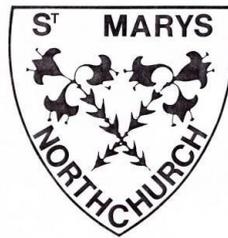


Excellence Together, Learning Through Faith.



St Mary's C of E VA Primary School

As a Church School we seek to ensure that the ethos and principles of Christianity underpin the experiences of the children in our care.

“St Mary's is an inclusive school and respects and values the diversity of the Community”.

Positive Behaviour Policy

This Policy is GDPR Compliant

In consultation with:

- staff and children in January 2016
- parents in March 2016

Reviewed by the staff: March 2016

Reviewed by the Academic Standards and Curriculum Committee: March 2018

Approved by Governing Body: April 2018

Next Review Date: March 2019

Signed: Date:

Introduction

At St Mary's Primary School we take a positive and proactive approach to behaviour management. We believe that good behaviour is essential in order for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement.

There are two basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable

Everyone at St Mary's Primary School has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

All staff, regardless of function or the nature of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues and parents.

Aims

- To promote a happy, caring, stimulating environment within a Christian framework;
- To promote equality of treatment and equal access to educational opportunity within the school community;
- To promote an environment where we help our children to control themselves and to learn that they are responsible for their own behaviour;
- To create a calm and ordered learning environment where everyone feels safe and is safe;
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- To support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour;
- To ensure that appropriate behaviour is encouraged and recognised;
- To develop pride in the school, in work, in effort as well as achievement;
- To ensure that parents/ carers are kept informed about their child's behaviour

Values

As a church school we value the Christian ethos that permeates throughout the curriculum and every aspect of school life. We value:

- the importance of the individual
- the contribution that individuals make to the community
- the mutual respect, understanding and tolerance between all members of the school community

- working together as a team
- promoting a sense of fair play, equality and justice
- our Pastoral care systems between staff and children and between older children and younger children
- promoting good citizenship

Acknowledgement of our values is reflected in our Ofsted report, September 2017 which states ‘The older pupils love to take care of ... the younger pupils’ and one parent is quoted as saying ‘St. Mary’s is a special school where my children feel nurtured and important’.

Our Statutory Inspection of Anglican Schools report, June 2014, states: ‘Underpinned by strong Christian values the leadership of the school is totally committed to the best outcomes for every pupil.’

and

‘Behaviour and relationships are excellent, pupils reporting that any disagreements are quickly addressed amongst themselves as a result of their Christian values. Attitudes to learning are also guided by the strong values and pupils are able to articulate the importance of such values as endurance.’

Rights and responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. Values resources, assemblies, circle times, School Council, Collective Worship Group and planned PSHE and SMSC sessions are used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

Children’s rights:	Children’s responsibilities:
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.	To be co-operative and considerate. To do their work on time.
To be treated with respect and consideration	To treat others with respect and consideration
To have appropriate access to the school’s facilities.	To share equipment. To care for equipment.
To have appropriate access to the teacher’s time.	Not to demand attention all the time. To try to be receptive and co-operative.
To have a safe environment.	To act in a safe and responsible manner for themselves and others.
To be heard and be able to express opinions.	To speak out, but also to listen.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults. To follow their agreed class rules. To follow the school rules.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning play a significant contribution in ensuring appropriate behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focusing on the behaviour rather than the individual child. We need to teach behaviour, as we teach other areas of the curriculum, through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.

Staff rights:	Staff responsibilities:
To work in a pleasant and safe environment and to be able to achieve job satisfaction.	To play a part in the running of the school. To prepare lessons thoughtfully. To watch for unsafe behaviours. To support the construction of pleasant environments.
To have support from within the education system, including other members of staff if required.	To provide that support both informally and formally.
To be involved in a collaborative decision-making model within the school (curriculum and organisation).	To consult with each other and reach agreement. To be actively involved.
To be treated with respect and consideration	To treat others with respect and consideration
To be treated with courtesy by all.	To treat others with courtesy.
To expect that there will be no cultural, gender or physical discrimination against staff members	Not to discriminate or to accept others doing it.
To be able to create time-out situations for children when they are disrupting other people's rights to safe movement, learning/teaching or communication.	To use time out in a positive, constructive way to end disruptive behaviour. To follow up time-out with conferencing and contracting procedures as appropriate.
To contact, and have back-up and cooperation from, parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.	Teachers to contact the parents/carers if there is a problem. To provide information consistently. To be approachable, to listen, to make the time, to act on information.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom

should provide a welcoming and affirming environment, which is accessible to all learners through differentiation.

