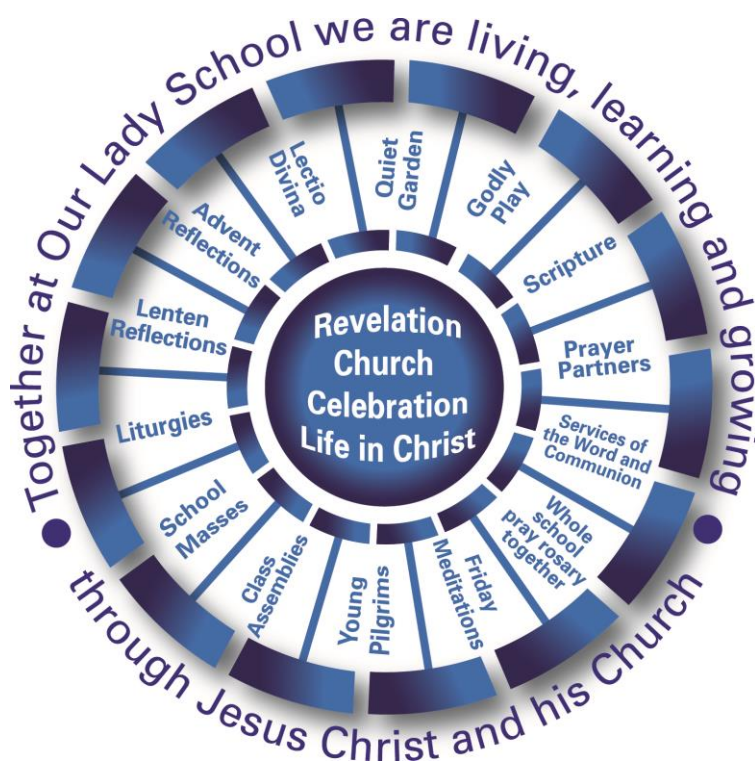




Our Lady Catholic Primary School

*Positive Behaviour Policy
Including Exclusion statement*



The Diocese of Westminster Academy Trust
A Catholic Academy

January 2022

At Our Lady School we promote the spiritual, mental and physical development of all members of our school community, each member of that community being of equal importance in the eyes of God. We aim to foster an atmosphere of respect, obedience and good manners in the children towards staff, other children and visitors and to provide a community where every member by the way they behave is an example to those around them.

The school's Anti-bullying (Wellbeing) and Equal Opportunities policies form part of our overall behaviour policy to ensure that all pupils feel safe and secure in the school community. Parents and pupils commit to our Home-School partnership agreement. All children have a named adult they can speak to and all children have a wellbeing buddy. All staff have been trained in the Hertfordshire 'Steps' approach to managing behaviour and receive annual upskilling in relation to this whole school approach.

Aims and Values

Our school aims to provide a happy and secure environment for all those who work in or visit it. We believe the following principles are important:

1. We foster a positive caring attitude towards each other and the environment.
2. We acknowledge every person who joins the school community has a personal part to play and each person's talents will be valued and enjoyed.
3. We support each person who needs help and encouragement, in particular, nurturing the self-esteem of all.
4. We listen with care to the views and opinions of one another and respect them.
5. We respond in a polite and thoughtful manner to one another and expect children to
 - Use their hands to gain a teacher's attention in class rather than call out
 - Speak in a mannerly fashion and use polite body language
 - Address the teachers by name
 - Use the words please and thank you
6. We expect children to do as requested by any school staff first time.
7. We expect children to behave in a mannerly fashion at all times; this includes
 - Standing aside for others at doorways
 - Moving around the school in an orderly fashion
8. We each fulfil our responsibilities with regard to
 - Punctuality and attendance
 - Completing tasks to the best of our ability
 - Taking personal responsibility for our building and equipment
 - Taking personal responsibility for being smartly and correctly dressed, and wearing our uniform with pride
 - Co-operation with other school members
9. We try to demonstrate situations where good behaviour can be applied and we insist that if provoked children should be encouraged not to retaliate.
10. All staff and pupils show respect to one another and acknowledge each others rights and responsibilities.
11. We never use bad language or bad behaviour.
12. We try to conserve energy and not waste food and we help as monitors in the school dining room.

Rules of Conduct

Children and staff have worked together to produce rules

Our two key rules are:

- follow adult instructions
- keep myself and others safe

To do this:

1. We listen to all staff and do not answer back.
2. We respect other children and we do not talk when they are talking.
3. We only say good things to others and we do not use bad language.
4. We are kind to each other and do not fight or hurt each other's feelings.
5. We try our best with our work and do not waste our time.
6. We keep our school tidy and do not damage other people's property.

