

## ST MICHAEL'S CATHOLIC PRIMARY SCHOOL



### BEHAVIOUR POLICY

Mission statement:

**St Michael's RC Primary School is a Catholic family of faith, following the teaching of Christ. We strive to create an environment where all members of our school community become caring, independent and resilient individuals who fulfil their potential.**

**"I came so that you may have life, life in all its fullness" John 10:10**

St Michael's school places the highest priority on promoting good relationships between all members of the school community. Maintaining healthy relationships is not only intrinsically worthwhile, it is necessary in order to create the most effective learning environment possible.

St. Michael's is a Catholic School and as such should reflect the message of Christ. If everyone involved with the school co-operates and supports each other, then the school can really work together in living out the Gospel values.

For this to be achieved, we feel it is helpful to clarify the values we all have to share to enable the School to work successfully. With us all playing our part, we can build the school into a Catholic community, where there is self-discipline, effective learning and mutual respect.

Teachers, parents and children have vital contributions to make in creating a happy school.

Aims

At St Michael's we promote the C.I.R.C.L.E. values across the whole school community. These represent.....

Care and Concern

Independence

Resilience

Church

Learning

## Enjoyment

These values are broken down into more specific value statements which were developed in consultation with all stakeholders in the school.

### St Michael's RC Primary School and Nursery

#### C.I.R.C.L.E. Values

##### Care and Concern:

We are kind, gentle and have empathy with others.  
We treat one another as we would like to be treated.  
We show respect for one another and property.

##### Independence:

We always do our best and make the most of our time.  
We make our own decisions and take responsibility for our choices.

##### Resilience:

We always try our hardest and persevere.  
We keep on task in class and manage distractions.

##### Church:

We try to live our lives following the example of Jesus.  
We value the gifts and talents that God has given each of us.

##### Learning:

Together, we work hard to succeed.  
We practise, revise and ask good questions.  
We imagine, create and question.  
We never stop learning.

##### Enjoyment:

At St Michael's, we develop a love for learning  
Managing Behaviour

#### Managing Behaviour

Good behaviour at St.Michael's School will generally be recognised through positive reinforcement strategies ie: praising pupils who are following the values and issuing Passport to Success Stickers.

We regularly talk about particular aspects of the C.I.R.C.L.E. Values in our C.I.R.C.L.E. assembly. When pupils break the values, reference is always made to which value has been broken.

Good behaviour is a feature of classroom management.

In class we look for:

- ⊕ On-task learning
- ⊕ Respect for other's rights
- ⊕ Self control
- ⊕ Personal accountability

Our aim is to develop a self discipline in each child and build self esteem. The ethos of our school is such that this aim is most likely to be achieved through praise, recognition of worth, encouragement and mutual respect.

Our objectives are:

- ⊕ Children will move quietly and sensibly around the building
- ⊕ Children will be expected to sit quietly and listen where necessary and to make every effort in completing the work set out for them
- ⊕ Children will be expected to show respect for one another and all adults with whom they come into contact.
- ⊕ Children will address adults and each other by name.
- ⊕ Children are encouraged to have opinions and to express them politely. Respect for other's views and opinions is a skill which needs to be learnt early and practised often.
- ⊕ Children are expected to have respect for personal and school property.

Rewards for good behaviour

- Responsibilities are given to recognise maturity and trustworthiness.
- C.I.R.C.L.E. certificates are awarded at C.I.R.C.L.E. Assembly every week to recognise individual achievements against the values. Parents are invited to the assembly to see their child receive their award.

We acknowledge that all members of staff have a critical role to play in minimising behaviour problems.

- ⊕ Within our school all staff use praise and reinforcement of good behaviour to achieve a working friendly atmosphere where effective learning and teaching can take place.
- ⊕ Each teacher at the beginning of the year will guide their children into the making of 4 or 5 positively worded rules of acceptable conduct in their classrooms. These are displayed in a central place in the classroom.
- ⊕ A behaviour chart is also made and displayed in the room. This has every child's name on it and a display of the behaviour points they have earned as a result of adhering to the class rules. When a child has earned 5 points they are eligible for a star. Once 15 points or 3 stars have been awarded then the child is given a reward which is agreed between the teacher and child. The child will also be sent to the Headteacher for praise.

Sanctions for unacceptable behaviour

A positive approach results in acceptable behaviour in most cases. However where behaviour remains unacceptable or a class rule is broken the following sanctions will be taken.

- The child's name is put on the board which should be done with the minimum of fuss so as not to disrupt the lesson or class activity.
- If another rule is broken on the same day an X will be placed beside the name on the board and the child must sit on their own in the classroom for a specified amount of time.
- A further misdemeanour will result in a second X which means that the child misses their play and stands on the steps while all the other children are in the playground.

- A third X means that the child must leave the room to complete a piece of work in another agreed teacher's classroom until the work is completed.

The arrangements being:

1. Children with 3 X's in Reception class will be sent to Year 2
2. Children with 3 X's in Year 1 will be sent to Year 3
3. Children with 3 X's in Year 2 will be sent to Year 4
4. Children with 3 X's in Year 3 will be sent to Year 1
5. Children with 3 X's in Year 4 will be sent to Year 5
6. Children with 3 X's in Year 5 will be sent to Year 6
7. Children with 3 X's in Year 6 will be sent to Reception class

A fourth X results in the child going to see the deputy head when he will speak to the child and the child's parents at the end of the day.

On the rare occasion of a child having a fifth X the child is sent to the Headteacher and the parents are immediately notified by phone and will be called into the school for a formal meeting

The above procedure applies during lunch playtimes when a sanction can be issued by a midday supervisor which could count as an X and would then be transferred to the class at the teacher's discretion. The midday supervisor would advise the class teacher at the end of lunchtime if appropriate.

At the end of each day the child's name and crosses are wiped off the board so that the child is coming back to school to begin a fresh day.

There may be occasions when a child exhibits totally unacceptable behaviour, such as fighting or verbal and physical assault towards another child or an adult. The last resort in all incidences of unacceptable behaviour will be exclusion of the pupil from the school. The involvement of the governors and the LA is necessary at this stage.

Marbles in the jar

Good behaviour exhibited by the whole class as a collective body will result in the teacher "putting a marble in the jar". This is displayed in the classroom. Once the marble jar is full the whole class will receive a reward of the class teachers choosing.

All incidences of good behaviour are treated positively with rewards. Unacceptable behaviour is treated fairly and impartially as in keeping with the Catholic ethos and principles of our school.

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