

# OUR LADY OF FATIMA CATHOLIC PRIMARY SCHOOL

## BEHAVIOUR POLICY

### MISSION STATEMENT

**‘We welcome everyone into our community, to live, love and learn together in the light and example of Jesus Christ’.**

Our Lady of Fatima Catholic Primary School recognises that Gospel Values and Virtues and the teaching of the Catholic Church are central to the life of the school. Together with parents and parish we aim to create an environment where children can develop intellectually, physically, emotionally, socially and morally. Together we hope to lead our children towards understanding, tolerance, justice and sensitivity to the need of others.

### RATIONALE

A safe, effective environment for working and living depends on all individuals accepting responsibility for positive self-discipline. Learning how to do this is not only essential for responsible citizenship, but also fundamental to the education of children as we prepare them for their adult place in a society free of bullying, racism and social intolerance. At Our Lady of Fatima Primary School we seek to support this element of each child's development, by means of:

- a shared value system for us to ‘live’ by, based upon Gospel Values and Virtues and the teaching and example of Jesus Christ, guiding our choices and decisions in all that we do:

- Responsibility
- Mutual Respect
- Commitment
- Care
- Equality
- Integrity
- Honesty



- the development and maintenance of a positive, supportive ethos throughout the school in which everyone feels valued.

### AIMS

To foster the development of positive behaviour and attitudes in pupils, towards themselves and all others, enabling them to become effective self-regulating citizens of this school community, the wider community and, in the long term, of the adult world.

- To make prayer, worship and liturgy real educational experiences, and in co-operation with parents and parish to contribute to the development of faith of each individual in the school community.
- To develop the school as a caring Catholic community, extending links into the local and wider community and to include an awareness and nurture a sense of justice and tolerance and knowledge of other faith traditions.
- To create a school environment which encourages and reinforces good behaviour.

- To create a safe, happy and effective learning environment where there is a mutual respect between all members.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their actions.
- To define acceptable standards of behaviour.
- To enable children to take increasing responsibility for their own behaviour choices.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

This policy statement outlines the practice to be adopted by staff in this support of pupils.

## **PRACTICE**

**All** members of staff and parents serve as role models to our children, living the shared values and virtues routinely. This is a key responsibility, as it is the most powerful teaching tool of all.

Modelling shared values and virtues permeates all areas of school life, not only lessons in the classroom, but also in the playground and throughout all areas of the school generally.

Consistency in approach by all adults will be crucial to the success of this policy and the aims it serves.

Our '**shared values**', informed the '**Code of Conduct**' agreed by pupils.

*(each class has a code of conduct/class rules which support the whole school code of conduct).*

These provide a framework for the development of appropriate behaviour choices, self-discipline and responsible citizenship, and should support positive personal, spiritual, moral, vocational and social development.

## **CELEBRATION OF ACHIEVEMENT**

- Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour and attitudes are valued. The most common reward is praise, informal and formal, public and private, to individuals and groups.
- Praise for behaviour should be as high as for work.

Recognition of the following rewards are presented publicly:

- KS2: House points, team certificates and individual certificates (Juniors – Bronze, Silver, Gold, Platinum), other certificates e.g. attendance, special recognition.
- EYFS & KS1 Merit stickers & Names in the Golden Book. Younger children should be rewarded as soon as possible to reinforce positive behaviours.

## **Modelled Behaviour**

Adults should model good behaviour at all times and:

- Speak to pupils and each other with respect
- Stay calm when dealing with behaviour incidents
- Give all pupils a chance to redeem themselves

Adults should avoid:

- Shouting at children unless there is risk of harm.
- Using inappropriate or disrespectful language.
- Ignoring (unless a planned strategy) or accepting poor behaviour.

## **ROLE OF PARENTS**

Parents are the prime role model of behaviour for children.

We recognise that parents are the first and most important educators of their children. We value and encourage parental involvement, co-operation and support, as a caring community we expect a calm and happy environment, in which all children will develop. We want parents to work in partnership with us, reinforcing Gospel values and virtues that are practised at home, school and within the parish.

We are all striving together to help children become self disciplined. We recognise that close co-operation with parents is central to this policy and every possible effort will be made to encourage their support and understanding.

## **INAPPROPRIATE BEHAVIOUR**

Whilst we hope that all pupils will value and respect one another, and recognise the benefits of positive behaviour and attitudes, it is important too that a system to deal with inappropriate behaviour is in place, and administered consistently and reasonably by staff. Such sanctions must be applied to the **behaviour**, not the person, and must be calmly implemented.

Pupils engaging in inappropriate behaviour, contravening the agreed **SHARED VALUES**, will lose **free time (e.g. playtime)** in blocks of 5+ minutes.

Staff may, if appropriate to their age, ask pupils to:

- Draw a picture
- Complete a 'put it right' sheet, to enable pupils to consider that all actions lead to consequences
- Write an explanation of their behaviour
- Write a letter of apology
- Repeat work

Where pupils engage in inappropriate behaviour, which is either:

- a) frequent or
- b) more serious

then a further sanction will be issued, and the reasons communicated to the parent. All instances of unacceptable behaviour are logged in the Class Behaviour File and reported to the Deputy Headteacher who electronically logs incidents in the child's individual file.

We recognise that it can be difficult / embarrassing for parents when they are approached by the teacher at home time. The teacher will make every effort to speak directly and discretely to the parent that evening. However, on occasions this might not be possible if they are meeting with another parent / have a staff meeting / other commitment. Contact will be made with the parent for an appointment to be scheduled so that the parent will be able to reinforce to their child that poor behaviour is unacceptable and has an impact on others.