Playgrounds and field

High expectations of behaviour are applicable in all areas of the school community, including the playgrounds and field. All staff, including those employed at lunchtime, are trained to ensure that procedures are carried out consistently.

Promotion of self-esteem and personal and social skills

We place a high importance on the promotion of self-esteem and use a variety of resources which are linked to the RE and Collective Worship policies and circle times, to develop all children's social, emotional and behavioural skills.

Our Golden Rules

We have an agreed set of Golden Rules which help us to work together for excellence to ensure St Mary's Primary is a successful school.

Golden Rules

'Do unto others as you would have them do to you.' (Luke 6:31)

Care about each other – we listen and we don't hurt others, including their feelings.

Care about our school and community – we don't waste or damage things.

Always do your best – we don't waste our own or others' time.

Care about yourself – we act honestly and don't cover up the truth.

In the Autumn Term each class creates a set of Class Rules which states they understand and agree to follow the Golden Rules. These Class Rules differentiate the Golden Rules to all pupils across the school making them accessible to all. Children are asked to work together to explore what each rule means to them and write, photograph or draw examples of people doing these things. The Golden Rules are displayed around the school and pupils' Class Rules are displayed in every classroom.

The Blue Sky Approach to Positive Behaviour

Closely linked to the Golden Rules, The 'Blue Sky Approach to Positive Behaviour' is there to provide consistency of practice, to support staff with a whole school approach to positive behaviour management, to celebrate positive learning behaviour and also to manage low level behaviour problems. Note: this approach is simplified for the youngest children in the school.

Promoting Good Behaviour

Our emphasis should be on reinforcing the positive to promote good behaviour. It is important to show appreciation of the children who conform to the expected behaviour. The whole school community promotes good behaviour through praise, incentives and rewards.

Individual Reward System

Each child has a named peg, which is placed at the 'Blue Sky' Level on a Behaviour Ladder each day. To encourage positive behaviour, adults may move children up the Behaviour Ladder for exceptional effort in their behaviour or in their approach to their learning. When a child reaches 'Winking Smiley Face' they receive a pebble for the pebble jar (see below). When a child reaches 'Golden Ticket' Level (Waving Smiley Face) they are sent to see the Headteacher and will have his or her name written in the 'Golden Book' and their names read out in assembly to celebrate this achievement. Any child who stays on or above 'Blue Sky' Level for a whole half term will be rewarded with an extra 'Blue Sky' playtime.

Whole Class Reward System

Every class has a 'Pebble Jar' used to reward and encourage collective achievement through cooperation and individual effort. Every child reaching the 'Winking Smiley Face' allows them to put a pebble in the Pebble Jar. Each class chooses a reward, such as an extra session of golden time or a class picnic, which they enjoy once they have filled their Pebble Jar.

Golden Time

This is a time of special choice that takes place once a week and lasts for 30 minutes. A set of activities are kept solely for use during this time and children are allowed to choose activities and games for the duration of their Golden Time.

Children begin the week with 30 minutes of Golden Time. If a child moves down the Behaviour Ladder onto 'Grey Cloud' Level they will lose a 5 minute interval of their Golden Time.

The timing element is crucial if it is to work as an incentive for good behaviour. They may lose up to 25 minutes of Golden Time during the week if they move down the Behaviour Ladder. Every child has a safeguarded 5 minutes in order that they get a taste of how special Golden Time can be. Golden Time lost cannot be earned back.

Example: If a child loses 5 minutes during the week, they will sit and watch the timer for 5 minutes and have Golden Time for the remaining 25 minutes

Playground Behaviour

Children are expected to keep the rules at all times. Children who behave well at playtimes will receive praise to celebrate their behaviour.

