



# **Star of the Sea Catholic Primary School**

## **Behaviour Policy**

**2023 – 2025**

**Updated: December, 2023**

**To be reviewed: December, 2025**

## Aims of this policy

This policy outlines the underlying philosophy, purpose, nature, organisation and management of behaviour at Star of the Sea Primary School.

It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy has been shared with staff, pupils, parents and governors. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. The primary aim of the Behaviour Policy is to promote good relationships, so that all members of the school community can work together with the common purpose of helping everyone to learn and be positive global citizens.

At Star of the Sea school we live by the agreed Gospels values. These were chosen by staff and pupils.

The overarching value is Love.



We also have Driver words which impact school life including, our curriculum.

These are:

**Spiritual - living out the Gospel Values**

**Togetherness - as a Rights Respecting school**

**Ambitious and Aspirational -to reach our full potential**

**Resilient - we never give up**

**Self-belief - striving to succeed with a Growth Mindset**

Good behaviour is essential for effective learning and teaching to take place. At Star of the Sea School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair.

Good behaviour needs to be carefully developed and supported. Pupils are taught what good behaviour is and what our expectations are for all members of the school community.

High self-esteem promotes good behaviour, effective learning and positive relationships. The best results in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure.

Through the example of all adults who care for pupils at Star of the Sea, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is a responsibility of parents, carers and families to share with the school in helping their children to behave well.

Star of the Sea School aims to provide an environment in which children can grow and mature in accordance with their potential in an atmosphere of mutual respect, kindness, support and opportunity.

This Behaviour Policy seeks to give the structure for this aim to be realised.

The Policy sees school as an extension of good home life with high standards of behaviour, concern and care for others, a respect for property and good manners.

Good behaviour is founded on respect and courtesy; the teachings of Jesus on caring for others - ***'always treat others as you would like them to treat you'*** (Matthew 12:7) – lie at the heart of this Policy and should be evident in the lives of all members of this school community.

### **Preventing poor behaviour**

The **prevention** of behavioural problems arising is vital at Star of the Sea school. Attention must be given to:

- Effective classroom organisation and management
- Ensuring pupils are engaged, motivated and challenged through an appropriate curriculum
- Establishment of effective relationships
- Teaching of co-operative strategies
- Children taking ownership of routines
- Acknowledging and praising good behaviour
- Development of self-esteem
- Emotional intelligence; teaching the language of feelings through Zones of Regulation and PSHE.

More specifically, children must be taught:

- To move appropriately in, around and out of school building
- To be polite to adults and other children
- To support other children
- To be kind to one another
- To empathise with each other
- To develop strategies to deal with upsetting or aggressive behaviour
- To report incidents of bullying behaviour involving themselves or others

Through its Behaviour Policy, the school community at Star of the Sea aims:

- To work consistently and fairly in the positive management of behaviour
- To enable high standards in behaviour and discipline to be maintained through a consistent approach
- To address behaviour procedures through a positive approach
- To encourage parental and child involvement in the promotion of good behaviour
- To develop care and respect for the rights of others
- To promote self-worth and self-esteem in all members of the school community
- To create an atmosphere of Christian love and justice in which all can thrive

Star of the Sea School has established its 'Golden Rules' (based on the work by Jenny Mosley), but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

### **Rewards and incentives**

We praise and reward children for good behaviour in a variety of ways:

- By congratulating children;
- By giving children table and house points;
- By putting written comments in children's books;
- Distributing stickers or stars to children either for consistent good work or behaviour, or to acknowledge outstanding efforts or acts of kindness in school;
- Giving weekly 'Good News' awards in or whole school assembly
- Giving a Head Teacher award in the weekly assemblies for excellent behaviour
- Giving responsibilities to children;
- Privilege cards are given out;
- Staff praise tidiness in cloakrooms and respect for the property of others (each class has their own cloakroom monitors);

- In EY staff use DoJo points to encourage good behaviour in children, while in KS1 and KS2 'Good to be Green' is used
- We send congratulatory postcards home to parents/carers about their children
- We promote a growth Mindset, not only for academic achievement, but also for personal growth and behaviour
- We give house points to children for a variety of reasons

**Where behaviour does not meet expectations, we will:**

- Use verbal reminders to give pupils the opportunity to correct their behaviour
- Use visual reminders to give pupils the opportunity to correct their behaviour e.g. good listening, sitting etc. signs
- Give children 'time out' in which to reflect on their behaviour
- Children will attend the 20/20/20 lunchtime session
- If a child is given 3 Red cards in quick succession, they will be automatically sent to the SLT and their parents will be informed about the poor behaviour.

