

Our Lady and Saint Michael's RC Primary School

Ysgol Gynradd Gatholig y Forwyn a Sant Mihangel

Relationships and behaviour policy



We live, we love, we learn, we grow in Jesus.
Byw, Caru, Dysgu, Tyfu yn yr Iesu

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Introduction

At OLSM we want every member of the school community to feel valued and respected. We are a caring community whose ethos based on gospel values recognises each individual as a child of God and as such each individual is treated with fairness and dignity. The school behaviour management policy is designed to support the way in which all members of the school community live and work together as brothers and sisters in Christ. It aims to promote an environment where everybody feels happy, safe and secure and an atmosphere where quality learning can take place.

Aims and Expectations

We seek to create a caring, learning environment in the school by:

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fair treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe and secure environment free from disruption, violence and bullying.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and shared procedures.

Our school ethos, with its commitment to nurturing gospel values, is central to establishing and maintaining high standards of behaviour.

- S - School Uniform is worn daily with pride.**
- M - Movement around school is safe and orderly.**
- I - I am polite to others and behave well at school.**
- L - Learning happens when I try my best.**
- E - Everyone in Our School matters.**

In order to promote positive behaviour we will.

- Have clearly understood and displayed school, class and lunchtime rules.
- Communicate clear, consistent expectations.
- Recognise and reward positive behaviour.
- Create a caring, calm environment.
- Provide a stimulating and differentiated curriculum.
- Promote the children's involvement and commitment to all aspects of school life.
- Involve the school council.
- Work with parents in order that children receive clear and consistent messages about behaviour.

It is important that we have common expectations of the children across the school and that we are consistent in our responses. We will ensure that:

- We show respect for the children, for example by using first names.
- We give praise and rewards for positive behaviour.
- We value every child.
- We are fair and consistent.
- Where there are examples of inappropriate behaviour which need to be addressed we express clearly that it is the behaviour and not the child of which we disapprove.
- We have high expectations of both work and behaviour.
- We set clear, common guidelines and rules within the classroom.
- We allow the children to explain their negative actions and make reparations as soon as possible.
- We will establish a mutually respectful relationship with parents and carers.

Rewards for Good Work and Behaviour

At OLSM we have a well developed system of positive reinforcements which pervades our dealings with children. We have listed some below:

- Positive look/verbal praise.
- Written comments in books.
- Sharing work with the class.
- Roles of responsibility.
- Stickers, stamps and certificates.
- Good News assembly.
- Sharing work with parents/carers.
- Direct praise to parents at the end of the day.
- Sharing work with the Head Teacher/Deputy/other teachers.
- Displays of work.

Sanctions

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined below and their use will be characterised by clarity of why the sanction is being applied and what changes of behaviour are required to avoid future sanctions. Sanctions should always be fair, certain and consistently applied.

The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination. [See Appendix 1]

Playtimes and other Non-structures times

Playtimes and other non-structured times are important in giving the children an opportunity to develop social skills and peer relationships. They also serve to give the children a time to relax and have safe fun. However, in order for all children to enjoy this time they need to behave in an appropriate manner in accordance with school rules.

Although the children are supervised some find these times difficult to manage. They will first be encouraged, then if necessary directed towards positive choices. Inappropriate behaviour will be monitored and, if necessary, shared with class teachers in the first instance. Should this behaviour persist other sanctions may be used, for example – removal from the situation, loss of the next playtime/lunch play and walk with an adult.

Behaviour and the ALN register

Children who present with consistently challenging behaviours may need to be placed on the Additional Learning Needs register in order that support strategies can be put in place for parents and school to work on together. The class teacher will, with support from the ALNCO devise a behaviour recovery programme with specific targets developed to support the child's behaviour. Should the child require an individual behaviour/pastoral support plan, appropriate support may be sought from the Educational Welfare Officer and Educational Psychologist. Pupils with behaviour that warrants them being placed on the ALN register will have individual targets and behaviour strategies as meets their individual needs.

In exceptional circumstances a child may require either an pastoral support plan/One Page Profile/ Individual Development Plan to support extremely challenging behaviours.

Behaviour and Educational Visits

Expectations of good behaviour extend to school activities that occur off site and all usual sanctions for inappropriate behaviour apply.

With regard to residential trips; any behaviour that compromises the good order, general well-being or health and safety of the OLSM group, other school groups or members of the public will result in an immediate fixed term exclusion. The Head Teacher or Deputy Head Teacher will phone parents to collect their child from the visit venue.

All pupils have access to all school activities both on and off site. For pupils with challenging behaviour a dynamic risk assessment will be carried out as necessary. This will ascertain the risks involved in taking a child with challenging behaviour out of school and inform a decision on whether it is safe for that child to attend the activity on that day.

