

St. Mary's Catholic Voluntary Academy Behaviour Policy

Mission Statement:

By working together at St Mary's School we aim through Jesus Christ to share God's love, helping our community to learn, grow and make a difference.

Rationale:

Our vision is for a school that provides a happy and safe learning environment and we therefore see the need for a behaviour policy which defines behaviour and procedures which are acceptable and will help us achieve our vision. Much of this documentation has been formed in response to the Elton Report (1989) and 'Bullying' Don't Suffer in Silence (1994)

To promote good behaviour all staff will:

- get to know the children as individuals
- expect the children to follow our good example of behaviour
- ensure children know school rules
- actively promote school rules
- praise good behaviour and use agreed sanctions in a consistent manner for inappropriate behaviour across the school
- work together as a team to ensure effective implementation of the Behaviour Policy.
- follow procedures for child protection, bullying, homophobia or racism.

In addition teachers will:

- plan lessons and organise classrooms effectively
- display school rules in a prominent place in the classroom
- remind children of school rules and reasons for them
- liaise with parents about concerns including concerns about behaviour

St Mary's Rules:

St Mary's School is a Christian school. Each child is a unique person made in the image of God with God given talents. We believe that reward works better than punishment in that it demonstrates not only how to behave but also builds a sense of self worth. We strive to involve each child in the life of the school. We try to make the school an enjoyable place in which to learn by offering a broad, balanced, relevant curriculum and a wide range of extra curricular activities ranging from book clubs to theatre trips. We also have a merit point system which rewards outstanding effort, achievement or behaviour. This is a lighthearted way of rewarding anyone who tries, rather than rewarding an able few.

The values of the school may be summed up as follows: -

- i) respect for self
- ii) respect for others
- iii) respect for property and possessions
- iv) respect for our environment, especially our school environment

These need to be supported by rules and in turn those rules supported by sanctions. However, no list of rules can be exhaustive and so the test of acceptability of behaviour is,

"Does it contravene one of the school values?"

Our school rules are as follows: -

1. I will be kind in word and action to everyone in school.
2. I will look after my own and others' property.
3. I will keep the school and playground tidy.
4. I will move quietly and safely around the school.
5. I will be in the right place at the right time.
6. I will try not to put myself or others in any danger.

Background

At St Mary's School, we believe that effective communication between home and school is essential when helping to support children in their learning. As a result, we have introduced a communication application (app) called Class Dojo to celebrate the sensible choices the children make in each class. Class Dojo will help connect parents/carers, teachers and children through its communication platform in order to encourage children to make those right choices and to get parents/carers engaged in their child/ren's learning. Each child will receive an avatar, and teachers award Dojo points (these also represent minutes for golden time) for things such as MBEs, Head teachers Award, merits and rainbows. The rainbow points are linked to our SPIRIT values:

- S - Striving for Success
- P - Prayerful
- I - Independence
- R - Being resourceful
- I - Inspirational
- T- Teamwork.

Each pupils' points can be displayed via a smart board in class, and parents, via their app. Teachers and support staff can communicate with parents on a 1:1 messaging service or via the class page where general class messages can be shared.

Aims:

- To establish more effective communication links with parents.
- To support and enhance the effective current behaviour policy.

Expectations for Staff:

- Teachers are expected to ensure all children's names are correct on their class page throughout the year.
- Teachers are expected to send out invitations to the parents in their class, and regularly encourage parents to join up, remembering to add children new children to their class part way through the year.
- Class Dojo points are to be used as an alternative to collecting merit stickers.
- Teachers are encouraged to post updates on their class page - the amount is at their discretion, but the following should be a minimum - 1 post a week about work carried out in school; regular reminder posts about swimming/PE days/homework deadlines and other important class events such as trips or Actos of Worship. Celebrations of work should be shared through individual messages to parents of children not able to be shared on the class page.
- All members of staff using Class Dojo are asked to set a 'quiet hours' on their page, this is where parents are informed that they may not read or reply to messages out of the designated

hours. It is suggested that quiet hours are between 6.00pm and 8.00am. It is also expected that the use of weekend contact is switched off.

- It is not expected that teachers will need the app on their mobile device, please be mindful of the impact this may have on personal time if teachers do decide to have the app on your mobile device.
- Teachers are respectfully reminded to not engage in any conversations about personal matters via the class page or the messaging service.
- All uses of Class Dojo are to make themselves fully aware of the children who do not have permission to have their photographs shared on websites and social media from the school. Parents who have requested their child does not have their photograph shared are contacted directly via Class Dojo messenger.

Expectations for children:

Children are expected to encourage their parents and carers to join the Class Dojo; they should be given the invitations and any update letters when sent out.

Expectations for parent/carers:

- If you have any questions, queries or concerns, do feel free to message your child's teacher on Class Dojo and they will also keep in touch with you via Class Dojo throughout the day. You can still leave messages at the front office, send e-mails and communicate with the school in the usual ways.
- In order to maintain the wellbeing of our class teachers, as well as ensuring they have a work-life balance, we ask that you bear in mind that though teachers can be messaged by you at any time, they will not respond back to the message during the 'quiet hours'. These quiet hours are between 5.00pm and 7.30am.
- Teachers will not be able to respond to your messages on weekends or between the times of 5.00pm and 7.30am. If it is an urgent concern or query, please do follow the channels of communications that you would have done previously.

Rewards:

A whole school strategy is in place which focuses on positive behaviour management and whole school methods of rewarding good behaviour and acknowledging special achievements are:

- Golden Time
- Dojo points
- Certificates
- Headteacher's certificates
- Extra Golden Time minutes

Sanctions:

At St. Mary's we operate a hierarchy of corrective interventions and consequences. The hierarchy is made explicit to the children as are the links between the behaviour and consequence. See Appendix 1 for *Positive Behaviour Position Statement*.

