



Our Lady Star of the Sea

Behaviour Policy

Policy Leader	Mrs N Gregan - Headteacher
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Approved by the	The Governing Body
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Mission Statement "You are precious in my eyes" - Isaiah 43

- Our Lady Star of the Sea Catholic Primary School is committed to the widest and fullest education of all pupils in a partnership between home, school, parish and community.
- Our school aims to create a happy, ordered environment where all members feel secure, valued and respect each other.
- Our school aims to be a positive force within the Catholic church inspired by the life of Christ in the Gospels

At Our Lady Star of the Sea we continuously strive to live our school mission statement through all actions, thoughts and words. We place Christ firmly at the foundation of the entire learning process. Underpinning this is the recognition that each person is unique and should be valued and respected.

By encouraging, inspiring and challenging each person to fulfil their true potential we seek to guide children to take responsibility for their own actions and respect the uniqueness and dignity of each member of our community. Therefore we all have high expectations of behaviour rooted in our school mission statement.

At Our Lady Star of the Sea we recognise the importance of sharing this policy with all members of our community as only then can everybody have ownership of it. Therefore we aim to make this a living document, which is constantly reviewed and discussed to ensure that we are meeting the needs of our changing community.

We recognise that all members of the community have a responsibility to ensure that this policy is followed and therefore it is important that children, staff, parents and governors work together, communicating openly and professionally about decisions, which are made.

Policy Aims

This policy aims to provide children, staff, parents and governors with clear strategies, which promote respect and self-discipline through the development of our Mission Statement: **'You are precious in my eyes'**

We aim:

- To create a happy, caring, family atmosphere within our school in which everyone feels safe and valued.
- To promote good and responsible behaviour by the active implementation of our positive behaviour policy.
- To positively influence the behaviour of all pupils both within school and in the community it serves.
- To create a positive attitude to discipline which promotes good behaviour by raising morale and self esteem, and encouraging pupils to exercise self control and take responsibility for their own actions.
- To encourage all children to be honest and take responsibility for words and actions.
- To develop compassion and forgiveness in all members of our school community.
- To ensure that all members of the community have opportunities to rectify any lapses in responsible behaviour and see a way forward to, and be supported in making a fresh start.
- To have clear expectations and clear procedures, which are followed to ensure that all incidents are dealt with consistently and fairly.
- To provide a positive learning environment that encourages children to achieve maximum success in all they do, think and say.
- To contribute to the Personal, Social and Emotional Development of all children.

Policy into Practice:

At Our Lady Star of the Sea the following practices support behaviour and discipline:

- Continuous responsible and good behaviour is always celebrated as part of daily school life and identified as expected behaviour for all.
- Important expectations of behaviour are displayed throughout the school environment and discussed regularly with children to deepen their understanding.

- Daily worships are used to provide opportunities for children to reflect on their behaviour and actions and consider how to make changes to move forward.
- During the first week of the autumn term all classes develop their class expectations and vision. These are seen as an essential part of classroom management and a collaborative means of promoting responsible behaviour. They are displayed within class and all children and adults have ownership of these rules and are expected to follow them. They are continuously referred to throughout the year and at various times each class share their rules with the rest of the school and evaluate their effectiveness.
- Within all classes teachers ensure that children have responsibilities and defined roles through which they are constantly encouraged to make the right choices. These roles support the children's developing understanding of taking responsibility for the community beyond themselves.
- Working with changing learning partners is an integral part of lessons, which helps the children to work collaboratively. It develops tolerance and understanding of different viewpoints and encourages children to learn from each other.
- All children belong to one of our four house teams: Bamber, Harcourt, Marsden and Plessington.
A system of house points operates throughout the school by which children can be celebrated for all aspects of academic and non-academic achievements, for effort, for being considerate, and being responsible. The children have a sense of belonging and work as a team to support each other to behave in a responsible manner. Children work hard not to 'let each other down'. A weekly total of house points is accumulated and displayed on the House Team Board in the school hall. All children are encouraged to support and challenge members of their house to try their best in all aspects of daily school life.
- To develop leadership skills and act as role models for each other, Year Six children are elected as House Captains. They have a responsibility to inspire all members of their house to be the best that they can be. Over the past few years we have developed their roles further with House Meetings and clubs, giving them the opportunity to lead.
- All Year 6 children are given an area of responsibility through which they develop their leadership skills. They encourage all other children to live out our school mission statement. These roles provide our oldest children with the opportunity to problem-solve and develop their understanding of service through leadership.
- Children from Year 5 and Year 2 are trained as Playground Pals at specific times of the year and aim to be role models for younger children in both Key Stages at break and lunch times. They support others in trying to solve their own problems.
- During 2013 we formed an Eco Council made up of various community members and this continues today. A group of Year 5 children represent the school on this council, taking on Eco Warrior roles and leading the school to develop sustainability; this encourages all other children to look after the environment and to make the right choices.
- Class Councillors are elected by peers, who then form a Student Council to lead through example. They work together to drive forward school development.
- Celebration assembly on a Friday afternoon enables the school community to gather and share weekly successes together. Through prayer and liturgy, we reflect on the week together and consider how we have reflected Christ in our thoughts, words and actions. When appropriate, targets are identified for both children and staff to achieve, this enables all the community to share in and recognise the progress being made.

