

Mary of the Cross Federation

Behaviour Policy 2018



'Act justly, love tenderly and walk humbly with your God.' (*Micah*)

"Nurturing today's minds for tomorrow's future always remembering that God made me as I am."





Principles

Within Mary of the Cross Federation we value the excellent behaviour of our pupils as an instrumental tool, allowing every child to access the full learning experiences offered with our schools. There is an expectation that all school members; staff, children, visitors and parents model good behaviour as we recognise that we are all made in God's image and therefore we strive to treat one another as we would like to be treated ourselves.

All children have the right to learn without being disrupted or interrupted. All teachers have the right to teach without disruption or interruption and all staff will work to support children to ensure that each are able to do so.

When discussing behaviour we are all clear that we do not just mean an absence of negative behaviour but the presence of positive behaviour and learning. We value effort and learning from our mistakes in all areas.

We aim

- To encourage self-control, respect for others; respect for our learning environments (including those off of the school sites) and other people's property so that each child learns to accept responsibility for his/her own behaviour.
- To raise awareness of appropriate behaviour and make boundaries of acceptable behaviour clear to all children.
- To foster positive, caring attitudes towards everyone where achievement at all levels are acknowledged and valued.
- To ensure that expectations are clear and ensure safety.
- To encourage a calm, purposeful, rewarding and happy atmosphere within the school.
- to have a consistent approach to behaviour throughout the whole school (and school day) with parental cooperation and involvement.

Our school rules are simple and easy to remember and all staff work to ensure that they are understood by all. We have agreed on principle attributes that we believe are key in the pursuit of successful learning. These attributes are communicated to the children through our learning behaviours; (Please see Appendix 1)

- Positive Attitude
- Showing Respect
- Helpful Hands
- Helpful Words
- Ready to Learn
- Wonderful Work
- Great Contribution
- Target Achieved

Behaviour around the school

At breaktimes, lunchtimes and any other transitions throughout the day, children are expected to move around the schools quietly and sensibly, being respectful of the learning that may be taking place around them.

In the playground

To ensure that the children's playtimes are happy, safe and pleasant we ensure that:

- Children are taught co-operative games by teaching staff and outside agencies.
- Toys from home are not permitted as this causes arguments and sadness if the toy is damaged by peers.



- Incidents of fighting, bullying and name-calling are dealt with immediately by the responding staff member and referred to the Head of Schools or Executive Headteacher as appropriate (See Appendix 1).
- The children stand still upon hearing the bell to signal the end of breaktime or lunchtime.
- Children stand silently in line.
- The children show respect for our Mealtime Assistants.
- There is liaison between the Mealtime Assistants and the Head of Schools regarding children's behaviour and well-being through the behaviour log.

Masses and Assemblies

All masses and assemblies are to be used as an opportunity to promote the Catholic ethos of the schools through supporting Personal, Social and Health Education and the celebration of children's work, talents and achievements. Parents are warmly invited to join us in any of our celebrations.

School Responsibilities

We believe that it is important that the class work as a unit. As a prerequisite to good discipline in the classroom we make sure that our pupils are aware of the structure and organisation of the day and resources are well labelled and accessible for use. In addition to this we:

- Differentiate work and activities where appropriate.
- Comment on good work and praise good behaviour privately and publicly.
- Insist on appropriate noise levels relevant to the task being carried out.
- Raise awareness of health and safety issues for the benefit of pupils themselves and their peers.
- Make clear expectations of good behaviour.
- Promote mutual respect by personal example and discouraging unsociable behaviour.
- Encourage children to take responsibility for their own actions and behaviour.
- Inform parents of positive achievements and behaviour.
- Use Classdojo to establish whole school systems for rewarding good behaviour.

In order to maintain an effective discipline structure we:

- Attempt to redirect the inappropriate behaviour by referring to positive behaviour nearby.
- Ask the child if she/he needs help or support.
- ask the child(ren) what they should have been doing or have done.
- tell the child that when they (specify the inappropriate behaviour) it has (state the effect) this effect on you.
- encourage the children to take responsibility for their own behaviour.

Parental Responsibility:

- To be aware of the school rules and expectations.
- To make children aware of expected behaviour in all situations.
- To encourage independence, resilience and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.

The Behaviour System

Each class has their Star Learner system combined with the ClassDojo behaviour management system. The children



will begin the day with their peg on Star Learner. (See Appendix 1)

Positive Handling

In extreme circumstances, after all attempts to de-escalate a situation have been exhausted, and where there is an imminent risk of a child hurting themselves or others, staff will follow the DfE (2013) Advice on the use of reasonable force. Staff will receive training to ensure that all actions on the safety of the child and follow these guidelines. At all times children will continue to talk to the children, reassuring them and attempting to de-escalate the situation.

