

Our Lady's Catholic Primary School



Behaviour Policy

Updated: September 2024

Review: September 2025



Ethos and Mission



The
Pope Francis Catholic
Multi Academy Company



Our Lady's Catholic Primary School is characterised by the philosophy of the Salesian founder, St John Bosco (1815-1888). He stressed high educational standards and sound moral and religious education. He insisted on a friendly atmosphere in his schools where the idea of community could be fostered. Good relationships between all members of our community are key to everything we do. Our motto 'You are young, you are precious, you are loved' is taken directly from the key Headteachers from St John Bosco: 'It is not enough to love the young, they must know they are loved.'

The mission of our school is:

'You are young, you are precious, you are loved'

St John Bosco

You are young

Jesus said, 'Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs.' (Luke 10:14)

We show *respect* towards the common good and care for the world God created.

You are precious

Jesus said, 'Treat others as you would like them to treat you.' (Luke 6:30)

We *understand* how to reach our age expectations and beyond by using our God given talents to the full.

We behave with *affection* towards each other and appreciate the importance of life-long learning.

You are loved

Jesus said: 'I have come so that they may have life and have it to the full.' (John 10:10)

We have the confidence to solve future challenges in the modern world with a sense of *humour*.



We strive to ensure that all children attending Our Lady's Catholic Primary School are formed to become *RUAH* children: respectful, understanding, affectionate and humorous. *RUAH* in Hebrew means 'the breath of the spirit of God.'

All children will experience a happy and positive atmosphere that will help them to move to secondary education with a high level of confidence in their own abilities as well as achieve well academically. We are committed to providing an environment that is supportive to the emotional health and well-being of both children and staff. Staff receive training as appropriate to help pupils understand and manage their feelings and behaviour. When children feel good about themselves and have high self-esteem and self-awareness, we believe they will be motivated and equipped to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others and themselves
- Manage strong feelings such as frustration, anger and anxiety
- Be able to promote calm and optimistic states that produce the achievement of goals
- Recover from setbacks and persist in the face of difficulties
- Work and play co-operatively
- Compete fairly, and win and lose with dignity and respect for competitors
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

Policy Statement

The Behaviour Policy at Our Lady's is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of excellent behaviour and a positive ethos. All members of our school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect a basic requirement. We expect all members of our school community: staff, children, parents, governors and visitors to uphold the values in this policy; this will be their response to the Catholic ethos of Our Lady's School and in-keeping with the mission of our school.

Behaviour Management System: the Salesian Way

St John Bosco wanted to help the poor children so that they could have a better life. He was very good at juggling and tight rope walking. He used to gather the children off the streets and entertain them with the many tricks he could do.

This theme is the basis for our visual behaviour management system at our school. This story is introduced to the children at the start of each academic year and encompasses the school's mission and ethos of RUAH.



Every classroom in the school has a visual reminder of RUAH; all children are regularly reminded during the school day. Teachers record earned RUAH points using Class Dojo as there is immediate communication with parents. Children are rewarded with bronze and silver certificates when they have achieved a certain number of RUAH points in their classroom and around the school. The gold certificate is awarded to children who have been exemplary role-models of RUAH in our local community. Once all three certificates have been awarded, children will receive the star badge of the colour of their Phase.

If children make inappropriate choices, they are reminded of the qualities of RUAH and will always be encouraged to change their mind-set and display acceptable behaviours and therefore have the chance to earn RUAH points for the remaining time of the school day.

Pastoral Support Framework: Praise and Rewards

Our Lady's Catholic Primary school has a framework to promote good behaviour. There are various elements that include praise, commendation, reward and use of role-models which include RUAH Leaders who are outstanding members of the school and who are chosen by senior school leaders. All systems have been created using the Salesian Preventive System where children are guided to make the right choices through loving kindness.

The school aims to encourage students to reach the highest standard of which they are capable. Praising students' efforts and successes has a strong motivational effect so that positive behaviour is instantly recognised and positively rewarded. Students' achievements are also celebrated through sport, art, music and other extra-curricular activities.

We reward in order to:

- Encourage an ethos where all types of achievement, whether it be academic, sporting, creative or social are openly recognised and valued by the whole school community in order to model and promote respect.
- Develop self-esteem in individual students in order to model and promote affection and humour.
- Recognise effort as well as achievement in order to model and promote understanding.
- Raise the aspirations of students in order to model and promote all qualities of RUAH.

