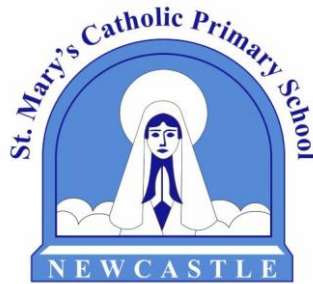




St Mary's Catholic Primary School



Model Behaviour Policy

Date: 3rd July 2023
Adopted: 3rd July 2023
Review: July 2025

Links

SEND Policy

Supporting pupils with medical conditions policy

Safeguarding policy

Antibullying policy

Attendance policy

KCSIE

Catholic Pupil Profile

Contents

- 1. Introduction3
- 2. Aims4
- 3. Legislation and statutory requirements7
- 4. Definitions7
- 5 Bullying8
- 6 Who is Responsible for the Positive Behaviour of Pupils?9
- 7 Inclusion9
- 8 Safeguarding10
- 9 Code of conduct for children/learners10
- 10 Expectations of staff11
- 11 Rewards.....13
- 12 Sanctions.....15
- 13 Zero tolerance approach to child on child abuse.....17
- 14 Off site behaviour18
- 15 Malicious allegations19
- 16 School suspensions and permanent exclusions.....19
- 17 Possession of prohibited items.19
- 18 Bringing the school into disrepute.19
- 19 Classroom management.....20
- 20 Uniform.20
- 21 Physical restraint.....20
- 22 Confiscation.....21
- 23 Transition.21
- 24 Training21
- 25 Recording information.21
- 26 Monitoring arrangements.....22
- Appendices23
 - Appendix 1: Policy on a Page.....23
 - Appendix 2: Relentless Routines/Golden Rules24
 - Appendix 3: Micro Scripts26
 - Appendix 4: Graduated Emotional Response29
 - Appendix 5: Home School Agreement31
 - Appendix 6: Recording information about behaviour34

1. Introduction

St Mary's Catholic Primary School believes that that each member of our community should be treated with equal respect and given equal opportunities regardless of race, gender, identity, age, sexuality, religion or disability. They have the right to feel secure and happy, and share the responsibility to make sure that these are the experiences of all members of our community.

Our behaviour policy will:

- ensure that all children to feel happy and safe in school;
- encourage staff to work and children to learn, play and co-operate in an atmosphere of mutual respect and courtesy.
- encourage the children to be aware of their responsibilities:
- enable the children and staff to have a high level of personal self-esteem;
- enable the children to understand and accept the consequence of their actions;
- reinforce positive behaviour and give children responsibility;
- encourage children to take a pride in themselves, their uniform and their school;
- recognise the effort and attainment of all children whilst also valuing their diversity both in academic and non-academic achievements.

To achieve this, St Mary's behaviour policy has the following features:

- A clear and consistent approach that everyone understands and is shared with all stakeholders in an appropriate format;
- A graduated response to behaviour which includes:
 - Rewards for appropriate behaviour;
 - A system for resolving poor behaviour choices;
- Increased support for those who have difficulty with their behaviour, particularly those identified as having SEMH;

St Mary's is part of CtKCC, a family of six Catholic schools working together as one multi academy. The mission of our family is built around our Gospel values of Love, Faith and Service to others and is intended to support our children/learners as they grow to develop the virtues of our Catholic Pupil profile, so that they become the person that God meant them to be.

As a family of Catholic schools our approach to behaviour management must never conflict with the teachings of Jesus. Our behaviour management should provide a well-disciplined Christian environment with rules which are meaningful and relevant so that all our children become the person God meant them to be.

The impact of our policies and practices should be reviewed regularly to make sure we are doing all we can to promote good behaviour from all who are part of our CtKCC family.

The advice, support and training of appropriate services will be engaged as required to ensure that appropriate provision is available for all.

2. Aims

2.1 This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2.2 It is the aim of CtKCC and St Mary's that everyone feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all based upon the guiding principles of our mission statement. This policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels, happy, safe and secure and to develop self-confident, caring learners who value themselves and others and take responsibility for their own learning through their attitude to work.

2.3 Our policy, which is based on Gospel Values, 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.

St. Mary's is committed to providing our children with an excellent education, within a loving and caring community based on the life and teachings of Christ and the traditions of the Church.

Our policy, which is based on Gospel Values aims to:

- Ensure that each child feels valued.
- Ensure that all children are treated fairly, shown respect and to promote good relationships.
- To develop and foster good relationships through all adults modelling good behaviour.
- To ensure that excellent behaviour is a minimum expectation for all.
- To improve community cohesion which values kindness, care, good humour, good temper, obedience and empathy for others.
- To create a culture of exceptionally good behaviour: for learning, for community and for life.

Whilst other values may be found within the four Gospels and New Testament it is the Beatitudes which depict the countenance of Jesus Christ and portray his charity.

