



St Mary's CE Primary School

'Nurturing Success'



Date Reviewed: May 22

Date Due for Review: May 24

Behaviour Policy

"Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you."
Ephesians 4:32

Introduction

At St Mary's, we are committed to nurturing every child (and every adult) as a unique individual to be the best that they can be, within a safe, friendly and welcoming community rooted in Christian values. Our vision is to provide an education of the highest quality through a rich, broad and balanced curriculum which focuses on the development of the whole person. We want children to develop as happy, confident and articulate individuals who will love learning throughout their lives.

Our positive behaviour policy is shaped by our vision which seeks to promote and celebrate all that is good and unique in every individual within our community. As it says in Philippians 4:

Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.

Our chosen key Christian values as a school of friendship, respect, trust, hope, wisdom and perseverance are at the heart of our positive and nurturing approach and underpin our relationships with others and our practice.

We expect all members of our school community to uphold the worth of each individual and to treat everyone with dignity. Children are expected to be respectful and kind towards others and to understand at an age appropriate level, the impact their behaviour has. If a child's words or actions are unacceptable, there are clear systems in place to address this within an overall framework of compassion and forgiveness. Children who make unwise behaviour choices are given opportunities to reflect and learn through restorative practice - a key way for children to work out how to be in relationship with themselves and others.

In line with our vision and our commitment to being the best that we can be, the highest standards of behaviour are expected from all pupils during lessons and at all times in the school day. These standards are clearly communicated and understood by pupils, parents & carers, governors, staff and voluntary helpers. As a community, we live out our vision, as outlined in Philippians 4, by actively looking to promote and celebrate positive behaviour. Praise, rewards, setting good examples, effective behaviour management and positive reinforcement are key to the successful promotion of good behaviour. All staff use these methods before considering the employment of sanctions. In this way, there is a pro-active rather than a re-active approach to behaviour.

Behaviour is inextricably linked to personal development and well-being. Positive behaviour supports good personal development and well-being. Good behaviour is learnt and, from the very beginning of their lives, children need

excellent role models. As staff working at St Mary's, we must at all times provide these so that children of all ages learn that by behaving appropriately, they will be safer, happier and learn well.

Behaviour and Safety also go hand in hand, whether that be behaviour at school or behaviour online. For this reason, this Behaviour Policy links with a whole suite of school policies including the school's Strategic Child Protection and Safeguarding Policy, Anti-Bullying Policy, Positive Handling (Use of Reasonable Force) and Online Safety Policy which incorporates the school's Acceptable Use Rules. All of these policies are underpinned by the school's Christian vision and values.

This policy applies to all key stages in the school, including the Early Years Foundation Stage.

Aims

The aims of this policy are to:

- help to ensure a climate in which all can flourish and live well together;
- ensure that children feel valued, safe and happy and can learn effectively;
- support the character and moral development of all children enabling them to make positive choices;
- clarify the school's expectations in respect of behaviour and the resolving of issues within a framework of forgiveness;
- set out the school's rewards and sanctions

Behaviour Principles: Written Statement

- Positive behaviour is expected and encouraged in all areas of school life; on the way to and from school, throughout the school day and by all those who work at the school.
- In lessons, only behaviour that is good or better is acceptable. Good teaching and good learning behaviour go hand in hand.
- A major determinant of good behaviour and a positive ethos in the school is the quality of the relationships between staff and children. If children feel that their teacher likes and supports them, then they are more likely to behave well. Personal development and well-being have a very high priority at St Mary's.
- Consistency and fairness are vital elements of all aspects of behaviour management.
- Every member of staff must consistently follow this policy so that children receive the same key messages about behaviour
- Parents must be clear about the school's behaviour expectations, rewards and sanctions system so that they can support the school in helping their child.
- Instances of poor behaviour will be dealt with as soon as practically possible.
- Sanctions given must be proportionate to the misdemeanour
- Children's concerns are important and must be listened to. Every effort must be made to come to an informed and balanced resolution of difficulties through incorporating the principles of 'restorative practice' when managing behaviour issues.
- Children with identified SEN/D or who have other complex needs, will be supported to help them achieve the school's behaviour expectations; parents will be involved in developing any individual strategies.
- The recording of unacceptable behaviour is essential and must be done by all school staff, in line with agreed procedures.
- Serious incidents should always be referred to the Headteacher or another member of the Senior Leadership Team in her absence.
- Children are learners and do make mistakes. In keeping with the Christian ethos of the school, once children have served a sanction, they will be forgiven and have the opportunity for a fresh start.