Encouraging Good Behaviour

We believe that emphasising positive behaviour in school tends to marginalize bad behaviour and decreases the number of misdemeanours. A well-managed orderly environment in school will encourage children to react in a positive caring way. When the whistle is blown there is no talking and we walk single file into class.

Ways we use to encourage good behaviour are through the use of praise, a system of rewards and supporting appropriate response.

Praise can be given in informal and formal ways, in public and in private for maintenance of good standards as well as for particular achievements. The use of a range of rewards is also effective.

The following systems are used:

- Verbal encouragement to help others put forward their views
- Smiles, laughter, welcoming tone of voice
- Recognition of achievements in assembly
- Awards Assembly every half term
- Badges or certificates of merit e.g. school colours
- Sharing achievements with parents through regular review of their school achievement book
- House points
- Gold house points
- Praise in front of peers
- Special Reward time
- Stickers
- Marble jars

The school, through its policy on Personal, Social, Health and Citizenship Education taught within a Catholic and moral context, develops the children's knowledge, skills and attitudes in order to establish respect for themselves and those around them in the school community.

Sanctions

For the vast majority of our pupils, a quiet word, re-stating of the class/school rules is enough for them to re-address any minor behavioural issue. If the behaviour continues, then the following positive behaviour steps are taken:

Positive Behavioural Steps:

- Step 1 Reminder and class rule stated.
- Step 2 Time out in class to consider their own behaviour.
- Step 3 Sent to a member of the Senior Leadership Team for a period of time (during class time). If the reason for this is behavioural, an online record CPOMs will be filled out.

These steps are bypassed in certain circumstances when more serious misdemeanours occur.

- Step 4 Loss of privileges e.g. break / lunchtime; acts of community service to the school; copying of school rules (half hour of lunchtime) and reprimand. Behaviour incident is filled out on CPOMs.
- Step 5 Sent to Head of School for internal exclusion and reprimand. The internal exclusion will be with the Head of School and last up to one full day. Name recorded in School Behaviour File. Parents will be informed by the Head of School or a member of the Senior Leadership Team.

If the behaviour is severe, the Head of School may instead issue a fixed term exclusion from the school as opposed to an internal exclusion, subject to the procedures for exclusion written below.

We discourage punishment of whole groups of children. Teachers need to be flexible in the application of sanctions to suit individual circumstances. It is important that adults are careful not to damage relationships and children's self-esteem by the overuse of sanctions.

The start of each new day brings a clean slate for all children unless sanctions have to be carried out.

More Serious Misdemeanours:

These will go straight to step 4 or 5. The following are examples of such behaviours, but are not an exhaustive list.

Step 4 misdemeanours: biting, swearing, spitting, hitting, kicking etc.

Step 5 misdemeanours: bullying, fighting, stealing, abusive behaviour towards an adult etc.

If a child is on level 5 more than once in any term, then they will go on a daily report for two weeks and parents will have to meet weekly with the class teacher to review their progress.

If at the end of the two week period or at any point in that term the child continues to choose to break the school rules, the school will set up a behavioural support plan for them with the help of the class teacher and SENCO, as well as possibly seeking outside advice from the local authority.

Exclusion

At Our Lady School we expect all members of the community to follow our mission statement.

When a pupil presents with behaviours that breach the school's behaviour policy and go against our mission statement; and if allowing the pupil to remain in school would seriously harm the education/welfare of the pupil or others in the school, the Head of School may wish to exclude the pupil for a fixed period. The Executive Headteacher will determine if behaviour warrants permanent exclusion.

Pupils whose behaviour is at Step 5 are at risk of exclusion, even for a first time offence.

The Head of School will use and follow the Herts County Council procedures when dealing with exclusions and report to the Chair of Governors/ Vice Chair of Governors before any exclusion takes place.

A fixed term exclusion means that the child must be collected from the school site and will not be able to return until a reintegration meeting has taken place between the parents and the school. During the period of exclusion the school will conduct a review of provision and if necessary seek additional support for the child to prevent incidences in the future. Parents will receive work from the teacher during the period of exclusion. At the reintegration meeting the focus is the return of the pupil to school and organising the support and help the child will need in the future.

If the offence warrants a permanent exclusion, the school and parents will be invited to meetings with relevant external agencies to arrange the future provision for the child at another setting.

Supporting pupils with complex needs/SEND

Where everyday strategies have not succeeded in modifying a pupil's behaviour then a more detailed and planned approach will be used in which teachers working with the special needs teacher and parents will devise appropriate strategies e.g. calling on agencies such as Behaviour Support Team. The School has a Physical Intervention Policy and individuals may have positive handling plans. The School acknowledges that 'behaviour issues' may be due to a special need and a CAF or Families First assessment may be required. We will make every effort to provide a differentiated behaviour support plan for a child with additional needs.