

St. Mary's Primary School



Behaviour Policy

This policy is one of the school documents which inform the pastoral Care of our pupils. It operates alongside the Child Protection Policy.

STATEMENT OF INTENT

In St. Mary's Primary School, we place great importance on how our pupils behave. We recognise the profound effect that behaviour can have on the working and learning environment of the school.

PUPIL BEHAVIOUR THAT IS CONDUCIVE TO EFFECTIVE LEARNING

- Confidence and a positive self-image
- Respect for the views, ideas and property of others
- Recognising that all have a right to share in, and contribute to the lesson
- Co-operating in shared activities
- A positive attitude to work
- Courtesy and good manners
- Use of initiative and independence (appropriate to age)

CLASSROOM BEHAVIOUR

Every September individual class teachers will reinforce the Behaviour Policy with their class and draw up a Class Charter in agreement with the children and any other adults who work in the class. These agreements will be reinforced throughout the school year as necessary. Staff will continually refer to these rules as opportunities present themselves.

BEHAVIOUR AROUND THE SCHOOL

- From 8.45 am, on arrival, children from P1-P4 will go straight to the main school building. On arrival they will:
 - Put their lunch box on the table in the porch,
 - Leave their homework folder in the tray, □ Hang up their coat and schoolbag, □ Wash their hands and join in play activities.
- Children from P5 – P7 go straight to their classroom in the hall. On arrival they will:
 - Put their lunch box on the trolley in the porch,
 - Leave their homework book in the tray,
 - Put their folder under their desk,
 - Hang up their coat and schoolbag,
 - Wash their hands and begin their Mental Maths / English in Practice activities.
- At playtimes and lunchtimes children wait in the school building until a supervising adult escorts them outside,
- When moving between buildings, children will walk in a quiet, single file line under the supervision of an adult.

CHILDREN'S RIGHTS

- To be familiar with the behaviour policy
- To be valued as members of the school community
- To be asked about matters that affect them and have their views listened to and as far as is reasonable, acted upon
- To be treated fairly and with respect
- To be taught in a pleasant and safe environment
- To have educational experiences suitable to their needs
- To develop their interests, talents and abilities
- To get help when they need it
- To make mistakes and learn from them

CHILDREN'S RESPONSIBILITIES

- To come to school on time, with homework done, and with everything they need for lessons
- To respect the views, rights and property of others
- To co-operate with all members of the school community
- To work as hard as they can
- To follow the school Behaviour Code
- To ask for help if they need it
- To wait for help until someone is available
- To be increasingly responsible, appropriate to age, for their own behaviour and learning

STAFF RIGHTS

- To work in a pleasant and caring environment
- To have their views listened to by children, parents and colleagues
- To have their professional judgement respected
- To receive support and advice when needed
- To be involved in reviewing behaviour within the school
- To receive such training and support necessary to enable them to carry out their responsibilities at induction and as part of ongoing INSET

STAFF RESPONSIBILITIES

- To always behave in a professional manner
- To be a positive role model for children
- To be consistent in the application of the policy
- To value and support each other
- To take account of other people's views – to listen to pupils, staff and parents
- To provide a pleasant and safe learning environment that reflects the policies of the school
- To be sympathetic, approachable and alert to pupils in difficulty
- To identify and seek to meet the needs of all their pupils
- To expect high standards and give praise
- To actively implement and regularly discuss and review behaviour

PARENTS' RIGHTS

- To be well informed about the policy
- To have their enquiries and concerns dealt with sympathetically and efficiently
- To be informed promptly by the teacher or principal if the school has concerns about their child and to be given information about relevant support services
- To be involved in key decisions about their child's education
- To be involved in the implementation of the policy and consulted when it is under review

PARENTS' RESPONSIBILITIES

- To be a positive role model for their child in their relationship with the school and to ensure a positive attitude towards school
- To ensure that the child attends school and arrives on time, with homework done and suitably equipped
- To show support for the policy by discussing school behaviour regularly at home
- Show interest in their child's learning and provide suitable facilities and support for homework
- To attend planned meetings with teachers and support school events
- To provide the school with all the necessary background information about their child, including any concerns or significant changes in the child's life
- To respect the professional judgement of the school
- To read the policy, sign the attached home/school agreement and return it to the school

WE REINFORCE GOOD BEHAVIOUR BY:

- Valuing, supporting and praising each other
- Involving the children in discussion about caring for each other
- Encouraging children to accept the help of others
- Teaching the children how to be assertive rather than aggressive
- Helping them to develop positive strategies for dealing with unacceptable behaviour
- Encouraging pupils to exercise choice, act responsibly and show initiative
- Welcoming and respecting the suggestions and opinions of the pupils
- Being pro-active by using games and activities which involve co-operation and turn-taking
- When necessary, involving parents in discussing common strategies and setting goals for children's behaviour
- Being consistent in expectations of, reactions to and consequences of behaviour

We do this through a range of strategies including which are age-appropriate whole class sessions encouraging our pupils to discuss and clarify their views on a wide range of topics.

