



St. Mary's  
Catholic Federation

St Mary's Catholic Federation, Carshalton



*"St Mary's is committed to being a Rights Respecting School to inspire and support the children, parents and school governors in school and the wider community."*

**Positive Behaviour Policy  
(Statutory)  
(Annual)**

This policy is to be read in conjunction with the following policies:

**Author:** SLT  
**Committee:** Inclusion  
**Date Prepared:** July 2019  
**Date Approved:** Nov 2019  
**Date of Review:** July 2020

**Approved by Full Governing Body Date:**

**Chair of Governors**.....

**Safeguarding Statement**

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

**Lead Safeguarding Person Junior School:** Mrs S Hulme

**Lead Safeguarding Person Nursery & Infant School:** Mrs M Quinn

**Safeguarding Deputies** Mrs H Nicholls, Miss F Sullivan and Miss E Bryant

**Governor designated safeguarding officer:** Mr T Richmond



## MISSION STATEMENT



St. Mary's  
Catholic Federation

*Learning, playing, and growing together in the love of Jesus*

*"Love one another" John 1.*

St Mary's is a welcoming school based on our shared Gospel values where we give witness to God's love, knowing that every child is embraced with the **love of Jesus** as they pray, **play** and **grow** together as friends.

Every child is unique and we are proud of our inclusive and supportive **learning** environment, where we celebrate each others' achievements. Children have the opportunity to reach their full potential as we guide them to become life long learners.

We all aspire to do the best we can within God's family, living Christian values and sharing spiritual links with those in our home, parish and wider community.

## VISION STATEMENT

Our vision is for life long 'learning' to be at the heart of St Mary's Catholic Federation, Carshalton.

A school where there are high expectations and a striving for excellence in all that we do.

A community where every child, member of staff, parent, governor and visitor is treated with respect and valued as a unique individual in the image of Christ.

A place, which maintains a high level of creativity, enquiry and challenge with a sense of adventure and enjoyment.

## ETHOS

We are schools with high expectations and are striving for excellence in all that we do. A community, where every child, member of staff, parent, governor and visitor is treated with respect and valued as a unique individual in the image of Christ.

*A place, which maintains a high level of creativity, enquiry and challenge with a sense of adventure and enjoyment.*

## **1. Definition of Terms**

This section aims to clarify what we mean by terms as used in this behaviour policy.

### **Behaviour Management**

Knowing one's strengths and weaknesses in terms of behaviour, and developing the strategies to build upon these strengths whilst improving the weaknesses.

### **Bullying**

Repeated verbal or physical abuse to another person with an aim to cause fear or discomfort. This can also arise through preventing an individual from feeling happy, secure, positive or comfortable.

It must be stated here however, that bullying is **not** the case when the behaviour is being produced by both parties, nor when there is a falling out among friends. *See Anti-Bullying Policy*

### **Consequence**

The result of an action, behaviour or conduct.

Strategies are employed to encourage reflection on unacceptable actions. The aim is to lead to a change in behaviour when a similar situation is encountered in the future.

### **Discipline**

Being capable of acting within clear expectations, rules, routines and responsibilities without direct supervision. This needs a degree of self-management that will enable the maintenance of a supportive and purposeful community atmosphere.

### **Learning behavior**

Ability to learn to one's best in all environments eg. resilience, curiosity, reciprocity, creativity; not hinder the progress of self or any other pupil.

### **Respect**

The action that comes with responsibility. It is intrinsically linked to patience, thinking ahead, turn taking and fairness, listening and communicating, self-management and the careful treatment of property. Essentially, the message is one and the same as the Gospel.

### **Responsibilities**

The need to care about oneself, others, belongings, equipment, our school and community

### **Reward**

A strategy employed to encourage.

### **Review and Repair**

Discussion between pupil/pupils and adult to explore reasons for behaviour, consequences of said behavior and strategies to avoid said behaviour in future.

### **Rights**

The needs of each person, balanced with a notion of responsibility to assist others in their needs too.

All staff have read the Gov. D.O.E. guidance "Keeping children safe in education" May 2016, note must be taken of the specific safeguarding issues on P12 of the document (item42).