**Where there are more significant concerns over a pupil's behaviour school will:**

- Deal with issues quickly and appropriately
  - Carry out discussions with all appropriate parties in order to gain a thorough understanding of the situation.
  - Incidents will be recorded on our online system (CPOMS) which is monitored by a the Safeguarding team – Mrs DiMambro, (HT), Mr Hall (DHT), Mrs Chidlow (SENDCo) and Mr Thompson (Class teacher/Governor).
  - Where necessary, a member of SLT will deal with, or follow-up the incident, recording any actions on CPOMS, once the member of staff dealing with the situation has logged this first.
  - Where appropriate, pupils will be put 'on report' where a pupil will regularly during the school day, speak with the HT or a member of the SLT to ensure behaviour is improved
  - Where necessary, teachers/SLT will inform parents and/or any other relevant parties
  - Staff may complete an action plan for the pupil and share this with parents/carers
- Where parents and other parties have been involved:
- Agree upon and share the strategies we use with parents.
  - Ensure that appropriate support is put in place.
  - Where necessary, seek advice and support from appropriate outside agencies.
  - Where necessary, continue to monitor the situation.

## **Further Sanctions**

In addition, the class teacher can seek the involvement of the Head teacher.

### **The Head teacher can impose further sanctions.**

- Ask parents to escort children to and from the premises before and after school, on safety grounds, if necessary
- Fixed exclusion
- Indefinite exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with LA and BBCET policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

### **Prior to the exclusion of a child these steps must be taken:**

- Full consultation with parents/carers well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's difficulties
- Involvement of the child where appropriate including reasons for action taken
- An opportunity for parents/carers to present their case
- Pastoral Support Plan in place

## **Stages of intervention**

The school's discipline procedures are carried out consistently across school and monitored regularly.

Where a behaviour incident has occurred, staff members will follow guidelines to resolve the issue from an appropriate starting point (depending on the severity of the incident)

### **Stage 1**

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- The class teacher may choose to send a pupil to the 20/20/20 session where the child will have attend the session, then go for lunch and then go outside for 20 minutes.

- If there is no improvement assistance should be sought from another adult in school.
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.
- If appropriate a pupil can be referred to the school nurse who visits school weekly
- If appropriate, a pupil may be invited to attend the Nurture room during lunchtime, in the small hall
- If appropriate, a pupil can lose their play or lunchtime break

## **Stage 2**

- Joint intervention by the class teacher and parents/carers. The child should be included in discussions when appropriate.
- If there is no improvement the class teacher should inform the parents/carers and child that the matter will be referred to the Senior Leadership Team, stating the reasons why.
- The SENDCo can be involved at this point, with advice about the poor behaviour and to understand whether there is an underlying issue, if so, relevant referrals can be made

## **Stage 3**

- Discussions between a member of Senior Leadership Team and parents/carers, involving the child as appropriate, to try and resolve the problem. The Deputy or Head teacher may become involved if a resolution cannot be reached.

## **Stage 4**

- Discussions between the Head teacher and parents/carers involving the child as appropriate. The class teacher, or Deputy Head teacher to be included as necessary. Involvement of appropriate external agencies may be considered.
- A contract may be agreed between school, parents/carers and child.
- If there is no improvement the Head teacher should inform the parents of any further action which is likely to be taken, stating the reasons why.
- If a child's behaviour continues to be a concern, school may:
- Stop privileges such as attending events outside school e.g. trips, sporting events, Mass etc.
- Outreach intervention from Silverdale school may be requested

## **Stage 5**

- The Head teacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information

**In very extreme circumstances, the Head teacher may exclude a child from school either for a fixed period or indefinitely. This measure would follow LA and BBCET Procedures and Guidelines.**

The school employs a number of sanctions to enforce the school rules, adhering to the DFE's guidelines. In Star of the Sea School:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or ask that the child completes this at home.
- If a child is disruptive in class, the teacher reprimands them. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

Children are never placed outside the classroom unsupervised – if necessary a child may be sent to another classroom to a colleague with whom a reciprocal arrangement has been made, or to the Head Teacher or Deputy Head Teacher.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or is seriously unkind to another pupil, the class teacher may record the incident if it is thought sufficiently serious (each one being taken on their own merits) appropriate sanctions will be made.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- For serious behaviour there may be loss of privileges e.g. loss of responsibility, missing fun days or activities e.g. a school trip.
- Children may miss breaks or lunchtimes
- Pupils may need to report to the Head Teacher or senior member of staff on a regular basis
- If a child misbehaves, a verbal reprimand will be given

The class teacher discusses the school rules with each class and this is reinforced during phase and whole school assemblies.

