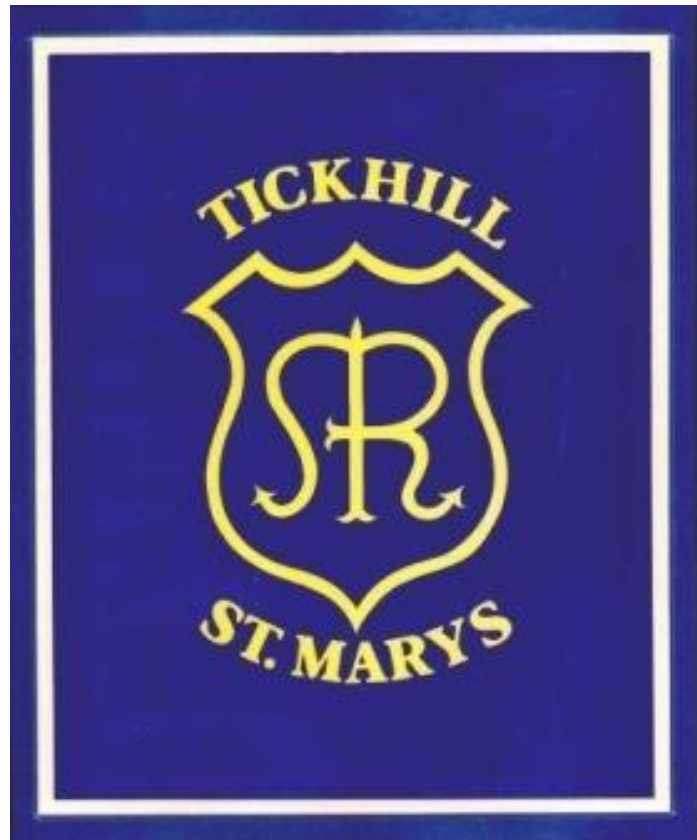


St Mary's C.E. Primary and Nursery School



Behaviour Policy

Growing together, learning together

Monitoring and Review

It is the responsibility of our governing body to agree and monitor our policies. The Curriculum and Standards Team has this responsibility, though the day-to-day management of it is devolved to the Headteacher.

As with all our policies, this was developed following a period of practice and consultation before being presented for Governors' consideration.

Mrs Kendrew-Jones

Mission Statement

"To encounter Jesus is to be invited into 'life in all its fullness' (John 10:10): each person is utterly precious".

This vision reflects our commitment to inclusivity, acceptance, and the celebration of the diversity of God's creation. We aspire to ensure that every child at St Mary's discovers and fully loves their life within God's plan.

Equal Opportunities

At Tickhill St Mary's School we are committed to giving all our children every opportunity to achieve the highest of standards. We acknowledge the right of every individual to be treated fairly and with respect regardless of appearance, age, race, gender identity, background, creed, attainment, ability or sexual orientation. We aim to fulfil this ideal through our policies and practice.

Christian Ethos

Tickhill St Mary's School is a Church of England School and, as such, we ensure that the Christian ethos is central to all our policies and practice.

Safeguarding Statement

St Mary's Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Statement of Principles

At St Mary's Primary School we believe that high standards of behaviour lie at the heart of a successful school and that this is achieved through positive behaviour management in line with our Christian values.

- All pupils have the right to feel safe at all times at school. There should be a mutual respect between staff and pupils and between each other. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- We adopt an inclusive policy where each person is viewed as unique, commanding equality of opportunity in all circumstances.
- We have a commitment to high standards and high expectations and aim to promote positive, caring, considerate relationships between all members of the school community.
- We encourage pupil achievement and the ability to succeed, with success built on genuine praise to reinforce the good behaviour and sanctions to deal with unwanted behaviour. In the

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rarest of circumstances, and only in an emergency situation, physical restraint may be used to protect the well-being of all involved.

