

St Mary's Church of England Primary School



Learn. Achieve. Grow. Flourish.

Behaviour Policy

Be Ready. Be Respectful. Be Safe.

POLICY: Behaviour Policy & Guidance
APPROVED BY: FGB
APPROVED DATE: 15 May 2023
REVIEW DATE: May 2024
This policy is statutory and recommended to be reviewed annually

School Vision

As a Church of England school, we value and are ambitious for all children and are committed to providing a positive, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

'I instruct you in the way of wisdom and lead you along straight paths' (Proverbs 4:11)

1. CONTEXT

It is a statutory requirement that all maintained schools have a behaviour policy in place. This Policy and Guidance has been produced with reference to the following:

- The Children's Act 1989
- The Education Act 1996
- The Equality Act 2010
- DfE: Behaviour in schools. Advice for Headteacher and school staff, September 2022
- Education Endowment Foundation research: Improving Behaviour in School, 2019
- UNICEF Rights Respecting Schools

2. INTRODUCTION

At St Mary's Church of England Primary School, we have high standards and high expectations of behaviour. We recognise that good behaviour in school is central to accessing a good education and everyone's wellbeing which enables us to flourish.

We recognise that all individuals within our school should feel valued and be able to contribute towards the wellbeing of the school and want to attend school. Children have the right to work and play in a calm, safe, sociable and happy learning environment and function in an orderly and well managed school.

We believe that the use of a positive, supportive behaviour management system, which operates within a well-structured and consistent framework, contributes significantly in meeting the safeguarding and wellbeing needs of all children and maximizes learning and teaching time.

Children learn best when they are clear about what is expected of them and when they are consistently encouraged to reach the expectations. Clear guidelines, professional relationships, reinforcement of positive aspects of children's behaviour and the children's own sense of self-worth all contribute to their willingness to behave in an appropriate manner. All adults, parents and members of the school staff have a responsibility towards the emotional and social development of all pupils and in the positive reinforcement of a child's achievements.

St Mary's recognises that a small number of pupils will need additional support to reach the expected standard of behaviour. Where possible, support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. When pupils do misbehave, we will respond professionally, promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. This will mean working with colleagues, individual pupils, their parents and potentially outside agencies.

3. AIMS

The aims of this policy is to;

- ensure good behaviour permeates through every aspect of school life.
- establish a clear and consistent approach to behaviour management for all staff to collectively embody at all times.
- promote equality, the British values, our school values, Our Christian ethos and the school vision.

- improve, promote and maintain high standards of behaviour throughout the whole school.
- ensure the behaviour culture of the school is of a high standard.
- recognise the school as a calm, supportive and safe environment for all children, visitors and staff.
- make a positive contribution to the development of good citizens in modern Britain.
- Enable individuals to take pride in themselves, one another, equipment and in their school when in uniform and in the community.

4. PROFESSIONAL RESPONSIBILITIES

To achieve the aims St Mary's **leadership team** will:

- Create a behaviour policy to ensure there is clarity of the expected standards of behaviour
- Make sure the behaviour policy is clearly understood by all staff, parents and pupils
- Have a system in place to make sure pupils do not miss out on rewards or sanctions
- Model the behaviours expected of all staff
- Be visible by welcoming children into school and visiting areas of the school such as lunch hall, playground and library etc. regularly
- Check pupils come into school and move around the school in an orderly manner
- Check the building is clean, orderly and well maintained
- Check behaviours outside of school (e.g. during trips, local walks, swimming, church visits, residential)
- Engage in regular Q&A sessions with pupils around the school regarding behaviour including those with high needs
- Praise the staff for good performance
- Take action to deal with those who fail to follow the behaviour policy (accountability, training and support)
- Praise good behaviour of pupils and celebrate successes (catch them being good)
- Monitor the amount of praise, rewards and sanctions given by individual staff
- Ensure staff praise good work and behaviour
- Ensure staff understand the special needs of pupils and make allowances for this
- Support teachers to have clear plans in place for pupils who are likely to misbehave
- Put in place a suitable support programme for pupils with behavioural needs
- Build positive relationships with parents and pupils, particularly those who have children with behavioural difficulties
- AHT and Inclusion team to monitor behaviours and reporting of incidences, informing SLT of headlines, outcomes and actions