For activities that occur entirely or extend beyond normal school hours, the head teacher and visit leader will meet with parents in order to discuss the risks that the challenging behaviour poses. A risk assessment will be written up to inform the decision of whether the safety of the child in question can be assured.

Harassment

Harassment including racial, sexual and persistent teasing will not be tolerated. All incidents are considered serious and dealt with immediately according to the identified sources.

Truancy

Absences and lateness are monitored by staff and persistent lateness or poor attendance is reported to the Head Teacher.

The Head Teacher and Educational Welfare Officer will monitor and liaise with parents as appropriate.

If further action is necessary the Educational Welfare Officer will pursue it.

The school is required to publish its numbers of authorised and unauthorised absence.

Exclusions

Repeated inappropriate behaviour that does not improve following support programmes, parental involvement or sanctions may result in a fixed term or permanent exclusion of the pupil.

The decision to exclude can only be taken by the Head Teacher/Deputy Head teacher/member of SLT. Exclusions will follow the Monmouthshire Guidance on Exclusions.

In cases of exclusion a letter is sent to the parents/carers detailing the reasons for the exclusion and the period of exclusion. The parents/carers should then contact the school to make arrangements for the collection and marking of work during the exclusion.

In the case of a permanent exclusion, parents/carers can appeal against the Head Teacher's decision by contacting the Governing Body who will arrange a panel to hear the parents/carers appeal within seven working days.

The LEA will be notified of all exclusions and the relevant documentation sent to MCC inclusion services within 24 hours.

The child should be brought to the school following exclusion (for a reintegration meeting) to see the Head Teacher before being allowed to attend class. At this meeting an attempt will be made to resolve any problems and to impress upon the child and parents/carers the seriousness of the situation and an undertaking to modify the behaviour.

Physical Restraint

Restraint is only ever used as a last resort and in exceptional circumstances. All members of staff are authorised to use reasonable force to prevent pupils from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at school. We will use the Team Teach approach with staff being trained to use appropriate holds.

Before such actions the staff will employ a wide range of strategies in order to avoid this action. This progression of actions in response to their negative behaviour should be clearly communicated to the child in an effort to distract the child. All incidents of safe holding are

reported to the Headteacher and recorded in line with Team Teach and Monmouthshire Council guidelines.

Reportable incidents

Some negative behaviours are formally reported to Monmouthshire County Council on a termly basis. If incidents include an element of the following, then they must be reported directly to the head teacher. -

Disability

Transgender / Gender Reassignment

Marriage and civil partnership

Pregnancy and Maternity

Race

Religion or belief

Sex (gender)

Sexual Orientation

Monitoring

The Headteacher monitors the day to day effectiveness of this policy and, if necessary, makes recommendations for further improvement. Records of incidents involving inappropriate behaviour are kept by class teachers and/or the Head teacher as appropriate and depending on the seriousness of the issue.

The Governing Body has responsibility for monitoring the frequency of fixed term and permanent exclusions as well as reviewing this policy regularly.

Policy Written and agreed by Governors 2009

Policy Updated - January 2016 by M McCarthy [Acting Head Teacher]

Reviewed By Mr V Evans Head teacher October 2017. Ratified 14th November 2017
Reviewed Sept 18, 19. November 20.

Updated By V Evans July 23.

Appendix 1

Examples of Typical Behaviours and Associated Support Strategies.

Level	Examples of Behaviours	Examples of Sanctions
1	Persistent and inappropriate calling out. Distracting others e.g. fidgeting, talking, making noises etc. Disrupting a lesson.	Tactical ignoring. Identifying positive behaviour from another and rewarding to motivate the individual who is showing negative behaviour. Non-verbal signals. Apply traffic light system. Rule reminders. Redirection. Focused questioning and discussion Loss of part/whole of play/golden time
2	Repeated behaviours of level 1. Being rude to an adult/child. Refusing to comply with an adult's request. Refusing to attempt work. Making personal insults.	Change of face. Time out. Behaviour chart. Reprimanding. Reparation e.g. letter of apology. Move to another class (buddy class if appropriate) Loss of Golden Time. Loss of whole break/lunch play. Having lunch in class. Referral to key stage leader.
3	Repeated behaviours of level 2. Fighting. Taking things without permission. Swearing and other offensive language. Damaging property intentionally. Inappropriate use of equipment. Confrontational behaviour. Hurting another with behaviours that could be dangerous. Bullying/cyberbullying. Stealing. Racial incidents.	Loss of school privileges. Referral to DHT/HT Loss of attendance on trips or shows. Consultation with SENCO Behaviour contract. Parents/carers should be informed and the reasons for the use of the sanctions explained. Information sought as to causes, and support for our efforts to change the behaviour. Formal recording in Reportable Incidents book in school office. Fixed Term exclusion.
4	Repetitive behaviours from Level 3 One serious incident e.g. physical intentional violence/ leaving school premises	Pastoral Support Plan. Fixed Term exclusion. Permanent exclusion.