The Beatitudes also reveal the goal of human existence, the ultimate end of human acts and as such are the objective 'values' given by Christ himself.

Blessed are the poor in spirit, for theirs is the Kingdom of Heaven.

Faithfulness and Integrity

Blessed are those who mourn, for they shall be comforted.

Dignity and Compassion

Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.

Truth and Justice

Blessed are the merciful, for they shall obtain mercy

Forgiveness and Mercy

Blessed are the pure in heart, for they will see God

Purity and Holiness

Blessed are the peacemakers, for they shall be called children/learners of God

Tolerance and Peace

Rooted in the teachings of Christ, these Gospel values should constitute the targets and outcomes of every Catholic school

St. Mary's is committed to providing our children with an excellent education, within a loving and caring community based on the life and teachings of Christ and the traditions of the Church. Our Mission statement;

“Learning to live out our calling with compassion and love”,

is in keeping with such teachings. We strive to develop each and every child to reach their potential academically but also as a valued, reliable and well respected member of our school community. This is done through supporting the children to live out the core gospel values and by modelling and providing opportunities to practice such values.

We strive to create a safe and happy environment where exemplary behaviour enables us to feel secure and respected within an atmosphere of learning without limits. This policy outlines the underlying philosophy, purpose, nature, organisation and management of children's behaviour at St Mary's Catholic Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and the wider school community.

2.4 Rationale

“The Catholic School loses its purpose without constant reference to the Gospel. It derives its necessary energy for all its educational work from Christ.” (The Catholic School).

It is the aim of the school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all based upon the guiding principles of our mission statement. The policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure and to develop self-confident, caring children who value themselves and others and take responsibility for their own learning through their attitude to work.

2.5 All behaviours exhibited by staff and learners in St Mary's must always point towards and enhance positive learning opportunities. The establishment of calm and orderly learning environment in schools and in particular in the classroom is key to effective teaching and learning. Incentives and rewards are crucial in this process.

Be Ready, Be Respectful and Be Safe

Be Ready, Be Respectful and Be Safe – A key principle

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix, Pivotal Education

Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe', generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

2 Legislation and statutory requirements

This policy is based on advice from the DfE on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [School suspensions and permanent exclusions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children/learners, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3 Definitions

4.1 **Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

4.2 **Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of behaviour identified as bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

4.3 **Possession of any prohibited items.**

These are:

- Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5 Bullying

Bullying is defined as the **repetitive, intentional** harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/bi-phobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Repeated - name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy <https://primarysite-prod-sorted.s3.amazonaws.com/st-mary-cp-school/UploadedDocument/e6d97af2-d9cd-4caa-9c0a-c66016c3a96d/ctkcc-anti-bullying-policy-2022.pdf>

6 Who is Responsible for the Positive Behaviour of Pupils?

- 6.1 St Mary's promotes a supportive climate at all levels and each member of the community is responsible for promoting positive attitudes to learning. All community members are responsible for promoting positive behaviours.
- 6.2 **The Local Governing Body** of St Mary's is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- 6.2 **The Headteacher** is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- 6.3 **Staff** are responsible for:
- Implementing the behaviour policy consistently
 - Modelling positive behaviour
 - Providing a personalised approach to the specific behavioural needs of particular pupils
 - Recording behaviour incidents in accordance with school policy

The senior leadership team will support staff in responding to behaviour incidents.

- 6.4 **Parents** are expected to:
- Support their child in adhering to the pupil code of conduct
 - Inform the school of any changes in circumstances that may affect their child's behaviour
 - Discuss any behavioural concerns with the class teacher promptly

7 Inclusion

- 7.1. The way we deal with behaviour always seeks to be fair and consistent, however St Mary's recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- 7.2 St Mary's SENCo will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

- 7.3 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 7.4 When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that learner. We will work with parents to create the plan and review it on a regular basis.
- 7.2 Each case is treated individually. Generally learners are made aware that they are responsible for their own actions and that breaking rules will lead to a consequences.

8 Safeguarding

St Mary's recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy. [\[Inset link\]](#)

9 Code of conduct for learners

Learners are expected to:

- Attend school and be punctual;
- To work hard and use their God given talents;
- In class, make it possible for all learners to learn
- To be courteous and well mannered;
- To act sensibly and appropriately;
- To show respect to everyone including themselves;
- To treat everyone and everything with respect;
- To listen to what they are being told;
- To let others work and feel comfortable;
- To seek reconciliation and forgiveness when disagreements arise;
- To accept responsibility for own actions and consequences of actions;
- To be positive in attitude; To avoid violence and seek peaceful solutions to problems.
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

10 Expectations of staff

10.1 Learners can expect staff:

- To be courteous, consistent and fair;
- To prepare engaging lessons and give constructive feedback;
- To be on time for lessons;
- To listen at appropriate times, to learners' explanations for behaviour;
- To recognise and reward good work and positive behaviour;
- To deal with inappropriate behaviour.