To achieve the aims St Mary's **teachers and support staff** will:

- Behave according to the 7 principles of public life
- Read, understand and follow the school behaviour policy at all times
- Meet and greet pupils into the classroom everyday
- Create a calm, orderly and safe class environment

- Share and display the class rules and sanctions
- Share and display the tariff of systems for rewards and sanctions
- Ensure a visual timetable of the day is displayed and shared with the pupils
- Have a plan in place for those who are likely to misbehave and regularly review this with an inclusion team member, parents and the child
- Understand pupils' special and specific needs
- Remain calm, in control and professional at all times (it is expected no teacher will raise their voice, scare, belittle or humiliate a child, visitor, parent or staff member)
- Use good manners to all staff, visitors, parents and pupils
- Form a good relationship with parents/carers and communicate with respect and courtesy to build a holistic picture of the child
- Ensure all resources are prepared in advance of teaching
- Ensure lessons are carefully planned to meet the needs of all learners through differentiation
- Praise the behaviour you want to see more of to the staff and pupils
- Praise the children who are doing the right thing rather than criticise those doing wrong
- Teach children the class routines, behaviour expectations and transitions and remind them ongoing
- Teach children the behaviour expectations across the school
- Give positive feedback to parents about behaviour and achievements as well as informing them of the disappointing days
- Support playtime and lunchtime staff with behaviour management
- Report misbehavior on CPOMS

In addition to the above, **year leaders** will:

- Support their colleagues to ensure they consistently follow the behaviour policy and support them when experiencing difficulties implementing classroom management systems
- Demonstrate positive behaviours and act as an ambassador to colleagues, visitors, parents and pupils
- Monitor behaviour policy expectations across the year group to maintain consistency
- Reinforce and discuss behaviour expectations in year group meetings, identifying those pupils who require additional support or pastoral processes such as MHST or ELSA
- Report behaviours and any incidences on trips, clubs, walks and visits to a SLT member
- Report to SLT staff who have difficulty with following the behaviour policy, the behaviour management of their class and personal emotional stresses

To achieve the school behaviour aims St Mary's **parents** are expected to:

- Greet their child with a smile at the end of the day
- Be supportive of the school behaviour policy
- Form a good relationship with the school and communicate with respect and courtesy
- Be aware of the appropriate behaviour expected while on site
- Model good behaviours to their child(ren)
- Support the school rules, expectations and consequences given to their child
- Show respect to the school staff and members of the school community at all times

- Report any concerns to the school and do not deal with other children or parents, taking matters into their own hands

5. PUPIL VOICE

During a discussion with the pupils of St Mary's, they want staff to:

- Help them to learn
- Treat them with respect
- Listen and don't shout
- Be happy
- Make everyone feel important and valued and develop their confidence
- Be fair
- Give them stickers for being good and for doing good work
- Give them a 'fresh start' every lesson demonstrating our school value of forgiveness
- Deliver engaging lessons

Taking research and pupil voice into account the school has adopted a positive teaching and learning approach towards behaviour. To maximise this, any incidents of bullying, discrimination, aggression, and derogatory language (including name calling and racism) are dealt with quickly and effectively. Children will be encouraged to reflect and learn from their behaviours making better choices in the future (restorative approach).

6. PARTNERSHIPS

For the policy to be effective, the partnership between adults who have a public service roles i.e. club organisers, with parents and school staff is vital. Children need all staff and parental encouragement and support to participate positively in their day to day school work and in the wider life of the school and community.