Behaviour Expectations for all Children at St Mary's

- All children must show respect and demonstrate good manners towards staff, visitors and each other.
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are expected to actively engage in their lessons, show commitment to their learning

- Children are expected to follow the instructions of adults straight away
 - Children must walk inside school and on the paths around the outside of the school building
 - Children must tell an adult if they have a grievance against another child
 - Any form of physical violence is not acceptable, neither is retaliation.
 - Foul, abusive or discriminatory language must not be used by anyone either in school or online
 - Sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable¹
 - Children are expected to be punctual, in the right place at the right time, prepared and ready to learn
 - Children must not bring toys, jewellery or mobile phones without consent from school.
 - Sharp or dangerous instruments must never be brought into school by children.
- **The School Code**

The School Code, below, was developed by the School Council, following Class Council meetings in which every child in the school was involved in discussing and prioritising school rules. It embraces the principles and behaviour expectations of the school and is displayed in every classroom. Children must be reminded of it at the start of every term and regularly throughout the term.

Help each other to be polite and kind - work and play together fairly and safely

Always listen to and follow instructions carefully.

Please do not touch other people's things and help to look after our lovely school.

Please work hard and try to do your best at all times.

It is very important to tell an adult straightaway if someone hurts you or upsets you.

Never run in school or on the paths. Walk quietly and save running for the playground or field.

Every day remember to bring all of the things you need to school.

Sweets, toys and money should not be brought to school unless permission is given by a member of staff – we are a Healthy School and we want to stay healthy!

Stay silent throughout assemblies unless you are asked to talk. Worship is our very special time and we all need peace and quiet to reflect, listen and think carefully.

Home School Agreement

The Home School Agreement (Appendix A), printed in each pupil's School Diary, sets out an agreed statement of expectations and responsibilities for children, staff and parents/carers. Parents and carers are expected to discuss the principles of the agreement before signing the appropriate sections.

Linked to this, pupils are expected to sign the Acceptable Use Rules regarding online safety.

Class Level Rewards

Class level reward systems should be consistent across the classes within a year group to ensure fairness. Teachers should devise a stepped system of between two and five boxes. For example, a box system with four boxes may include a red box for children who have misbehaved, amber box for children at risk of misbehaving, green box for

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¹ Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'.

children whose behaviour is good and a golden box for children whose behaviour is exemplary. This will be displayed clearly to encourage children to see their names in the highest level box.

Boxes can be replaced with weather symbols, football leagues and so on. The boxes must be consistent across the year group. Younger children may have fewer boxes than older children.

The use of a 'Golden Time' system may be used in Key Stage 1 to provide a reward for all children in a class, with loss of 'Golden Time' acting as an effective sanction for individuals in many cases. Teaching teams should agree how to implement such a system, although its use should not result in curriculum time being compromised.

Any rewards must be consistent with general school policies. For example, children should not be rewarded with sweets. Stickers may be used.

School Level Rewards

A whole school system of positive rewards and incentives is in place to encourage appropriate behaviour rather than reliance on negative sanctions. In keeping with the Christian ethos of the school, children's achievements are celebrated in Celebration Worship every Friday.

Good work and work habits appropriate for the individual child are rewarded with **oral praise** plus a system of house stamps. House stamps are placed on a card and when 25 are recorded, the completed card is rewarded with a **Bronze Award** Certificate by the Headteacher in Celebration Worship. When a further 50 House stamps have been collected, a **Silver Award** is received. A **Gold Award** is received for gaining a further 100 house stamps. Gold award winners also receive a pin badge which may be worn on their uniform. Children achieving their Gold Award will then work towards their **Double Gold Award**, requiring a further 100 house stamps to achieve. Children will then work towards their **Triple Gold Award**.