10.2 All staff are expected to deal with learners in a clear and consistent manner. In order to do this, they must:

- Support learners to understand that the expectations of high standards of behaviour for learning have a clear and direct impact on their progress and achievements;
- Utilise the correct communication systems and procedures to inform parents and staff of any issues;
- Put the rationale for communal standards and expectations into the context of the schools' mission statements;
- Ensure that learners are aware of what Behaviour for Learning entails and are reminded/ updated as appropriate;
- Readily act to promote health, safety and good order and ensure that learners understand these issues.

Adult Strategies to Develop Excellent Behaviour

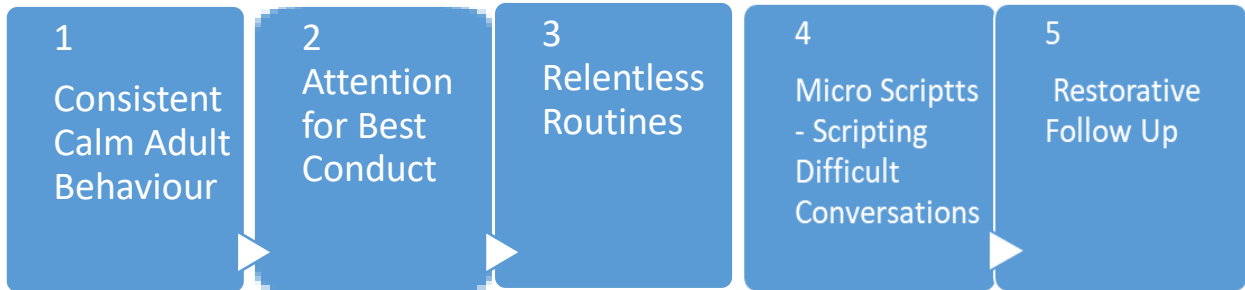
- At St Mary's Catholic Primary school, all adults apply the following principles in all interactions with pupils:
- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most

conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on our school's SIMS, at the staff member's discretion.

Five Pillars of Pivotal Practice



At St Mary's Catholic Primary School we believe that consistent adult behaviour will lead to pupils consistently achieving our expectations. We therefore believe that all adults play a key role in supporting children's behavioural development and are responsible and accountable in meeting the following behaviour expectations:

Expectations of Adults

- We expect every adult to meet and greet at the door
- Refer to Ready, Respectful, Safe
- Model positive behaviour and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use visible recognition mechanisms throughout the lesson and outside the classroom (recognition boards, Dojos etc.)
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past children who are not behaving correctly.

Adults who manage behaviour well

The key approaches and practices which demonstrate a good understanding of behaviour management:

- Deliberately and persistently catch students doing the right thing and praise them in front of others.

- Take their time to get to know our children well and develop positive relationships with them.
- Relentlessly work to build mutual respect.
- Remain calm and never publicly shame a child or group of children. Always hold discussions in private.

11 Rewards.

Attention for best Conduct & Over and Above Recognition

All of the adults at St Mary's understand that we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Good behaviour is recognised sincerely through class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

11.1 Children will be recognised for their good behaviour

Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be removed from the board once it is on.

Children who demonstrate the **three core rules** will be acknowledged with achieving a Class Dojo

11.2. We also recognise and reward learners who go 'over and above' our standards. Positive rewards include positive messages sent home for behaviour that is 'over and above'. This may take the form of a Class Dojo message from the teacher to the child's parents, a positive note home, a phone call or a face to face chat

☐ Certificates and Headteacher Postcard will be sent home to inform parents of good behaviour

Our Celebration Assembly takes place on a Friday, where two children from each class will be chosen as students of the week (Catholic virtues and academic achievement/effort). The children will have consistently gone "above and beyond" in our school rules and values during the week. The children are selected and receive a certificate from the Headteacher. They then take their seat pride of place on "the best seats in the house" for the duration of the assembly.

Also on a Friday, children who have gone above and beyond are invited to attend “Hot Chocolate Friday” which is sharing a hot chocolate, biscuit and a chat with the Headteacher.

Headteacher postcards will be sent home to reward children who have been recognised as going above and beyond over a period of time.

11.3 Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

Pupils and adults will be expected to demonstrate pride in their Awesome Appearance by ensuring that they wear their uniform correctly at all times. e.g. shirts tucked in, top buttons fastened, hair tied back (when below shoulder length), no designs or patterns shaved into their hair, no earrings or jewellery of any kind (except for watches – no smart watches that have camera or video function). Pupils and adults will adhere to agreed dress codes and ensure that they are well presented at all times, **safe** and **ready** to learn.

