

St Mary's CofE Primary School
Positive Behaviour Policy

ETHOS STATEMENT

In accordance with the aims of the school, the Governing Body of St Mary's believe that all members of the school community should be esteemed, cared for, treated courteously and encouraged to make their unique contribution. Within our Christian ethos of love, forgiveness and justice for each person as a valued child of God, we aim to develop understanding and respect for each other's faith, culture and language, and to teach, exemplify and uphold equal opportunities for all.

This policy is also informed by the UN Convention on the Rights of the Child. Specifically:

Article 19 – All children have the right to be safe. Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

AIMS

Positive Behaviour is a necessary part of the provision we make at St. Mary's to create and maintain an orderly working environment in which all members of the school community feel safe and secure. By promoting positive behaviour we hope to deter the negative one. By doing so we aim:

- To encourage a calm, purposeful and happy atmosphere within school;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To raise children's self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety;
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

EXPECTATIONS

All members of the school community are expected to behave in a considerate way towards each other and to demonstrate positive behaviour which supports our school ethos. Through doing so we aim to create a school community built on respect, compassion and love where each individual has a sense of respect and belonging.

We have an expectation for all members of St. Mary's CofE School to follow the rules and principles that underpin this policy and to ensure that these are applied consistently and fairly.

TEACHING POSITIVE BEHAVIOUR

At St. Mary's CofE Primary School we believe that the positive behaviours we expect are supported by our RE and PSHE Curriculum. As a result, we have derived a set of six personal values for children to achieve (*appendix 1*):

Perseverance
Honesty

Respect
Courage

Compassion
Forgiveness

Our RE Curriculum and our PSHE Social & Emotional Aspects of Learning Programme are also organised into these clusters of learning. It is therefore hoped that the personal attributes/positive behaviour for area is supported through curriculum work.

We believe that staff, parents and visitors of St. Mary's can contribute to actively helping children to demonstrate these values on a personal level. They can be promoted in various ways by:

- Modelling the personal attributes directly;
- Setting appropriate boundaries for children's behaviour;
- Showing empathy and understanding of children;

- Listening to children;
- Showing respect and understanding to everyone in the school community;
- Providing feedback in an informative way to children;
- Using positive consequences to encourage the learning of appropriate behaviour;
- Using negative consequences to discourage the learning of inappropriate behaviour;
- Linking values to acts of Collective Worship and thus encourage whole school reflection of positive behaviours.
- Linking values to the school's work on helping children to understand and engage with the UN Rights of the Child on a daily basis.

RULES AND ROUTINES

The school values have been agreed by the whole school community and are known in school as the 'Sunshine Six'. The children should be consistently reminded of these rules as they enter the school and at the beginning of each academic year and are then expected to adhere to these.

Classroom rules are drawn up collaboratively between pupils and staff at the beginning of each academic year. They are expected to be supportive of our school ethos and provide a clear set of 'positive' boundaries to ensure that children can work cooperatively in a safe, happy and supportive learning environment. These rules should be clearly displayed in the classroom for pupils to see.

All staff should, fairly and consistently, support the children appropriately so that they can adhere to these. There are a number of rewards and consequences that can support the staff in their work.

REWARDS

At St. Mary's CofE Primary School we believe that children should be encouraged to behave well and work hard. We use a number of rewards to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following:

- **STAFF PRAISE**

- **CLASS REWARDS**

Rewards appropriate to the year group, e.g. stickers, smiley face, house points etc

- **'CONGRATULATIONS!' CERTIFICATES**

These certificates are presented to two children from each class during the Friday 'Congratulations' assembly.

- **SPECIAL CERTIFICATE**

These certificates are presented to two children from each class each term.

- **HEAD TEACHER'S AWARD**

This certificate is presented to one child each week for demonstrating positive behaviour or effort.

