

Margaret Roper Catholic Primary School

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Caring, Learning and Achieving Together as part of God's Family

Behaviour Policy

Responsible: Ethos Committee

Created: 2014

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Two key principles guide our Behaviour Policy.

1. Everyone will behave in a way that helps their learning and the learning of others.

and,

2. Everyone will act with courtesy and consideration to others in the school environment.

These principles are expressed in 'Our Code of Conduct' (appendix 1) and Mission Statement. This policy is intended to outline how the agreed school policy on behaviour is translated into action within the school. Good discipline is based on the principles of consistency, transparency, fairness and firmness.

When pupils come to Margaret Roper Primary school they are here to learn. Teaching and Learning are the core business of the school. Learning is in its widest context and not just areas covered by national curriculum.

We believe:

- That forgiveness and reconciliation is at the core of our Behaviour Policy.
- We must have high consistent and realistic expectations of our children's behaviour.
- We must teach the children how to behave.
- Self-discipline needs to be learnt and practised.
- Children must see that the gifts and talents they possess are not just for their own fulfillment, but for the greater good of all.

What helps us to learn?

- Noise levels which are appropriate and assist work and concentration.
- Listening patiently and not interrupting.
- A pride in work and a determined approach to always do our best.

What helps us to stay safe?

- Walking and not running.
- Taking great care on stairs and on the hard playground.
- Not throwing objects.
- Avoiding pushing and shoving.
- Taking special care in physical education and games sessions.
- Taking particular care on trips and visits.
- Taking great care on special equipment.
- Caring for other people and our environment.
- Only going where you know you are allowed.

What kind of behaviour merits praise?

- Punctuality
- Good presentation of self and work
- Achievement
- Kindness
- Politeness
- Care for Others
- Enthusiasm
- Appropriate quietness and stillness
- Respect for property and others.
- Self control.

- Active listening

Behaviour which is considered unacceptable at Margaret Roper School.

- * Physical violence.
- * Racist / homophobic comments, jokes or actions against anyone because of their race, family or background.
- * Bullying (see note below)
- * Stealing
- Name calling
- Swearing
- Persistent disobedience.
- Answering back to adults.
- Acts likely to harm others or that put them at risk.
- Harassment.

* Issues indicated will be referred directly to the Headteacher or Deputy Headteacher . Parents will also be informed. Physical assaults on staff, other pupils or other members of the community will never be tolerated and may result in the exclusion of the pupil(s) concerned.

Sanctions are appropriate to age, the action and the severity of the action.

Margaret Roper takes the issue of bullying very seriously. We believe that bullying takes place if there are 'persistent words or actions that cause hurt to another'. A separate policy statement ('Anti Bullying Policy') exists and works alongside this Behaviour Policy. It contains clear definitions and procedures to be followed in cases of alleged bullying.

What is expected of us ALL?

- We will all work to preserve the good name of Margaret Roper School.
- We will all be prepared to apologise and make amends if a mistake is made.
- We will stay calm if there is a dispute and discuss the matter.
- We shall not shout!
- We will work together to raise standards of behaviour in the school and ultimately to raise the standards of pupils' achievements.

What is expected of Teachers?

- Teachers will act consistently and in line with the Behaviour and Bullying Policy.
- Teachers will exercise due care and supervision in their classrooms and around the school.
- Teachers will take all issues of inappropriate pupil and staff behaviour seriously.
- Teachers will listen when a child talks about their worries and/or concerns.
- Teachers will ensure the highest quality standard of teaching and behaviour management strategies in their classrooms.
- Teachers are committed to ongoing professional development on issues of appropriate pupil management.
- Teachers will work hard to teach positive attitudes and to recognise good behaviour and good work.
- Teachers will keep a record of occasions when pupils are sent out of the classroom and the reasons why.
- Teachers will commend pupils when things go well and their behaviour is good.
- Teachers will follow 'Our Code of Conduct'..
- Teachers will report issues of concern to the Key Stage Leader.