- Adults have a high level of expectation for children moving around the school. All children are to demonstrate excellent walking when moving around the school. This means that children are **safe** by walking calmly, quietly and in single file on the left-hand side of the corridor. Where excellent walking is not demonstrated, the children will return to their starting point.
- When children and adults walk to and from receiving Communion or a Blessing, they are to do so with their hands joined in prayer as a mark of **readiness** and **respect**.
- Be **respectful** in displaying good manners (please, thank you, giving way to each other, smiling and greeting one another).
- When adults in school require the full attention of a class or group of children, they will ensure that all pupils give them their full attention by asking them to stop what they are doing, turn to face the adult and be **ready** to listen. This ensures a quiet and calm classroom where learning can take place.

To support our relentless routines, Dojos are awarded to pupils for:

- Being **ready** for the day ahead by arriving at school on time, being dressed correctly and presenting a signed reading diary having read the night before.
- Being **respectful** by supporting their peers when necessary.
- Showing **readiness** to lead and act out our mission.
- **Respectfully** listening and being **ready** to contribute.
- *Presentation* by ensuring work is presented of a high standard.

12 Sanctions.

For the vast majority of our learners at St Mary's Catholic Primary School, a gentle reminder is all that is needed to maintain an excellent standard of behaviour throughout the school. Although there are some occasions where an adult may need to take further steps to address the behaviour.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

- 12.1 **If a learner fails to meet expectations** it must be dealt with fairly and in line with St Mary's expectations and procedures.
- 12.2 The school will follow the stepped sanctioned approach following sanctions in response to unacceptable behaviour:

Sanctions

Stepped Sanctions Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!
1. REMINDER (reinforce 3 rules, privately if possible): I noticed you chose to ... (state the noticed behaviour). This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and DO NOT respond.) Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
2. FINAL WARNING: I noticed you chose to ... (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc. Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.) Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
SPACE TO COOL OFF: 3. IN CLASSROOM > 4. IN ANOTHER CLASS > 5. SOMEWHERE ELSE

<p>3. IN CLASSROOM</p> <p>I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>	<ul style="list-style-type: none"> • Child sent to designated area of the classroom. • 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance. • Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc • If behaviour improves, return to class. If not or if child refuses, move to Step 4. <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion AHT and/or SENCO: consider Behaviour Intervention
<p>4. IN ANOTHER CLASS</p> <p>I noticed you chose to ... (state the noticed behaviour). You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.</p> <p>*DO NOT describe the child's behaviour to other adults in front of the child*</p> <p>Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Mr/Mrs... classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'</p>	<ul style="list-style-type: none"> • Child escorted to designated colleague / follow up to check child has arrived. • Remainder of lesson working alone without causing further disturbance. • Possible removal of privilege / playtime. • Teacher must provide work / activity for the child to complete and communicate this to colleague <ul style="list-style-type: none"> • If behaviour improves, return to class. If not or if child refuses, move to Step 5 • Record on school MIS system. • For regular occurrences: • Discussion with AHT and/or SENCO: consider Behaviour Intervention and/or additional support. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents contacted by teacher to inform them that behaviour is a cause for concern
<p>5. SOMEWHERE ELSE</p> <p>I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.</p> <p>*DO NOT describe the child's behaviour to other adults in front of the child*</p> <p>Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mr Jones and you will need to complete your learning outside his office. I will come and speak to you at the end of the day. Thank you.'</p>	<ul style="list-style-type: none"> • Child escorted to / collected by appropriate adult. • From remainder of lesson through to a half day working alone without causing further disturbance. • Possible removal of a privilege / playtime <ul style="list-style-type: none"> • Teacher must provide work / activity for child to complete as soon as possible after removal. • Record on school MIS system. For regular occurrences: • Discussion with Phase Lead / SENCO / Head Teacher as appropriate • Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident. • Meeting with parents to investigate possible causes / alternative strategies i.e.

	<p>parents working alongside child, reduced school day, etc.</p> <ul style="list-style-type: none"> • Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc
<p>SPECIFIC PLAYGROUND SANCTIONS Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below. You need to: 3. Stand by other staff member 4. Sit on the bench 5. Go inside to ... I will come and speak to you in two minutes. (ENSURE YOU DO!)</p>	
<p>FOLLOW UP, REPAIR AND RESTORE Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.</p> <ol style="list-style-type: none"> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have your thoughts been since? 4. How do you feel about what has happened? 5. Who has been affected? (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children) 6. How have they been affected? 6. What should we do to put things right? 7. Is there anything else you would like to say at this time? <p>The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.</p> <p>*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.</p>	

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Positive Handling Plan (PHP) see Appendix 4. For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. A Thrive assessment and support may also be appropriate. In these cases, the Head/SENCo/SLT/ and Family Support Worker will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

13 Zero tolerance approach to child on child abuse.

13.1 St Mary's will ensure that all incidents of child on child abuse are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered

- Supportive
- Decided on a case-by-case basis

13.2 Sanctions for child on child abuse may include:

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information and our child on child abuse policy:

<https://primarysite-prod-sorted.s3.amazonaws.com/st-mary-cp-school/UploadedDocument/424f217b-83b1-46f1-b15d-9048f8ffa08d/st-marys-safeguarding-policy-2022-2023.pdf>

<https://primarysite-prod-sorted.s3.amazonaws.com/st-mary-cp-school/UploadedDocument/4d29ce02-5d37-4254-842f-9fa4ceb3d15d/st-marys-child-on-child-abuse-policy-2022-2023.pdf>.