- We have an agreed code of conduct to underline the positive aspects of behaviour we expect in our school.
- We promote a culture of mutual respect and consistently create opportunities across the school to engender a sense of right and wrong in our community.

Aims and Objectives

Tickhill St Mary's Church of England Primary and Nursery School aims to encourage each individual to be confident and enjoy self-esteem whilst displaying willingness to co-operate with and show consideration and respect for others.

We expect all children to:

- Be pleasant, well behaved and polite
- Show respect for **all** adults who work in or visit the school
- Show friendship, kindness, care and helpfulness towards others, especially those younger than themselves or those with difficult personal circumstances
- Accept people for what they are regardless of race, colour, size or beliefs
- Work to the best of their ability and allow others to do the same
- Be responsible for their own behaviour
- Develop a sense of fair play and sportsmanship
- Take care of school and others' personal property
- Listen to adult advice
- Be aware of the sanctions to be used if necessary
- Be appreciative of their environment and care for it

Whole School Approach

We believe that good behavioural management relies on a whole school approach. Every member of staff will implement this policy into everyday practice. We apply consistent approaches to:

- School values
- Positive ethos
- Rewards
- Good organisation
- Good communication
- Consequences

School Values

Our core values, which underpin all that we do, are:

- **Kindness:** We take pride in being kind to one another
- **Acceptance:** We embrace our differences and celebrate diversity
- **Fairness:** We strive for equity in all our actions
- **Honesty:** We value truthfulness in our relationships
- **Respect:** We honour each individual's worth and contributions
- **Active Participation:** We encourage all members of our community to engage and contribute

The core values have been agreed by staff and pupils and are expressed positively. All adults are appraised of the policy to ensure consistency.

Discussions around desirable behaviour take place between the class teacher and pupils regularly throughout the year and a contract, verbal or written, may be agreed if necessary or appropriate. The school values are displayed in the classroom as a reminder.

All pupils are praised for displaying the desired behaviour.

Adults act as role models to pupils at Tickhill St Mary's School and are careful to show kindness and consideration and to avoid humiliating or belittling children.

Positive Ethos

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good', they are however making good or bad choices.

Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising, 'you have managed to learn how to spell *because*' is much more effective than 'well done'.

Positive language focuses on how much pupils have improved rather than expecting perfection.

Used appropriately these positive phrases can be effective:

- 'Thank you for making a good choice about...'
- 'Well done for doing the right thing...'
- 'What does making the right choice look like/ sound like / feel like?'
- 'How could you make a better choice next time?'

Praise

Praise is the most important response at a teacher's disposal. When praising, teachers focus specifically on **what** they are praising.

Rewards may take the form of:

- Private or public verbal praise from a member of staff
- Bringing good behaviour to the attention of someone else
- Collecting house points/tokens which are age-appropriate
- Stickers

Nursery:

- Stickers
- Verbal praise

From Reception onwards:

- Verbal praise for good work, attitudes, kind actions by an individual or group
- Certificates for individual praise and achievement (St Mary's Superstars)
- Positive calls or texts to parents to share success and good news.

The use of rewards and sanctions varies between the Foundation Stage and Key Stages 1 and 2 due to the age-related needs of the children.

Good Organisation of Lessons

Classroom layouts

The classroom layout should encourage and facilitate all children to engage actively with learning, to behave appropriately and to feel safe and secure. Our classrooms demonstrate that:

- Working walls are a central and active engagement tool

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- The Code of Conduct will be on display and referred to appropriately
- Resources are accessible and fully labelled
- Children are seated to maximise their learning opportunities but minimise disruption opportunities
- Classrooms are clutter free
- Furniture will be rearranged appropriately for the nature of the tasks
- Pupils and staff can move easily around

Good General Organisation

Supporting supply and cover teachers

Supply and cover teachers should be supported by:

- All staff
- Lesson planning in an easy to follow format
- Lessons that are reasonable for someone other than the class teacher to implement and manage
- SEN/D list in each class register
- Relevant medical information in each class register
- Target children list
- Password to laptop
- Deploying support staff to help children settle at the start of sessions where appropriate
- Class teachers following up behavioural problems with parents when appropriate
- Induction pack including
 - List of daily routines
 - Summary of behavioural policy

Around school

Before we move children around school, we think about making the transition smooth, quiet and efficient. Children are expected to show 'super smart walking'. We make our expectations clear about how we will move around school. Staff should ensure they are in a position of effective leadership.

