



Much Woolton Catholic Primary School

'With Jesus we Love, Learn and Grow'

School Policy for Positive Relationships.

Approved by the Governing body in October 2023

Signed _____ Chair of Governors

Signed _____ Head teacher

To be reviewed and revised in October 2024

MUCH WOOLTON CATHOLIC PRIMARY SCHOOL



MISSION STATEMENT

With Jesus we Love, Learn and Grow

To do this we will:

- Be a Christian community that follows Jesus in living out Gospel values. (Christ centred)
- Provide opportunities for all to grow and achieve their full potential, by igniting a desire for lifelong learning. (Education)
- Be a beacon of light that shines out to others, sharing faith, hope and love. (Community)

Objectives:

(Christ Centred)

- Provide quality collective worship and enriching liturgical celebrations.
- Enable our children to acquire an excellent religious education, through a well taught and resourced Come and See programme.
- Encourage all to develop their understanding of and relationship with God, while at the same time respecting that others choose to express their faith in different ways.
- Be positive role models, who treat each other with respect and are willing to forgive and be forgiven.

(Education)

- Provide a stimulating curriculum, which is fun, challenging and relevant to the needs of our children.
- Value all our pupils and staff, appreciating their uniqueness and individual talents, enabling them to develop these to the full.
- Have high expectations of ourselves and each other, in all that we do.
- Ensure that all children reach their full potential through effective planning, assessment and evaluation, which will inform their next steps.

(Community)

- Create a positive atmosphere where all feel valued and are welcomed into our school community.
- Develop positive links between the school and parish community.
- Learn about and appreciate other faiths and cultures.
- Use our talents as responsible citizens to enrich the lives of others in our local and the global community

Aims of the policy

It is the aim of the school to:

Develop a relaxed, pleasant atmosphere in which pupils are able to give of their best and are encouraged and stimulated to fulfil their potential. The importance of praise as a motivator cannot be overemphasized.

The school operates a system based on Restorative Practice, rewards and incentives which varies appropriately in each of the three primary phases.

Restorative Practice

Restorative Practice will develop relationships, deeper understanding of behavior and manage conflict and tension by repairing harm and creating a culture of positive mental health within our school. Its aim is to improve and sustain positive behaviour, attendance, attainment and progress

The school believes that Restorative Practice should be clearly understood and consistently and fairly applied in order to be effective.

On occasions when a child has demonstrated accepted levels of behaviour all staff believe it is important that the child understands fully that it is their behaviour which is unacceptable and not themselves. Concerns over individual children are noted in a progressive way and parents are encouraged to involve themselves with staff in the mutual support of their children.

Behaviour Expectations: -

We expect pupils to: -

Follow the school rules (devised by the school council)

Arrive at the right time and be ready to work and behave sensibly

Do the work that is set and allow others to do the same

Treat others with fairness and respect

Act in ways that do not endanger themselves or others

Take responsibility for their behaviour and learning

Avoid inappropriate behaviour which makes other people uncomfortable.

This policy:

Identifies the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour.

Identifies the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour.

Explains clearly what Much Woolton's expectations are and the shared values on which these expectations rest.

Promotes and encourages positive patterns of behaviour in which values of respect, responsibility, kindness and honesty are embedded.

Describes the shared and agreed identification of what we consider to be unacceptable behaviour and encourages a firm, consistent approach across Much Woolton.

Provides a framework in which those whose behaviour does not meet the standards expected are dealt with consistently, fairly and firmly in a way that supports the individual but demonstrates clearly that certain patterns of behaviour are unacceptable.

Sets out rewards for good behaviour and sanctions to correct behaviour which falls short of the expected standards.

Makes clear that all rewards and sanctions must be applied fairly and consistently. None of the school's punishments will be degrading or humiliating.

Roles and Responsibilities

Governors

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 Head in adhering to these guidelines.

The Headteacher and the Head of school have the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may offer advice about particular disciplinary issues. This advice must be considered when making decisions about matters of behaviour.