Certificates are also presented by class teachers to celebrate learning and learning attitude, over the week, of identified class members. These are based on our eight learning characters. The recipient is then expected to act as a role model for the rest of the class during the following week.

- During lunchtime children are constantly encouraged to demonstrate ownership of their behaviour. They are explicitly taught how to use their manners when interacting with others and how to resolve any conflicts, which arise. Both staff and children celebrate role models.
- Lead TAs and welfare assistants work alongside children, playing games and organising time, to ensure constructive activities are taking place. This develops deeper relationships and mutual respect. A Sports Coach provides coaching sessions, which have supported the development of teamwork and fair play. He also supports children through curriculum PE and has developed trusting relationships which enable him to support and challenge the children during his sessions.
- Bullying, racial harassment, equal opportunities are subjects covered in religious education and RHE lessons, Key stage and whole school assemblies with the intention of deepening every child's understanding of their significance.

Parents are asked to help by:

- Supporting the school in sharing its vision, ethos and Mission Statement.
- Supporting the implementation of this policy through working in partnership with children and staff.
- Trusting the school to fulfil its promise to look after, care for and ensure that children are treated with equality through the assessment of need.
- Understanding the school has a responsibility to meet the needs of all children including those who have individual behaviour plans, which are related to their emotional and social needs.
- Reinforcing our school policies and expected behaviour to ensure that we are working together and not confusing children with mixed messages.
- Reinforcing our message that retaliation is unacceptable and that all incidents should be discussed and dealt with fairly.
- Remembering that sometimes mistakes are made by both children and staff, as we are all only human beings striving to be like Christ. However, recognizing that by working together these can be addressed and rectified to ensure that children receive the right messages and learn that mistakes do happen but how they are dealt with is important.
- Encouraging children to be honest and take responsibility, emphasising that all incidents can be dealt with effectively if the truth is told.

In order to ensure continuity all members of staff have the following responsibilities:

- To always put the child first.
- To deal with all situations with love and empathy, valuing the dignity of all.
- To encourage all children to take responsibility for their own actions.
- To act as a role model for all children through what they say and do.
- To follow school expectations along with the children.
- To implement and evaluate all aspects of our school behaviour policy.
- To work in partnership with each other and with parents to ensure that unacceptable behaviour is dealt with effectively.
- To develop trusting relationships with parents to enable key messages to be worked on together, to provide consistent messages to each child.
- To create a safe environment where pupils feel respected and accepted by all, whether they make a mistake or not to encourage openness and trust.

Procedures for dealing with unacceptable behaviour:

At Our Lady Star of the Sea we recognise that children do sometimes make mistakes, which can lead to unacceptable behaviour. In all cases it is the behaviour which is unacceptable and not the child. Therefore all our strategies are used to enable children to reflect upon their behaviour, take responsibility for their actions and decide how they can best rectify any situation, which may have occurred. We constantly encourage child self-evaluation, which is deeply intertwined within our whole curriculum and school. We are continuously striving to guide children to recognise that they have a community responsibility and therefore their actions can influence how another feels or acts. Within this message we seek to educate all children to understand that some members of our community will require more help to achieve this.

