behaviour. Parents will be informed when an internal suspension is issued. The child will have access to movement breaks, toilet facilities, water and snacks/lunch.

Fixed-period suspension is when a child is suspended from school and must remain at home for a fixed period of time. Fixed-period suspension will only be used for serious breaches of the behaviour policy.

Permanent exclusion is the most serious sanction a school can give. Permanent exclusion will always be a last resort and will only be used in response to a serious breach, or persistent breaches of the behaviour policy.

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
 - 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

Following Government and LA guidance, Education and Inspections Act 2006, staff will execute emergency restraint as a last resort to pupils who are:

- At risk of hurting themselves
- At risk of injuring other people
- At risk of injuring adults
- At risk of damaging school property

REASONABLE FORCE

The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used to control or restrain. This can range from guiding a pupil to safety through to more extreme circumstances, such as restraining a pupil to prevent injury to themselves or others.

'Reasonable in the circumstances' means using no more force than is required.

As mentioned above, schools generally use force to control pupils and restrain them.

- **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path or active physical contact, such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil's under control. It is typically used in more extreme circumstances, for example when a pupil is at risk of hurting themselves or others.
- **School staff** should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use Reasonable Force?

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people who the Head Teacher has temporarily put in charge of the pupils, such as unpaid volunteers or parents accompanying students on an organised school visit.

Any incidents of restraint must be logged on CPOMs and reported to parents.

WORKING WITH PARENTS

Parents will be informed about the school's rules and expectations of behaviour through the Home/School Agreement 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.

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 may 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.

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.

COMMUNICATION AND SHARING OF THIS POLICY

A copy of this Positive 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 Positive 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. Learning Support Assistants, Early Career 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, RSE Policy, Child Protection Policy, Special Educational Needs and Disabilities 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 Personal Social Health Emotional (PSHE) issues incorporated into the staff INSET programme.

REVIEW AND EVALUATION

The Headteacher 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, parent and Xavier Catholic Education Trust 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: January 2023

Date of next review: January 2024

K Licence

Headteacher

APPENDIX 1 General Procedures

Wide use should be made of positive, friendly supervision.

Lining up

- Hand bell is rung once. Pupils stay still.
- Hand bell is rung a second time. Pupils move immediately to their designated lining up spots, in register order.
- 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.
- Everyone should walk at all times and keep to the right.
- Courtesy should be shown at all times.
- All teachers should greet children from all year groups, with uniform or behaviour reminders given where appropriate.

In the Classroom:

- Teachers should discuss the school rules and how this applies to their classroom contract. The school rules are:

We love another as Jesus loves us.

We are ready.

We are respectful.

We are safe.

Routines should be in place for:

- Positive 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.
- Wet play

During lunchtimes:

- Encourage positive behaviour by engaging children in games and supporting cooperative and collaborative play.
- Build relationships with children by getting to know children's names.
- If a child "tells," listen to them.
- Do not 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, using the 'right choices' behaviour ladder and language

NB.

- Assure child they have been listened to and that action has been taken.

- Record all incidents on CPOMs and praise all efforts at self-control.
- Reward good behaviour with a housepoint or by writing the child's name on the recognition board.

In the Hall:

- Children line up and enter and leave in silence, with hands joined, accompanied by their teacher.
- Uniform should be checked before going into the hall.
- 'Assembly order' lines are good practice and ensure that children who are likely to chat are not sitting together.
- 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.

On a school trip

- Children should wear school uniform in so far as it is appropriate.
- Lining up should be in register order.
- Routines used in the classroom should be used when on trips or visits: this includes regular prayers, behaviour systems, sanctions and rewards.

Playground Pals

- The House Captains lead a 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 is:

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 2: Behaviour Guidelines

STAGE	BEHAVIOUR	POSSIBLE INTERVENTIONS AND CONSEQUENCES
1 Low level inappropriate behaviours	Examples include: <ul style="list-style-type: none"> calling out interrupting when the others are talking ignoring minor instructions making inappropriate noises bad manners 	<ul style="list-style-type: none"> Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos – Reminder, Caution Catch them being good and praise positive choices; restorative conversations, talking quietly to child Pre-empting the situation or distracting by use of a fiddle toy or errand Reminder of school expectations
2 Medium level inappropriate behaviours	Examples include: <ul style="list-style-type: none"> persistent disruptive behaviour deliberately creating a disturbance general refusal to follow requests offensive language including swearing 	<ul style="list-style-type: none"> Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos –Last Chance, Time Out (which may include loss of privileges) Restore/Repair Class teacher to talk to parent and pupil Incident is recorded on CPOMs
3 Higher level inappropriate behaviours	Examples include: <ul style="list-style-type: none"> bullying – physical, verbal, racist, homophobic or cyberbullying serious challenge to authority repeated refusal to do tasks harmful, offensive name calling leaving the class without permission fighting and intentional physical harm to others 	<ul style="list-style-type: none"> Apply positive strategies and sanctions to encourage appropriate behaviours in line with the school's ethos - Last Chance, Time Out (which may include loss of privileges) Restore/Repair Advice from outside agencies on support for positive behaviour, targets, strategies and interventions Positive behaviour report card is put into place Incident is recorded on CPOMs Involve parents in monitoring
4 Serious inappropriate behaviours	Examples include: <ul style="list-style-type: none"> bullying – physical, verbal, racist, sexist, homophobic or cyberbullying behaviour which puts the child, other children or adults in danger of serious harm peer on peer abuse which may include sexual violence, harassment, sexting or up skirting deliberately throwing objects with the intention of harming someone or use of a weapon repeated challenge to authority leaving school boundaries bringing banned substances or items into school 	<ul style="list-style-type: none"> Advice and where appropriate, involvement from outside agencies on support for positive behaviour, targets, strategies and interventions Individual support plans which may include short-term part-time attendance Internal suspension Fixed term suspension Permanent exclusion

APPENDIX 3

Making the right choices – tools to support positive behaviour management

The Marist Catholic Primary School <i>Together, Achieving, Loving, Learning</i> <i>Making the right choices</i>		
"As I have loved you, so you must love one another."	Expectations Exceeded	Well done, your behaviour is excellent – over and above!
	All expectations are met	You are ready, respectful and safe.
	Reminder	Remember to be ready/ respectful/ safe.
	Caution	You are not ready/ respectful/safe because...
	Last Chance	You are not ready/respectful/ safe because...and the consequence will be...
	Time out	You have not been ready/respectful/safe and you will have time out.
	Repair and Restore	Consider your choices, the impact of your choices on others and how best to reconcile.
		 With Christ as our guide, we learn, we love, we achieve together.

The Marist Catholic Primary School <i>Together, Achieving, Loving, Learning</i> <i>Making the right choices</i>		
"As I have loved you, so you must love one another."	What happened?	
	What were you thinking?	
	What do you think now?	
	How did this make people feel?	
	Who is affected by your behaviour?	
	How can we make it better?	
	What will your choice be next time?	
		 With Christ as our guide, we learn, we love, we achieve together.