Should there be persistent inappropriate behaviour or occasions of serious indiscipline, then the following strategies should be adopted:

- 1 The child should be referred to the Deputy Headteacher / Headteacher, who will log the incident and sanction the pupil.
- 2 Parents will be invited to discuss a positive way forward with the teacher and then the Deputy Headteacher / Headteacher.
- 3 Where the involvement of the parents fails, and the behaviour persists, endangering the order of the school and/or the education or safety of the pupils, then advice will be sought from support agencies (parental consent required when assessment of an individual, named child takes place). If, after support has been sought and acted upon and there is still no improvement, the child may be excluded after consultation with the LA.
- 4 However, should any incident of indiscipline be of a serious nature, then the above procedures will be waived in favour of immediate involvement of parents (and in very serious cases, a fixed term exclusion).

This policy is reviewed annually and was approved by the Academy Committee in October 2017.

Appendix 1: An example of Class Consequences

Appendix 2: Monitoring Behaviour

**OUR LADY OF FATIMA CATHOLIC  
PRIMARY SCHOOL**

**CODE OF CONDUCT  
... based on our CORE VALUES  
and VIRTUES**

**MUTUAL RESPECT**

- Be polite and show good manners
- Treat other people as you would like to be treated yourself
- Look after the school and other people's property
- Respect other people's feelings, beliefs and choices

**HONESTY**

- Speak the truth if you want to be trusted
- If you find something that does not belong to you, return it or hand it in to someone in authority
- Don't blame others for your wrongs
- Be honest to yourself and others

**RESPONSIBILITY**

- Always do your best
- Bring all your learning tools to school
- Look after the environment and yourself
- Be a good role model by making the right choices about your actions, attitude and language

**INTEGRITY**

- Be the best you can be
- Live all the values
- Be reliable and trustworthy
- Always do the right thing

**COMMITMENT**

- Stick with it – persevere in the job of responsibility
- Give 100% to your schoolwork and clubs
- Come to school regularly, be on time and be ready to learn

**Be positive**

**CARE**

- If someone is upset or hurt, help them
- Show care to those who need it most
- Care for other people's feelings
- Care for yourself, keep healthy and stay safe
- Pray for yourself and others



**EQUALITY**

- All people can play games together
- Everyone gets treated the same
- Show equality – don't discriminate by race, gender, religion or age
- Wear proper uniform and make everyone equal

## Appendix 1

### An example of Class Consequences

If a child consistently breaks the rules – they have to accept the consequences of their behaviour. In choosing to break the rules therefore they choose to accept the consequence.

- These will be based on class rules (which will be on display)
- They will be realistic.
- They will be hierarchical
- They will be consistent
- They will be appropriate to the age and understanding of children in the class.

At the start of each academic year the children will draw up a list of consequences with their class teacher as part of PSHE. As the consequences will be published and the children were involved they will know what to expect.

The consequence is directed towards the **behaviour** not the **child**.

A range of consequences:

- Private warning about future behaviour and possible consequences
- Non verbal show of disapproval
- Behaviour ladders (eg: red, orange, green)
- Losing free time at break, from 5 minutes to the whole break
- Finishing incomplete work at break (that could have been completed in a session)
- Completing a 'put it right' sheet, outlining the future actions a child might take
- Letter of apology or drawing / card to the offended person
- General reprimand and explanation of the reasons leading to poor behaviour
- Being moved from their place
- Privileges taken away
- Sent to another class (used very rarely – impact on other classes)
- Child on behaviour report
- Letter home to parents
- Missing school trip / activity
- Sent to Deputy Headteacher
- Sent to Headteacher
- Exclusion

A child who persistently disrupts and fails to respond to the behaviour system of rules, rewards and consequences may need additional support. (Staff should remember to liaise with the Inclusion Leader and Senior Staff). We are an inclusive school and recognise that some children have additional needs and as such require help to enable them to meet the expectations that lead to a happy, safe environment for all.

## **Appendix 2**

### **Monitoring Behaviour**

It is important to monitor behaviour problems and record details in the class behaviour book. This book will be used when researching the history of behaviour of certain children. Also it will provide documentary evidence to support concerns. We aim to encourage everyone to respect the physical, social and emotional well-being of others.

#### **Examples of incidents to record include:**

Fighting  
Physical assault  
Name-calling  
Bullying & Racism  
Radicalisation and Extremism  
Persistent calling out  
Low level, persistent disturbance  
Disobedience  
Stealing  
Swearing  
Rudeness / disrespect to adults and other children  
Deliberate defiance  
Vandalism  
Any issue relating to health and safety

#### **Other inappropriate behaviour (that may be recorded if behaviour is not modified)**

#### **Examples**

Persistent talking at inappropriate times that pupil amends over time (give targets)  
'Calling out' or interrupting that pupil amends over time (give targets)  
Entering out of bound areas  
Disruptive movement around classroom / school  
Disorderly manner in lines and around the building  
Deliberately spoiling the classroom environment  
Refusal to complete work set

#### **Consequences**

1. If a child is sent to the Headteacher or Deputy Headteacher for any reason they will receive a verbal warning, a sanction and the reason will be recorded on the SIMs system.
2. If the action is repeated, or deemed very serious, then communication with the parent will be made to arrange a meeting to discuss corrective methods.
3. If appropriate, support of external agencies will be sought with parents' agreement.
4. If behaviour continues possibility of exclusion (see Exclusion Policy).

This policy was approved by the Academy Committee in October 2017.