

St Mary's CofE Primary School
Behaviour Policy

Name of School: St Mary's CofE Primary School
Date of Policy: July 2021
Member of Staff Responsible: SLT
Review Date: March 2022

ETHOS STATEMENT

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

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.

At St Mary's CofE Primary School we believe that behaviour is the collective responsibility of governors, staff, parents and children. Our behaviour policy sits under the remit of safeguarding.

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child." *Keeping Children Safe in Education updated 2021*

"No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action." *Keeping Children Safe in Education updated 2021*

AIMS

We believe that, in order to facilitate teaching and learning, acceptable and safe behaviour must be demonstrated in all aspects of school life. We acknowledge that behaviour can sometimes be the result of mental health, trauma, attachment, SEND or other vulnerabilities and will address those needs through a personalised graduated response. 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 doing so we aim:

- To encourage a calm, purposeful and happy atmosphere within school;
- To provide a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment;
- To develop positive relationships with pupils to enable early intervention;
- 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 and is enabled to use appropriate strategies to manage their feelings;
- To have a consistent approach to behaviour support 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 promote a culture of praise and encouragement in which all pupils can achieve;
- To challenge unacceptable behaviour through a system of emotional coaching;

- To show disapproval of any inappropriate action rather than disapproval of the child.
- 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 THROUGH TRAUMA INFORMED ATTACHMENT AWARE PRACTICE

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	Respect	Compassion
Honesty	Courage	Forgiveness

Our RE Curriculum and our PSHE 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 the Rainbow to support the use of school values;
- 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:

- **THE RAINBOW**

The rainbow is used to recognise effort, demonstration of the school values and positive inter-personal relationships. When these are observed, a child's name is moved up the rainbow.

- **STAFF PRAISE**

- **CLASS REWARDS**

Rewards appropriate to the year group, e.g. stickers, smiley face, moving up the Rainbow etc.

- **'CONGRATULATIONS!' CERTIFICATES**

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

- **STAR AWARDS**

These certificates are presented to three children from each class every week and are based upon effort in Reading, Writing and Mathematics.

- **HEADTEACHER'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.

BEHAVIOUR SUPPORT APPROACHES

In order to discourage children from behaving badly we believe it is important to teach them positive behaviours and emotion regulation strategies. If a child misbehaves staff should ask him/her to stop the behaviour and should discuss the incident with all those involved through a restorative approach and emotion coaching. Where there is unacceptable behaviour, the child will have a reminder of the expectations. Should the unacceptable behaviour continue, the child will have their name moved down the Rainbow. It is the class teacher's immediate priority to promptly notice and acknowledge an improvement in behaviour and then move the child's name back up the

Rainbow. In certain cases, reasonable adjustments will be put in place and there will be a more personalised approach to the Rainbow.

Emotion coaching steps:

1. If a child is not making good choices, is misbehaving or not being kind and caring towards others then it is likely there is an underlying cause (anxiety, fear, frustration, tiredness). Child to be reminded of the rules and expected behaviours. The Emotion Coaching Toolkit should be used alongside the class charter. Time to calm and time to talk should be prioritised if needed.
2. Sometimes children experience “big feelings” which result in a fight, flight, freeze response which can be shown through behaviours such as hurting themselves or others, running away, hiding or withdrawing. When this happened a key adult is required to support de-escalation and enable to child to emotionally regulate through emotion coaching and access to a calm space.
3. In certain extreme cases where a child is at significant risk of harm to themselves or others there will be additional support from either the Learning Mentor or a member of the Senior Leadership Team. De-escalation, co-regulation and emotion coaching strategies will be used. When the child is calm and ready to talk a reparation conversation will take place. An internal exclusion will be considered at this point. Parents will be informed and the incident will be logged on CPOMs (the school’s safeguarding recording system).

FIXED TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from St. Mary’s CofE Primary School. However, where we feel that this is necessary we adhere to all DfE and LA guidelines and procedures. Where a child has an identified Special Educational Need reasonable adjustments will be considered.

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 and Learning Mentor meet weekly to discuss pupils who are receiving additional support or who may be moving into scope for this.

Children with ongoing behavioural or SEMH needs which need more support/intervention than can be offered by a class teacher as part of the Universal Quality First Teaching approach will receive support through the graduated SEMH Behaviour Support Plans. These documents include 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. The SEMH Behaviour Support Plans must be shared with the child and parents and reviewed on a half-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 respond 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 values 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
- Have well-planned lessons with a range of activities to keep pupils stimulated
- 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 supporting the behaviour of individuals
- Provide a calm space or access to calming resources in the learning environment
- Consult with parents where there are any behavioural concerns
- Establish and sustain consistent class routines

SENIOR MANAGEMENT

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 ELIT, 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 the school values and develop their personal attributes
- Follow school values and class rules at all times

- Take responsibility for their actions
- Consider the effects of their actions

MONITORING AND REVIEW

The 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 SEMH Behaviour Support Plans. 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 data protection policies.