## **2. Rationale**

For the most part, the children in our school community are lively, enthusiastic and caring pupils, who enjoy the freedom to work and play together without being hindered by other children's actions. From time to time however, people who live in a community will not always agree and difficulties arise. Our aim is to create an atmosphere based on respect, tolerance, consideration for others, co-operation and a feeling that everyone matters.

Pupils will learn from experience to expect fair and consistently applied rewards and consequences, and distinction will be made between serious and minor misdemeanors.

Individual circumstances will be taken into account but consistent standards of praise and consequences will be applied.

We will encourage children to:

- take responsibility for their own actions at all times
- show respect for each other, all personal belongings and school equipment
- inform an adult about any worries and particularly if any form of bullying is occurring
- to be truthful and honest and listen to what others have to say
- find someone to talk to if they feel angry or just need time to calm down
- go to an adult for help if they need it
- act in a way which brings credit to our school
- understand that their parents will be informed if they have behaved continually in an inconsiderate and unsafe way.

## **3. Equal Opportunities**

We believe that it is important to prepare our children for life as citizens in a multiethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling all discrimination and to promoting equality of opportunity.

## **4. Aims**

Our aims for behaviour are that children will:

- \* develop Christian values that will resonate with them their whole life;
- \* be tolerant and understanding, with consideration for the rights, views and property of others;
- \* develop a responsible and co-operative attitude towards work and their roles in society;
- \* achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- \* take a pride and responsible interest in caring for their environment.

Staff will:

- \* use positive recognition to motivate pupils to choose responsible behaviour.
- \* promote positive behaviour through our R.E., PHSCE curriculum  
(adhering to September 2014 government requirement to promote British values)  
provide positive examples and attitudes.

To this end we employ a set of school rules and identify rewards and consequences

# Our School Rules



St. Mary's  
Catholic Federation

## Junior School

1

**Be kind**

**Don't hurt anyone or their feelings**

2

**Listen**

**To the adults and your friends**

3

**Be honest**

**Don't cover up the truth**

4

**Look after property**

**Don't damage or waste things**

5

**Be Safe**

**Do not put yourself or others in danger**

**Work hard**

**Be a learner**

**Play together**

**Be a friend**

## Nursery and Infant School

### Our Golden Rules

We work hard

We listen to people

We are honest

We look after our school  
and community

We are kind and helpful

We are gentle

The Infant school operates a simplified age appropriate version of the Junior school's traffic light behaviour scheme using coloured visuals of faces. At the Junior school cards are used to inform the child of inappropriate behaviour - each day all children start on green - yellow and red cards will be issued in accordance to the behaviour ladder. Cards and incidents will be recorded in the behaviour folder. Red card incidents will be reported to parents and staff with concerns for frequent yellow card behavior will also have a discussion with parents. The aim is for all pupils to stay on green because..."It's good to be green!"

Each school has a behavior ladder for clarification when applying the school rules. A hierarchy of staff should be worked through for reporting and supporting children with behaviour issues, e.g. at lunchtime  
MDS /TA → Class teacher → Year Group Lead → Assis.Head → Dep. Head → Head