In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during an appropriate time for example, PSHE lessons.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Star of the Sea has a separate Anti-Bullying Policy, based on the BBCET policy.

### **Behaviour around school**

Children will be encouraged to:

- Move around the school in a quiet and appropriate manner; there should be no running at any time
- Stand back and hold open doors when an adult is coming
- Go to the toilet at play and lunchtimes although it is recognised that some children, especially the younger ones, genuinely need to leave the room during lessons
- Keep cloakrooms tidy and to respect the belongings of others
- Remain in the playground at play and lunchtimes and in the morning before school begins; only children who have permission should be allowed in school at play and lunchtimes with appropriate supervision
- Mobile phones can be brought into school, especially by children who walk to and from school, but must be switched off once they enter the school yard and must be given to their class teacher for safekeeping until the end of the day. They must not be switched on again until they leave the school site. If a child is found using their mobile phone in school, it will be taken from them and a parent or carer must come to school to collect it.

### **School visits and sporting events**

When on school visits children should be expected to:

- Take pride in wearing the school uniform
- Be good ambassadors for the school
- Behave well and always use good manners
- Stay with their allocated group
- Listen to adults responsible for the group
- Be responsible for their own possessions
- Avoid leaving litter after packed lunches.
- Play fairly and enjoy participation
- Accept the decision of the referee, umpire etc. without question

### **The use of positive handling in school**

Teachers in our school do not use force with pupils.

All staff have received training in 'Positive Handling' and a qualified member of staff has been fully trained on how to restrain pupils safely. All staff have been informed on related de-escalation strategies and positive behaviour management techniques. Therefore, staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself.

The actions that we take are in line with government guidelines on the restraint of children.

### **The role of the class teacher**

Teachers are expected model the highest standards at all times in line with the whole school ethos and culture.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Head Teacher has high expectations for behaviour in school and this is explicitly shared regularly with pupils.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently.

The teacher treats all children in their class with respect and understanding. Class teachers must follow the stages of intervention.

### **The role of the Head Teacher and SLT**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The SLT support staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

### **The role of parents**

Star of the Sea School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Star of the Sea staff and parents/carers expect to be treated with respect at all times from each other.

We expect parents to support this policy. We expect parents to support their child's learning, and to co-operate with the school.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact a member of the Senior Leadership Team. If the concern remains, they should follow the complaints procedure on the school website. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

It is the responsibility of the Governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing body reviews this policy every two years. Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing body receives recommendations on how the policy might be improved.

## **Fixed term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. This is only ever considered after all other avenues have been explored.

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Head Teacher informs the LA, BBCET and the Governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

When an appeals panel meet to consider exclusion, they consider the circumstances under which the child was excluded; consider any representation by parents/carers and the LA, considering whether the child should be reinstated.

## **Expectations in the implementation of this policy**

Each class teacher has a particular classroom style; class rules will be established by individual teachers and discussed with the children so that they are aware of expectations and boundaries.

These will be in line with the whole school Golden Rules.

Although individual teachers will establish class rules it is possible to adopt certain procedures and practices which will be common to all classes:

- Incidents of unacceptable behaviour should be dealt with as quickly as possible

- Children will not be put outside the classroom unsupervised – if necessary the child should be sent either to another classroom to a colleague with whom a reciprocal arrangement has been made, or to the head teacher
- Children must be encouraged to tidy up and to respect the classroom environment and classroom equipment
- Children should be reminded that concern for others in class is important and that their persons, opinions and property should be respected
- Children should be encouraged to be punctual
- Visitors to the classroom should be greeted
- Children should be encouraged to use either name or title when answering an adult
- Children should be encouraged to care for their pens, pencils, rulers, books etc.

### **MONITORING AND REVIEW**

The SLT monitor the effectiveness of this policy on a regular basis. They report to the Governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.