Worship

We periodically remind children of the importance of worship as a time to reflect on their lives and the lives of others. It is an essential part of the smooth end to the day.

Entry to worship will be silent, with each class teacher ensuring that their class enters the hall silently, sits silently and waits silently. Music will normally be playing. Staff will also normally model this silent behaviour for children.

A member of staff will be highly visible at the front of the hall, identifying and praising good behaviour in a variety of ways, including individual eye contact and acknowledgement.

Consequences may be given for poor choices made in collective worship, but unless behaviour is significantly damaging the experience this will normally be done discreetly by staff at the end.

Senior Leadership Team

Senior Leadership Team (SLT) are responsible for supporting colleagues who are experiencing particularly challenging behaviour. This includes coaching and working directly with children, parents, support staff, Special Educational Needs Co-ordinator (SENCo) and external agencies.

Children arriving

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At 8.45am Nursery staff greet their children.

At 8.50, Reception and all KS1 class teachers will be in their classrooms to welcome pupils. KS2 class teachers will collect their children from the playground. KS1 and KS2 children will be greeted by their teacher with either a hug or a handshake at the classroom door. For children in Foundation Stage, the hug or a handshake welcome will be gradually introduced once the children are happy to leave their parent/carers each morning.

Morning play

As with lunchtimes, staff should disperse themselves strategically so they can observe and support positive play. General access into school will be limited.

Lunch Time

Staff should place themselves around the playground so they can both watch and support children's playing. Staff will promote positive play. Children must ask a midday lunchtime supervisor if they wish to come in for any reason. If a significant incident occurs, it is recorded in the behaviour log and the class teacher is informed. Repeated offences will be followed up by class teachers who will contact home and seek to get the problem behaviour resolved.

Dinner Hall

Routines are clearly established. Calming music may be used. Children are encouraged to talk quietly to the people on their table.

End of the school day

Sufficient time is left at the end of the day to ensure that children are ready to leave in a calm and safe manner. All teachers will escort their children to the children's exit and supervise their leaving. Members of the Senior Leadership team will be visible. Our high expectations of good choices and polite manners continue until children are *at least* off school premises.

Good Communication

Proactive with Parents

Early communication is important because

- Parents have a right to know and a duty to support school.
- Children often respond better to a unilateral approach.
- Parents may have additional information that will help us better understand the needs of a child.

Therefore we

- Keep parents informed of progress and events
- Support parents in having a consistent approach to managing behaviour at home, putting them in touch with outside agencies where appropriate.
- Keep parents informed when things are going well, particularly for those children who have additional needs and are making that extra effort.

Meeting Pastoral Needs

The school ethos shows that we care greatly for our children. We want our children to feel valued, secure and have a sense of belonging.

Teachers and Support Staff

Teachers and support staff together must agree who and how behaviour can and should be managed by the support member of staff within each classroom. All staff should encourage and expect the school values to be followed, ensuring as much consistency as possible is essential.

Support staff contribute to the generation of half termly targets for SEND children. Staff should track their child's behaviour carefully, keeping a record of events, if appropriate. Any significant events or patterns should be discussed.

Support staff, with the agreement of the class teacher, and inclusion of strategies onto SSP's, may deploy additional rewards, for example choosing time, stickers etc. However we must do this in such a way that we minimise feelings of unfairness from other children.