- **POT OF GOLD**

The 'Sunshine Six' rules are linked to a Rainbow display in each class which has the 'Pot of Gold' as the designated reward. Children can achieve movement towards this by following and demonstrating understanding of the 'Sunshine Six' through their behaviour. Once they reach the 'Pot of Gold', children receive a raffle ticket which is entered for a prize draw in the Friday 'Congratulations' assembly.

- **HOUSES**

The children are organised into one of four houses: **LICKEY; CLENT; WASELEY; MALVERN**

Each term the children's house points are counted by the Y6 pupils and totalled for the house. The house with the most merit points at the end of each term has an afternoon house event (e.g. games outside).

- **STAR AWARDS (LUNCHTIME)**

The children can receive a star from a lunchtime supervisor if they demonstrate positive behaviours during this period. These are displayed on the board outside the school hall for everybody to see and each child awarded one of these becomes eligible for the Lunchtime behaviour award.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

CONSEQUENCES

In order to discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask him/her to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At St. Mary's CE Primary School, we do this via a system of logical consequences designed to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community. The consequences can include:

- **STAFF SANCTION**

These can take place in many forms, e.g. frown, a quiet word with a child, warning, movement away from the 'Pot of Gold' on the Rainbow.

- **TIME OUT**

If a child does not comply with warnings, then the class teacher may send him/her for a period of time out. This can be in a designated area within the classroom or a period of time in another classroom.

Incidents of poor behaviour in class are recorded in the class behaviour log.

- **SENIOR LEADERSHIP**

If the children display negative behaviours which have not improved after the stages above, then they can be sent to a member of the school's senior leadership team. This is recorded in the school's central behaviour log.

- **REPORTS**

When it is felt that a child's behaviour is persistently negative then she/he can be placed on a report for a period of time and with a particular focus. There are various stages of report and monitoring of this varies between the stages (*appendix 3*). It is imperative that parents are involved at this stage, if not earlier.

- **FIXED TERM AND PERMANENT EXCLUSIONS**

We do not wish to exclude any child from St. Mary's CE Primary School. However, where we feel that this is necessary we adhere to all DfE and LA Guidelines and Procedures.

INVOLVING PARENTS, AGENCIES AND OTHER STAFF

Teachers and Teaching Assistants are asked to annually audit the behavioural needs of children in their class in order to evaluate the support that is offered to individuals or groups of children. In addition, the Assistant Headteacher (Inclusion and Pastoral) will meet with teaching staff as part of termly 'Duty Bearer' meetings.

Children with ongoing behavioural concerns which need more support/intervention than can be offered by a class teacher as part of general classroom management should be given an Individual Behaviour Plan (IBP). This document includes details of individual and specific 'child-centred' targets with details of ways that the child can be supported in achieving those targets.

At this stage the Assistant Headteacher will make decide whether or not outside agencies need to be involved for support/guidance and will inform the parents. An IBP must be shared with the child and shall be reviewed on a termly basis.

BEHAVIOUR OUTSIDE SCHOOL

Teachers have statutory powers to discipline pupils for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will apply sanctions as appropriate, and involve parents, when any non-criminal behaviour and/or bullying is witnessed by a member of staff or reported to the school. The school may discipline any misbehaviour when the child is:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, will also be sanctioned if they:

- Could have repercussions for the orderly running of the school.
- Pose a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

ROLES AND RESPONSIBILITIES

CLASS TEACHERS/TEACHING ASSISTANTS:

The class teacher and teaching assistants will:

- Ensure that the school rules are applied consistently and fairly at all times
- Ensure that classes behave in a responsible manner both in the classroom and when moving around the school
- Hold high expectations of children's behaviour
- Treat each child fairly, with respect and understanding
- Recognise positive behaviours at all times
- Apply rewards and consequences fairly and consistently
- Follow procedures outlined in this policy and liaise with senior leadership where support is needed in managing behaviour of individuals
- Consult with parents where there are any behavioural concerns