14 Off site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

15 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, St Mary's will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy <https://primarysite-prod-sorted.s3.amazonaws.com/st-mary-cp-school/UploadedDocument/424f217b-83b1-46f1-b15d-9048f8ffa08d/st-marys-safeguarding-policy-2022-2023.pdf>

for more information on responding to allegations of abuse against staff or other pupils.

16 School suspensions and permanent exclusions.

These are a last resort and can only be agreed by Headteachers. They are only used when all other avenues have been explored. Provision for appropriate work is always needed and if a suspension lasts for more than 6 days there is a statutory requirement to provide a venue; provision of work and assessment of the work completed.

For further information, please refer to the CtkCC Suspensions and Exclusions Policy.

17 Possession of prohibited items.

- 17.1 If a member of staff is made aware that a learner maybe in possession of prohibited items (e.g. alcohol, illegal drugs, tobacco, vapes, weapons, lighters, matches, pornographic or other offensive materials) staff may be asked by the Headteacher to assist in or to witness a search with or without consent subject to current government advice and guidance.
- 17.2 In the case of a search it is important that, where it is practical, the staff involved should be of the same gender as the learner. The intention to carry out a search must be notified to the Headteacher or an allocated representative of the Headteacher. It is possible that certain staff are privy to information relating to child protection/ safeguarding issues that affect that particular learner so an alternative procedure may be required.

18 Bringing the school into disrepute.

18.1 St Mary's expects that learners will show a high standard of behaviour beyond the school gates on the way to and from school. A high standard of uniform is part of the commitment.

18.2 Learners can expect to be sanctioned if they do something that could:

- have repercussions for the orderly running of St Mary's;
- pose a threat to another learner, a member of staff or of the public;
- adversely affect the reputation of St Mary's;

18.3 This also applies to:

- an organised school trip when the learner was under the lawful charge and control of a member of staff;
- when a learner's action took place while travelling to and from school or wearing uniform in a public place;
- the behaviour of learners when using electronic media and social networking sites;
- sports fixtures representing the school or collegiate.

19 Classroom management

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values (see Appendix 3). The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in a calm tone, designed to prevent escalation.

20 Uniform.

Consistent support for and implementation of the expectations of uniform is the duty and responsibility of all staff and learners. All staff are expected to challenge infringements of the school's guidelines on uniform, make-up and jewellery. Jewellery can pose a safety hazard and this is why it is not allowed. Details are included in the St Mary's uniform policy <https://primarysite-prod-sorted.s3.amazonaws.com/st-mary-cp-school/UploadedDocument/b153aced-176d-410e-a51c-f9037620be4a/st-marys-uniform-policy.pdf>

Staff will be supported by using the Micro Scripts provided in Appendix 3.

21 Physical restraint.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents in accordance with the schools guidelines and procedures.

22 Confiscation.

Any prohibited items (listed in section 4.3) found in pupils' possession will be confiscated. These items will not be returned to pupils and may be passed to the Police.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

23 Transition.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

24 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process

Behaviour management will also form part of continuing professional development.

25 Recording information.

All members of staff need to record information/ incidents in accordance with the schools guidelines and procedures. Information about the processes for recording information can be found in Appendix 6. This should be recorded as accurately and objectively as possible. The

information should be in format that can be accessed by parents and so should not give details that identify other learners. This is in adherence to data protection laws.

All instances of Bullying should be recorded using CPOMS

26 Monitoring arrangements.

This behaviour policy will be reviewed by the LGB and headteacher and annually. At each review, the policy will be approved by the LGB and the headteacher and shared with the Directors of Christ the King Catholic Collegiate

Appendices

Appendix 1: Policy on a Page



At St Mary's Catholic Primary School our mission, statement 'Learning to live out our calling with love and compassion' sits at the heart of all that we do. In conjunction, we have three key values which support our behaviour policy – Be Ready, Be Respectful & Be Safe

Consistent Calm Adult Behaviour

1. Use Praise - catch students doing the right thing a
2. Take their time to get to know our children well and develop positive relationships with them
3. Relentlessly work to build mutual respect
4. Remain calm and model our values

Attention for Best Conduct

1. Children will be recognised for their good behaviour, especially above and beyond
2. Class recognition boards.
3. Dojo's, messages home.
4. Celebration assembly, certificates

Relentless Routines

1. Children have Awesome Appearance by ensuring that they wear their uniform correctly at all times.
2. Children always give adults their full attention.
3. Be respectful in displaying good manners
4. Children transition around the school, calmly, quietly and safely.