The Head Teacher informs the Governing Body immediately about any serious matters resulting in permanent exclusion, and about any fixed-term exclusions.

Head Teacher

Determines the detail of the standard of behaviour acceptable to the school consistent with the Mission Statement.

Promotes Restorative Practice

Promotes self-discipline and proper regard for authority among pupils.

Encourages good behaviour and respect for others, and acts to prevent all forms of bullying among Pupils.

Head of School/Deputy Head of School

Ensure that the behaviour management policy is implemented consistently across the school, to ensure the health, safety and welfare of all pupils.

Promotes Restorative Practice

Review the policy on an annual basis.

Arranges training in behaviour management for staff.

Key Stage Lead

Ensures that the behaviour management policy is implemented consistently across the School, to ensure the health, safety and welfare of all pupils.

Promotes Restorative Practice

Reviews the policy on an annual basis.

Supports all School staff in the implementation of the policy.

Investigates incidents and determines appropriate sanctions.

Records reported incidents of misbehaviour.

In the event of an alleged serious breach of discipline which may lead to exclusion, advises the Head Teacher.

Staff

Are responsible for discipline and the smooth running of the school at all times, not only when teaching or undertaking a specific duty.

Promotes Restorative Practice to develop positive relationships and manage conflicts

Embody these aims in their relationships with pupils, each other, parents and all members of the school community.

Well planned, interesting and demanding lessons make a major contribution to good discipline.

Act as role models for pupils and set examples of hard work, and respect for self and others.

Promote positive patterns of behaviour and self-discipline amongst pupils, and deal appropriately with any unacceptable behaviour.

Are consistent in dealing with pupils.

Must be aware of those pupils who experience difficulty in managing their own behaviour, and exercise professional judgement in handling potentially confrontational situations with firmness and sensitivity.

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

Discuss behaviour in class, PSHE lessons and during circle time.

Parents

The school actively collaborates with parents, who are consulted in formulating policy, so that pupils receive consistent messages about how to behave at school and at home.

Are aware of what Restorative Practice is via parent's leaflet on our website.

Expectations are set out in the Home School Agreement.

POSTIVE REWARD SYSTEM

We celebrate all achievements whether in school or out because every child has some attribute which can boost their confidence and self-esteem when praised.

The following actions are taken to establish a climate where each child feels valued.

Promoting Great Behaviour in Much Woolton

We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of strategies within the school of rewarding and celebrating achievement and good behaviour. These include:

Teachers offer:

- ❖ We believe that careful classroom management and organisation substantially reduces discipline and behavioural problems including providing children with appropriate levels of work.
- ❖ Each class develops its own set of classroom rules at the beginning of the year which are clearly displayed and understood by all members of the class.
- ❖ Each class uses Restorative Practice to develop positive relationships; deepen our understanding of behaviours; and to manage conflict and tensions by repairing harm, creating a culture for positive mental health and well-being and for engagement with teaching and learning.
- ❖ Children's work must be carefully displayed within classrooms and throughout the school, thus creating a stimulating and attractive learning environment.
- ❖ Praise, and the public display of those children who have been praised.
- ❖ Bringing good work and behaviour to the notice of the Head/ Head of School/Deputy Head of School/Assistant Head/other teachers/parents and pupils.
- ❖ Rewards such as Dojo's and Headteacher certificates
- ❖ Extra privileges in class e.g. giving additional jobs or responsibilities.
- ❖ Recognition of achievements through display, in the school's regular publications and on the class and school Twitter pages
- ❖ All children must have work displayed to increase a sense of belonging and ownership and to raise individual's self-esteem.
- ❖ Teachers are aware of the need for all children to be praised.
- ❖ Class discussion about things that may be going wrong. This may be done through circle time, PSHE.
- ❖ No long lists of prohibitions – more models of behaviour, consistency and understanding of rules and their reason.
- ❖ Emphasis on rewards/praise rather than punishment.
- ❖ Punishing innocent with the guilty is discouraged.
- ❖ Humiliation in front of others is avoided wherever possible.
- ❖ Praise in front of others, sending commendable work to other members of staff and encouraging written teacher comments on good work

The school offers:

Recognition of achievements at assemblies and the opportunity for children to show good pieces of work and talk about their achievements and interests.

