

# St. Cuthbert Mayne Catholic Junior School



## Behaviour Policy

## **Aims and Expectations**

Our Mission Statement is "Learning together and striving for excellence in the name of Christ." This policy outlines ways in which we achieve this.

Every member of our school community should feel valued and respected, and each person should be treated fairly and well. We are a caring community, whose values are rooted in the Gospels and in the teachings of Jesus and built on mutual trust, respect for all, love and reconciliation. Our school's behaviour policy is therefore designed to support the way in which all members of our school can live, work and learn together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and can learn.

"Never have any grudges against others, or lose your temper, or raise your voice to anybody, or call each other names, or allow any sort of spitefulness. Be friends with one another, and kind, forgiving each other as readily as God forgave you in Christ."  
Ephesians 4:31-32

Our school has a number of rules but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting excellent relationships and excellent attitude to learning, so that people can work together with the common purpose of helping everyone to learn. This policy supports our school community in aiming to allow everyone to work and learn together in an effective and considerate way.

We treat children fairly and apply this policy in a consistent way. We recognize, however, that all children are unique in God's eyes and as a result, this policy is applied with regard to individual children and their situation.

We promote and reward excellent behaviour, as it is believed that this will develop an ethos of kindness, cooperation and excellent learning. This policy is designed to do this, rather than merely deter anti-social behaviour.

## **Code of Behaviour and Learning Agreement (Appendix 1)**

Each September, class teachers discuss the school Code of Behaviour and Learning Agreement with their class. These Codes

are displayed in each classroom and referred to frequently. Expectations are therefore made very clear and every child knows the standard of behaviour that we expect and are striving for in our school.

## **Rewards**

We promote high standards of behaviour/behaviour for learning and praise children for excellent behaviour in a variety of ways including:

- Home-School Agreement
- Teachers congratulate children.
- Teachers in each class have their own reward systems e.g. use of marble jars, potato points, pot of gold.
- Each week we nominate a child from each class for a Merit Award which will be presented in assembly.
- We distribute Citizenship Stars for acts of kindness or helpfulness and these are presented in assembly.
- Excellent behaviour is rewarded with stickers from the Headteacher and Deputy Headteacher.
- Children who do not get any level 2s / level 3s or above will receive half termly recognition in the form of a reward or certificate.
- Peer identification of excellent learning techniques.
- Learning displays.

## **Level System**

A level system is used to manage low level disruptive behaviour that can interrupt learning in class and disrupt time outside the classroom. This is used in conjunction with positive behaviour management such as house points and reward systems, which differ in each class..

We expect children to listen carefully in class and to focus on their learning. Around the school and outside during break and lunchtime children should be mindful and considerate to others and behave respectfully. If they do not, they may receive a level as appropriate as set out in Appendix 3.

Parents are informed if a child receives Level 3 or above and a letter is sent home with a slip to be returned the following day. Children are given a chance for a fresh start at the beginning of each day.

## **Consequences and sanctions**

If a child does not follow the expectations of the Learning Agreement or the Code of Behaviour, a consequence will follow. Where possible, this consequence will relate to the unacceptable behaviour e.g. a consequence of a child repeatedly shouting out might be the child having to use some playtime to practise sitting quietly and waiting his/her turn to talk.

The appropriate Level and sanction will be given. Level 3 and above will be recorded in the behaviour log.

We try to ensure that consequences and sanctions given are proportionate to the behaviour incident.

## **Behaviour Giving Cause for Concern**

In cases of persistent misbehaviour, the class teacher meets parents and behaviour targets may be set. The Headteacher and Special Educational Needs & Disabilities Co-ordinator (SENDCO) are informed.

Where behaviour has become a matter of concern, the class teacher seeks advice from the SENDCO, who in turn may seek advice from the Local Authority (LA) behaviour support service. An Individual Behaviour Plan (IBP) may be drawn up.

Staff keep a log of any incidences of serious misbehaviour, racism or bullying.

## **Bullying**

The school does not tolerate bullying and has a policy to address this.

The safety of children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part in the rest of the lesson. If this occurs in the playground or during break the child will be immediately withdrawn from the session, their behaviour discussed/time out sheet requested and an appropriate level and consequence given.

## **Role of children**

We ask all children to:

- Show high levels of respect at all times
- Read and sign the Home-School agreement
- Follow the Code of Behaviour and the Learning Agreement
- Make positive behaviour choices
- Support each other in making positive behaviour choices in the spirit of forgiveness and reconciliation
- Develop an understanding of how positive behaviour creates an excellent learning environment and therefore helps them to grow and flourish at school
- Develop an understanding of why some behaviour choices are wrong and that these can have negative consequences
- Grow in the realisation that their behaviour impacts on others
- Understand that our school is a loving and caring school where they should not be afraid to admit that wrong choices have been made and where they are supported to make right choices in the future.