'One off' examples of good work or behaviour can also be rewarded with a **Good Work Certificate, an Outstanding Presentation or Most Improved Presentation Certificate** which are awarded in the Celebration Worship. Teaching staff complete these certificates and send them to the school office prior to the assembly. Each week one pupil receives the **Pupil of the Week Trophy** and a **Pupil of the Week Certificate** as the Pupil of the Week.

In addition, each half-term, pupils and staff are able to nominate children who are seen to be demonstrating the focus Christian value of the half-term particularly effectively for a 'Super Learner' award. These nominations are discussed by the pupil values ambassadors and they choose one child from each class to receive a Super Learner Certificate and a special pencil in Collective Worship.

At the end of each term class teachers identify around three children who have made very good progress during the term. Parents of these children receive a **Well Done Letter** celebrating their child's success. A template is made available for this and teachers should personalise this for each child.

Sanctions

If a child's behaviour is unacceptable, it is crucial that a member of staff discusses this with the child in order that the child is aware of the impact that the behaviour is having and how a more positive choice or a wiser course of action could have been taken. Children are encouraged to recognise when it is appropriate to say sorry in order that everyone involved can move forward positively.

Any sanctions employed should be appropriate, just and employed in a graded manner wherever possible, according to the circumstances prevailing. For example:

- reminder of acceptable/appropriate behaviour
- verbal reprimand
- separation from peers in the classroom or in the playground
- withdrawal of privileges
- loss of playtime
- writing letters to explain behaviour/cards to say sorry

- moving down into a lower box/cloud
- internal exclusion
- suspension
- in the most serious of circumstances, permanent exclusion

Separation from peers within the classroom may be enough to encourage work rather than time wasting. If it is felt that a child needs some 'time out', they should be taken to an appropriate place by a teaching assistant, who should stay with them. In some cases it may be appropriate to send a child to another classroom. In serious cases, when an Assistant Headteacher or the Headteacher needs to be involved, the child must be sent with a member of staff who can explain why the child has been sent. TAs can be sent for from other classrooms if required for these duties.

Separation from peers in the playground may be needed if anti-social behaviour is exhibited e.g. rough play/fighting, repeatedly engaging in dangerous play or 'lashing out' physically or verbally.

In some cases, a child may require some 'time out' and will walk with a member of staff. In more serious cases, it may be necessary to send a child in to the school to see a member of the Senior Leadership Team. In these cases the child must be sent with a member of staff who can explain why the child has been sent in.

If necessary, Local Authority exclusion procedures will be followed in cases which warrant such action.

Sanctions for Unacceptable online behaviour are outlined in the Online Safety Policy.

The Box System

Class teachers should devise a stepped system of between two and five boxes. The box system must be used in a consistent manner in classrooms across the school. This system is employed when pupils fail to respond to initial warnings and reminders about their behaviour and continue to behave in ways which do not meet the expectations of the school. Children begin the day in the green (good behaviour) box. They can move up (even better behaviour) or down as follows:

1st incident of poor behaviour – reminder of behaviour expectations (This could be to an individual child, a group or to the whole class)

2nd incident of poor behaviour – verbal warning that behaviour is not acceptable and reminder of expectations

3rd incident of poor behaviour – child moves down a box into 'amber' and five minutes of playtime is lost (Five minutes lost from choosing time or playtime for EYFS)

4th incident – Child moves down a box into 'red' and all playtime is lost. Incident is recorded on CPOMS.

5th incident – Child is sent to a member of the senior leadership team. A written record of the incidents leading to this must be logged on CPOMS. Parents must be contacted on the same day wherever possible by class teachers or a senior leader.