Consequences

We try to work with parents cooperatively to share information and for mutual support. Staff may talk with parents informally, though persistently unacceptable behaviour or one-off serious behavioural incidents will be reported to the Headteacher or Assistant Headteacher and parents will be informed officially.

Instances of poor, persistent or unacceptable behaviour will be recorded on an incident form and pupils are encouraged to tell or write down their versions of incidents or issues. These records are available for the Senior Leadership Team's (SLT) monitoring purposes.

Foundation Stage

Staff use the following strategies to manage behaviour:

- Helping child to say "sorry", hand back, rebuild etc
- Ask children to wait their turn (with the option of playing with another toy)
- Depending on the severity of the child's actions, (eg. scratching, pushing etc) require children to sit out (time out) for the number of minutes corresponding to their age (ie. a three year old for 3 minutes)
- Speak with the children at break, story/circle time about caring for themselves and others, care of equipment, listening to adults etc
- Give rewards as and when appropriate: eg. Helping with break/story activity etc
- Offer lots of praise and/or stickers to reward desired behaviour.
- Set up smiley face/star charts to promote good behaviour in individual children
- Inform parents/carers of poor behaviour when appropriate so that improvement is managed by home and school. Notes are kept on any discussions which take place and the Senior Leadership Team may be informed of specific incidents

Key Stages 1 and 2

We try to operate a positive behaviour system, but sometimes we may need to use sanctions if behaviour does not meet our high expectations.

The key tool that we use for ensuring consistency of consequences is the stage system.

The Sanction System

It is essential that teachers are fair and conscientious in applying the sanction system. Other behaviour management strategies, such as 'thinking time' are to be used first before resorting to this system.

Opportunities for children to make the right choice are always provided.

Consequence 1

Verbal warning made explicit.

Consequence 2

Child has a change of environment (age-appropriate).

Consequence 3

Take work to SLT and parents informed.

Poor behaviour will be recorded on CPOMS.

Dealing with failure to engage in learning

It is appropriate to ensure pupils receive their full curriculum entitlement. Therefore if pupils (who are reasonably capable of doing a task) fail to do so to a satisfactory standard, staff should require pupils to use break times, lunchtimes and additional home learning to catch up. It is particularly important that all staff are empowered to do this and actively supported by class teachers and senior leaders.

Bullying Behaviour

Please refer to the separate Anti Bullying policy.

Alternative Consequences

There are times when our behaviour system is simply not enough, is not working, or is not appropriate. When this is the case, the class teacher is responsible for identifying alternative consequences. It is essential to work closely with parents, pupils and relevant colleagues. Parental engagement is key to many pupils that are struggling to make good choices, and although this is not always easy to obtain or maintain, must be a key priority for the class teacher. If a pupil has 1:1 support, the Teaching Assistant should be involved at each and every stage.

The purpose of these alternatives is to improve pupil behaviour longer term, avoiding the need for exclusion, whilst minimising opportunities for poor choices short term.

Behaviour Plans

Pupils with specific behavioural difficulties may have individual behavioural targets agreed by the class teacher, the pupil and parent. These targets will form part of an individual behaviour plan, or pastoral support plan which will be monitored by the class teacher and senior leadership team. Parents/carers will be asked to agree and sign the plan. Pupils may have an individual report book to be completed by the pupil and the class teacher at the end of each session including breaks. The book may be taken home at the end of the day for parents/carers to sign. **It is the pupil's responsibility to ensure that the book is brought to school each day.** The Senior Leadership Team (SLT) are kept informed of the progress of the plan.

- The purpose has to be discussed and agreed
- Requirements are prioritised
- Targets are set
- Steps and rewards are agreed together with a buffer action (eg. What happens if there is an outburst?)
- Positive feedback is given to the pupil and parents/carers.

