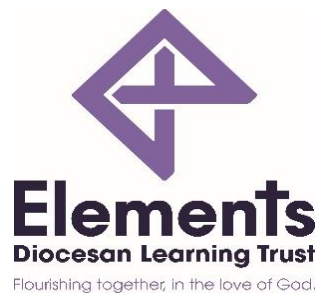


# **Behaviour Policy**

## St Mary's C of E Primary School



Reviewed September 2023

Next Review September 2024

## **Policy on Behaviour Management**

### **Vision Statement**

At St. Mary's Primary School, we believe that every child should be able to 'live life in all its fullness' (John 10:10) through developing and maintaining a strong, caring community and upholding high expectations of behaviour for all, rooted in the Christian values of: Respect, trust, forgiveness, peace, compassion, honesty, friendship, courage, humility.

Our Christian values are embedded in the life of the school; they underpin all relationships across the school and our commitment to caring for others and achieving excellence. The words from Matthew's Gospel, 'In everything, treat others as you would want them to treat you', is central to our vision and we believe it is how everyone in our school community should seek to live their lives. It is our aim that each person, in all their unique difference should be able to thrive and be supported to know their intrinsic value.

We offer a community with a sense of belonging to help each pupil fulfil their potential and flourish in all aspects of their personhood: physically, academically, socially, morally and spiritually. We believe in treating each child as they may become, rather than as they are. All children are capable of bad decision making from time to time and we believe that it is important to ensure effective forgiveness and reconciliation with positive outcomes for all. We want our children to know that they are loved and to be able to cope wisely with situations and people when things go wrong. Everyone in the school community has a part to play in achieving strong, meaningful relationships and excellent behaviour. We all have a shared responsibility to provide the very best learning environment for our children.

### **1 Aims and objectives**

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has 4 rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way with flexibility for any rare individual cases that struggle to comply.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 This policy should be read in conjunction with our policies for safeguarding, SEND, PSHE, accessibility and the equality objectives.

## **2 Rewards and Sanctions**

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- All staff can give a variety of rewards including stickers, certificates and house points to children in Key Stage One and Two.
- Each week, we nominate 2 children from each class (Nursery to Year 6) to receive a 'Good Work/Effort' and 'Well Done' Certificate.
- 'Going for Gold Certificate' is part of our Traffic Light Positive Behaviour Strategy. This certificate is for children who are consistently well behaved, represent school/class to a high standard, inspire or help others to achieve 'Gold', being an outstanding role model or for 'going that extra mile'.
- Each 'Good Work/Effort' and 'Well done' child (Reception-Year 6), receives a certificate in the weekly Praise Assembly to which parents are invited. Their work and photograph are displayed in our School Reception area for everyone to see.
- In Early Years, staff reward good work or behaviour, outstanding effort or acts of kindness with stickers.
- In KS1 and KS2 we give children the opportunity to earn House points throughout the year. House points are awarded for many things such as excellent effort with work, brilliant manners, being a good friend etc. House points can be redeemed at 50, 100, 200, 300 and 400, allowing children to save for the larger prizes.
- End of Term Celebrities are awarded in the final Praise Assembly of the each term. These include the Good Citizen, Creativity, Sporting and Good Friend awards. Their photos are then displayed on the Celebrities board.
- Tapestry is used in Early Years to communicate celebrate and share when a child has received a 'Good Work/Effort' and 'Well Done' certificates with families at home.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. This includes positive uses of technology both at school and at home.

2.3 The school employs a number of sanctions using our Traffic light system (Appendix 3), to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Each class follows the '4 Bs' (see appendix 1 and 2).

If a children make a poor choice, we use the Traffic Light positive Behaviour strategy which encourages them to turn things round.

All children will start every day on the Green traffic light. If they break a rule in class, they will be reminded of the correct behaviour expected (EY and KS1 have two reminders), if they break the rule again, they move to the Yellow traffic light. They can then earn themselves back to Green traffic light if they follow the rules. If they don't, and break the rule again, they go onto

the Red traffic light. This will mean children are not on Yellow traffic light for a misdemeanour at the start of the day and go to Red traffic light for something completely different at the end of the day.