- Parents and visitors to the school who work with children will be made aware of the behaviour policy and the procedures used by the staff when dealing with challenging behaviour.
- Parents/carers and club leaders will be encouraged to share concerns and discuss problems in an atmosphere of mutual support (see Nolan principles).
- Any individual behaviour plans will be drawn up in partnership with parents/carers and children.
- Staff recognise the need to share achievements and success with parents/carers and club leaders where necessary to show the positive role that parents/carers and club leaders can play in promoting positive behaviour.
- Staff share behaviour strategies with parents/carers and club leaders for use if requested. The Staff at St Mary's recognise the value of positive reinforcement strategies, restorative approach and reward based systems and encourage parents/carers and club leaders to use these strategies for consistency.

7. ST MARY'S SCHOOL RULES

The school has adopted three simple rules that have a great deal of meaning behind each of them. Children will be taught these rules and reminded at the start of each term so they become embedded as part of their behaviour and school culture.

Be Ready. Be Respectful. Be Safe.

- **Be Ready** to learn and make progress (this includes compliancy towards uniform, equipment, attitude, punctuality and attendance).
- **Be Respectful** to everyone; to their peers, to their parents/carers, to all staff; and to the environment both

inside and outside of school (this includes being courteous, considerate, tolerant of others and their views, acknowledging and stopping for adults, making eye contact while speaking or being spoken to, showing gratitude, good work ethics, and support tidiness in their class and around the school).

- **Be Safe** by making responsible choices and learn to manage conflict and disagreements respectfully and honestly. Showing responsibility for health and safety within the school, know how to keep safe online and in the community and through reporting any concerns to an adult. Clear transition behaviours, class management and walking around the school building helps keep children safe from accidents and can prevent behaviour situations arising.

8. REWARDING GOOD BEHAVIOUR

Children who are seen to be following St Mary's school rules and are making a concerted effort to use good behaviours must be encouraged and rewarded. Rewarding good behaviour must be the norm and all staff must engage in achieving this. All staff should be pro-active in celebrating ordinary good behaviour overtly and often throughout each day. It is expected that rewards are frequent, consistent and genuine.

Regular and daily rewards

- Verbal praise taking into consideration the sensitivity of the child (all staff are encouraged to do this and includes smiling, giving recognition and thanking children for their behaviour either privately or publically).
- Sharing good work with others (the class, year leads, our inclusion Team, SLT and parents).
- Awarding Dojos and making clear why they received a dojo
- Star of the day
- Star of the Week

To encourage children who struggle to follow directions and rules, staff need to be skillful at building a good relationship with the child and employ a range of strategies in conjunction with effective teaching.

9. DEALING WITH POOR BEHAVIOUR

Low level disruption and behaviours

When dealing with low level instances of poor behaviour the following strategies may be used as guidance:

- Pre-empt poor choices
- Praise of children nearby
- The 'look'
- Stand close and encourage back to work
- Visit the child and ensure that the work/activity is understood and at an appropriate level. If a child is misbehaving in a lesson, always look to your own practice first and the content of the work. Ask: Is it engaging? Is it at the right level for the child? Do I need to re-teach or re-engage?
- When children continue to ignore directions and/or are disruptive teachers may give a clear rule reminder using the class rules display and give a reminder of the consequence, so the child has a clear choice about following direction.
- Speak to the child calmly outside the classroom away from peers, to establish the problem or cause for the behaviour.

Sanctions

To prevent the need for sanctions because of poor choices. Adults should implement the following strategies to develop excellent behaviour:

- IDENTIFY the behaviour we expect
- Explicitly TEACH the correct behaviour and reason for it
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Sanctions should

- make it clear that unacceptable behaviour affects others and is an offence against the school rules which impacts on our community.
- not apply to a whole group or class for the activities of an individual.
- be consistently applied by all staff to help children and staff feel supported, safe and secure.

Sanctions need to be in proportion to the offence

It should be made very clear that it is the child’s behaviour that is unacceptable, and any sanction should address this; not be made personal to the child.