Weekly awards of the Dojo's

Opportunities to celebrate, for example: musical evenings and concerts, sports.

Children's achievements out of school, e.g. music or swimming certificates are also recognised in assemblies and school publications.

Recognising pupil ability by awarding whole school responsibility such as: House Captains, Head Boy and Girl, School Council.

Recognition of achievements in the weekly Newsletter and Twitter to parents.

Other children who are to be congratulated for particular achievements, competitions etc.

At the end of term a reward will be given to the House Team which has received the most Dojo's.

On Prize Day, at the end of the School Year, a prize giving ceremony recognises pupils' achievements.

All parents receive an Annual School Report including the achievements of all children.

All Year Groups

- ❖ The children are placed into 4 House Teams. Children are awarded dojos for good work, positive behaviour, being kind, setting a good example.
- ❖ The children can receive 2 dojos, which they add to their House Team chart.
- ❖ The dojos are collected by the House Captains at the end of the week.
- ❖ The dojos are counted and the house team who has the most dojos at the end of the week is announced in Assembly on Friday.
- ❖ At the end of the term, the team with the most dojos will receive a prize.
- ❖ Dojos cannot be removed once given by a member of staff.
- ❖ Staff are also encouraged to communicate with parents in order to notify them of good behaviour, hard work etc.
- ❖ The Head Teacher/Head of School also awards stickers for any commendable characteristic that may have been observed during the school week.
- ❖ Children may also be rewarded with stickers etc.

Key Stage 2

Number of Dojos Achieved	Reward
15	Change Avatar each time
20	Dojo Certificate
30	A dip in the prize box
50	Homework Pass
75	Lunch Party with a friend
500 DOJOS FOR THE CLASS	Teacher whole class treat

Individual Assertive Behaviour Techniques

- Reward timetables
- Home-school books
- Star charts

Much Woolton children are:

Ready

For school; We have the correct uniform and take pride in our appearance
To learn; We focus, concentrate and work hard
To play; We enjoy our break times, using kind words and actions

Respectful

Of ourselves; We are kind to ourselves, try to achieve well and bounce back from failure
Of others; We treat others with kindness in our words and actions
Of property; We respect each other's property, our school and community

Safe

We care for ourselves and others and let someone know when we are worried
We walk around the school, always on the left
We use our building and resources safely

THIS IS A SCHOOL FAMILY AND WE DEPEND ON ALL OF US TO LIVE HAPPILY TOGETHER. The school reputation depends on you, both inside and outside school. Do not let us all down by bad manners, inappropriate behaviour or being cheeky.

It is expected that parents would support our children's Code of Conduct by reinforcing its principles at home and encouraging their children to follow it.

It is assumed that parents who accept a place for their child at Much Woolton will accept the rules and standards as laid out and will encourage their child to support and follow them.

Should there be any concern over a child that does not seem to be resolved by rewards, then it is school policy to implement a stepped sanction system.

UNDESIRABLE BEHAVIOUR

This is behaviour which is unpleasant or inappropriate. Pupils will be reminded that their behaviour is inappropriate and be requested to stop. If their undesirable behaviour is becoming unacceptable it will then be treated as more serious. Any continuation is unacceptable and this will be escalated.

We work on the principle of 'on the balance of probability.'

Staff are expected to speak with the children in a calm measured and non-confrontational tone. Shouting should be avoided except in exceptional circumstances, when a child may endanger themselves or others.

As far as possible children should be able to start afresh. Restorative Practice is used to resolve conflict and think about the impact actions have caused others and what should we do going forward.

Children will not be sent to the Head Teacher for unacceptable behaviour except for exceptional circumstances or by previous arrangement. If the usual procedures have failed, then a red card will be sent to the Head Teacher or Deputy which will bring them to the classroom.

Reflection:

Will take place on Wednesday and Friday lunchtime supervised by members of the SMT.

