

Behaviour Policy



Our Lady of Mount Carmel Catholic Primary School

The Mission of our school:

Our Lady of Mount Carmel Catholic Primary School is a place that is committed to create challenging, stimulating and effective learning.

Parents who wish to send their child to Our Lady of Mount Carmel are agreeing to support the school, this policy and all other school policies

Rationale

The purpose of this policy is to provide an environment of consistency which promotes a feeling of security, care, love and respect for all within our school community.

We have clearly defined expected standards of behaviour and expect consistency of approach throughout school. We have a range of rewards and sanctions for celebrating good behaviour and for dealing with unacceptable behaviour

The school and governing body seek to create an environment in the school which nurtures and promotes positive learning behaviour. It acknowledges that as an educational establishment, an important outcome is for individuals to display good behaviour as members of society.

The school and governing body seek and expect parental support in the implementation of this policy and request parents to adhere to the Home School Agreement which refers directly to this policy.

Aims

- To provide an atmosphere of learning in which children feel secure and protected.
- To promote an environment which fosters interdependence, creativity, and lifelong learning because it enhances educational and social opportunities and ensures that our school environment is calm, happy and enriching
- To promote self-esteem, self-discipline, positive relationships, and emotional intelligence
- To promote and develop children's ability to make the right choices in terms of their behaviour
- To promote good relationships with children, parents and staff which are fundamental to the development of good behaviour
- To encourage and develop a partnership with parents and carers which promotes the involvement of both home and school in the management of a child's individual needs
- To achieve parental support for the implementation of this policy.

Behaviour Expectations

The school is pivotal in the development of children's spiritual, social and moral awareness and seeks to ensure children exhibit growing, positive relationships and self-awareness demonstrated through positive behaviour. We believe that pupils who feel safe, valued, cared about and successful tend to respond in a more positive and appropriate way and are able to reflect on their choices and behaviours constructively. If the ethos of the classroom is positive, there will be an atmosphere of mutual respect and enhancement and self-esteem, in which pupils are behaving in a positive way and teaching and learning is successful.

We believe that everyone has a right:

- To feel safe and be safe
- To learn
- To be treated fairly and with respect

We acknowledge that children may need extra help to learn how to behave appropriately in different situations. We will provide this in a caring and sensitive manner in accordance with our school aims.

Expected standards of behaviour therefore, are those which reflect these principles and are lived everyday by all within the OLMC community.

Prevention and Management

Classroom management is an important factor when considering children's behaviour. We choose preventative strategies to diffuse potential situations and the routine of our school day support this.

Staff have an obligation to:

- Establish positive relationships with pupils
- Provide a constant adult presence, not leaving the children unsupervised unless for a deliberate and trusted purpose
- Provide structure and routine to a feeling of promote security
- Provide a safe, positive environment where children feel their voice will be heard
- Create a stimulating environment which engages and encourages learners
- Have well planned, meaningful lessons to meet the needs of the pupils
- Deliver praise for effort, progress and attainment
- Have high expectations and expect the best from each pupil.
- Remember we are all God's family and deserve forgiveness, so demonstrate this accordingly

Structure of Rewards and Sanctions

Rewards:

We celebrate and praise positive behaviour in a variety of ways which are structured in a tiered approach. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

A member of staff will issue praise in a variety of ways:

Verbal praise and/or stickers

Examples

- Where a child has demonstrated expected behaviour in the class or playground
- Where a child has demonstrated politeness or produced good work

Achievement Certificate awarded.

- Work/effort has been at consistently high level
- A child has demonstrated positive behaviour for a sustained period

Head Teacher Sticker**Examples**

- Dedication and commitment is clearly evident
- A child demonstrates a positive attitude towards others and their work
- Work of very high quality is produced

Termly awards. ???????????????**Examples:**

- Consistently high standard of work is produced
- Exceptional, sustained effort is made
- Outstanding improvements to attitude, effort, progress or attainment
- Contribution to school life

Sanctions

Central to the encouragement of good behaviour is the use of rewards and praise. However we recognise there is a need for consequences where poor or challenging behaviour is displayed. These consequences come in form of sanctions which are, similar to rewards, structured in a tiered approach.