## St Mary's Junior School Behaviour Ladder

Rewards for Appropriate Behaviour	Graded Incidences of Behaviour		Adult Responsibility	Actions/Consequences (linked to the specific incident)
<ul style="list-style-type: none"> <li>-Verbal praise</li> <li>-Team/House points</li> <li>-signs, (a smile, thumbs-up, a nod etc.)</li> <li>-whole class rewards</li> <li>-showing good work to Headteacher</li> <li>-sent to Year group Leader/Assit. Head</li> <li>-giving a special responsibility</li> <li>-celebration assembly St Mary's award</li> <li>-St Mary's class award</li> <li>-informing parents</li> <li>-postcards home</li> </ul> <p><b>When a yellow or red card is issued, pupils have the opportunity during the day to earn back green status. The card will still be recorded/Logged in the behavior folder and red card incidents to parents by CT's</b></p>	1	Poor learning behavior which stops self and others from learning Poor learning behavior preventing effective teaching that impacts on the progress of students	Class Teacher	verbal warning - clear explanation of consequence (choices) - eye contact - stop and wait Repeated behaviour at this level - <b>YELLOW CARD</b>
	2	Behaviours including:- -play fighting /aggressive play - lying to an adult - speaking when an adult is speaking (repeatedly)/distracting other students - calling out/squabbling/making rude/strange noises on purpose - defacing school property	Class Teacher	<b>YELLOW CARD</b> - Short loss of playtime/lunchtime (under supervision) - Think and repair map - Contact with parents as appropriate
	3	Behaviours including:- - continuous low level disruption - Deliberate breaking of school rules - Insolence - lack of respect to adults - unkind/hurtful behavior towards others that could be called malicious -repeated refusal to comply (ignoring an adult) - answering back - spitting - swearing at another person - fighting	Class Teacher  Inform a member of the management team	<b>-RED CARD</b> - time out in class or with another teacher (Year group leader) -Think and repair map - Regular display of level 4 behaviour requires contact with parents to be made by year group leader/DHT/HT - minutes of meeting to be recorded - Behaviour book - with targets for behavior allocated each week and AHT to sign at end of week. -Loss of privilege tie (fixed term 1 week)
	4	Behaviours including:- - deliberate vandalism - racism - stealing - unprovoked violence - premeditated violence - inappropriate use of technology within school -Leaving school site without permission	Bullying- defined as persistent targeting of an individual or group with for example: Name calling, physical harm, cyber bullying	Class Teacher and member of SLT

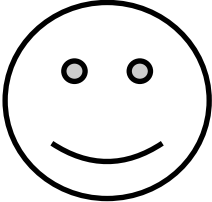
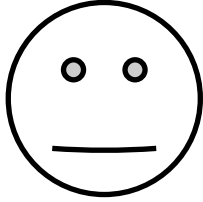
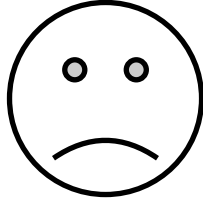




# Saint Mary's Nursery and Infant School

## Behaviour Ladder

Children start each day with their name on the behaviour chart in their classroom on the 'happy' face; the position of their name is moved if necessary to give a visual sign along with a verbal explanation. A Think and Repair map must be completed for any child displaying a behaviour in the 'sad' column.

		
<p><b><u>Happy</u></b> Following our Golden Rules at all times.</p>	<p><b><u>Warning</u></b> Something's not going well.</p>	<p><b><u>Sad</u></b> Something needs to change.</p>
<p>Always trying to <u>do the best you possibly can do</u>.</p> <p>Using <u>good listening skills</u> and knowing what to do during activity and work times.</p> <p>Being a <u>good learning partner</u>.</p> <p>Working <u>independently</u>: using the resources around you, asking your learning partner, making good use of the 'steps to success'</p> <p>Using <u>resilience</u> skills to keep going when something is difficult.</p> <p>Taking up a <u>challenge</u> rather than sticking to work that is easy.</p> <p>Being <u>creative</u>: coming up with new ideas Making an <u>extra effort</u> when completing work independently or doing homework.</p>	<p>Forgetting to follow our Golden Rules.</p> <p>Working below your best.</p> <p>Calling out in class at the wrong times.</p> <p>Not participating fully in a lesson:</p> <ul style="list-style-type: none"> <li>• could use better listening skills when the teacher or others are talking</li> <li>• could work / talk better with a learning partner.</li> </ul> <p>Saying something unkind, that might hurt another person's feelings.</p> <p>Doing something that could hurt someone else (such as playing a rough game or play-fighting).</p> <p>Using bad words.</p> <p>Need to look after all property and possessions carefully.</p> <p>Not following an adult's instruction.</p>	<p>Repeating behaviour that does not follow our Golden Rules</p> <p>Disturbing the learning time of others e.g.:</p> <ul style="list-style-type: none"> <li>• persistent calling out at the wrong times</li> <li>• repeatedly talking or not listening to the teacher during teaching times.</li> </ul> <p>Continuing to produce insufficient or poor work after additional help and warning given by an adult.</p> <p>Repeatedly saying something unkind that might hurt another person's feelings.</p> <p>Doing something deliberately that could hurt someone e.g. hitting, kicking or pushing.</p> <p>Using bad words when knowing they should not be used.</p> <p>Repeatedly not following an adult's instructions.</p> <p>Damaging property or possessions.</p>
<p><b><u>Rewards include:</u></b> Staying on happy face, verbal praise, reward stickers, (EYFS 'warm fuzzies' in a jar to gain a class reward), (KS1 Table points to gain a group reward in each class), Showing work to another teacher, Phase leader, Assistant /Deputy or Headteacher, Star of the week award.</p>	<p><b><u>Consequences:</u></b> Verbal explanation or warning given, name moved on behaviour management display to warning face, consequences of repeating behaviour explained. Suggestions discussed for improved behaviour choices.</p>	<p><b><u>Consequences:</u></b> Verbal explanation given, name moved onto sad face on behaviour management display, 'think and repair map' completed. Possible consequences include: appropriate loss of privilege / playtime or additional work required. Parent or carer informed at end of the day (or by telephone call). Following third red face in a half term: pupil spoken with by Senior School Leader, parents may also be invited in to discuss the issues.</p>