Restorative Practice / Conversations

1. What's happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?
6. How can we do things differently in the future?

Micro Scripts

1. I have noticed that you are (having trouble getting started, wandering around, playing with apparatus) right now
 2. You are not showing our ... (3 rules)
 3. You have chosen to...
 4. Because of that you need to ... (refer to action to support behaviour e.g. move to another table, complete learning at another time)
 5. Do you remember when you...? (refer to previous positive behaviour)
 6. This is what I need you to see today.
- Thank you for listening

Sanctions

1. REMINDER (reinforce 3 rules, privately if possible):
2. FINAL WARNING:
3. SPACE TO COOL OFF:
. IN CLASSROOM > 4. IN ANOTHER CLASS > 5. SOMEWHERE ELSE
- SPECIFIC PLAYGROUND SANCTIONS
6. FOLLOW UP, REPAIR AND RESTORE

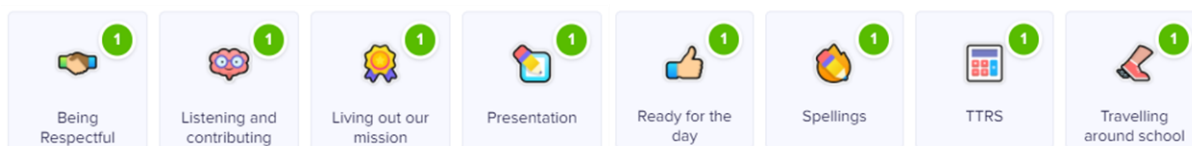
Appendix 2: Relentless Routines



Relentless Routines



Relentless Routine	What will I be awarded this for?
Being respectful	<ul style="list-style-type: none"> -Following teacher's instructions. -Opening doors. -Using manners. -Being polite to others.
Listening and contributing	<ul style="list-style-type: none"> -Hands up. -Articulating your ideas with the class. -Great partner talk. -Listening to your peers and the teacher. -Completing work to a high standard.
Living out our mission	<ul style="list-style-type: none"> -Showing compassion and love to others. -Communicating eloquently with others. -Being truthful. -Being generous with your talents. -Showing gratefulness. -Playing an active role in mission teams (learned).
Presentation	<ul style="list-style-type: none"> -Neat handwriting. -Underlining dates and titles. -Writing with a sharp pencil. -Improved presentation. -Sheets stuck in securely (no flaps).
Ready for the day	<ul style="list-style-type: none"> -Correct uniform. -Punctual. -Read last night and diary signed by adult.
Spellings	<ul style="list-style-type: none"> -Getting more than half on your spelling test.
TTRS	<ul style="list-style-type: none"> -Logging in each week.
Travelling around school	<ul style="list-style-type: none"> -Walking wickedly. -Representing the school in public (E.g. walking to swimming).



Relentless Routines

BEING RESPECTFUL



Following teachers instructions



Opening Doors




Being polite to others & using manners.

LIVING OUT OUR MISSION




Showing love and compassion to others



Be eloquent

Love Rejoices With the Truth

Be truthful



Playing an active role in mission teams

BE READY FOR THE DAY



Read each night and diary signed by an adult

BE ON TIME EVERYTIME



Be punctual



Wear correct uniform

LISTENING AND CONTRIBUTING



Hands Up



Great partner work



Kind calling out

PRESENTATION



Use a sharp pencil

Never rush for a position. If you get promoted, Congrats. If not, it doesn't matter. You will always be remembered for your knowledge and politeness, not for your designation.

Neat handwriting



Improved presentation



Underline dates and titles

REGULAR PRACTICE




TRAVELLING AROUND THE SCHOOL SAFELY



Calm Corridors

C1KCC COLLEGIATE

Appendix 3: Micro Scripts

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

An example of using a micro script:

- **I have noticed that you are** (having trouble getting started, wandering around, playing with apparatus) right now
- **You are not showing our ...**(3 rules)
- **You have chosen to...**
- **Because of that you need to ...** (refer to action to support behaviour e.g. move to another table, complete learning at another time)
- **Do you remember when you...?** (refer to previous positive behaviour)
- **This is what I need you to see today.**
- **Thank you for listening**

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be.

Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult ‘
‘It wasn’t me.’	‘I hear what you are saying...’
‘But they were doing the same thing.’	‘I understand...’
‘I was only...’	‘Maybe you were ... and yet ...
‘You are not being fair.	‘Yes sometimes I may appear unfair...’
’ ‘It’s boring.’	” ‘Be that as it may...
‘You are a ... (name calling).	‘I am sorry that you are having a bad day.

Get out line

If the conversation is becoming unproductive, what line will you leave on? Try: *“I am stopping this conversation now. I’m going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation.”*

Restorative Practice/Conversations

First steps in restorative practice

Saying sorry?

A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. It must not be, however, a prelude to a forced apology. We take responsibility for our behaviour in different ways and at different speeds. Some can see the reflection of their own behaviour in an instant. For others the reflection is clouded and takes longer to come into focus. The problem is that we seek assurance from the student that they are taking responsibility and an apology seems to satisfy immediately. Perhaps a truly restorative process does not finish at the meeting or conference. With the spectre of the apology lurking the conversation is tainted, trust reserved. In conversations where mutual trust can develop the shadow of control is cast. Don’t demand an apology. Show them your humility and give them yours. Ask for nothing in return.

Reparation meeting

A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage. The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will not give you, the adult, the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term.

A good Reparation meeting is often structured in 5 steps:

1. What's happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?
6. How can we do things differently in the future?

Appendix 4: Graduated Emotional Response



CtKCC Graduated Emotional Support

Level 1

Quality First teaching with areas that have been highlighted from the data to be incorporated into the planning of PSHE.

These could be themes that have emerged for the year or class.

Level 2

Group or individualized work by class LSA or ELSA. This would be for individuals or groups of children that have the same area of need identified.

ELSA Lead and SLT would support teachers with ideas for work and progression

Level 3

Higher needs individual support. This would be with ELSA Lead and SENDCo

Standardised questions would be used before and after to show progress.

Specialised

SPECIALISED- Referrals made to external agencies to further support e.g. CAMHs, Educational Psychologist, AP support. Transition support work for vulnerable individuals going to High school - along with specialist interventions.

Restorative

RESTORATIVE – Strength and difficulty questionnaires and Stage 2 screening.

1:1 coaching for parents

ELSA Support sessions

Sessions for ELSA, timetable set up with the children categorised according to the level of needs i.e. high level would receive 2 or more sessions per week, lower level 1 session. SDQs completed before and after interventions for both ELSA and 1:1 support sessions.

Intensive support from Inclusion Team to modify behaviour.

Assemblies to promote awareness e.g. ASD

More specific adjustments and programmes e.g. OT or sensory sessions

Family meetings with adult and child with one of the inclusion team to finalise interaction in overcoming specific difficulties or establish relationships

Behaviour plans to address more serious behaviours.

EVALUATE

Preventative

Preventative – Classes (all/targeted) are given Emotional Literacy Questionnaire.

The Inclusion team meet each fortnight to discuss and identify priorities.

Training provided on attachment, Positive Handling, Domestic Violence, Mental Health, Suicide Awareness and ACES.

Training provided for other staff by the Inclusion team on ASD, attachment, ADHS and sensory needs .

SEMH teaching throughout the curriculum. PSHE relationship education, RSHE, P4C and online safety.

Teachers inform the Inclusion Team if support needed in carrying out SEMH teaching throughout the curriculum.

Workshops for parents such as 'Raising Confident Children'

Early Help Referrals made.

Adjustments made to school day to meet the needs and allow children to access learning e.g. learning breaks. Safe space to explore emotions.

Log of detentions and behaviours, analysed by Inclusion Team. If required support is offered to the teacher, strategies put into place to support pupil after analysis, classroom observations.

Adjustments made to the curriculum to address patterns, 1:1 work to address higher level needs, Individual plan to support repeated behaviours.

Clear systems in place for teacher to refer to inclusion for SEND support.

Appendix 5: Home School Agreement



Headteacher: Mrs D Mellor
stmarycatholicprimary.co.uk
01782 619685
office.stm@ctkcc.co.uk

St. Mary's Catholic Primary School
Silverdale Road
Newcastle under Lyme
Staffordshire, ST5 2TA



HOME SCHOOL AGREEMENT

AIMS AND VALUES

At St Mary's we are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners, in accordance with the teachings of the Catholic Church. We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future. This can be done most effectively when all staff, parents and children understand their responsibilities and work together towards the same goals, as detailed in this home school agreement. Our school was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic School in accordance with the Canon Law and the teachings of the Catholic Church, and in accordance with the Trust Deed of the Archbishop of Birmingham.