Recording

Where positive handling has been used a record of the incident always needs to be kept. All recording needs to be completed in line with the Safeguarding Policy.

Complaints

Any complaints about staff or the behaviour policy will be dealt with under the Complaints Policy.



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Behaviour Procedure

Classroom rewards will be conveyed via the ClassDojo behaviour management system. In conjunction with this, the Star Learner board will also be displayed with the children beginning the day with their peg on Star Learner.

Rewards

- We have agreed on principle attributes that we believe are key in the pursuit of successful learning. These attributes are communicated to the children through our learning behaviours;
 - Positive Attitude
 - Showing Respect
 - Helpful Hands
 - Helpful Words
 - Ready to Learn
 - Wonderful Work
 - Great Contribution
 - Target Achieved
- Should a child be witnessed demonstrating one of these principle attributes they will be rewarded with the corresponding reward on the Class Dojo system which will be pre-populated with 5 Dojo's.
- Any child obtaining the equivalent of 100 Dojo's per week in a half term will be rewarded with 'Cakes with Cotter' at the end of each long term.
- Any child who attends each 'Cakes with Cotter' in a single school year will be rewarded with an 'Always, Always' reward day.
- The child with the most Dojo's at the end of the school year will be awarded the 'Pupil of the Year' award in their respective schools with special recognition for the child with the most points across the federation.

Sanctions

- All children will begin the day with their photo / name displayed as a 'Star Learner'.
- In the event of negative behaviour, the following sanctions will be applied in conjunction with a 'neutral' dojo (with accompanying note);

1st warning

The child will be given a verbal warning and the picture / name will be moved on the whiteboard. **(1st sanction) there is no need to accompany this with a neutral dojo or accompanying note.**

2nd warning

The child will be given an 'X' by their name.

3rd warning

The child will have a second 'X' written by their name which will result in a 15 minutes lunchtime seclusion.

4th warning

The child will have a third 'X' written by their name which will result in parents being spoken to at the end of the day. This will be logged on CPOMS as a behavioural incident for later reference if needed.

- Should this happen three times in a single half term, the child's parents will then be asked to attend a meeting with the class teacher and Head of Schools. In this event, a behavioural contract will be created making the expectations clear which will be reviewed after an agreed period of time.
- If an additional 4th warning is given in breach of the child's behaviour contract, the child's parents will be asked to attend a meeting with the class teacher, Head of Learning and Executive Headteacher. In this event, the behaviour contract will be reviewed and decisions regarding internal seclusions made.
- The above steps may be altered as deemed necessary by the reporting adult in response to extreme behaviour that is either violent or potentially dangerous or to take into account individual learning needs.
- The aforementioned sanctions will be used in conjunction with the corresponding 'neutral' Class Dojo's as stated below. This is to be accompanied by a short note giving a brief explanation of the circumstances surrounding the reasons for the sanction;
 - Disrespect
 - Disruptive Behaviour
 - Unkind Hands
 - Unkind Feet
 - Unkind Words

Free Time

The behaviour procedure during free times is to encourage the development of a constructive, enjoyable environment. Ensuring good behaviour during free time is the primary responsibility of the duty adult and or MTA who should reward and sanction as appropriate.

Rewards

- The rewards during free time will mirror those of the attributes of successful learning. Upon giving an award during free time, the child should be given a sticker to acknowledge that once the child returns to class the teacher should give 5 Dojo's. They are:
 - Helpful Hands
 - Helpful Words
 - Great Sharing
 - Showing Respect
 - Playground star
- Should a child be identified as demonstrating consistent positive behaviour they may be selected for the Top Table award.

Sanctions

- Children identified as demonstrating dangerous, disruptive or unkind behaviour will be given an immediate 5 minute time out from the playground / designated area.
- If the child's behaviour fails to improve, the duty adult may send the child (accompanied by another child) to the Executive Headteacher or Head of Schools. If the Executive Head or Head of Schools are not available, then the child should be sent to a member of the Senior Leadership Team.
- In the event of extreme behaviour the duty adult retains the right to seclude any child from the playground if it is deemed that the safety of the children is at risk. In such an incident, the duty adult will request the support of the nearest Senior Leadership Team Member.
- In the case of repeat behaviours, the child will be subject to the same behavioural contract agreements as referenced above.