How to apply our sanctions

Stepped boundaries across one lesson/activity for behaviours that are <u>not</u> serious incidents - Gentle Approach, use child’s name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening
2. WARNING	I noticed you chose to This is the second time I have spoken to you. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) Do you remember when.....(model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I’m glad we had this conversation. <u>OR</u> You need to speak to me for two minutes after the lesson. At the end of the lesson the child is given the above warning.
3. TIME OUT/ CONSEQUENCE	I noticed you chose to You need to..... (Go to a/the quiet area / Go to sit with the other class / Go to another table etc.) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench) <u>OR</u> I will speak to you in two minutes. Give a short time out or consequence. No child should miss a full playtime unless there is danger to others or a severe behaviour issue.

	The child's behaviour is not described to another adult in front of the child
4. FOLLOW UP – REPAIR & RESTORE	<ol style="list-style-type: none"> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? 6. What should we do to put things right? 7. How can we do things differently? <p>For KS2 this will involve a write up by the child on our behaviour reflection form. This will be stored in the class behaviour folder. The teacher will monitor behaviours and if repeated several times will be discussed with the child and may involve the behaviour lead and recorded on CPOMS.</p>
*It's not the severity of the sanction, it's the certainty that this follow up will take place that is important. All individuals should be approached respectfully and in a calm manner.	

More serious behaviour can include:

- Being extremely physical and hurting another child (such as kicking, shoving, punching or biting)
- Verbally provoking another child
- Swearing
- Theft
- Being extremely rude and disrespectful to adults and others
- Damaging school property or that of our neighbour
- Absconding from adult supervision.

These incidents will not result in a reminder or a warning but will incur time out in the form of a break time detention or full break and lunchtime detention as well as a formal letter home/into the child's file. The reparative conversation will take place and parents will be contacted.

The school staff will record all serious behaviour incidents on CPOMS. The Behaviour Lead will be alerted for full investigation and action. The incident and outcome will be recorded CPOMS and SLT will be alerted.

Persistent poor behaviour choices

The school has 3 simple rules '**Be Responsible, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Language around Behaviour

At St Mary's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS under the correct category.

BEHAVIOUR PATHWAY



- Reminder
- Warning
- Time Out/Consequence
- Follow up/Reparative Conversation
- *Should you feel, using your professional judgement that the behaviour is more serious, then the behaviour lead or a senior of staff needs to be part of the Follow-up /Reparative Conversation. The guidelines below will be followed:*
- Sent to behaviour lead/Inclusion Team/AHT/DHT/HT
- Parents phoned to share behaviour concern and sanction or
- Parents called to school to agree sanctions (this may include seclusion for a number of lessons/days)
- Exclusion (Refer to exclusion policy)



With persistent behaviour you need to report via CPOMS which will alert the Behaviour Lead and key members of SLT who will collaboratively draw up a positive behaviour plan that will be personalised to the child's needs. Parents need to be fully involved at this stage of support. Regular meetings need to be held to communicate the positive progress of the behaviour plan.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for some children they need to feel a level of safety before they are able to stop exhibiting extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. These children will have bespoke "Wellbeing / Behaviour Support Plan".

When dealing with an episode of extreme behaviour, a child may need Positive handling. This will only be used as last resort. See Positive Handling Policy.

Exclusion

The ethos of St Mary's is one of non-exclusion as we do not believe this sanction brings any benefits to the child. However, there may be rare circumstances in which an exclusion becomes necessary. In this case, only the HT will exclude a child.

In some cases, it may be appropriate to 'internally exclude' a pupil for a limited period of time, i.e. a morning or afternoon. In this situation the child would be withdrawn from class and supervised by a member of staff where they would be expected to complete their work away from their peers. This would be at the discretion of the HT following an extreme behaviour incident and parents would be informed.

Recovery, reflection and making amends

It is extremely important to make time for recovery and making amends, no matter how big or small the incident. Before attempting making amends, the child needs to have had time for recovery so that they are regulated, using their thinking brain, listening and communicating.