If a child is on the Red traffic light, they will lose 5 minutes of their Golden Time (KS1 and 2) for Friday, meaning that they still have 15 minutes of Golden time remaining as an incentive. Parents will be informed when a child has reached 15 minutes golden time loss in a week (3 Red traffic lights) or if a child has earned a straight Red traffic light.

Occasionally, a move straight away to the Red traffic light will be given to a child for extreme behaviour such as physical violence, using bad language, stealing or showing extreme disrespect to a member of staff. This can also result in the children involved being sent to an Assistant Head or to the Headteacher.

Extreme behaviour is dealt with on individual basis, with input from school, family and external agencies. This may result in the application of the DFE Guidance on Exclusion 2021.

**Playtimes and lunchtime.** Children displaying unacceptable behaviours in the playground – fighting, disrespectfulness, bullying – will be sent to the Headteacher or a Senior Leader and miss the rest of the play/lunchtime for that day. If it happens again the next day, they may miss multiple play/lunchtimes. Should they behave in such a way again within the next two days at lunchtime they will be excluded from school at lunchtime for five days and parents will be asked to come and collect them. If this occurs at playtime they will be kept in for five days. If this is repeated, Governors and Headteacher will review and consider longer exclusions.

If a child is persistently being put on Red traffic light, then they may be placed on a report card that goes home at the end of the day for the parents to discuss with the child and sign. The report card breaks down the day into sections which the teacher and welfare staff fill in. It is hoped that this will also help to identify when the child has the most problems so we can support them to make good choices at those times.

For some children with particular needs, the 'Traffic Light', system is not appropriate and can escalate a situation. School will develop individual risk assessment and behaviour management plans appropriate to their needs.

In Early Years and Key Stage One, every day one child from each class will awarded a best lunchtime behaviour certificate. In Key Stage Two, the class that has demonstrated the best lunch time behaviour throughout the week, will be rewarded with an extra 5 minutes play on a Friday lunch.

- 2.4 The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.
- 2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti-Bullying Policy).
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

## 2.7 **A Restorative Approach**

At St. Mary's CE Primary School, we value the importance of restoration. All staff, and in particular the class teacher have a responsibility to rebuild and restore relationships when things go wrong. (Please see Appendix 4 for more information). We recognise that some children, from time to time may need additional support to manage their feelings and emotions. Tailored programmes that promote good mental health and wellbeing as well as individual support is provided throughout the week.

Our Senior Mental Health Lead and SENDCO work closely with families and is able to offer support to parents and carers regarding behaviour matters.

## 2.8 **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. At St Marys CE Primary School, we aim to anticipate and remove triggers of misbehaviour.

Approaches may include:

- Short, planned movement breaks (both sensory and large muscle breaks)
- Adjusting the seating plan to move a child nearer to the teacher/teaching assistant.
- Adjusting uniform requirements
- Training for staff in understanding conditions, eg autism
- Use of planned separation spaces
- Use of favourite activities to de-escalate

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account: Whether the pupil was unable to understand the rule or instruction? Whether the pupil was unable to act differently at the time as a result of their SEND? Whether the pupil is likely to behave aggressively due to their particular SEND? If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with Dudley local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **3 The role of the class teacher**

- 3.1 It is the responsibility of class teachers to ensure that the 4 B's are enforced in their classes, and that their classes behave in a responsible manner during lesson time. Each classroom has the 4 B's displayed in addition to them being in the corridors.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly and enforces the 4 Bs and Traffic Lights consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Assistant Headteacher or Headteacher.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- 3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **4 The role of the headteacher**

- 4.1 It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the

policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The headteacher and SLT monitor 'Red traffic light' behaviours and any reported serious incidents of misbehaviour.
- 4.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **5 The role of parents and carers**

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them. We display the Consequence Flow Chart (see Appendix 2) that all staff follow on the school website.
- 5.3 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, then school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **6 The role of governors**

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (Sept 2017). We recognise the legislative changes which took effect from 1 September 2007, namely the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

- 7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 7.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## **8 Drug- and alcohol-related incidents**

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker (see Medicines Protocol).
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.



## **9 Monitoring and review**

- 9.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book.
- 9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.5 The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.