

St Mary's CE Primary

Date of Policy: Autumn term 2023

Review Date: Autumn term 2025

Behaviour Policy

The following policy covers children from Reception to Year 6. Some aspects are more appropriate to certain age groups, and there is a legal obligation to include certain elements of this policy.

Our mission

'Be bold, be strong, for the Lord your God is with you'. These words are taken from one of our favourite songs and are inspired by Joshua 1:9. Our mission is to help our children to develop the skills of an effective lifelong learner, build successful relationships, have clear Christian values and principles and live by them. We don't give up; we learn by our mistakes and we are kind to each other.

We have three school rules: Be ready, be respectful, be safe.

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 Christian community, whose values are built on respect, responsibility and safety. 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 where everyone feels happy, safe and secure.

Aims

- To achieve high standards of behaviour through three rules and a consistent approach to behaviour issues.
- To promote good manners.
- To ensure adults and children treat each other fairly and with respect.
- To employ a whole school system of recognition and consequences.
- To ensure that all behaviour issues including bullying are dealt with as soon as possible.
- To share policy and practice with parents.

Bullying

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. (see anti-bullying policy)

Positive behaviour through the curriculum

At St Mary's, we endeavour for every child to be ready, respectful and safe and to develop the skills to demonstrate these behaviours and become role models to other children. Every child is taught that each lesson and day is a fresh start and the importance of forgiveness as one of our values.

Our Christian mission is to 'Be Bold, Be Strong, for the Lord, your God is with you' and this is underpinned by our twelve core Christian Values: thankfulness, trust, perseverance, justice, service, truthfulness, generosity, compassion, courage, forgiveness, friendship and respect. Every child at St Mary's learns that a fundamental aspect of respect is to be kind to one another and we actively seek to identify ways to be kind through programmes such as Mind to be Kind.

Skills Builder is embedded into our curriculum, which aims to teach our children essential life skills. The skills we focus on are: teamwork, leadership, speaking, listening, problem solving, staying positive, creativity and aiming high. Through the children being explicitly taught the skills they become accomplished at utilising these transferable skills in school and the wider world. Children are recognised and celebrated for using the skills inside and outside of the classroom, through certificates and the class recognition board.

PSHE is another core learning opportunity for our pupils to understand how their behaviour can have a positive impact on others. Across the key stages, children develop an understanding and awareness of racism, prejudices, discrimination, equality and different forms of bullying. They understand personal boundaries, know what constitutes to a positive and respectful relationship, discuss sharing responsibilities and rights, develop strategies to resolve disputes and reconcile differences and understanding what is right/wrong, fair/unfair or kind/unkind.

Throughout each yearly cycle, every pupil develops their online safety awareness and learn how to respond to behaviours online as well as how everything they do online creates their own digital footprint and that this forms their online reputation. Our children understand that being safe online means they are protecting themselves and others from online harms and risks which may jeopardise their personal information, lead to unsafe communications or even effect their mental health and wellbeing.

To allow our children the opportunity of transferring their skills to different communities, each class has a class cause. For this, children may raise awareness, raise money or volunteer for many charities and causes locally, nationally, or internationally and show empathy towards each cause.

In every year group, all pupils have class reads which focus on a range of diversities to help children understand and have empathy for a wide range of life experiences, which they may not have yet encountered in their own lives.

In EYFS, all children begin to learn about their emotions through the PSED curriculum by teaching the children 'Managing Self' and especially 'Self-Regulation'- to express, name, recognise and identify feelings. This is introduced through a story and then is a check in each morning where they children are encouraged to choose a colour to represent how they are feeling. They can then change this as and when throughout the day. An adult will then talk with children who choose sad, worried, anxious etc and discuss reasons why/what we can do to support. It helps children to know that their feelings are valid and valued and once the children become more confident in recognising their own feelings this helps to develop positive relationships with others.

