

# OUR LADY QUEEN OF PEACE R.C. PRIMARY

In our school we believe that each person is unique and created to flourish in God's image.

We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.



## GOOD BEHAVIOUR POLICY

Agreed:

Date: 8.5.18

Review Date: Spring 2020

We believe all humans are vessels for God. In order to promote our good behaviour policy in line with our Mission Statement, adults will act as role models leading by example and fostering mutual respect between adults, children and peer groups. Every person in our school has the responsibility to respect all other members and follow the example of Jesus in developing relationships. All school staff will aim to respond to positive attitudes from children rather than drawing attention to negative behaviour. All involved in the life of Our Lady Queen of Peace RC Primary will be listened to and be dealt with in a just and honest manner.

## **1. Aims and objectives**

- 1.1 It is a primary aim of our 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. The school behaviour policy is therefore 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 where everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards each other.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

## **2. Rewards and punishments**

- 2.1 We praise and reward children for good behaviour in a variety of ways:
  - Adults congratulate children
  - Adults give children house points
  - Adults distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
  - Staff identify “Stars of the Week” and certificates are awarded
  - Lunchtime staff invite children to the “Golden Table” to acknowledge good behaviour and manners at this time of day
  - All classes have an opportunity during their class assembly to show examples of their best work.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Information is shared at our whole school, weekly assembly, regarding children’s other achievements, e.g. music, swimming, gymnastics certificates.
- 2.3 The school employs a number of sanctions to uphold the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
  - We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move a place nearer the teacher, or to sit on their own.
  - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

- If a child does not respond to the teacher's request for improved behaviour, they may receive a "yellow" card. (Two yellow cards convert to a "red card" which results in playtime detention.)

2.4 If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he/she calms down, and is able to work sensibly again with others.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child hurts another child, the child is given a "red card" and serves detentions commensurate with the gravity of the action. If a child repeatedly acts in a way that disrupts or upsets others, the head teacher will contact the child's parents in order to discuss the situation, with a view to improving the behaviour of the child.
- The class teacher discusses the school rules with each class. The school council developed a school code of conduct which is agreed by the children. This has been shared in assembly time as well as in class. It is visible around the school in written form and pictorially. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses this with the whole class during prayer time.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. This policy works in conjunction with the anti-bullying policy.

2.6 Adults in our school do not hit, push or slap children. Staff only intervene physically to restrain children with the aim of preventing injury. The actions that we take are in line with government guidelines on the restraint of children, *Use of reasonable force: Advice for headteachers, staff and governing bodies* ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf))

### **3. Use of reasonable force**

Named members of staff are trained in positive handling and will deal with a situation in which a child is putting themselves or others at risk. (See Positive Handling Policy)

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

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

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

4.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

4.4 If a child misbehaves repeatedly in class, in the first instance, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher and records significant incidents on CPOMs.

4.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the child's social worker or Children's Services behaviour support service.

4.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **5. The role of the Headteacher**

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

5.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

5.3 The Headteacher keeps records of all reported serious incidents of misbehavior on CPOMs.

5.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Both these actions are only taken after the school governors have been notified.

## **6. The role of parents**

6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

6.2 We explain the school rules in the Home/School contract, and we expect parents to read it and to support us.

6.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanction to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If their concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, they should contact the school governors.

## **7. The role of governors**

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

7.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **8. Fixed-term and permanent exclusions**

8.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The head teacher refers to *Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion* (DfE September 2017) in any decision to exclude a child from school.

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf) )

## 9. Drug & Alcohol related incidents

9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a member of staff.

9.2 The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a permanent exclusion and the police and social services will be informed.

9.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. social services will be informed.

9.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be permanently excluded and social services will be informed.

9.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## 10. Monitoring and Review

- 10.1 The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher notes minor classroom incidents. The Headteacher notes those incidents in which a child is sent to him/her on account of unacceptable behaviour. We also monitor any incidents that occur at break or lunchtimes: lunchtime supervisors give feedback to class teachers.
- 10.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 10.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to the matter of equality; it will seek to ensure no child is treated unfairly because of race or ethnic background, gender, disability, and cultural, social or religious background.
- 10.5 The governing body reviews this policy every two years. The governors, may, however, review this policy earlier than this if the government introduces new regulations, or if the governing body received recommendations on how the policy might be improved.

Designated Person for Safeguarding is Mrs B Reilly-O'Donnell

Deputy Designated Persons for Safeguarding are Mrs E Maher and Mrs K Lamond

## Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

## Appendix 1: School Rules

We must all treat each other with respect at all times.

We must take care of the building, property and possessions.

We must be polite, helpful and co-operative.

Appendix 2: Home-School Agreement

Through this Home/School agreement we give our Mission Statement a context, whereby parents, educators and pupils fully understand the purpose and respective responsibilities involved in being a member of our school community.

When you select Our Lady Queen of Peace RCVA Primary School as your child’s school, you make a conscious decision to choose an education which aims to be distinctive and one which is founded on the traditions and teachings of the Catholic Church.

**School’s Educational Responsibilities:**

We acknowledge our responsibility to support parents in their task of nurturing their children towards human wholeness within a Christian community.

Therefore, as a school, we will:

- Encourage your child to develop strong Christian values.
- Maintain a high standard of education, in line with government and diocesan requirements, within a balanced curriculum.
- Care for each child’s safety and well-being.
- Encourage your child to care for others and their surroundings.
- Encourage your child to do their best at all times.
- Inform you about what the teachers aim to teach the children.
- Inform you of your child’s progress through termly reports or meetings.
- Inform you about in/out of school activities.

Teacher’s signature.....
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**Parental Responsibilities:**

We acknowledge that we as parents are the first and best educators of our children and have an irreplaceable role to play in supporting our children’s learning at school.

Therefore our family will:

- Make sure our child arrives at school appropriately dressed and on time ready to begin at 9 a.m.
- Make sure our child attends every possible day and notify the school if s/he is absent.
- Let the school know of any concerns that may affect our child’s work or behaviour or ability to do homework.
- Attend open events to discuss our child’s progress.
- When possible, attend collective worship and school events.
- Support the school’s policies and decisions.

Parent’s signature.....
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**Child's Responsibilities:**

I know that I am unique and I have been given special talents. I know that I must always use my talents wisely.

Therefore I will:

- Be friendly and helpful in all I say and do.
- Do my best at all times.
- Follow the school and classroom rules.
- Give letters to my parents promptly.

Child's signature.....
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**We will work together to:**

- Promote good relationships founded on Christian values
- Ensure children develop a positive attitude towards everyone, regardless of difference in gender, race, culture, belief, values, age and need.
- Support learning at home and in school.
- Encourage pupils to keep the schools rules.
- Resolve any concerns and treat all matters confidentially.