

St. Monica's Catholic Primary School



‘Let Trust, Respect and Love live
here.’

Behaviour Policy

Reviewed and Adopted:- November 23

PHILOSOPHY

Every child is a unique gift from God, with his or her own unique gifts.

“At St. Monica’s, we strive to ensure that all children are offered the opportunity to develop to their full potential in individual, educational, moral, social, intellectual and spiritual needs.”

“Our school aims to be a living community of work and prayer.”

We believe in supporting all staff, teaching and non-teaching, in meeting their individual needs and developing the staff as a team.

INTRODUCTION

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Restorative Practice aims to build the St Monica’s community and to repair and strengthen relationships within this community.

The school embraces Restorative Practices as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

AIMS AND CONSIDERATIONS

The Governors wish to clarify, for the information of all parents, the aims of the school in matters of behaviour, and the procedures employed if and when problems concerning discipline do arise.

‘Our aim is to create and maintain a secure, welcoming and rewarding environment for all, in which good standards of behaviour, discipline and learning can flourish.’

Children are at the centre of our school life.

- We help them to love God and other people.
- We value everyone in our family, Parish, and community.
- We teach and encourage everyone to develop their spiritual, academic, and moral growth.
- We have fun and enjoy learning.

We recognise the importance of a positive approach to the behaviour of the children in school. To quote the Restorative Foundation:

‘Restorative Principles provide a highly effective framework to build learning communities that are respectful, inclusive and engaging. Explicit practice, and language that is consistent, form the basis of healthy relationships; the heart of well-being, achievement and success.’

Our staff work hard to foster a positive and caring environment for the pupils, in which all are treated fairly and consistently.

RESTORATIVE PRACTICE PHILOSOPHY

Effective Restorative Practice fosters awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

BEHAVIOUR EXPECTATIONS

At St Monica's we live by three Rights. (Appendix A)
We believe that everyone has:

- The Right to be Safe
- The Right to Learn
- The Right to be Respected

ROUTINES

In order to ensure the smooth running of a school, there needs to be clear structures which underpin the rules and reinforce expectations for staff and pupils. A detailed list of these can be found in Appendix B.

To ensure lessons are not unnecessarily interrupted, mobile phones and any other electronic devices are prohibited. If a pupil needs to bring a device into school, it will need to be handed in to the school office at the start of the day and collected at the end. Any device found on a pupil during the school day, will be confiscated.

STRATEGIES FOR ENCOURAGING GOOD BEHAVIOUR

GOOD RELATIONSHIPS ARE BUILT ON CREATING A MOMENT OF SUCCESS AND THEN NOTICING IT LOUDLY.

A number of strategies are employed at St Monica's to encourage and maintain good behaviour. A detailed explanation can be found in Appendix C.

Examples of these are:

- Positive praise
 - Stickers
 - Dojo points
 - Certificates
 - Notes home
 - Class rewards
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POSITIVE HOME/ SCHOOL RELATIONSHIPS

Pupil's learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities relating to school.
- Being aware of their child's role in the community.
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing correct school uniform.
- Having correct equipment and an appropriate school bag.
- Communicating openly and respectfully with staff.

TAKING RESPONSIBILITY

At St Monica's, we believe that pupils should take responsibility in making amends for their actions. We also believe that the most successful interaction with pupils is when it refers to the rules and therefore not directly aimed at the pupil personally. Strategies will be used to encourage pupils to improve their behaviour, such as highlighting good behaviour and looking for opportunities to re-establish the relationship with the child, such as helping them with their work or addressing the under-lying cause of the behaviour. If these strategies are unsuccessful then the 'Reflective Zones' system will be used which is detailed in Appendix D. Once a child reaches Reflective Zone 2 or beyond, a 'Restorative Conversation' (as at Appendix E) will take place to ensure that the pupils can acknowledge how their actions have affected others and they will have the chance to agree a suitable consequence and to rebuild relationships. Examples of these are:

- Verbal apology
- Letter of apology
- Missed playtime to complete an 'Incident' form - (Appendix F)

Where formal interventions are needed and parents are invited into meet with the class teacher or a member of the Senior Leadership Team ('SLT'), it might be agreed that further interventions to support the pupil should be implemented. Examples of these are:

- Home/ School Book
 - Regular Phone calls to parents or carers
 - Regular meetings with parents or carers
 - Individual behaviour charts
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CHALLENGING BEHAVIOUR

In the event of serious incidents, where there are concerns of threatening or actual violent behaviour and no other method of de-escalation has been successful, Positive Handling strategies will be used as a last resort by trained members of staff.

EXTREME CASES

In the most serious cases, where all interventions have failed or where behaviour is dangerous or a threat to another child or member of staff, we may use exclusions. We do not wish to exclude any child from school, but sometimes this may be necessary. Guidance on exclusion from schools is given from the DfE document '**Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England 2023 (as amended)**' and the Milton Keynes Local Authority document '**Milton Keynes Exclusion Guidance 2020 (as amended)**'. The Head Teacher, and/or Deputy Head Teacher, in consultation with other members of the SLT and The Governing Body, will be responsible for judging whether exclusion is appropriate.

- a) A warning of exclusion.
- b) Fixed term exclusion.
- c) In the last resort, permanent exclusion.

This policy will be monitored by the Governing Body and will be reviewed in two years or earlier if necessary.



Appendix A



Appendix B



Appendix C



Appendix D



Appendix E



Appendix F
