

Our Lady of Walsingham Catholic Primary School



Behaviour Policy

'Working together to inspire and learn, guided by God's love.'

Behaviour Policy

The school community of Our Lady of Walsingham Catholic Primary School aims:

- to be a loving Christian family living the values of the Gospel;
- to foster a culture of high expectations enabling all children to fulfil their unique potential;
- to appreciate our natural world as a source of wonder and inspiration;
- to encourage every child to become an independent thinker, and to face challenges with perseverance and resilience;
- to embrace differences and to welcome all in an inclusive, caring, safe environment;
- to work collaboratively with the child at the centre of all we do.
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At Our Lady of Walsingham Catholic Primary School, we aim to lay the foundations for life by offering a positive, rich experience for all pupils. We believe that all pupils are entitled to develop to their fullest potential – academically, socially, emotionally, spiritually, culturally and creatively, enabling each child to grow in confidence to participate in the wider community.

Our school behaviour policy aims to:

- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Provide a friendly, safe, stimulating and purposeful atmosphere, in which pupils can expand their experiences, develop their ideas and acquire knowledge appropriate to their age and ability;
- Provide a rich, relevant, broadly balanced curriculum that meets the needs of all pupils and prepares them to meet the challenge of their future with hope and confidence;
- Ensure that the whole curriculum is equally accessible to all pupils irrespective of gender, race, creed, material background, intellectual ability or physical disability;
- Provide lessons of the highest quality where all pupils are suitably challenged and make at least good progress;
- Provide a high-quality Early Years curriculum which reflects our philosophy and commitment to the education of the under 5s as a unique and vital stage within the education process;
- Ensure that all pupils develop with confidence, emotionally, socially, morally, spiritually, intellectually and physically at a pace that is appropriate for each individual;

- To seek to involve parents as full partners of the school in the education of their pupils.

We believe that parents have a vital role to play in promoting high standards of behaviour in our schools.

During school day, staff are in the position of parents/guardians while pupils are on the premises. This means that at all times: -

- There is no excuse for rudeness, disrespect or insolence towards staff.
- Any reasonable request from a teacher or assistant should be carried out at once and without argument.
- Breaking either of the above basic rules will be treated as a VERY serious matter.
- During the mid-day lunch period the same respect and consideration must be extended to welfare assistants and kitchen staff, and at all other times children should show appreciation to all those who work for the benefit of our school.

Expectations

Pupils are expected to behave appropriately in a variety of situations in and around the school.

Inside the school building

- Staff have statutory authority to discipline any pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction. This includes school visits.
- Pupils should always walk around school with purpose
- All staff should ensure pupils are clear about arrangements for using the toilets, paying attention to any medical needs that may exist.
- Pupils are expected to enter the hall quietly and take up their places, leaving enough space to sit comfortably.
- They are expected to listen carefully and not to disturb others.
- Pupils are expected to work quietly and considerately, following the class rules that they negotiated with their teacher.
- Staff can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- They should be taught to select equipment appropriate to the activities they are working on and also to put equipment away carefully.

Playgrounds

- Pupils are expected to play on the main playgrounds. The grassed areas may only be used when the weather is deemed to be suitable by a member of staff.
- There is a rota for use of the football courts.
- Pupils are expected to tell a member of staff if they feel threatened and not to hit back.

Beginning/End of Day

- At the beginning of the day the pupils enter the building via the external classroom door when a staff member is in class.
- At the end of the day pupils are to remain with their teachers if they are due to be collected by a responsible adult.
- Once dismissed, pupils are the responsibility of their parents/carers.
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Our school has high expectations for all pupils regarding all aspects of school life and is centred around a positive reward system, good behaviour gains attention and approval.

Unacceptable Behaviour

Pupils are taught what is acceptable in the classroom, around the school and in the playground. Minor incidents should be dealt with immediately, otherwise they can escalate into offensive behaviour which can seriously damage school ethos and reputation.

Pupils who do not respond to the positive approach/reward systems in operation will need sanctions to help them modify their behaviour, although it must be recognized that pupils are individuals and should be treated as such within the general rules and standards of expectation. Thus, discrete flexibility should be exercised.

At Our Lady of Walsingham Catholic Primary School, we aim to be consistent in our approach by:

- Recognising and highlighting good behaviour as it occurs
- Encouraging pupils to be responsible for their own behaviour
- Letting parents know about the pupil's good behaviour
- Rewarding individual pupils and groups of pupils for behaving well

Rewards

Rewards in school are used to:

- Help nurture positive relationships and the promotion of positive behaviour
- Help make the school experience a happy and positive one
- Encourage children to repeat desired behaviours
- Encourage other children to demonstrate desired behaviours
- Contribute to the development of children's self-esteem and confidence
- Our rewards system fall into two categories:
- Encouragement (informal) –focus on the effort a child is putting into work or attitude to school e.g. verbal praise, positive comments in book, trust to take on a responsibility
- Incentives (formal) –Focus on a child having achieved something specific, and are often a more public form praise e.g. certificate, stickers, achievement assemblies, star of the week, etc...
- Rewards must genuinely motivate a child; should be a balance of encouragement and incentive; be genuinely earned by the child and sincerely given by adults.

Each class has their own rewards, but, please note, sweets are not to be used as an incentive.

School-wide Rewards:

- Postcards are sent home via the School Office to 3 pupils at the end of each half term with positive comments.
- Pupils are selected to represent our school based on their attitude and behaviour in school as well as ability.

Distributed in our weekly **celebration assembly**:

- Star of the Week for individual praise
- Mission Statement Star (1 per Key Stage) - for a pupil living out the school's mission statement.