The role of the behaviour book:

Before any child is placed into the behaviour book the incident will be thoroughly investigated. However, if the inappropriate behaviour persists, it may be necessary to employ a number of consequences, to enforce the school rules, and to ensure a safe and positive learning environment. This will result in an entry into the school's behaviour book.

- The member of staff who has dealt with the incident involving the child, will fill out an entry form.
- The child will then be sent to a phase leader. If the phase leader is not available, the child will be sent to another designated phase leader.
- The child will then receive a consequence; examples of these consequences may include missing playtime, lunchtime, Golden Time or for serious incidents, in-school exclusions. The consequence received will be set by the phase leader. The consequences will increase according to the number of entries in the behaviour book and the severity of incidents.

1st Entry - A phone call home will be made to inform parents.

2nd Entry - An informal face to face meeting will be set up between the class teacher, parents/carers and child. A review meeting date will be set within a fortnight to review the child's improved behaviour.

3rd Entry - A formal meeting will take place with class teacher, parents/carers and Phase Leader. This meeting will be minuted.

4th Entry - A formal meeting will take place with class teacher, parents/carers, child, Phase Leader and SENDCo. A contract and targets (Target Setting form), including a behaviour chart, will be discussed and written together in partnership with home and school. The contract and targets will be signed by all parties. A review meeting date, within the school's Target Setting cycle, will be set to evaluate the child's improved behaviour. At this point the behaviour book will be used to log incidents to use during the evaluation process. This meeting will be minuted.

5th Entry - A formal pre exclusion meeting will take place between Mrs Greaves and/or Mrs Novak-Lemings and parents/guardian. This meeting will be minuted.

Fixed term and Permanent exclusions:

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, the Headteacher informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Local Governing Body and how to do so through the letter of exclusion. The Headteacher informs the Local Authority (LA), Trust and the Local Governing Body about any permanent exclusion or fixed-term exclusions. The Local Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

Community and Communications:

- School informs parents through Class Dojo of rewards and achievements related to good behaviour. Extra messages may be sent home also via Class Dojo.
- Headteacher and Teachers are available for brief discussions with parents before and after school, depending upon individual commitments.
- Appointments are necessary for more detailed discussions with either teacher or headteacher. They require an appointment to be made through the school administrator and should be available within a few days.
- Text messages are sent home if a teacher can not get hold of parent/guardian.

Monitoring of the Policy:

This Policy supports all areas of teaching and learning. Behaviour in school will be recorded through reports found on Class Dojo and behaviour book entries. Progress towards individual targets will be recorded on individual behaviour/ Target Setting. Monitoring of the policy will be by the Senior Leadership team who may ask to view the Class Dojo page at regular intervals to ensure the policy is being adhered to. The impact of this policy will be evaluated through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents. It will be shared with the Local Governing Body during meetings on a termly basis to complete the cycle. It is the responsibility of all members of staff who use Class Dojo to ensure it is used according to this policy.

Date of Policy: September 2021

Date of Next Review: September 2023

St Mary's Positive Behaviour Statement

- Every child begins each morning with a sunshine dojo (during morning registration) and starts the week with a full 15 minutes of Golden Time. **THE CHILDREN WILL BE INVOLVED IN CHOOSING THEIR WEEKLY GOLDEN TIME ACTIVITIES, this is not an extra playtime.**
- Parents and Teachers will be able to see the golden time minutes and rainbow time earned as well as minutes lost on Class Dojo (via the Reports section).
- Golden Time lasts for 15 minutes and is intended for all. A class can earn 5 minutes in minute intervals for whole school acts, e.g. best weekly attendance, lining up sensibly at the end of playtime and lunchtime, or walking round school nicely. Individuals can also earn extra minutes by collecting rainbow points on their Dojo Avatar. These can be added for good behaviour, in and around school, good manners, being a good friend and are linked to the St Mary's SPIRIT
- Merits can be earned for work related achievements, eg reading at home, completion of homework and class work.
- Golden Time will take place on Friday (this may be different in FS1 due to children's Nursery sessions) ensuring all children end the week on a positive note. Any time lost will happen at the beginning of Golden Time.
- Each child will have a visual method for recording rainbow points and warnings alongside an individual zone of regulation to help them identify and modify any behaviours before moving onto the warning/Cloud Dojos. Children can work their way back at any point onto the sunshine using the smiley dojo.
- If a child is given 3 warning Dojos, the next stage is a Cloud Dojo resulting in the loss of 2 minutes Golden Time.
- Once on the cloud the child will have another chance in the form of a verbal reminder to refer to the zone of regulation in order to reflect and turn their behaviour around. If the behaviour persists they will be awarded a Thunder Dojo and will need to access immediate time out in another classroom within their phase. This will result in the child losing a further 5 minutes Golden Time.
- After time-out, if a child persists in displaying inappropriate behaviour they will then be put into the behaviour book, the staff member involved will complete the form before sending the child to the Phase Leader. The child will stay with the PL until they are able to investigate fully, a consequence will be given by the PL according to the amount of incidences in the behaviour book (there may be times when the consequence carries over to the next school day). The PL/CT/FLO and any other adults involved will need to discuss the incident, triggers, consequences and next steps to avoid further incidences so that they can inform parents by phone that day.
- Some actions will result in names being placed directly into the behaviour book, at St. Mary's we consider the following actions to be intolerable:
 - Physical and/or verbal abuse towards a child or adult
 - Swearing and/or discriminatory language (such as racial or homophobic)
 - Repeatedly refusing to follow instructions