Procedures:

- All unacceptable behaviour will be treated on an individual basis.
- Incidents occurring within class will always be dealt with by the class teacher, during break time by the teacher on duty and at lunchtime by a lead TA or welfare assistant. The appropriate action to take will be decided by the person dealing with the incident. However if support is required it will be sought and advice asked for.
- Generally the following strategies will be used:
 1. Any incident will be investigated fully to establish all facts, taking into account reasons for behaviour, parties involved and share of responsibility.
 2. All parties involved will be asked to reflect on the incident and consider the part they have played. Once children have accepted responsibility they will be then guided to decide what they would consider to be a suitable outcome. This enables them to own the consequence and accept further their part in the incident. Possible consequences could include missing a section of free time, loss of responsibility, removing objects thrown or mess created etc...

3. At this point it is hoped that apologies can be given and accepted. Records will only be kept if a child involved has an operational behaviour plan, an on-going behaviour log or if the teacher dealing with the incident considers it to be serious enough to record.
4. In cases where children are unable to accept responsibility and the collation of information does not clear up confusion or the incident is of a more serious nature, the incident will be recorded on CPOMS, which is continuously monitored by teachers, who will investigate further if it is decided that the incident is serious enough.
5. Occasionally when responsibility is still not accepted or when the incident is viewed as being very serious the child/ren will be sent to the Deputy Head or Headteacher who will decide what action to take.
6. In all cases the teacher dealing with the incident will decide whether or not to inform parents. **Our policy is to provide all children with opportunities to take responsibility for their own actions** and therefore not all incidents will be reported back to parents. However, this will depend upon the seriousness of the incident, the previous and current behaviour of the child and the outcome of the incident. There may be times when the teacher feels that although the incident has been dealt with and all parties have apologised that parents should be informed to ensure that similar incidents do not happen again.

At lunchtime all incidents will be brought to the attention of the lead TA who will ensure that they have been dealt with in line with school policy. In the case of point 4 the Lead TA will refer the incident to the class teacher, the Deputy Head or Headteacher.

Unacceptable strategies to use:

At Our Lady Star of the Sea we value and respect all members of our community and therefore our policy is one of forgiveness and new starts. In our interactions with children we do not:

- Make assumptions based on prior behaviour trends.
- Arrive at conclusions based on hearsay or false witness.
- Shout loudly at children without giving them the chance to explain the reasons for their behaviour.
- Overreact so that children cannot differentiate between the levels of unacceptable behaviour.
- Respond in a negative way to a child, instead of dealing with the behaviour.
- Treat children unfairly, or with little continuity.
- Take situations personally and hamper objectivity.

Persistent or more serious incidents:

Persistent unacceptable behaviour will include bullying, disruption of lessons, racist taunts, physical aggression, continual bad language etc. This will be recorded on CPOMS and parents will be involved at a very early stage so that school and home can work in partnership to try to prevent such behaviour becoming more serious. This may lead to a child being placed on an IBP, which would be reviewed termly.

Serious incidents will include: physical assault, deliberate damage to property, stealing, leaving school without permission, verbal abuse, refusal to work, disruptive behaviour in class, racist taunts and bullying in any form. This type of behaviour is the responsibility of the Head teacher or the Deputy Headteacher in her absence, who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

1. A verbal warning by the Headteacher and possible withdrawal from the classroom or playground for the rest of the day, with a request that parents come into school to discuss the incident.
2. A child may be placed on a weekly/daily report ensuring a dialogue between school and home. This should be reinforced with weekly meetings with parents.
3. A very serious incident may result in parents being asked to take their child home for the rest of the day as a fixed term exclusion.
4. At the meeting with parents to discuss the incident a warning is given about the next stage unless there is an improvement in the child's behaviour. If the problem continues then – further fixed term exclusions will be enforced.
5. On any other re-occurrences further exclusions will operate. At this point a case conference involving parents and support agencies may then follow to plan preventative strategies, which may provide extra support for the child.
6. Once 45 days exclusion has been exceeded a meeting between the parents and the Governing Body will take place.
7. If no marked improvement is evident then Permanent exclusion will be considered after consultation with the Governing Body and the LA.
8. Throughout the exclusion process reintegration procedures will be discussed and implemented to provide children with every possible chance for success.