What is expected of all Support Staff?

- Support staff will follow 'Our Code of Conduct'.
- Support staff will work in partnership with teaching staff to maintain good discipline and keep teaching staff informed of incidents requiring action.
- Support staff will observe closely the children for whom they are responsible.
- Support staff will behave in a positive manner at all times.
- Support staff will listen to all sides in a dispute before coming to a decision.

What is expected of pupils?

- Pupils will follow 'Our Code of Conduct'.
- Pupils will act responsibly.
- Pupils will tell an adult if something concerns or worries them.
- Pupils will support each other when things go wrong.
- Pupils will maintain a high standard of respect and good behaviour.
- Pupils will accept the outcome of a dispute provided their view has been heard.
- Pupils will expect to receive an appropriate punishment or sanction when things go wrong.

What is expected of Parents?

- Parents will support the school policies on Behaviour and Bullying.
- Parents will follow 'Our Code of Conduct'.
- Parents will sign, annually, the Home-School Agreement.
- Parents will expect to be informed if their child is behaving poorly.
- Parents will expect to be involved if there are serious matters to discuss.
- Parents will support, at home, the moral development and teachings of the school.
- Parents recognise that the truth is often complex and that, at Margaret Roper, we seek only to establish and act upon the truth.
- Parents will set a good example for their children.
- Parents will not encourage physical violence, retaliation or intimidating behaviour at any time.

What is expected of Governors?

- Governors will need to monitor behaviour at least termly through the Headteacher report.
- Governors will need to observe the school behaviour policy in operation by visiting the school in session.
- Governors will need to hear disputes involving possible exclusion.
- Governors need to approve the School Behaviour Policy and Anti- Bullying Policy at least annually.
- Governors will take the final decision if permanent exclusion is considered.

PROTOCOL FOR BEHAVIOUR MANAGEMENT

The Behaviour Procedures for Margaret Roper School are set out in Appendix 2. This includes copies of all relevant forms and template documents.

LUNCHTIME PROTOCOL

1. One strategy for playground management of misbehaviour is to use the 'Time Out Stop' to allow children to calm down and reflect on their actions. If this does not have the desired impact the sanctions should be imposed as below:
2. Any incidents of misbehaviour that, in the opinion of the Senior Mid Day Supervisors, cannot be dealt with by using an appropriate playground sanction must be recorded in the Lunchtime Behaviour Folder.

3. At the end of lunchtime the child should be returned to the class teacher and the class teacher informed of the incident and the sanction applied. **The incident is not to be dealt with during a teaching session by the class teacher.**
4. The Lunchtime Behaviour Folder will be forwarded daily to the Headship Team who will follow up as necessary at an appropriate time (outside lesson time). This may be at break-times or after school or even the next school day.

Sanctions must be appropriate to age of child, the action and the severity of the action. Sanctions are decided by staff.

Sanctions must not be used if it leads to pupils being excluded from timetabled activities and their entitlement. Therefore, pupils should not miss out on their physical education programme, swimming, ICT lessons or attending school assemblies.

Appendix 1 – Code of Conduct

A Code of Conduct

“Love one another as I have loved you”

As children of Margaret Roper School we must show **CARE, COURTESY and CONCERN**

CARE:

for others as we would like to be cared for ourselves.

for our school buildings, gardens and equipment.

for all things as God gave them to us.

for ourselves and how we look.

for our work and how we present it.

COURTESY:

to all people at all times, with a smile

to each other, in and around school.

to all adults in school.

to visitors to our school, a welcoming smile and greeting.

CONCERN:

that each classroom is a welcoming place to be.

that our school is a happy place for everyone.

for all living things in our school, people, animals, plants and flowers.

for those who need our help, are hurt, sad or lonely.

for those less fortunate than ourselves.

Appendix 2 – Margaret Roper School Behaviour Procedures