'You've Been Spotted' stickers are used across the school. These spotted stickers contribute to end of the half term Rewards Afternoon per House.

- [Our Lady of Lourdes: Upper KS2 \(Year 5 & 6\)](#)
- [Our Lady of Fatima: Lower KS2 \(Year 3 & 4\)](#)
- [Our Lady of Banneux: KS1 \(Year 1 & 2\)](#)
- [Our Lady of Knock: \(EYFS - Nursery & Reception\)](#)

Sanctions

1. Fair but firm correction by teachers/headteacher/support staff.
2. Withdrawal of privileges–playtimes, outings, special occasions, etc.
Parents will not always be informed if a detention has been given
3. Each class follows the 123ABC system of escalation –1st, 2nd, 3rd warning followed by in-class isolation, being sent to another class for fixed period of time and finally internal exclusion.
4. Pupils who are persistently disruptive may be withdrawn for period of time–sent to another class or the headteacher.
5. Parental contact leading to temporary formal exclusion if required.
6. Requests of support from parents and the introduction of Report Card
7. Development of an IBP (Individual Behaviour Plan).

If a lunchtime detention is given, pupils will be allowed a reasonable time to eat, drink and use the toilet.

The Headteacher will deal firmly but fairly with problems that are referred. Each misdemeanour will require a different response. If minor problems escalate, parents will be informed. It will be clarified that bad behaviour/aggression will not be tolerated and they will be asked for support in dealing with problems.

The school may request support from outside agencies – Educational Psychology, Child Health professionals etc.

The school has powers to exclude pupils if necessary. In such cases parents will be fully informed of the procedures. All punishments will be proportionate. In all circumstances the penalty will take into account the pupil's age and SEND and any religious requirements affecting them.

If school has cause to suspect a child is suffering, or is likely to suffer significant harm, staff will follow the schools' safeguarding policy.

Playground/ Lunchtime Sanctions

In order to ensure the safety of pupils in the playground, the following sanctions will apply:

1. Pupils who misbehave may be withdrawn from play or may be asked to walk around with a member of staff, depending on their age.
2. Pupils causing serious disruption (roughness, aggression, etc.) will

be sent inside immediately.

3. Incidents must be reported to class teachers and senior staff.

Lunchtime

The headteacher or senior members of staff will be available during the lunch break.

The welfare Assistants have responsibility for the pupils whilst eating and playing at lunchtime. Their role includes the development of pupils' social and play skills. Details of their role are set out in the Welfare Assistant Handbook. They have the authority to exercise judgment and reprimand pupils who are not exercising the correct amount of self control, following the school's policy and procedures at all times.

Lunchtime incidents and pupils who consistently misbehave will be reported to the Headteacher. In cases of extreme difficulty, parents will be informed and may be requested to make alternative arrangements for their child.

Parents

Difficulties can arise when expectations of home and school differ. The school's expectations are outlined in the school's prospectus. We ask for co-operation in supporting our expectations by:

1. Informing school of any difficulties with their child at home.
2. Making sure that their pupils are emotionally and physically prepared for the busy school day; a good night's sleep, adequate breakfast, etc.
3. Making sure pupils arrive for school on time and that they are met promptly at the end of the day.

Parental involvement is important and any problems which are brought to our attention will be addressed immediately and dealt with openly.

Bullying and/or Harassment

We want our pupils to feel safe in school and to encourage them to help each other and themselves. Very young pupils may feel threatened but not be able to verbalise their fears or the reasons for them. Older pupils may be afraid of expressing their concerns because of perceived consequences. Any concerns expressed by pupils to members of staff, each other, or their parents must be responded to as soon as possible and followed through.

Our Anti-Bullying Policy takes the above into account.

Malicious Accusations Against Staff

Should a pupil make an accusation against a member of staff, then this will be reported to the Local Authority Designated Officer (LADO) and the Chair of Governors. School will follow all procedures and advice given and act accordingly.

Confiscation of Inappropriate Items

A member of staff may confiscate, retain or dispose of a pupils' property as long as it is reasonable in the circumstances. The school is not liable for damage to, or loss of any confiscated items.

A member of staff may search a pupil should it be suspected that the pupils possess any items on the prohibited items list. Certain items may be handed over to the police otherwise, it is the schools' discretion to decide when to return a confiscated item.

Reasonable Force

Members of staff may use reasonable force in order to prevent a pupil from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Members of staff may also use such force as is reasonable, given the circumstances, when conducting a search without consent for items on the prohibited items list.

Finally, but most importantly:

Teachers are in the position of parents/guardians while pupils are in school.

This means in particular that: -

- There is no excuse for rudeness, disrespect or insolence towards teachers.
- Any reasonable request from a teacher should be carried out at once and without argument.
- Breaking either of these basic rules will be treated a VERY serious matter.

CODE OF CONDUCT FOR PUPILS

EVERYONE WILL ACT WITH COURTESY AND CONSIDERATION TO OTHERS **AT ALL TIMES**

1. You should always try to understand other people's point of view.
2. In class you should make it as easy as possible for everyone to learn and for the teacher to teach.
3. You should move quietly about the school.
4. You should always speak politely to everyone.
5. You should be silent whenever you are required to be.
6. You should keep the school clean and tidy.
7. You should always have respect for school property, buildings, materials and the site in general.
8. Out of school hours you should always remember that the school's reputation depends on your behaviour.

This policy was agreed

by the Governing b-

Review date: Spring

Term 2019

Associated Resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>