REWARDS

We believe that a clearly defined, balanced and fairly applied system of rewards is vital to encourage and maintain the rules and procedures of the school. Our system of rewards and incentives helps to establish and maintain a climate of positive behaviour and attitudes. Regular celebration of these positive attributes helps to reinforce them. All pupils have a need for and respond well to positive affirmation. We believe that it is important that pupils realise that their good behaviour is acknowledged. We use a variety of rewards:

- Non-verbal rewards such as smiling, thumbs-up and handshakes are used on a daily basis to give immediate praise
- Verbal praise, including praise from other pupils and from adults other than the class teacher
- Written comments on work
- Remarks in reading diaries and homework books
- More tangible rewards such as stickers and stamps

Alongside these immediate forms of praise, we use a more structured system of rewards, which all children can actively earn.

Star of the Day

At the end of the school day teachers may award a Star of the Day sticker (P1 – P4) or card (P5 – P7) to a pupil for success in learning or good behaviour either in class or around the school.

Star of the Week

The adults in each room nominate one pupil to be the Star of the Week. The pupil is presented with a certificate at a special assembly. Each teacher will also announce any pupils who received a Star of the Day award and this will be celebrated by the whole school.

The names of the Stars of the Week will be recorded and displayed in the school. A photo will be emailed to parents.

Weekly Golden Reward Time

This reward is earned on an individual basis. Reward time is allocated each Friday afternoon for 30 minutes. The class will devise a list for reward time and will be free to choose any of the nominated activities.

Golden Tie

Once a month a pupil will be selected from each class to receive 'The Golden Tie'. The pupils will wear the golden tie as a replacement for their regular tie over the course of the forthcoming month. The golden tie will be awarded to a different child each month.

SANCTIONS

We believe that sanctions are also an important part of our management of behaviour. We believe that they help uphold rules and procedures, they provide clearly defined boundaries and show that breaking of rules and indulgence in

antisocial behaviour has consequences. For sanctions to be effective we believe that they should be:

- fully understood, accepted and supported by all pupils, staff and parents.
- applied fairly and consistently.
- applied as soon after the misdemeanour as possible but not impulsively.
- applied in a calm and measured way.
- be proportionate to the offence.
- focus on the misdemeanour rather than the child.
- take account of the age, degree of maturity and any special needs of the pupil.
- uphold the dignity of the child.
- be applied only to those who commit the offence.

For the sanction to be effective the adult will ensure that the child understands the reason for it. Pupils will be given the opportunity to reflect on their misdemeanour, its effect on others, what would be a more acceptable behaviour and how to make up for it.

We choose the most appropriate sanction from the following:

- a stern look,
- a non-verbal gesture such as modelling appropriate behaviour and pausing until the child complies,
- a verbal warning,
- immediate time-out to reflect,
- verbal reprimand from supervising adult,
- time out from golden reward time,
- restriction from an activity where inappropriate behaviour has been displayed e.g., restricted from a particular playground activity for a set period for consistently rough play,
- supervised detention at break or lunch,
- referral of a pupil to the Principal,
- the temporary removal of a pupil from his/her class,
- where a child's behaviour undermines their own safety or the safety of others, safe-handling procedures may be used,
- temporary suspension which may ultimately lead to expulsion.

Class teachers in conjunction with the Principal will decide to involve parents as appropriate.

PUPIL EXCLUSIONS

We reserve the right to use exclusion from school in cases where the behaviour of a pupil is extreme or where the behaviour undermines the safety and well-being of that pupil or others.

Exclusions may be temporary, known as suspension, or permanent, known as expulsion.

We have formally adopted the CCMS Scheme for The Suspension and Expulsion of Pupils (2002).

A copy of the full scheme, which is quite a lengthy document, is available on request to the Principal.

REVIEW

To ensure the effectiveness of the policy we will ensure that each family will receive a full copy of the policy.

The behaviour of pupils in our school is under constant review by all members of staff.

The Policy will be subject to an annual review as part of our process of self-evaluation leading to school development. Through this process the staff and governors of the school will judge when any major readjustments to the policy and procedures are necessary. In that case there will be full consultation with all members of the school community.

SPECIFIC RESPONSIBILITY

It is the responsibility of the Principal to:

- Monitor and evaluate the effectiveness of this policy as part of the annual review.
- Ensure that each member of staff receives the necessary training and support to enable them to carry out their responsibilities at induction and as part of ongoing INSET.

This Behaviour Policy has been prepared in consultation with the full school staff.

Adopted by the Board of Governors of St. Mary's Primary School at a meeting held
on

27th September 2023.

Signed: .....Chairperson

Review Date: ..... June 2024

Next review: June 2027

ST. MARY'S PRIMARY SCHOOL



HOME / SCHOOL AGREEMENT

PLEASE READ THE BEHAVIOUR POLICY CAREFULLY AND KEEP YOUR COPY FOR FUTURE REFERENCE.

REURN THIS SIGNED AGREEMENT TO THE SCHOOL

I/we have read and understood the behaviour policy for St. Mary's Primary School.

I/we fully support the school in implementing the policy.

I/we agree to carry out the responsibilities for parents that are part of the policy.

I/we agree to help our child(ren) to understand the policy and to carry out the responsibilities for pupils.

Signed..... Date:

Signed..... . Date:.....