Circle Time/ class discussions

Each class has regular discussions or Circle Time meetings. The purpose of these meetings is to make each child feel a more valued and committed member of the class. Through shared discussion and co-operative games and activities, each child has the chance to contribute and should feel listened to.

Special Achievers Award

Two children are nominated from each class each week to celebrate learning behaviours and achievements.

Review of the Day

During the last/first 10 minutes of the day the class teacher leads a whole class review of the day. A record is made in the Class Behaviour File of where the children are on the system. The class discusses how well they think the day has gone as a whole and find ways to make the next day even better. Finally, the class agree how many pebbles they feel their overall class behaviour deserves for the day, up to a total of 3 pebbles, and these are also placed in the Pebble Jar. The aim is to finish on a positive note and set expectations for the next day.

Consequences for unacceptable behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our Golden Rules. The procedure of giving consequences as a result of actions begins when a child has been given a chance to correct their behaviour and has chosen not to do so. A record is kept by Class Teachers of the level at which the child takes control of their own behaviour, so that over time, improvements can be seen.

Sanctions will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

The Consequences hierarchy

Teachers have the right to teach and children have the right to learn. Children who break the Golden Rules stop teachers from teaching and stop themselves and others from learning.

Reminder and Think and Decide

As soon as the child stops the teacher from teaching and other children from learning they are given a reminder to correct their behaviour and of the consequences should they choose not to modify their behaviour. If the actions continue, this is followed by a warning and a further reminder of the consequences.

Stage 1 – Grey Cloud

Should the actions continue, the child moves onto Stage 1.

- Tell the child quietly/politely that the procedure has begun and 5 minutes of Golden Time has been lost.
- Move the child's name onto Grey Cloud.
- Record it in the Class Behaviour File.

Stage 2 – Sad Face

Should the actions continue, the child moves onto Stage 2.

- Move the child to the Time Out Table/Area in the classroom and say "this behaviour is unacceptable."
- Give the child a Stage 2 'Think Sheet' to complete. Where possible a timer should be used. This helps the child to understand there will be an end point to the sanction.
- Time Out should only be 10 minutes maximum.
- Record it in the Class Behaviour File.

Stage 3 – Umbrella

Should the actions continue, the child moves onto Stage 3.

- Send the child to their 'Partner Class' and say "this behaviour is unacceptable. Your parents will be told at the end of the day. Here is the work I expect to be done." If necessary, the child should be accompanied by another child or an adult.
- In the Partner Class the child should sit at a Time Out Table/Area and complete a Stage 3 'Think Sheet' and work.
- The child should remain out of class for the rest of the session.
- Upon returning to the class, the child should have a short meeting with the class teacher.
- The class teacher should speak to the child's parent in person or on the phone.
- The class teacher must record the incident in the Class Behaviour File.

Stage 4 – Deputy Head / Head teacher

Children may get to Stage 4 because of an isolated serious incident, such as violence, racist behaviour or offensive language. They may also get to Stage 4 because they have not responded at Stage 3 and are therefore choosing not to try and manage their own behaviour.

- They will be sent to the Deputy Head/Headteacher and they will stay out of class for the session.
- They will also stay with a member of the Senior Leadership Team (SLT) during the following lunchtime.
- The child's name is written in the Headteacher's Behaviour Log and the parent will be told what has happened by telephone and in writing.
- It will also be logged in the Class Behaviour File.

More serious behaviour problems

Children displaying more serious behaviours will be sent to a member of the Senior Leadership Team and will receive an appropriate consequence. The incident is recorded in the Headteacher's behaviour log and parents/carers will be informed and invited to a meeting. This may also result in fixed-term exclusion.

For children who continually find it difficult to follow the Golden Rules and who demonstrate persistent low level disruption, individualised strategies will be implemented to support them if those in this policy are considered inappropriate and parents will be expected to work closely with staff to resolve the issues.

In some cases it may result in a fixed-term exclusion, following Hertfordshire County Council's Guidance for Exclusions, September 2012 (Supplement September 2017), under the category of 'Persistent Disruptive Behaviour'. This includes challenging behaviour, disobedience and persistent violation of school rules.