OPAL (Outdoor Play and Learning) is where the children can practice their skills at lunchtime using a wide range of equipment. They can choose to work in team or play alone. The children develop an

understanding of risk benefit and how to manage their own risk during play. They continue to use the skills developed in their Skills Builder sessions to communicate effectively.

Our Pastoral Team supports pupils with social, emotional and mental health needs by providing them with bespoke support following individual assessment. We have a range of programmes in place such as nurture sessions, therapeutic space and group, Lego Therapy, Play Therapy, counselling, Drawing and Talking and Comic Strip Conversations. (see below for further information)

The elements of a positive learning environment

At St Mary's all children thrive on a culture of recognition. We have our school rules: be ready, be respectful and be safe. These rules are underpinned by essential behaviours which are taught to the children throughout their time at St Mary's and are embedded within our curriculum. Our children know how to use respectful language, be kind to one another, keep themselves and others safe, follow instructions and be ready to learn in class and outside of the classroom.

Every class has a visual timetable which is shared with the children so they are ready for the day ahead and each class in its phase follows the same timetable so that routines and expectations are well-established and a safe and predictable environment is created.

Recognition

Our three school rules: be ready, be respectful and be safe are displayed on recognition boards throughout the school, each classroom has its own. Throughout our behaviour curriculum, children develop the understanding of what behaviours underpin each rule and therefore demonstrate this as children of St Mary's.

When the children demonstrate these rules, they are asked to put their name on the recognition board to recognise their behaviour and role model this to other children. Children's behaviour is also recognised through daily postcards, certificates in celebration assembly and through phone calls home. The children know all staff in school are looking to recognise positive behaviour and so know they could be recognised in all areas of school by all members of staff.

Every morning, children and parents are welcomed to the school by SLT and pastoral and children are greeted into class by their class teacher at the start of each day, this also happens at home time.

Consequences

Language cards and scripts to be implement during warnings, reminders of expectations and during restorative conversations (see appendices 1 and 2).

Low level behaviour:

1. Verbal warning through reminder of expected behaviour.
 2. Second verbal warning through reminder of expected behaviour.
 3. 15 minutes removed from break time.
Restorative discussion around positive behaviour.
- If related to work not being complete, then child will stay in at break to complete their work.

Swearing:

1. KS1 children verbal warning through discussion about appropriate language.
2. KS2 children (and KS1 children after warning) 15 minutes removed from break time.
If already outside, child will politely be asked to go inside to an appropriate adult.

Physical harm:

Each incident to be handled individually depending on the situation and individual, assistance from SLT to agree sanction.

1. 15 minutes removed from break time.
2. Parents of all children informed.

Defiance:

If a child is not being ready, respectful or safe and has not responded to the language cards or scripts (see appendices 1 and 2):

1. Warning through reminder about expectations to follow instruction given.
2. Senior leader to speak to individual.

Each incident will be an individual case and therefore the above consequences are to be followed unless discussed and agreed otherwise for that child.

Individual Behaviour Plans

Children who are regularly not following the rules will be discussed by the pastoral team, behaviour lead and SLT. A Zones of Regulation plan will be completed for this child by the teacher and the child. Any level 5 behaviours will be logged on Arbor. Logs will be reviewed by Catherine Sharrock, Gillian Talbot, Rachel Hydes and Bethan Carter, any common themes will be acted on to form support for the child. The Zones of Regulation plan and review of the behaviour logs will form an Individual Behaviour Plan for those children.

Support for pupils whose behaviour indicates significant problems

The school offers a variety of support for children whose behaviour causes significant problems to themselves or others. We employ a Pastoral Support Team who will offer nurture and therapeutic sessions in school. The team may use a Boxall assessment which is designed to help us to identify the most significant areas of concern and set relevant targets for improvement with the child. The school may instigate an internal support plan which is reviewed every 6 weeks with parents.

The school may refer a child to the Behaviour Support Team arm of the Targeted Education Support Team for support and advice. The team may implement a Pastoral Support Plan (or open and Earl7 Help Plan) which they will monitor every 6 weeks. In all instances parents will be involved in supporting the child to improve.