SENIOR MANAGEMENT TEAM:

The Senior Management Team will:

- Implement and monitor the effectiveness of this policy throughout the school and, where appropriate, report to governors
- Support the staff in the implementation of procedures outlined in this policy and guidance where necessary
- To keep records of any significant negative behaviour incidents and report to the LA as necessary
- Liaise with external agencies, including the ESW, as necessary in order to support individuals with specific needs
- The Head Teacher will follow guidance from the DfE and LA if a fixed term or permanent exclusions is deemed necessary

GOVERNORS

The Governors will:

- Annually review a written Behaviour policy to support the Head Teacher in determining measures for promoting positive behaviour.
- Offer further support where the Headteacher feels that particular measures should be introduced or issues should be addressed regarding behaviour.
- Support the Headteacher as necessary if a fixed term or permanent exclusion is deemed appropriate or challenge the Headteacher if the governors receive representations from a family or carer in line with the guidance contained in letters notifying them of an exclusion.

PARENTS/GUARDIANS

The parents/guardians will:

- Support their child's learning and co-operate with the school, as set out in the Home-School Agreement
- Promote positive behaviours at home as well as at school
- Read any documentation that is sent home

- Meet with members of the school staff as necessary to discuss any concerns
- Contact the school if they have any concerns or questions about the contents of this policy

CHILDREN

The children will:

- Try their best to demonstrate positive behaviour and develop their personal attributes
- Follow school rules and class rules at all times
- Take responsibility for their actions
- Consider the effects of their actions

MONITORING & REVIEW

The Positive Behaviour Policy is reviewed on an annual basis through consultation.

The Head Teacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body as appropriate, including by making any recommendations for improvement.

A variety of records are held in school regarding behaviour. This includes logs, audits and IBPs held by the SENCO. Any incidents of behaviour involving bullying, racist and homophobic incidents are also logged by the Head Teacher/Deputy Head Teacher.

The Head Teacher keeps a log of any fixed term or permanent exclusions that have been enforced at St. Mary's CofE Primary School.

These records are stored in accordance with the school's various data protection policies.



St. Mary's CE Primary School

APPENDIX 1: STAGES OF REPORT

<i>STAGE 1</i>	<i>STAGE 2</i>	<i>STAGE 3</i>
Parents informed of the need to place a child on report/escalate the stage of the report. Parent & child informed of the duration and the focus of the report. Programme of support developed to manage children's behaviour (where necessary), e.g. behaviour support groups.		
<ul style="list-style-type: none"> Report to be signed daily by CT/TA. Report to be reviewed and signed weekly by SMT. Report sent home to be shared with parents on a weekly basis. 	<ul style="list-style-type: none"> Period of 'in-house' exclusion agreed (<i>e.g. exclusion from lunch breaks, no access to school clubs etc.</i>). Report to be signed daily by SMT. Report to be reviewed and signed weekly by HT/DHT. Report sent home to be shared with parents on a weekly basis. 	<ul style="list-style-type: none"> Period of 'external' exclusion agreed (<i>e.g. lunchtime periods, suspension period</i>). Report to be reviewed and signed daily by HT/DHT. Report sent home to be shared with parents on a daily basis. Weekly review meetings with HT/DHT, pupil, parents and other adults/agencies (where required).
<ul style="list-style-type: none"> Review meeting to examine behaviour of pupil in relation to report focus. Pupil taken off report OR <ul style="list-style-type: none"> Report escalated to STAGE 2 	<ul style="list-style-type: none"> Review meeting to examine behaviour of pupil in relation to report focus. Pupil taken off report & monitored OR <ul style="list-style-type: none"> Report escalated to STAGE 3 	<ul style="list-style-type: none"> Review meeting to examine behaviour of pupil in relation to report focus. Pupil taken off report or downgraded to STAGE 2 OR <ul style="list-style-type: none"> Meeting with HT to discuss exclusion period.