This does not affect the Headteacher's right to take immediate action in the case of any serious incident.

Supporting children with behaviour difficulties, including those on the SEN Register

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs relating to behaviour, will find it continually difficult to follow the Golden Rules.

We expect all children to follow the Golden Rules. As much as possible, we wish to keep all children within this approach. However, this will be more difficult for some children at certain times.

To support children with behaviour difficulties, including those on the SEN Register, to meet these expectations, additional measures include:

- Regular meetings between teacher and parents/carers.
- Home – school contact book (e.g. Good News Book)
- Being placed 'on report' by members of the SLT working with that child and class teacher. A mutual decision is made, involving the child, as to when the form is deemed no longer necessary. Parents/carers see the form daily.
- Setting targets for improved behaviour on their Individual Education Plan (IEP).
- Involvement of external agencies
- Pastoral Support Programme (PSP) for children at risk of exclusion
- Meetings with the SENDCo to discuss progress.
- The use of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.)

It may also be appropriate to complete a Common Assessment Form (CAF) if multi-agencies are involved with the child.

Children who have a full Statement of Special Educational Needs / Educational Health Care Plan (EHCP) may need expectations to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. It is important to note that we have a duty of care to **all** pupils; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other pupils or adults the Head Teacher and Governors reserve the right to exclude pupils who put others at risk.

(See also The SEN and Inclusion Policies).

Playground Behaviour

The expectations of behaviour extend to all areas of the school, including the playgrounds and field, and all times of the school day. Children who become involved in over-excited play or unkind behaviour will be asked to sit in a 'Cool Off Zone' for 5 minutes. If poor behaviour continues they will be sent to the senior member of MSA staff who is on Lunchtime Duty that day, who will follow it up according to the same 'Blue Sky Approach'. **The SLT must be informed immediately of bullying, racist or violent behaviour.** A member of the SLT will record the incident in the central Behaviour Log and a Stage 3 or Stage 4 letter will be sent home.

(See also the Anti-bullying policy and the Responding to Racial Incidents policy).

Unfinished Work

Children who do not complete the work set in a lesson, should spend some of their lunchtime in class, supervised by a member of the SLT, in order to complete it. If it still remains unfinished, it may be sent home for completion. Children should not miss their playtimes to finish off work.

Bullying and harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying

- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully

Links with home

At St Mary's Primary we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared by:

- Our Home School Agreement
- Newsletters and through awards which are sent home
- The procedures as laid out in this policy and our parent/carers behaviour leaflet which explains the behaviour system, associated rewards and sanctions
- The procedures as laid out in our Anti-bullying Policy
- Ensuring parents are involved in supporting the school in managing their child's behaviour issues including through their involvement in Individual Education Plans (IEP), Pupil Support Programmes (PSP) and Common Assessment Framework (CAF) meetings where appropriate

Parent/carer rights:	Parent/carer responsibilities:
To have information on school processes and curriculum.	To ask for information if they are unsure or want to know more.
To be able to participate in school activities and decision-making processes.	To make the time to be involved. To make the effort.
To receive and offer information about their children's education and behaviour.	To be open and encouraging and willing to listen. To develop with staff, workable solutions to problems.
To be treated with respect and consideration	To treat others with respect and consideration and abide by the terms of the Home School Agreement.
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To be involved in planning school policy. To let the school know of concerns about behaviour issues. To allow the school to provide consistent approaches to behaviour without taking matters into their own hands.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	Not to discriminate or to accept others doing it.

For the avoidance of doubt, this policy shall at all times be implemented with respect for the confidentiality and privacy rights of children and their families.

Procedures for review and evaluation

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/ carers
- School Council feedback
- Involvement of pupils in environment walks and interviews
- Parent/ Carer feedback at meetings

- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation

Complaints

The school's procedures for dealing with complaints about behaviour is a declared part of the school's procedures for handling all complaints.

Related Policies:

- Anti-Bullying Policy
- Equality Policy
- Child Protection Policy
- Complaints Procedure
- HCC Model Restrictive Physical Intervention Policy