All circumstances will be considered and we ensure sanctions are administered timely, fairly and in a reasonable manner where the child understands the consequences of their actions and what choices should be made in future to avoid repeating the behaviour.

Verbal warning

Gesture

Examples:

- Where a child has talking or calling out at an inappropriate time
- If a child has demonstrated unkindness or misuse
- Where misuse of equipment has occurred

Name written on the board

- Repetition of above behaviours
- Where a warning has not been responded to

Sitting a child nearer to the teacher Missing part or whole break Informing parents in an informal way

Examples

- Where a child has used bad language
- Where rude behaviour has been displayed
- Where a child has acted in a dangerous manner
- Where a child has hurt another

Go to Senior Management Loss of break time Informing parents informally

Examples:

- When a child has reached above twice within a reasonable time period.

See the Head teacher Parents invited into school Possible Behaviour contract

- If a child has been involved in a racial incident
- Where violent or abusive behaviour has occurred

Monitoring of Behaviour

Regular and rigorous monitoring of behaviour takes place. Incidents of repeated low level poor behaviour, or higher level incidents, are reported by staff using the school's recording system CPOMS. All staff are able to access log in for the system and are expected to record incidents they handle. Where an incident requires immediate attention, staff may also inform a member of the Head teacher, Deputy or other member of the SLT. The reports generated from CPOMS are forwarded to the Head teacher and Deputy as well as the teacher of individual child involved. Parents are informed when behaviour sanctions have been used.

Lunchtimes and Playtimes

Children are supervised by at least two members of staff during morning and afternoon breaks. Staff record incidents of unacceptable behaviour on the CPOMS logging system and inform the class teacher so sanctions are applied. Sanctions may also be given when outside, resulting warnings, missed break or being sent indoors to a member of the Senior Leadership Team. At lunchtimes, lunchtime supervisors report incidents to the class teacher. Positive behaviour is encouraged through the use of praise and stickers.

Bullying

We will not tolerate bullying behaviour at OLMC.

We feel that all members of the school community should have a right to feel safe, welcome and happy and that they environment is supportive and caring without fear of bullying.

The school's definition of bullying as defined by the ABA is:

'the repetitive, intentional hurting of one person by another(s) where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace'

Please refer to the school's Anti-Bullying Policy for further information

Equal Opportunities

We believe everyone should be given equal opportunity and we make every effort to ensure this is reflected throughout practice at all times.

Pupil Support

At OLMC we are committed to supporting pupils in order for them to reach their full potential both academically and socially and we recognise that good behaviour is fundamental in achieving this. Therefore we provide positive behaviour mentoring and pastoral support. After consultation with parents, this may, in some cases, be where a child works closely with an experienced Teaching Assistant on a range of strategies differentiated according to the child's needs or in some instances a member of staff from the Hallam Caring Service.

Where a child suffers from social, emotional or mental difficulties, he or she may be referred to the school's SENCo who will assess whether or not the child will be placed on the school's Special Educational Needs Register. In addition, the SENCo may also refer to outside agencies in order to support parents with their children.

Communication and Parent Partnership

The school values its relationship with parents and gives high priority to providing clear communication between school and home. We define at what point parents are informed and the school expects parents to comply with what is clearly stipulated in the sanction and rewards system. Parents can access support in school through appointments with the class teacher or SENCo if appropriate.

Parents are asked to sign a Home School Agreement which links directly to this policy.

The power to use reasonable force.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

- Teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- The use of reasonable force should acknowledge reasonable adjustments for disabled children and children with special educational needs (SEN).

- Schools do not require parental consent to use force on a student.

- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:
 - remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment. Power to search pupils without consent In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” :
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for items banned under the school rules.

**This policy should be read alongside the school's
Anti-Bullying Policy**