Rewards

- RUAH points recorded using Class Dojo (online system)
- Bronze award – recognising effort in the classroom
- Silver award – recognising effort around the school
- Gold award – recognising effort in the community
- Salesian of the Week
- Learner of the Week
- RUAH Leaders
- Sports Leaders
- Year 6 responsibilities
- Individual Headteacher’s Awards
- Individual Assistant Headteacher’s Awards
- Class Headteacher’s Awards
- Good news post cards sent home
- Interim reports (Term 3)
- End of year reports (Term 6)

Pastoral Support Framework: Sanctions

Any pupils engaging in inappropriate behaviour will be spoken to firstly by their class teacher or other adults responsible for the class or groups of children during that particular lesson. Children will be made fully aware why their behaviour is unacceptable. However, if the poor behaviour continues, the pupils will be reminded of the fair and consistent sanctions that will follow. Sanctions of whole groups for an individual’s actions are avoided and all consequences are in proportion to the offending behaviour. Where possible children are encouraged to resolve disagreements themselves; staff are always on-hand to provide support and promote the act of forgiveness.

Procedures for dealing with challenging behaviour

It is the responsibility of class teachers to deal with minor incidents which occur in the classroom. More serious incidents can be dealt with by the teacher but should be shared with the Key Stage Leader and recorded on CPOMS. It is the responsibility of the Key Stage Leaders to monitor pupils’ behaviour across the key stage and report any rise in incidents at weekly Leadership Team meetings. They will become involved if a student’s behaviour is causing concern in a number of lessons. Members of the Leadership Team (LT) are available throughout the day to support where there is more significant disruption.

It is the responsibility of lunchtime staff to solve minor incidents that occur on the playground at lunchtime. If the incident escalates, senior lunchtime supervisors are expected to solve incidents. If behaviour is persistent, a member of the Leadership Team will become involved.

Unacceptable behaviour

We have identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, damage or theft to property belonging to another, bullying (including cyber bullying), harassment and all forms of prejudice-related behaviours (including bullying on the grounds of body image and other physical characteristics, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying and sexist bullying).

In accordance with the Salesian Preventive System, all leaders, teachers, support staff and lunchtime staff are to supervise all children in such a way that children are guided to behave in accordance with the school's mission and rules. When necessary, all supervising adults are to intervene and change behaviours 'preventing' situations from occurring or escalating and correcting children through loving kindness.

Action	Sanction	Person Responsible
<p>Classroom Children who are: not listening, calling out, talking at inappropriate times, not following instructions, incomplete class work, no homework returned (examples but not exclusive to).</p> <p>Lunchtime: excluding children from games, putting peers down, lack of respect towards peers and staff, arguing about staff decisions, not following adult instructions (examples but not exclusive to).</p>	1.) First reminder about learning behaviour in the classroom.	Class teacher
	2.) Second reminder about learning behaviour in the classroom for persistent behaviours.	Class teacher
	3.) 5 minutes of playtime missed.	Class teacher
	Child removed to work with Key Stage Leader for the remainder of that lesson.	Key Stage Leader
	Child removed to work with member of Leadership Team for the remainder of that lesson.	Assistant Headteacher Senior Assistant Headteacher Headteacher
	Behaviour Report Card and parents informed.	Assistant Headteacher Senior Assistant Headteacher Headteacher
	Continuation of Behaviour Report Card and meeting with parents.	Assistant Headteacher Senior Assistant Headteacher Headteacher
Use of foul or derogatory language.	One break time sacrificed: service to the school.	Class teacher
	Three break times sacrificed: service to the school.	Key Stage Leader Senior Assistant Headteacher
	Behaviour Report Card	Senior Assistant Headteacher
Causing deliberate physical damage to school or other property.	Service to the school by repairing what has been damaged. Parents informed.	Class teacher
	Contact with parents to inform of further damage. Assessment of cost and invoice to parents.	Class teacher
	Internal or fixed term exclusion as assessed on severity of case by Senior Leadership Team. Risk assessment in place.	Assistant Headteacher Senior Assistant Headteacher Headteacher
	Fixed-term exclusion up to 5 days followed by reintegration meeting with parents.	Assistant Headteacher Senior Assistant Headteacher Headteacher
	Repeated fixed term exclusions up to a total of 15 days followed by reintegration meeting with parents.	Assistant Headteacher Senior Assistant Headteacher Headteacher
	Permanent Exclusion	Headteacher
Use of physical force to another child.	Remove from classroom or playground for fixed amount of time as assessed on severity of case.	Playground – senior lunchtime supervisor Classroom – Class teacher, Key Stage Leader.