Incidents Requiring Support

In the case of a violent outburst by any pupil, the pupil will be escorted to the Head or Assistant Head Teacher or if the teacher /adult is unable to leave the scene, the Head or Assistant Head Teacher will be sent for. Any request by a class teacher / adult for either of the above personnel should be taken seriously and should be acted upon immediately unless the message is accompanied by a qualification such as "It isn't urgent" or "When you have a minute to spare". On the rare occasions when neither of the above member of staff is available, help should be sought from any member of the Senior Leadership team or the most senior member of staff on site.

Physical Restraint and Use of Reasonable Force

Only in exceptional situations, when a child's behaviour puts themselves or others in danger, there may be a need for physical intervention to take place to safeguard the child or others but this is **not** to be used as a behaviour strategy. Tickhill St Mary's believes that the use of restraint methods, such as Team Teach, conflicts completely with the Christian ethos of the school.

Fixed/Permanent Exclusions

In the event of serious behavioural difficulties, it may become necessary to consider a fixed term or permanent exclusion. The school supports social inclusion and wherever possible would wish to avoid the use of exclusions. A Behaviour Support Plan may be implemented to assist the child remaining in school and there will be strong liaison between staff, parents and child. In the event that a fixed term or permanent exclusion is considered necessary, the LA procedures will be followed.

Additional guidance can be obtained through DMBC exclusions and out of school team. This guidance cannot be about whether to exclude or not, merely to reflect what other schools have done in similar situations, and may help with any procedural concerns.

Exclusions may be for a buildup of unmanageable and unacceptable behaviour, but may also be for a one off incident.

Governors are adamant that, while they wish to support any child at St Mary's who may be struggling, persistent poor behaviour by an individual cannot be allowed to affect the good order of the school or the quality of teaching and learning for the rest of the class/key stage/whole school. In such cases, external advice will be sought. Poor behaviour which

- persistently disrupts teaching and learning and/or
- is exhibited as violence against staff or children and/or
- puts the individual or others at risk

will not be tolerated and the use of fixed/permanent exclusion will be considered.

In the event of a fixed term exclusion, the parent/carer will be immediately contacted and asked to collect the child from school with immediate effect. In the event that a parent/carer is unable to collect the child, they must nominate an alternative person to collect the child. The exclusion will then commence from when the child leaves the school premises. Following an exclusion, a return to school meeting will be conducted by a member of the Senior Leadership Team before the child returns to class.

Pupil Responsibility

We believe that pupils can best help to develop their own self-discipline and self-esteem by undertaking an increasing number of responsibilities as they progress through school. These have been agreed as:

Y1: Possible collection of fruit and milk

Y2: Opening the classroom doors at the end of break, classroom responsibilities

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Y3: Classroom responsibilities, eg. Handing out and collecting books

Y4: Preparation of lower school hall for worship, classroom responsibilities

Y5: Buddying up with Y1 when walking to Church, classroom responsibilities

Y6: Lighting the candle in worship, Playground Leader's scheme, Library monitors, Animal team, Office delivery and collection e.g. consent slips, Team Captains to escort YR and Y1 children to their classrooms at the end of worship.

This list may be amended in the future and responsibilities may be changed or removed.

Home / School Partnership

Co-operation between home and school is conducive to good behaviour and effective teaching and learning. Both home and school should seek to support each other for the benefit of the child and both should appreciate their respective contributions to the shared goal. It is our expectation that parents will support this policy. School recognises that parents/carers are the first educators of their children and respects the continuing input of the home.

Role of the SENCo

The SEN co-ordinator (SENCo) should be kept informed of any issues of behaviour management and will be involved, together with the SLT and any outside agencies, for setting targets, monitoring progress and giving or seeking advice.

Role of the Governing Body

The governing body is responsible for the policies within the school and is kept informed of any issues relating to their policies. The Governor with specific responsibility for SEN will be informed by the SLT of specific problems relating to behaviour and the Governing Body will be informed of any exclusions which may occur. Information pertaining to the latter must be in written format. Any information relating to the behaviour of individual pupils is always confidential.