## **Role of Staff**

It is the responsibility of classroom staff to:

- Model excellent behaviour
- Set high standards and expectations of behaviour
- Apply our behaviour policy consistently, showing regard to individuals and their circumstances
- Ensure children understand the class rewards and sanctions system
- Create an affirming environment where positive behaviour is actively encouraged
- Understand that classroom management has an important influence on behaviour and therefore apply appropriate techniques to reinforce and support our school policy
- Work in liaison with parents, the Special Needs Coordinator and the Senior Leadership team to support positive behaviour/ behaviour for learning “nip in the bud” any concerning behaviour by speaking to parents as soon as an incident occurs
- Log behaviour giving rise for concern especially incidents of bullying and racism

- Explain consequences/impact of behaviour
- Take opportunities to teach about behaviour and behaviour for learning across the curriculum and especially in RE and PSHCE.

### **The Role of the Midday Supervisors**

It is the responsibility of the midday supervisors to model positive behaviour and positive relationships to the children. They also ensure that the school Code of Behaviour is adhered to at lunch time, and liaise with the senior supervisor, class teacher and Headteacher where appropriate.

The midday supervisors are proactive and positive and remind the children of the school Code of Behaviour when necessary.

When dealing with behaviour incidents, MSAs use a De-escalation script and Restorative Questions – see Appendix 4.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **The Role of Parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school Code of Behaviour in the Prospectus, and we expect parents to read and support it, signing the Home-School Agreement to indicate their support.

We also expect parents to support their child's learning, and to cooperate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Paragraph about parent signing letter

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the Complaints Policy can be implemented.

## **The Role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Fixed-Term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance.

## **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning behavioural incidents. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of behaviour. We also keep a record of any incidents that occur at break or lunchtimes; lunchtime supervisors keep written details of any lunchtime incident.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

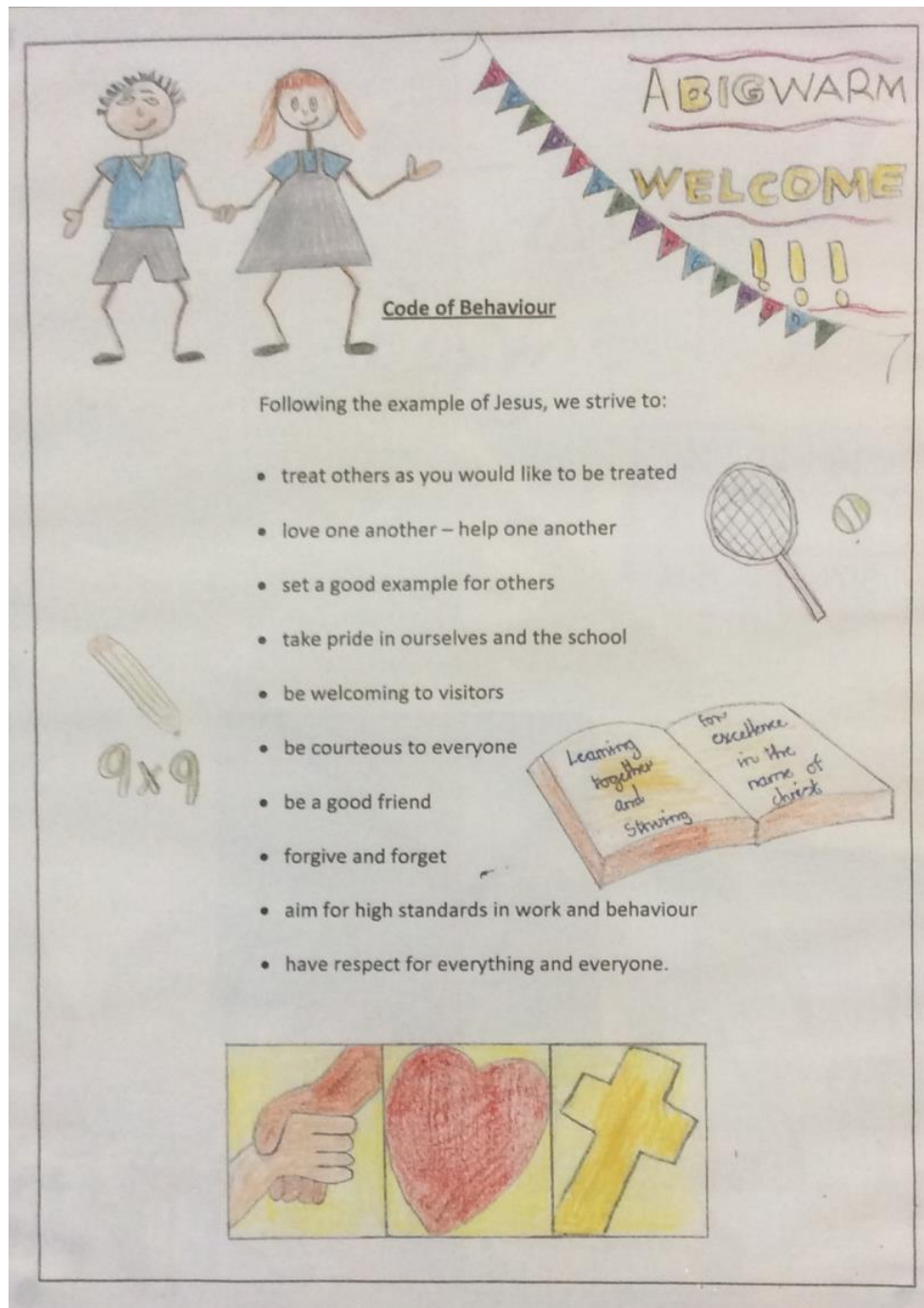
## **Links with other policies**

The following policies are linked to the Behaviour Policy:

- Mission Statement
- Anti-Bullying Policy
- Equalities Scheme
- Home-School Agreement
- Prospectus
- Learning Agreement
- Code of Behaviour
- Complaints Policy



Appendix 1



## Appendix 2

St Cuthbert Mayne School  
Learning together and striving for excellence  
in the name of Christ.