	Internal or fixed term exclusion as assessed on severity of case.	Assistant Headteacher Senior Assistant Headteacher Headteacher
	Repeated fixed-term exclusions	Assistant Headteacher Senior Assistant Headteacher Headteacher
	Permanent exclusion	Assistant Headteacher Senior Assistant Headteacher Headteacher
Use of physical force to a member of staff or other adult in the school.	Internal or fixed term exclusion as assessed on severity of case by Senior Leadership Team	Assistant Headteacher Senior Assistant Headteacher Headteacher
	Fixed-term exclusion up to 5 days followed by reintegration meeting with parents.	Assistant Headteacher Senior Assistant Headteacher Headteacher
	Repeated fixed term exclusions up to a total of 15 days followed by reintegration meeting with parents.	Assistant Headteacher Senior Assistant Headteacher Headteacher
	Permanent exclusion.	Assistant Headteacher Senior Assistant Headteacher Headteacher

Bullying

Referrals for internal and external support

In cases where behaviour does not improve after a sustained period of time, a referral to external agencies including Behaviour Support Service, Education Welfare Service and Psychology Service will be considered and acted where appropriate. In addition, we will provide support through the nurture programme, anger management, pupil support programmes, mentoring, counselling and peer mediation

Any sanction must be reasonable and proportionate in the circumstances. Account must be taken of the pupil's age, any special education needs or disability they may have.

Children with particular learning difficulties or special needs

With children who have learning difficulties or particular emotional and behavioural issues, the SENCO will also be involved in advising the class teacher and Leadership Team. It may be felt appropriate that the agreed system of rewards and sanctions is not suitable for certain children and Individual Pupil Profiles will need to be created to show alternative strategies being used in line with the school's SEN policy. The involvement of outside agencies may then be considered with parental agreement.

The Headteacher and SENCO will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the school's Safeguarding Policy will be followed. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is appropriate.

Fixed-term or permanent exclusion

In the event of a fixed-term or permanent exclusion, the Headteacher (or a member of the LT deputising for the Headteacher) is the only member of staff who can sanction a fixed period or permanent exclusion. In the case of all

exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Please see detailed information in the Exclusion Policy.

Power to Discipline beyond the School Gates

A child will be deemed to be acting as a member of the school whilst in school uniform and travelling to and from the school or as a member of a school trip. A child, whilst in school uniform, who is proven to have acted in breach of school expectations outside school, will be considered as bringing the school into disrepute and sanctions will apply.

Screening and Searching

Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated, the Headteacher or a member of the Leadership should be informed immediately. The property should be given to the Headteacher who will make contact with parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for items inappropriate for a primary school. If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'. Parents will always be informed by the class teacher if their child has brought inappropriate items into school. In the event that a dangerous item is brought in, the school reserves the right to involve the police.

Recording details of behaviour incidents

Minor incidents of disruptive behaviour within the classroom are recorded and monitored on a classroom level. Any trends in behaviour will be brought to the attention of the Leadership Team through documentation in CPOMS. All incidents of unacceptable behaviour are recorded on CPOMS and the Headteacher, Senior Assistant Headteacher and Key Stage Leader are tagged into every incident.

The Headteacher uses CPOMS to report on the type and number of incidents to the Local Academy Committee termly. This is monitored by the Committee Member responsible for Safeguarding. The school reports details of racist incidents in accordance with statutory duties to the governors and Local Authority.

Appendix

School Rules

- Good behaviour, courtesy and politeness are expected in school, to and from school and on Public Transport.
- Full school uniform must be worn to and from school and on all school occasions, unless advised. All articles of school uniform should be clearly marked with the owner's name.
- Children must arrive on time to school and ready to learn. School doors open at 8.25am and the school day officially starts at 8.45am.
- Children arriving late to school will have to sign-in at the front entrance. Persistent lateness or non-attendance will be investigated by the Pastoral Support Team.
- Children in Year 6 and in the summer term in Year 5 are allowed to walk home independently. If parents wish to grant this privilege, they must write a letter to their child's class teacher in the summer term for Year 5 and again at the start of the academic year for Year 6 to grant their permission. All letters will be stored on CPOMS.
- Any mobile phones brought into school (Years 5 and 6 only) are to be brought to the front office by 8.45am and collected at 3pm. Any mobile phones found in children's bags will be confiscated by a senior member of staff and returned at the end of the school day.
- All children and adults are expected to show respect and care for all school property, children's individual property and the school grounds.
- False or malicious accusations against members of staff will be treated extremely seriously and will result in reports to the governors of Our Lady's Catholic Primary School and the Directors of the Pope Francis Multi Academy Company.

On entry to the school, parents sign a Home School Agreement, agreeing to support the whole ethos of Our Lady's Catholic Primary School. This is a binding contract and in signing it, it is expected that parents are agreeing to the rules of the school.

Links to Other Documents

- Anti-bullying Policy
- E-safety Policy
- Online Safety Guidance
- Inclusion & SEND Policy
- Equalities Policy & Plan
- Safeguarding Policy
- Keeping Children Safe in Education (Sept 2023)
- Attendance Policy
- Exclusion policy
- DfE guidelines 'Screening and Searching'

Date agreed: September 2024

Signed:



Head teacher

Signed:



Chair of Governors