Individual Behaviour Strategies, IBPs, PSPs and Risk Assessments

Individual behaviour management strategies may be used if the usual rewards and sanctions appear to be having little or no effect. In such cases, a member of the Senior Leadership Team must be notified and must agree the strategies first, to ensure consistency of approach across the school. Individual strategies should operate within the spirit of the policy and may include longer periods of withdrawal, more 'lost' playtimes, intensive parental support, child-specific reward systems, target cards and daily/weekly report cards. It is essential that parents and carers are informed of any continuing behaviour concerns at the earliest opportunity so that they can work with the school to improve behaviour. Such a conversation, whether face to face or on the telephone, should always be conducted in private and not, for example, on the playground at the end of the day where others can hear.

If there is no, or limited success, in employing the above strategies then Individual Behaviour Plans (IBPs) may be used and outside agencies may become involved. In extreme cases, when there may be a risk of suspension or exclusion, Pastoral Support Plans (PSPs) may be implemented. All children who pose a serious threat to their own or potentially others' safety, must have a risk assessment. All individual plans must be shared with parents and their involvement in developing the plan/risk assessment encouraged at all times.

Positive Handling (Use of Reasonable Force)

See the school's Positive Handling (Use of Reasonable Force) policy

Prohibited Sanctions

The Children Act specifically prohibits the use of the following:

- Corporal Punishment: This means the intentional application of force as a punishment and includes biting, pinching, slapping, rough handling, striking with or without an implement or throwing missiles at a child.
- Deprivation of food. The deprivation of food and drink normally made available to a child is not allowed.
- Requiring children to wear distinctive or inappropriate clothing as a punishment.

Recording

Behaviour incidents must be recorded on CPOMS and assigned to the relevant Assistant Headteacher. The Headteacher must be alerted to all incidents. CPOMS reports should contain clear information about the Antecedent (what triggered the behaviour), what the actual Behaviour was and the Consequence. Staff must also include the date, first and last names of children involved and where the alleged incident took place.

For more serious or complex behaviour incidents, staff should also include key statements from witnesses. There should be signatures from the members of staff involved.

Appendices

- Appendix A Home School Agreement
- Appendix B Restorative Practice – Principles and strategies
- Appendix C Behaviour Management Guidance for Staff

Useful Internet Resources

www.cfbt.com for information about restorative practice
www.nspcc.org.uk
www.childline.org.uk
www.anti-bullyingalliance.org.uk
www.need2know.co.uk
www.bullying.co.uk
www.restorativejustice4schools.co.uk

Government Guidance Documents

Behaviour in Schools

Advice for headteachers and school staff

January 2022

Sexual Violence and Sexual Harrassment between Children in Schools and Colleges

September 2021, DFE

Searching, screening and confiscation at school guidance, DFE

Church of England Guidance

The Church of England Vision for Education, Autumn 2016

Valuing All God's Children, 2017

Mental Health and Well-being: Towards A Whole School Approach, March 2018



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Appendix A: Home School Agreement

As a parent/carer I will:

- make sure my child arrives at school on time.
- make sure my child is properly equipped with items named and brought to school on the correct day. NB: PE kit should be in school every day and taken home at the end of the week for washing.
- make sure my child attends regularly and will provide an explanation following any absence.
- attend parents' consultation meetings to discuss my child's progress with the classteacher.
- contact the school if there are any concerns or problems that might affect my child's work or behaviour
- support the school's policies and guidelines for behaviour and attendance.
- support my child in home work and other opportunities for home learning
- read and sign the school diary and return it to school each week.

The school will:

- regularly inform parents of their child's progress through the diary, termly attainment information, consultation meetings and the annual report.
- encourage children to do their best at all times and achieve the highest possible standards.
- encourage children to be considerate towards others and the school environment.
- keep parents informed about school activities through regular newsletters.
- respond to parents' concerns.
- inform parents of any concerns or problems that affect their child's work or behaviour.
- set regular homework as appropriate to the child.
- respond to children's concerns and will not tolerate bullying.