Reflection is an essential part of the children's social and emotional learning. After an incident a child may not be regulated sufficiently to process information and reflect effectively until the following day. Staff need to be mindful of this, however, it is possible to start the making amends process.

Making amends should reflect the nature of the incident. As far as possible, the consequences should be a natural outcome of the incident, for example:

- Help an adult repair the damage
- Undertake an act of kindness for someone they hurt or upset
 - Offer an apology, verbally, in a note, card or a drawing.

The child's preferred method should be used. It is important to remember that a few of the children lack the understanding and empathy it requires for an apology to be meaningful. Although we acknowledge that learning to apologise is an important aspect of social learning, we emphasise the value of practicing reflection over time.

In cases of repeated/serious damage and injury, this should be referred to the Behaviour Lead who will then consider appropriate next steps including parental involvement and additional support in liaison with SLT as appropriate.

Graded and gradual responses

In managing children's poor choices, staff should always refer to the school rules. It is important that staff familiarise themselves with these rules which are on display around the school. We have kept to three simple rules to ensure that all stakeholders are able to remember them.

If these strategies are not successful and a situation becomes unsafe, it may be necessary to use a physical intervention. Some staff are trained in positive handling and understand that restraint is a last resort and is only used when it is in the best interest of the child.

Physical intervention is only used when:

- There is significant risk of injury to the child, another child or an adult
- Serious damage to property is being threatened or caused
- Serious disruption is being threatened or caused

Pupils with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

We are aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We are conscious of our legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.

An individual Behaviour Support Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

Please read our Special Educational Needs policy for more information.

Investigating Incidents

Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Pupils who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, St Mary's will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

Search, seizure and confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

Staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school rules and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as part of keeping children safe or the investigation and are protected from liability for damage to, or loss of, any confiscated items.

A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

Parents will be informed to come in to school and conduct a search in the first instance. If not possible then the Headteacher and other members of staff authorised by them will exercise the right to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images or articles that have been or could be used to commit an offence or cause harm

Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as

soon as reasonably practicable.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. If a pupil refuses access the parent will be called to conduct this activity. These data or files may be erased before returning the item if they believe there is good reason to do this. If indecent images or pornography are believed to be on any device seized, the police will become involved. Staff or parents should never view inappropriate imagery.

Use of reasonable force

St Mary's strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the HT has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where pupils need to be held to help them to calm down will be recorded and reported to parents.

Bullying

St Mary's will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

St Mary's aims to make sure that all pupils feel safe and are accepted into the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

Involving parents/carers

We value and recognise the knowledge, views and first-hand experience parents/carers have regarding their child. We believe that it is essential to:

- Work in partnership with parents/carers to support their child's learning and development.
- Formulate a Home School Agreement
- Maintain regular communication with parents/carers

Reporting and recording

When recording incidents please include and edit reports to include:

- Date and time incident occurred
- Witnesses to the incidents
- In the child's words what happened
- Unpick what led up to the event

- Actions/outcomes
- Meeting dates with parents

Serious Incidents should be recorded by all witnesses as soon as possible and added directly to CPOMS under the Category of 'Behaviour'. These will be viewed by SLT, the Behaviour Lead and Designated Safeguarding Lead.

Damage to school property

The school reserves the right to make reasonable charges for school property damaged due to inappropriate behaviour by children.

Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or Headteacher in line with the school complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Monitoring

The Behaviour policy will be reviewed bi-annually to assess its implementation and effectiveness.

Reference to other policies

This policy should be read in conjunction with the following documentation:

- Child Protection and Safeguarding Policy
- Positive Handling Policy
- Anti-Bullying Policy
- Exclusions Policy
- Health and Safety Policy
- Anti-Racism Policy
- Social Media Policy
- Aggressive Behaviour from Visitors and Parents
- Governor Behaviour Principles
- Equality Statement and Policy

OTHER SCHOOL BEHAVIOUR GUIDANCE FOR STAFF:

- Transitions around school
- Collective Worship expectations
- Library Rules
- Fire Drill expectations
- Playtime rules and behaviours
- 7 principles of public life

Ratified by the chair of governors on behalf of the governing board.