## Using a restorative approach to solving issues; repair and rebuilding

This is the process by which problems are addressed, and strategies are put into place to prevent similar occurrences from taking place. The following items are to be exercised under the premise of professional judgement. We manage this through our 'Thinking Hats' approach - RED, BLACK and GREEN and a cause and effect map may be used.

### Pupil Conference

- Stop and find out how people are feeling.
- Talk about what happened
- Listen to all sides of the problem, each child being able to give an account without interruption.
- Use a thinking map to consider the causes and effects of behaviour.
- Decide on how to move forward.

### Time-out

- Children can be removed from the classroom/playground for a period of calming down/reflection under adult supervision.
- This can be outside the classroom, ensuring the pupil remains in sight of the teacher and the time is limited
- Wet play time-out outside the staffroom.

### Other methods

- Involve senior teachers.
- Inform parents
- Pupil writes a letter of apology

In extreme cases a child might need more support to conform to the rules of our school. In the Junior school we then use a Behaviour Target Book to help. How long this consequence is used for will vary from child to child.

### Parental Involvement

When agreed action has not worked, the problem is discussed with the parents and the child. This discussion is between the class teacher and parent; a pastoral leader may be present.

### Conference

Where action involving pupil and parent has not resulted in a cessation of the problem, a conference takes place between the parent(s) and pupil, with class teacher and senior leader (this may include Headteacher) as to the next action that needs to take place.

### The Behaviour Folder

The purpose of the behaviour folder is as a record. All classes have a behaviour folder that is used at the professional discretion of the class teacher. All yellow card and red card incidents are recorded as are any repair/rebuild strategies logged. The additional purpose of this folder is to record any parental contacts including acknowledgment letters and any other behaviour related information.

Accurate records are important in gathering evidence should referrals to other agencies be necessary and for data when reporting to the Governing body. The Deputy Head monitors behaviour and this is reported in the Headteacher's report to Governors each term.

**Lunchtime Behaviour** Mid-day supervisors are treated with the same degree of respect as that given to teachers. This role forms a key part of the school's pastoral supervision that is recognised by all members of our schools.

We acknowledge that time for conferencing and record keeping is limited in the playground. With this in mind we expect lunchtime supervisors to:

- Lunchtime supervisors should be informed of pupils with behavior plans and other vulnerable pupils.
- Intervene positively when behaviour is unacceptable.
- Talk calmly and rationally to children displaying or reported to be displaying inappropriate behaviour.
- Help children to find an interest in the playground - individually or in groups, playing a game or talking.
- Use yellow and red cards / faces as directed in the behaviour ladder and inform class teachers of these.
- Record incidents of inappropriate behavior
- Use thinking hats as a means of mediation.
- Report any allegations of bullying behaviour to the child's class teacher at the first opportunity.
- More serious and persistent allegations must be reported immediately using the staffing hierarchy for behaviour incidents in order for the relevant investigation to be carried out and recorded appropriately.
- Give permission cards to every child who enters the building (except for lunch) and get them back.