The Headteacher will inform the Governors Curriculum and Pupil Welfare Committee when serious incidents occur and appropriate action will be taken. This may include part or full time exclusion. The school will follow Local Authority (LA) exclusion procedures. Parents have the right of appeal to the Governing Body against any decision to exclude.

However, at Our Lady's we view exclusion as a final resort after all other strategies have been used. We want to see children succeed and therefore hope not to have to implement such procedures.

In cases involving children with EHCP or behaviour plans the procedures to follow will be clearly recorded and may differ from this depending on the individual child and the current situation. All members of staff will need to be aware of any children who follow such plans to ensure that there is continuity in their implementation. Strategies to use must be clearly communicated to all staff and the class teacher should be informed of any incidents, which occur outside the classroom to ensure that behaviour logs on CPOMS are updated. It is essential that all staff work together to support the child and each other.

We aim always to create a supportive culture, where all teachers are able to support any individual teacher who is responsible for implementing behaviour plans in their own classrooms. As a school we recognise that behaviour difficulties need a team approach.

We recognise that some children are unable to conform to common rules and it is our responsibility to differentiate our structure to ensure that such children are offered every possible chance to succeed without endangering the health and safety of others.

Further Intervention:

Non adherence/conformity to the class Code of Behaviour could indicate the need to place the child on the Special Needs Code of Practice. Parents will be informed immediately and targets will be set on a Behaviour Plan. At all times our policy is to involve the child in setting targets, to fulfill our belief that taking responsibility for our own actions is at the heart of an effective behaviour policy.

Special Needs:

The class teacher, supported by the Special Needs Co-ordinator will monitor progress within the Code of Practice and arrange appropriate support. The SENCO will contact outside agencies if they are required: Support may include the involvement of the LA Pupil Referral Service and the educational/ psychological/ Welfare Service. For further information refer to the Special Needs Policy.

Home/School Contract:

The school aims to impress upon parents the significant part they have to play within the School's Code of Behaviour. As part of this written partnership between home and school parents will be asked to sign a home/school agreement and to read this policy and support its implementation.

Anti Bullying Policy:

The definition of bullying is often confused and the term can be used inappropriately. We feel it is very important for all members of our community to understand what bullying is (Please refer to our Anti-Bullying Policy).

When an incident of bullying is reported class teachers immediately inform the Leadership team or headteacher. The victim is interviewed and reassured. We take bullying very seriously and implement our Anti-Bullying Policy.

Anti Racist Policy

Incidents involving racist taunts are considered to be a major incident and will not be tolerated. Parents are informed regardless of how minor the incident is viewed. Numbers of racist incidents will be reported to the Governing Body annually.

The Headteacher will keep a log of major incidents and will liaise with the community police officer and LA Welfare Officer when appropriate.

Through the implementation of this Behaviour Policy we aim to help all members of our school community to experience God's loving care for each individual. It is the responsibility of every member to contribute to the creation of this ethos, which should be reflected in all areas of school life.

Sanctions are only used when all else fails.

The great majority of our children take responsibility for their own actions. They acknowledge their mistakes and take steps to put things right.

The whole staff monitor this policy and practice and the outcomes will be reported to the Governing body.

This policy is presently being reviewed (Autumn 2024) in light of changes to “Keeping Children Safe in Education 2024” and the Trauma/ Metacognition reading undertaken by staff.

Related documentation:

- Learning and Teaching Policy
- Special Educational Needs Policy.
- SEN Register
- Individual IEPs and Pastoral Support Plans.
- Anti Bullying Policy
- Child Protection Policy
- Care and Control Policy