If appropriate, the school will try to identify an appropriate counsellor if required. There is also the option of referral to an Educational Psychologist, or the Child and Family Mental Health Team.

Suspension and exclusion

Suspensions and permanent exclusions are used as infrequently as possible but may sometimes be necessary – as a last resort – where previous approaches to behaviour management have been exhausted.

We understand behaviour which has a negative impact on others can be attributed to a young person attempting to communicate an emotional need, however at times suspension or permanent exclusion may be necessary to maintain the safety of the school community.

We take reasonable steps to prevent the need to suspend or permanently exclude a young person, including working with parents, carers and outside agencies to make a plan to support the young person and affect change.

A suspension or permanent exclusion may have a serious effect on young people and may lead to a breakdown of relationships, generate feelings of rejection and shame, and affect their self-worth.

We also recognise that suspensions and permanent exclusions may impact significantly on parents and carers, and this is considered as part of the process.

The decision to permanently exclude a young person is a highly regrettable decision and we do everything within our power to avoid such a serious measure.

Physical intervention

Reasonable force involves a degree of physical contact between a member of staff and a young person. This force is used either to control or restrain. Reasonable means using no more force than is necessary and for no longer than is necessary.

Professional judgement is always applied. For planned physical intervention, individual circumstances are considered, for example: their school history, our understanding of their ACEs and any emotional impact based on past traumas.

It is contemplated only as a last resort, where there is no other option and used in a way that maintains the dignity and safety of all concerned.

Staff use it to keep other members of the school community safe or to prevent a young person:

- causing disorder
- hurting themselves or others
- damaging property

Physical restraint is never used as a form of punishment. Following the use of physical intervention, we undertake work to repair relationships between all those effected using restorative conversations, solution circles and suitable reparation.

Incidents of physical restraint are recorded in our serious incidents log and parents are fully informed of the event.

Searching and confiscation of property

Any prohibited items found in a young person's possession on the school site are confiscated. There items are not returned to the young person.

The list of prohibited items include:

- knives, weapons, or something we perceive to resemble a weapon
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that we reasonably suspect has been, or is likely to be, used to commit an offence, or injury a person or damage property.

We may also search a young person or their possessions, for any of these prohibited items, if we believe they may have brought them onto the school site.

We may confiscate any item which is harmful or detrimental to school discipline, including:

- *mobile phones that have not been handed into the school office*
- *vapes*

These items are returned to the young person, following a discussion with senior leaders and parents, if appropriate.

The searching and/or screening of a young person is conducted in line with the latest version of the DfE's guidance *Searching, screening and confiscation at school*, dated: 13th July 2022.

Misbehaviour beyond the school gate

We expect all our children to act as positive ambassadors for our school and to be considerate members of the local community. We understand the impact that misbehaviour may have in the community and have given due consideration to how we respond to potential incidents of this.

If misbehaviour occurs when a child is taking part in a school-organised or school-related activity off the school site (regardless of the time of day), the school behaviour policy applies. We, where possible, facilitate a restorative outcome to any member of the public – or school community – affected by the event.

If an incident occurs when the child is travelling to or from school, or when wearing a school uniform or is in some other way identifiable as a member of our school, they and their parents/carers are spoken with. We take proactive steps to facilitate a restorative outcome to any member of the public – or school community – affected by the event.

Additionally, misbehaviour that does not strictly meet the conditions above but may have repercussions for the smooth operation of our school, and/or pose a threat to another pupil or member of the public, and/or adversely affect our reputation is investigated and resolved. In these circumstances, the child's parents/carers are contacted and (if necessary) steps are taken to facilitate a restorative outcome to any member of the public – or school community – affected by the event.

In the event of a very serious incident, we seek the support of the local linked Police and Community Support Officer or Police Officer.

Pastoral care for staff accused of misconduct

We manage allegations of abuse against teachers and other staff following the statutory guidance set out in latest version of 'Keeping Children Safe in Education' (2023).