Lunchtime supervisors liaise with the senior supervisor; they note down and discuss any incidents that may have occurred with the class teacher each day.

There is a termly meeting between the Headteacher/Deputy Headteacher, and or Line Manager and the lunchtime team to share business, good practice and discuss any concerns.

### **Protocol for Parents and Carers**

We want all of our children to feel safe and secure at all times throughout their school day. Therefore (as set out in the home -school - child agreement) we would ask all parents to support our school ethos, procedures and rules, which are there to benefit and protect all children.

Sometimes a child may come home upset particularly when an established friendship has broken down or if others are being unkind. This can be as upsetting to a parent as it is to the child. Please however, keep an open mind remembering you are only hearing one side, or version, of the story. Respond by making sure your child knows the importance of telling an adult at the school when such an incident occurs e.g. teacher, teaching assistant or mid-day supervisor.

Reassure your child that telling is the proper thing to do. Retaliating or hitting out is only going to get them into trouble and won't resolve their problems so please do not advise them to do this. Remember it is much easier for the school to sort out problems as they occur rather than days later.

If this strategy does not work or parents continue to have concerns then it is important they talk to the class teacher to discuss the matter.

**Parents should never approach another child to discuss an incident that may have occurred in school.** The matter should always be investigated through the proper school channels and procedures.

If a parent wishes to discuss the matter with a member of staff then an appointment can be obtained by contacting the school office.

### **Security**

In the interests of everyone's safety and for the security of our school's resources it is important that every parent, carer and visitor enters the school via the school office entrance. This also includes the beginning and end of the school day when parents should not enter the building at any other entrance - even when they have an appointment with the class teacher. The only exceptions to the above are parent evenings, PAR day, assemblies, services and concerts when the front door is open.

### **Exclusions**

For continual unacceptable behaviour or in the case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion. Only the Headteacher (or acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this. If the Headteacher excludes a child she informs the parents immediately, giving reasons for the exclusion. At the same time the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Education Authority (LA) and the governing body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot exclude a child or extend the exclusion period made by the Headteacher. For further guidelines, see appendix 1: Guidelines a-e

## Appendix 1

### Guidelines:

- a. Around the School
- b. Playtimes
  - Good Weather
  - Inclement Weather
- c. In the Classroom
- d. Educational Visits
  - On The Coach
  - Walking
  - On the Educational Visit
- e. Outdoor apparatus

### **a. AROUND THE SCHOOL**

1. In the corridors the children should walk in a quiet fashion on the left hand side of the corridor.
2. Children should greet staff, visitors and other children when appropriate, using names if known.
3. When going into a classroom knock and then enter.
4. The front door is for staff, visitors, parents and children who arrive after school has begun. For security reasons, when unaccompanied, children are not allowed to open any door leading to the outside.
5. No child is allowed in the staff car park.
6. Children should always be properly dressed in the correct school uniform - as stated in the current school brochure.
7. Children are not allowed to wear any jewellery to school. Guidelines for watches must be respected.
8. Teachers may discuss with pupils any misdemeanors, which have happened on the way to and from school.

## **b. PLAYTIMES**

### **Good Weather**

1. At the Junior school Children should arrive between 8.35am and 8.45am and proceed directly into school to prepare for the start of the day. At the Infant school children the children can walk into school between 8.45am and 8.55am.
2. Children play on the playground and on the field area with permission.
3. Equipment is provided for playtimes. Children should not bring their own play equipment to school.
4. Only fruit is allowed at break time.
5. All litter is to be placed in the bins provided.
6. At the end of play the children stand still and in silence until instructed to line up. See end of break routine procedure.
7. The duty teacher is last to enter the building (and secure the door at the junior school). No child may leave the playground, or enter the school, (e.g. going to the toilet) without the permission of the duty teacher or midday supervisor. (At the junior school - they will be given a card, which shows that they have permission.)
8. No child can use the outdoor apparatus without permission or supervision. This equipment may not be used in out of school hours e.g. after school, at weekend events etc.
9. If a pupil is required to stay in at break time they must be under the supervision of an adult

### **Inclement Weather**

1. At 8.35am- junior school or 8.45am -infant school, on wet mornings, children enter the school as normal.
2. At the junior school: Two rings of the school bell informs classes it is wet playtime. The duty teachers patrol the classes and corridors and class prefects assist with play in designated classrooms. At the Infant school: a member of staff must remain to supervise the children in the classroom.
3. Each classroom has a set of wet weather play rules clearly displayed in the room.
4. Children should be appropriately occupied in seated activities.
5. No scissors, compasses, or other unauthorised equipment is allowed. computers may only be used if the class teacher has given permission and is present.
6. Children may eat their fruit in the classroom when it is wet play.