### Learning Agreement

**We will come to school ready to learn by:**

- arriving on time for school and for lessons
- having the correct equipment with us and looking after it.

**We will be active learners by:**

- showing others we are ready to learn
- asking questions
- listening to instructions and following them first time, every time
- trying a variety of strategies if we get stuck
- asking for help if we need it
- learning from others, listening to others
- talking about learning and making sure that any talk is about our learning
- being patient while other children contribute
- taking responsibility for our learning.

**We will support learning in the classroom by:**

- not disturbing learning for others
- staying on task and allowing others to stay on task
- being ready to help others.

**We will be learners for life by:**

- having a positive attitude to learning
- trying to be independent in our learning whenever possible
- always challenging ourselves to achieve the best possible results
- working hard at our targets
- always doing our best and not giving up
- remembering things we have learned and by finding ways of remembering them
- working hard with learning at home and outside of school
- learning from our mistakes
- remembering that learning will help us throughout our lives.

**We will enjoy learning  
and make the most of learning opportunities.**

**ST. CUTHBERT MAYNE SCHOOL**  
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Appendix 3

<b>LEVELS CHART</b>		
Examples of behaviours below are not exhaustive and the level attributed may change at the Staff member's discretion.		
Level	Any item in Level 1	
		Verbal warning and reminder of rules.
		Verbal warning
<b>1</b>	Calling out, Interrupting, Silly noises Ignoring instructions Pushing in the line Throwing/flicking small objects Name calling Wandering around the classroom Break/Lunchtime behaviour - Cheeky, Rude, Taunting/teasing/winding others up Rough play Not lining up appropriately	Child's name written under Level 1 on board  MSA/Staff to record event in Class Behaviour book – class teacher to follow up and attribute the appropriate level. MSA could choose to give Time Out sheet
<b>2</b>	Repeat occurrence of any above Not working – refusing to work Disrupting learning and teaching  Rough pla causing injury Leaving classroom without permission Continued poor behaviour at break/ lunchtime	5 minute Time-Out away from the main class.  Level 2 logged in class folder on weekly page and note put in H/S Diary if child receives 3 level 2s in a week. Parents to initial sticker.  If the incident happens at break or lunch then child must complete a Time-Out during break / lunch.  MSA/Staff to record event in Class Behaviour book – class teacher to follow up and attribute the appropriate level.
<b>3</b>	Continued repetition of any of the above at any time during the day Aiming and throwing objects at someone deliberately Deliberately harming someone Damage to property Verbal abuse/threats to staff/children	Time out for the remainder of lesson in another classroom plus own time to complete work. Teacher to inform parents via Level 3 Letter. Response required from child and parents/carers the following school day. Loss of Break or part Lunch-time. Level 3 logged in in class folder and electronic school behaviour folder. MSA/Staff to record event in Class Behaviour book – class teacher to follow up and attribute the appropriate level.
<b>4</b>	Continued repetition of any of the above at any time during the day Fighting/biting/spitting/serious harm to others Deliberately throwing objects to cause harm e.g. stones Complete non-compliance after all above measures employed Deliberate damage to property Swearing deliberately at someone Racist/homophobic name calling at anyone Sexualised behaviour/language Serious incidents at lunchtime	Sanctions as above. Child sent to Head Teacher/SLT. Teacher to inform parents via Level 4 Letter. Response required from child and parents/carers the following school day. Parents to be contacted and meeting to be arranged with Head and class teacher. Level 4 Letter copy logged in behaviour book and electronic school behaviour folder.  MSAs to give Time Out sheet / immediately contact Head/SLT/class teacher
<b>5</b>	Continued repeat of any of the above Extremely violent behaviour (high risk to safety of others) Physical abuse to staff/children Leaving school premises Stealing	Sanctions as above. Head Teacher / Deputy involved immediately. Head / SLT to contact parents for meeting. Level 5 Letter to go home. Response required the following school day. Office/Police to be informed of children leaving the premises. Possible exclusion – internal/external Level 5 Letter copy logged in behaviour folder and electronic school behaviour folder.

Appendix 4

## De-escalation Script

- Child's name
- I can see something is wrong
- I am here to help
- Talk and I will listen
- Come with me and.....

 Restorative questions

What would you like to happen next?	
How can we make things better for _____/you?	
If everything was going to be alright what would need to happen?	
How can you help to put this right?	
How can we make it ok for you to go back to lessons/activities?	
What do you think _____ might need?	