Name: _____

Signature: _____

Date: _____



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Appendix 1

Key Stage 2 Behaviour Reflection Form
Be Ready. Be Respectful. Be Safe.

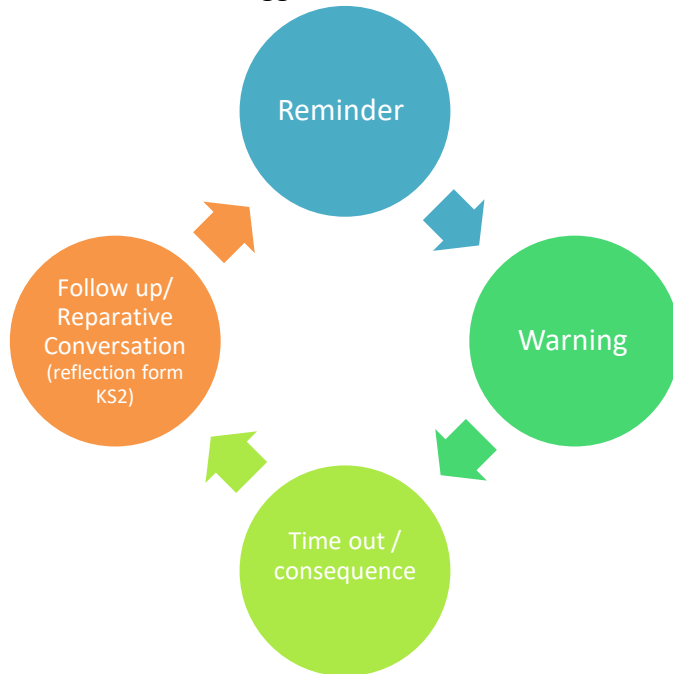
Please complete all sections

NAME:	CLASS: YEAR:	DATE:
OUR SCHOOL BEHAVIOUR RULES <ul style="list-style-type: none"> Be Ready to learn and make progress. This includes compliancy towards uniform, equipment, attitude to learning and instruction, punctuality and attendance. Be Respectful to everyone and to the environment both inside and outside of school. This includes being courteous, considerate, tolerant of others and their views, acknowledging and stopping for adults, good work ethic, and support tidiness in their class and around the school. Be Safe by making responsible choices and learn to manage conflict and disagreements respectfully and honestly. Show responsibility for health and safety within the school, know how to keep safe online and in the community and through reporting any concerns to an adult. Clear transition behaviours, class management and walking around the school building helps keep us safe from accidents and prevents situations arising. 		
WHAT HAPPENED?		
WHO WAS AFFECTED? HOW DO I FEEL AND HOW DO I THINK OTHERS FEEL ABOUT THIS?		
WHAT CAN WE DO TO MAKE THINGS RIGHT OR BETTER?		
WHAT HAVE I LEARNED FROM THIS? WHAT COULD I DO DIFFERENTLY?		
SIGNED BY PUPIL:	CHECKED & SIGNED BY ADULT:	

Staff will:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** the correct behaviour and reason for it
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

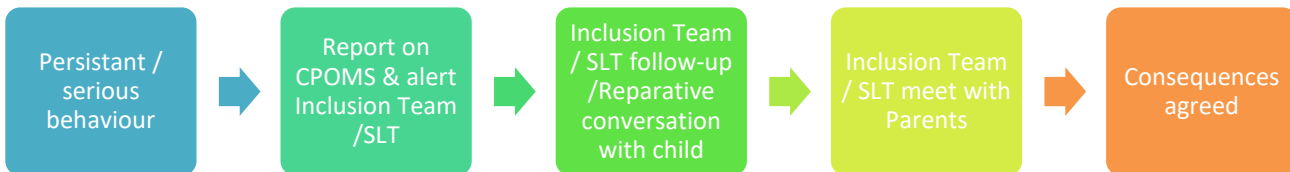
BEHAVIOUR PATHWAY – Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS under the correct category.