Whole School

If a child is found fighting then immediate reflection will be given. The child will miss the next playtime, supervised by a member of SMT.

KS1/KS2

Immediate reflection will take place after an incident.

A daily reflection session during a break and lunchtime for 15 minutes as and when required by the class teacher. Children whose behaviour does not fall in line with the school policy - causing wilful damage of property, displaying threatening behaviour and language to other children and there has been a referral from phase leader following continuous low-level disruption and the children who have been placed in the behaviour management file 3 times, will be in reflection with a member of SMT. Parents will be contacted via letter and informed of this sanction. Each child will have a 'fresh start' each half term.

If a child has 3 reflection sessions they will spend the next week of lunchtimes with a senior leader.

Each child will have a 'fresh start' each half term.

Children cannot be on reflection for not completing work or homework. If a child has not completed work during the lesson, the class teacher can keep the child in at play to complete.

Representing the school

Continual poor behaviour may result in children being unable to represent the school internally or externally. The decision to remove representative privileges are solely with the senior leadership team.

Prohibited items, confiscation and searching of property.

The DFE states:

The school doesn't need your child's consent to search them if they think your child has prohibited items, including:

- weapons, eg knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

These things can be confiscated.

- In addition, school would rarely 'ban' items such as game cards and toys but would ask pupils to leave items of monetary or sentimental value at home so as to avoid the risk of items going missing and being broken.

Code of Conduct

Stages of indiscipline procedure	Person	Action/Sanction
<p>Stage 1:</p> <ul style="list-style-type: none"> ▪ 3 entries in discipline file eg continuous disruption of lessons repeatedly answering back ▪ Swearing (with intent)/obscene or inappropriate actions reported by a child 	Class Teacher	<ul style="list-style-type: none"> ▪ Reflection ▪ Circle Time ▪ Contact parents via letter. Parents acknowledge payback by signing return slip. ▪ Speak to class generally through circle time/PSHE ▪ Move place ▪ Use behaviour chart ▪ Class discipline File
<p>Stage 2:</p> <ul style="list-style-type: none"> ▪ Continual incidents of bullying ▪ Continual poor behaviour at playtime ▪ Swearing heard by an adult ▪ Deliberately throwing objects ▪ 3 times on payback ▪ Vandalism/ deliberate wilful damage of property 	Phase Lead	<ul style="list-style-type: none"> ▪ Contact parents by telephone/ post to arrange a meeting. ▪ Parents to sign form to agree punishment ▪ Lunchtime Reflection for the week ▪ Speak to class generally – Circle Time ▪ School discipline file
<p>Stage 3:</p> <ul style="list-style-type: none"> ▪ Verbal abuse to an adult heard by another adult ▪ Injuring another child – head-butting etc ▪ Fighting ▪ Bullying continually – verbally or physically ▪ Use of inappropriate language or actions – continual swearing (with intent) sexual /homophobic/racial ▪ Stealing money or valuables 	Senior Leadership Team	<ul style="list-style-type: none"> ▪ Contact parents immediately by telephone/post to arrange a meeting ▪ Follow recommendations on SEND Support Plans. ▪ Immediate lunchtime/playtime reflection with Deputy Head Teacher ▪ Head of School/Deputy Head of School to speak to class ▪ Lunchtime exclusion if necessary
<p>Stage 4:</p> <ul style="list-style-type: none"> ▪ Hitting/abuse to a member of staff ▪ Continued misbehaviour where expected improvements are not being made ▪ Continual verbal abuse including sexual and homophobic. ▪ Seriously injuring another child purposely ▪ Stealing after stage 3 punishment ▪ Fighting that results in serious injury. 	Head Teacher	<p>Suspension:</p> <ul style="list-style-type: none"> ▪ Exited from the classroom ▪ Fixed term suspension in days inc exclusion from lunchtimes ▪ Referral to Governors ▪ Permanent exclusion if necessary where no improvement in behaviour. ▪ Fixed term temporary arrangements with other schools ▪ Contact parents immediately.