### **c. IN THE CLASSROOM**

1. A copy of the school rules is displayed in each class.
2. Each classroom has a set of class rules displayed clearly. Each child has helped to draw up the rules in their class and therefore they are clearly understood.
3. Children answering the register should use the teacher's name.
4. The school's Staff Handbook and Positive Behaviour policy should be available in each classroom and the behaviour ladder on display.

### **d. SCHOOL OUTINGS**

A risk assessment is carried out for each trip, which must be approved by the Headteacher prior to that trip.

#### **On The Coach**

1. Children sit quietly with seat belts strapped.
2. If possible children should not sit in either of the front seats or the centre of the rear seats.
3. No child is to stand up or attempt to change places while the coach is in motion.
4. Eating or drinking is not allowed on coaches.
5. No litter may be left on coaches.
6. Children must never distract the coach driver or other drivers on the road.
7. Teachers and helpers must position themselves throughout the coach.
8. Head counts are taken at each stage of the journey.
9. Teachers should read the school safeguarding policy and adhere to all of its regulations e.g. sick bags, First Aid and emergency bags, with medication, are carried at all times.

Emergency bags must also contain a full class list with telephone numbers in a sealed envelope in case of an emergency. If more than one class is going together then both emergency bags should contain all the names of children on the outing.

### **Walking to and from...**

1. Supervising adults will all wear high visibility jackets.
2. Wherever possible, pupils walk in pairs, communicating only to their partner.
3. Pupils walk in single file if appropriate.
4. When crossing the road - 2 adults must be either side of the crossing space and pupils should walk between adults in silence.
5. Only when instructed to do so, the children step out onto the road and cross in between the two adults.
6. Children should be reminded that they are representing our school and are therefore in the public eye.
7. Children should be reminded to BE SAFE, this includes discussions with strangers etc...

### **The Educational Visit**

1. Good behaviour, as outlined by the teacher, is expected at all times and in all public places.

Before setting out on a trip, pupils should be reminded to:

- Thank any adult who has helped
  - Be aware of other groups and visitors and respect their needs
  - Be sensible, quiet and polite
  - Move in a calm, orderly manner at all times
  - Keep to their group and do as their leader asks them
2. Pupils are expected to behave in a manner that reflects the school's values and ethos.
  3. Full school uniform must be worn unless it is inappropriate for a particular outing.
  4. Drinks must be in cartons or plastic containers. No cans or glass bottles are allowed.
  5. Parents and helpers accompanying children on the outing report to the school office on arrival and will be given guidelines and a group list by the teacher in charge of the outing.
  6. If cameras are allowed on a trip, pupils must be reminded NEVER to post these pictures on the internet/social networking sites etc...



7. Children can **only** bring the recommended amount of money with them, which must be in a named purse or wallet. The school will not take responsibility for loss.
8. Where a child's behaviour is deemed to be such that it jeopardises the health and safety of the other pupils, the school leadership team will decide upon a course of action. This could lead to the child being excluded from the outing and future events.

#### **e. THE TRIM / WOODLAND TRAILS**

The guidelines applied to the trim trail **must** be adhered to due to the element of safety associated with this apparatus.

##### **Trim Trail Rules**

1. Children only go on when it is their turn.
2. No one to go on the trim trail until given permission by the person on duty.
3. No ties, hoods, drawstrings or gloves to be worn.
4. A one way system operates on specified pieces of apparatus.
5. No deliberate physical contact with other users.



MyWhat, Where, When, Who?  
Think and Repair Map Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

How did you feel? \_\_\_\_\_