More serious behaviour can include:

- Being extremely physical and hurting another child (such as kicking, shoving, punching or biting)
- Verbally provoking another child
- Swearing
- Theft
- Being extremely rude and disrespectful to adults and others
- Damaging school property or that of our neighbours
- Absconding from adult supervision.

If behaviour is persistent and/or serious see below:

**Restorative / reparative questions:**

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel? *Which of our values was not demonstrated?*
5. Who has been affected?
6. What should we do to put things right?
7. How can we do things differently *to demonstrate the values of...?*
8. What have you *learned*? How will you *achieve* better

*It's not the severity of the sanction, it's the certainty that this follow up will take place that is important. All individuals should be approached respectfully and in a calm manner.

St Mary's Church of England Primary School

Appendix 3



Learn. Grow. Achieve. Flourish.

Behaviour Standards: A Consistent Whole School Approach

Transition for Fire Drill

The school expects fire drills to be a well-rehearsed and calm experience taking into consideration transition safety aspects. All classes are expected to demonstrate the following:

PHASE 1

- *Teacher uses WALKTHRU model 1, 2, 3 so all children line up calmly and silently.*
- *Children to begin to walk to destination in a straight line, in silence with hands clasped behind their back.*
- *Medical bag and register to hand and grabbed to take out.*
- *Teacher sets stopping points for the children to keep together.*
- *Teacher monitors line by staying towards middle and observing closely.*
- *If TA present, stay at the back and monitor to ensure all children arrive safely at the destination and close class door when leaving.*

PHASE 2

- *Children stop at destination fire point.*
- *Teacher does head count and takes register.*
- *Children and staff remain silent.*
- *Teacher puts hand up once all checks completed.*
- *All visitors to the outdoor classroom.*

PHASE 3

- *Children follow instruction and wait quietly for next step.*
- *Class walks back to classroom in same manner*

Fire drills must be rehearsed so children and adults know what to do. Children should always transition in silence. If the class is noisy then it is recommended time be spent rehearsing transition behaviours until they are of a high standard.

Taken from Gov.UK

1. The Seven Principles of Public Life

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services.

1.1 Selflessness

Holders of public office should act solely in terms of the public interest.

1.2 Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

1.3 Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

1.4 Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

1.5 Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

1.6 Honesty

Holders of public office should be truthful.

1.7 Leadership

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

Be Ready. Be Respectful. Be Safe.

Rewarding Positive Behaviour

Positive behaviour must be recognised and celebrated in order to develop a culture of high expectations where good behaviour permeates through every aspect of school life.

Positive behaviour will be recognized through the use of Class Dojo. Pupils will receive a Dojo for demonstrating the values and expected behaviour of St Mary's. This includes:

- Be Ready
- Be Respectful
- Be Safe
- Perseverance
- Effort
- Participating
- On task /working hard
- Teamwork
- Helping others

At the end of the day, teachers must share Dojos with parents via the Class Dojo website. This will create positive relationships and dialogue.

Daily celebrations

- **Star of the day**
- highest Dojo achiever for the day
- following values
- have a positive attitude to learning
- good behaviour
- golden work standard (visit SLT for reward)
- celebrated in class

Weekly celebrations

- **Star of the week**
- most effort and/or determination
- improved behaviours
- outstanding achievement over the week
- excel in homework attitudes
- vast improvement (not necessarily highest Dojo)
- celebrated in class, year lead, SLT member.

Termly celebrations

- **Certificates awarded for:**
- Reading Eggs points
- Athletics points
- TTRS points
- Most effort in reading
- Exemplary behaviour
- Positive attitude to learning
- Extracurricular award (clubs)
- Homework attitudes
- 100% attendance
- celebrated in class assembly