Our Catholic School community will:

- Provide your child with a high standard of education, implemented by rigorous national guidelines, within a balanced curriculum.
- Ensure that our learning environment is stimulating and challenging.
- Celebrate your child's academic and personal achievements.
- Provide the scaffolding needed to enable your child to achieve their full potential.
- Care for your child's safety and wellbeing by observation and by listening to them.
- Be rooted in the Catholic Faith to develop an ethos of respect and tolerance for all people based on Gospel values and prepare all children to play a full and active part in the wider community.
- Thoroughly prepare pupils for the Sacraments of Reconciliation, Holy Communion and Confirmation, providing many opportunities to regularly celebrate mass.
- Teach your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need.
- Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support and scaffold them in their areas for development.
- Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days.
- Be very happy to welcome you if you would like to contribute to our school's broader curriculum. We recognise that the community of St Mary's holds a wealth of talent, experience, diversity and enthusiasm that our school could benefit richly from.
- Not include details or full names (which means first names and surnames) on social media, of any child in an image, video, or on our website or Facebook page without good reason. For example, we may include the full name of a school prize winner if we have consent; however, we would not use a full name on an advertisement. We may use group or class images with very general labels, such as 'a science lesson' or 'making Christmas decorations'. We only use pictures of children suitably dressed. We cannot take photos of any child who is at risk of a supervision order. May we also take this opportunity to remind you that Code of Conduct for all adults applies to social networking. If you have a complaint about the school, or a member of staff, you are encouraged to use the existing formal

complaints process. We all need to be aware that child protection, privacy, data protection, libel, defamation, harassment and copyright law may apply to the content of social media. If you have any concerns, please contact the Headteacher immediately.

Mrs D Mellor

Headteacher

I as a Parent/Carer will:

- Make sure that my child will arrive at school by 8:50am
- If my child will be absent from school I will let the school know no later than 9:15am
- Make sure that my child is wearing the full school uniform and that all items are labelled.
- Make sure that my child comes to school wearing the full PE kit (and all items are labelled) on their PE day.
- Endeavour to provide a safe, secure and happy environment at home for my child, acknowledging that they learn at home.
- Activate my school Dojo link as soon as I receive it so that I am able to receive all school communications.
- Read all information sent home or shared on Dojo, as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days.
- Ensure that when messaging my child's class teacher on Dojo, that I will do so at a reasonable time of the day.
- Support my child making sure that they read every day and that I sign their reading diary and that the diary is returned to school each morning,
- Support my child in completing their homework tasks on time, by making sure they log onto TTRS and Spelling Shed to complete their tasks.
- Let the school know of any concerns or worries that may be affecting my child's learning in school, behaviour or ability to do homework, as usually this can be resolved quickly.
- Support the school by encouraging my child to have a positive attitude towards our diverse and changing community.
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning.
- Support and work with the school staff to ensure that the behaviour management policies of the school are maintained, particularly with my child.
- Encourage a positive attitude towards my child's education and our school. If you have any concerns, I will come and discuss them in school as it is much healthier to work on solutions and move on.
- Find out school information using our website at: www.stmarycatholicprimary.co.uk and our Facebook page at: facebook.com/stmaryscps
- Support the school PTFA when fundraising any other activities for the benefit of a variety of causes and for the school.
- Support my child's sacramental preparation.
- Use my talents and experiences to enhance my child's learning at home – your child will benefit greatly from what you can show them.

I, as a pupil of St Mary’s Catholic Primary School:

- Understand that I have rights within the school to be treated kindly; to be listened to; to be helped; to have a friend, to play and join in games; to be happy; to feel wanted; to be safe; to be special.
- Respect other children children’s culture, race, feelings, beliefs and values.
- Accept responsibility for the things that I do.
- Be responsible for my school and homework.
- Ask for help if I need it and try my best in all that I do.
- Ensure that I take home all school letters.
- Follow the school’s Relentless Routines from the Behaviour Policy.
- Be Ready – I will have my school diary and reading book in school, will have completed my homework on time and wearing full school uniform.
- Be Respectful - I will be kind and speak politely to everyone in school.
- Be Safe – I will move calmly around the school and I will play appropriately
- Take good care of the building, equipment and school grounds.
- I will tell a member of staff if I am worried or unhappy.
- Be loving and compassionate to all.

I/We have read St. Mary’s Home School Agreement and I fully understand the aims and values it holds as a Catholic School. All the information I have given, is a true reflection and should anything change I/we will notify the school with immediate effect. I/We acknowledge what the school expects from all its pupils.


Signed.....(Parent/Carer with parental responsibility)

.....(Parent/Carer with parental responsibility)

of.....(Pupil’s Name)

Date.....

Appendix 6: Recording information about behaviour

 <div style="text-align: center;"> <p>ST MARY'S CATHOLIC PRIMARY SCHOOL</p> <p><i>Incident Meeting/Log</i></p> </div> 	
Learner Names(s):	
Learner Class:	
Venue:	
People Present:	
Reason for Meeting:	
Details of Discussion:	
Action to be taken (include person responsible & timescale)	Agreed?

Members of staff:

Date:

COPIES GIVEN TO:

