



# The Federation Of All Saints and St Margaret's Catholic Primary Schools

## BEHAVIOUR POLICY

**EVERY CHILD** has the right to learn and no child has the right to disrupt the learning of others. Every child has the right to learn and go to school.

In the Federation of All Saints and St Margaret's Catholic Primary School we work to ensure a well educated, healthy, happy future for all by:

- Teaching a broad and balanced curriculum
- A commitment to raising standards
- Setting challenging targets
- Supporting children and their families in their efforts to fulfil their potential

We aim to foster concern and respect for each other. We help pupils to gain in self-confidence, self-esteem and motivation in order to prepare themselves to participate fully in the next stages of their education and adult life.

The children of All Saints and St. Margaret's School behave very well and meet the high expectations of behaviour set. This policy is to ensure consistency on the occasions when children's behaviour falls below expected standards.

#### Aims:

- To enable children to understand that acceptable behaviour is a result of mutual respect – respect for myself, respect for others, respect for property.
- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To reinforce positive behaviour.

This policy is consistently applied although staff will use their professional discretion.

#### Expectations:

These are our schools and we look after them and the people inside them.

We are considerate, caring and tolerant of each other.

We treat others as we want them to treat us.

We treat other people's property carefully.

We accept responsibility for our own behaviour.

#### Objectives:

Adults - teaching and non-teaching

- 1) To provide a role model.
- 2) To have high expectations of themselves and the children.
- 3) To emphasise and reward positive behaviour.
- 4) To respond to and deal with unacceptable behaviour in a firm and consistent manner.
- 5) To involve and inform parents of all aspects of this policy.

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## Children

- 1) To understand that they are a valued part of the community
- 2) To understand their role.
- 3) To discuss and share what constitutes acceptable behaviour, e.g. at circle time.
- 4) To understand and know what is acceptable behaviour.
- 5) To be responsible for behaving in an appropriate manner.

### Behaviour within the school:

We act courteously and responsibly towards all members of the school.

We show respect for people and property.

- a) We move around the school with care and consideration for the buildings and for the people in them.
- b) We always walk inside school.
- c) We use toilets properly, not as a play area and we keep them in good condition.
- d) We keep floors clear and tidy so that they are safe places to walk.

### Behaviour in the classroom:

We remember our own responsibilities towards each other. We recognise our own achievements as well as everybody else's.

We all agree to keep our classes' Golden Rules.

### Behaviour within the school grounds:

Areas around the school should be clean, attractive and safe.

- a) We play with consideration for others.
- b) We stand still and listen when signalled to do so by an adult.
- c) We only use play equipment in the right parts of the playground.
- d) We put litter in the bins and take care of the environment.

### Behaviour at playtime:

#### A good playtime means:

Helping teachers/mid-day supervisors  
Playing with my friends  
Enjoying a game  
Talking to my best friend  
Playing in the fresh air  
Helping younger children  
Talking to the teacher

#### A not-so-good playtime means:

Getting into an argument  
Name calling  
Losing my temper  
Breaking things, spoiling things  
Bullying people

## Having a nice time

The above rules outline the explicit behaviour that shows respect and caring towards one another. We teach these values, as well as knowledge and skills through our curriculum.

Children may be:

- Given stickers, stars, smiley faces, etc.
- Praised in front of others.
- Sent to another teacher and to the Headteacher for appreciation of significant improvement/attainment.
- Given extra privileges and responsibilities.
- Given verbal praise and smiles.
- Parents may be notified by letter of special improvement/attainment.
- Well Done vouchers are awarded as an acknowledgement of praise.

## Sanctions:

There is no use of physical punishment. All sanctions should take individual circumstances into account and be in proportion to the offence.

Try to remember that we should:

- Criticise the behaviour and not the person.
- Use private rather than public reprimands whenever possible.
- Be fair and consistent.
- A teacher / mid day supervisor may deliver a warning and a verbal reprimand repeated as necessary.
- Persistent or serious behaviour maybe referred to the Headteacher, or Senior teacher, in their absence.
- Warnings of increasing severity can be issued and parents may be informed.
- Poor behaviour at lunchtime may result in a request for a pupil to go home for lunch.
- The Headteacher will contact the parents in the case of persistent rule-breaking or serious misdemeanours.
- A child may be withdrawn for a limited period from a specific activity, such as not being allowed to attend after-school clubs that week.

If a child is persistent in producing unacceptable behaviour it may be necessary to:

- Issue a formal warning
- Impose a fixed term exclusion
- Impose a permanent exclusion (as a last resort)

By	FGB/Committee/HT	To be reviewed again
GM	FGB/T+L/HT	AUTUMN TERM 2017
GM	FGB/T+L/HT	SPRING TERM 2018