As a pupil at St Mary's:

- I will be kind and considerate towards others, having good manners.
- I will always work hard and do my best
- I will respect all adults within the school and always do as I am asked straightaway.
- I will take good care of the school, school property including items from school which I am allowed to take home such as books and maths games
- I will always walk inside the building.
- I will have my pens/pencils and correct school PE kit in school at all times.
- I will not interfere with other people's property because it does not belong to me.
- I will take care of my home school diary and return it to school each week.



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Appendix B: Restorative Practice Principles

Restorative Practice Principles

Restorative practice is based on the notion that, where conflict occurs, either or both parties and their relationship are harmed and it is this harm that needs to be addressed. Unlike punitive approaches, in which a third party acts as judge, jury and executioner, restorative practice is based upon ownership of behaviour and conflict resting with those directly involved; they also retain responsibility for resolution of the problem. It promotes telling the truth, taking responsibility, acknowledging harm as appropriate responses to conflict and in doing so creates accountability.

At St Mary's, children have always been guided to take responsibility for their actions and consider the impact of their behaviour on others. Children are encouraged to recognize that they will make mistakes but are given opportunities to learn from them, be forgiven and move forward with hope.

The East Riding of Yorkshire Council have adopted the principles of Restorative Practice in all schools and at St Mary's, these principles inform and guide behaviour management.

Restorative practice is based on four key features:

Respect: listening to the opinions of others and learning to value them

Responsibility: taking responsibility for your own actions

Repair: discussing how to repair the harm a particular behaviour has caused to others

Re-integration: working through a process that solves a problem and allows a child to join back in with classroom activities again

Restorative Practice not only allows the harmer to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in anyway by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each other in the future, this gives them a personal stake in the success of the contract.

The following prompt questions may be used when seeking to investigate and resolve conflict situation.

When responding to those harmed:

What happened to you?

What have your thoughts been about since?

How has this affected you?

How has this affected others?

What has been the hardest thing for you?

What do you need to happen next?

When responding to challenging behaviour

What happened?

What were you thinking about at the time? (try to avoid asking "Why did you do that?" or similar)

What have been your thoughts since?

Who has been affected by what you did?

In what ways have they been affected?

What do you think needs to happen next?



Behaviour Management – Guidance for Staff



The 'five step' approach

All children begin the day in the 'green' behaviour box. The 'five step' system is employed when a pupil behaves in a way which does not meet the school's expectations. After a child has missed part/all of playtime for being in 'amber' or 'red', they can move to a higher box if their behaviour is seen to be of the expected standard.

Step 1: Reminder of appropriate/acceptable behaviour (*This could be to an individual child, a group or to the whole class*)

Step 2: Verbal warning (*The child is made aware that behaviour is unacceptable and expectations are re-stated*)

Step 3: Move into 'amber' and five minutes lost from playtime (*five minutes lost from playtime or choosing time for EYFS children*)

Step 4: Move into 'red' and **all** playtime lost

Step 5: Child is sent to a member of the senior leadership team. A written record of the incidents leading to this must be logged on CPOMS by the member of staff who witnessed the behaviour. Next steps/sanctions agreed with senior leaders. Parents/carers must be contacted on the same day wherever possible by class teacher.

Class level reward systems should be consistent across the classes within a year group to ensure fairness. Teachers should devise a stepped system of between two and five boxes. For example, a box system with four boxes may include a red box, amber box for children, green box for children whose behaviour is good and a golden box for children whose behaviour is exemplary. This will be displayed clearly to encourage children to see their names in the highest level box. For more information, refer to the school's Behaviour Policy and where appropriate, children's individual plans.

Lunchtime: Steps 1 and 2 as above; Step 3 – Stand with a lunchtime supervisor for 5 minutes

Step 4: Involve Senior Lunchtime Supervisor and, if appropriate, a member of the Senior Leadership Team. All lunchtime lost.

Step 5: Lunchtime supervisor to inform class teacher of child's behaviour. Class teacher to decide if further action is needed at step 3, step 4 or step 5.