Our detailed procedure for dealing with safeguarding concerns or allegations for those working in school (paid or unpaid) is set out clearly in our Safeguarding Policy.

It is used where it is suspected or alleged that a member of staff has:

- behaved in a way that has harmed a young person or may have harmed a young person
- possibly committed a criminal offence against or related to a young person
- behaved towards a young person or young people in a way that indicates he or she would pose a risk of harm if they work regularly or closely with young people.

Allegations are considered under two sections:

- allegations that meet the harm threshold
- allegations/concerns that do not meet the harm threshold – also known as 'low-level concerns.'

All allegations are dealt with effectively and timely to:

- minimise the risk to the young person
- minimise the impact on the young person's academic progress
- ensure a fair and thorough investigation for all parties.

We do not automatically suspend a member of staff accused of misconduct.

Cases not covered by our Safeguarding Policy are dealt with under staff disciplinary arrangements.

Allegations concerned with someone no longer employed at school are reported directly to the police.

The role of parents and carers

Parents/carers play an integral part in supporting our culture of excellent behaviour. This guidance has been produced with the aim of ensuring it is easily understood by all.

The guidance is published, in writing, annually and can be accessed through the school website. We regularly direct parents towards the guidance to ensure they are familiar with it and our expectations. It is shared with parents as part of the transition process. It is provided to the parents/carers of any young person joining us mid-term.

We encourage parents to reinforce the policy at home, as appropriate. This is crucial so young people understand that their success is based on a strong partnership between home and school.

We maintain regular dialogue with parents/carers around behaviour. We provide updates on behaviour, encourage parents/carers to celebrate positive behaviour and hold sessions for parents/carers to help them understand our expectations around behaviour.

Any parent/carer with a specific concern around behaviour is encouraged to contact a member of our pastoral team (listed above) in the first instance.

We include parents in all pastoral and restorative work following misbehaviour, including the review of specific behaviour interventions currently in place.

We proactively celebrate positive behaviour through our social media channels too.

Monitoring and Review

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every two years. 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.

This policy should be read in conjunction with all other relevant school policies.

During the writing of this policy account has been taken of the Equality Scheme and vulnerable pupils.

Signed: _____ Head teacher Date: _____

Appendix 1

Language card

It's OK to feel this way. Let's talk more about it and put a plan together.	I remember the other day when you...
I recognise you're upset. When you're ready, let me know what's going on and I will help you.	How can we sort this out together?
What can I do to help you right now?	Take your time, take a breath and tell me one small thing that is bothering you.
You can turn this around.	What can I do to help you right now?
I've noticed you are struggling today. How can I help?	What would you like to see happen now?

Appendix 2

Two-minute intervention

- Start with curiosity and space: 'Are you OK? I thought it would be better to talk away from everything. I was wondering what was up.'
- Accept: 'I asked to speak to you because I noticed you were struggling to keep to our rules.'
- Signal: 'This is just a pause – I want to get you back in and working.'
- Reset: 'We have agreed that 'safe' is one of our rules. I need you to...'
- Offer help using the language card.
- Plan to go back in: 'Ok, breathe. We need to 'go again'. Or, 'When I/we/you go back in, I'm going to make it easy for you to walk back in by.....'

Appendix 3

Muga

Football

How the game is played:

Each team consists of equal players on the pitch at one given time, *number* outfield players and 1 goalkeeper per team.

One team will be given bibs to wear.

After a goal has been scored, play will be restarted by the opposing team taking a kick-off from the centre spot.

The ball may not go over head height. Head height is the height of the tallest person on the field but shall be subject to the judgement of the referee.

For the safety of all players, **slide tackles are not allowed.**

Violent and aggressive play; unsporting behaviour; and foul and abusive language will not be tolerated. If this behaviour continues, the teacher will abandon the game for the class.

All items of **jewellery** should be removed before entering the field of play, including watches.

