



Statement of Ethos

Our Mission Statement emphasises the uniqueness of everyone in the community of the school. As staff, children, clergy and governors we are all special and we have together promised to reinforce the Gospel values of humility, honesty, forgiveness, self-respect and self-discipline so that loving and caring for each other is evident in our daily life in school.

Rationale

- We recognise that the key to ensure good behaviour is the positive role model of the class teacher and all other adults in school
- We have high expectations of the behaviour of everyone within the St. Raphael's community built on clear, honest and just relationships
- We see behaviour as an integral part of progress in school
- We recognise that there may be occasions when individuals do not show good behaviour, when this occurs it will be dealt with in a measured way to bring about resolution and forgiveness
- The adults in school will deal with any issues in perspective and disassociate the child from their behaviour

Principles

1. For the children to be proud of themselves as individuals, as class members and as members of their school community.
2. For the children to grow in self-esteem, respecting themselves as well as other children and adults.
3. For the children to be honest and to respect other people's property and their feelings.
4. For the children, in developing self-discipline, to take responsibility for their own actions.
5. Through the example of adults for the children to develop good manners and promote good behaviour at all times of the school day.
6. For the children to understand the importance of forgiveness by seeking for and giving it in order to resolve a situation.

Strategies to reward good behaviour

To establish an atmosphere of praise and achievement, a reward system has been established throughout the whole school.

The reward strategies will include:

- Golden rules for good behaviour to be displayed and discussed in each class
- A visual display will be used in EYFS/KS1 to reinforce behaviour and expectations
- The teacher or other adult positively recognising and rewarding good behaviour by methods including; verbally praising the child, giving house points, stickers, Praise Assembly certificates, teacher speaking to parent either on phone or at end of the day, or headteacher stickers.
- Dojos should be awarded for good learning behaviour being demonstrated by a child in addition to being awarded for work completed through marking as per the marking policy.
- Encourage pupils to take responsibility
- Promote appropriate behaviour through a variety of methods
- Provide opportunities for parental involvement particularly through the use of Seesaw as a tool to share work and achievements with people at home.

Sanctions for inappropriate behaviour

Most children will respond to this positive reward system. However, for those occasions when inappropriate behaviour is demonstrated the school has agreed a system of sanctions, which will operate in the following way:

Sanctions will be:

- The electronic behaviour form must be filled out promptly by class teachers or teaching assistants for any incidents. Low level disruption should also be recorded using the form, particularly if a pattern of behaviour is emerging. These will be monitored by SLT and will help to build a picture of behaviour over time. Teacher judgement will be used to determine what incidents are to be recorded.
- Children will be made aware of minor incidents of misbehaviour through the use of a visual display or the communication boards in class.



- If the misbehaviour continues they may be sent to an adjacent class and if the behaviour continues the teacher will inform the parent
- Miss one playtime or lunchtime
- Miss several playtimes
- Teacher will speak to the parent or carer at home time
- The pupil sent to the Headteacher or SLT member
- Parents invited into school to see Headteacher or Deputy Headteacher in order to agree appropriate steps to be taken
- Parents may be asked to take child home at lunchtimes for serious misbehaviour
- A seclusion from class may be appropriate for a period of time of up to 2 days.
- A behaviour contract will be necessary for persistent misbehaviour which will be signed by the child and parents/carers.
- Serious behaviour matters could result in exclusion

For matters of a serious nature the child will be withdrawn from class until the matter is fully investigated. Parents will be informed about the nature of the incident and asked to come into school as soon as possible.

The Headteacher will decide when and if behaviour is to be logged. Behaviour will be reported on in the Headteacher's report to Governors. Blanket sanctions are unacceptable

Incidents Outside of School

Occasionally incidents will occur outside of the school day which may affect life in school. If the school can support parents in these matters, it will always try to do this. Sometimes the incidents that occur will be of a serious nature and may have a *school context*. Examples of a *school context* are the independent journeys to and from school, whenever a child is in school uniform in a public place, or any incident that directly affects poor behaviour in school. In such cases the school reserves the right to sanction such behaviour in accordance with the behaviour policy. This includes incidents online that are deemed by the SLT to be linked to school.

Peer on Peer (Taken from updates in Keeping Children Safe in Education 2024)

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. It is important that details on the behaviour report are completed and clear so that any patterns or concerns can be identified and reviewed by the DSL and SLT.

Exclusions

Exclusions will be considered for matters that we deem of a serious nature. These include; defiance, violence, threatening behaviour including bullying, deliberate disobedience, deliberate reckless behaviour, discrimination and deliberate vandalism of school property. This list is not exhaustive however it gives general guidance for potential exclusions. Details of such behaviour will be recorded and presented to Governors for a final decision.

Evaluation, monitoring and review

This policy will be under constant evaluation and monitoring. Governors will review the policy annually.

Conclusion

The positive atmosphere of St Raphael's is a characteristic of our school. This whole school approach will enable all of the children to have pride in themselves and their school. This in turn helps us to meet the challenge of our Mission Statement in the 21st Century.