



# Behaviour Policy

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# ST. MARGARET'S CHURCH OF ENGLAND PRIMARY SCHOOL

## BEHAVIOUR POLICY

**Matthew chapter 5, verse 14 to 18**

**"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."**

Good behaviour is a prerequisite to effective teaching and learning and the creation of a positive school ethos.

At St. Margaret's School we value each child equally and as an individual and strive to provide the best education possible, within a stimulating, happy and caring environment, inspired by Christian faith and practice. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect, together with a willingness to show humility and forgiveness, as basic requirements. This is reflected in our restorative approach towards dealing with incidents of inappropriate behaviour.

### RATIONALE

'Forgive us our sins, as we forgive those who sin against us'.

The rationale for this policy is based on the Christian values of love, respect and forgiveness. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop into caring and responsible adults. Good behaviour will be rewarded and inappropriate behaviour dealt with using a range of sanctions but the Christian message of forgiveness will be implicit in all we do. It will always be clear that it is the behaviour we find unacceptable and not the child.

### AIMS

- To enable all pupils to achieve their potential in a safe, secure and caring environment.
- To implement procedures which reduce the likelihood of disruptive behaviour including bullying.
- To ensure rules, rewards and consequences are used in a fair and consistent manner.
- To use a restorative approach towards dealing with behaviour issues in order to:
  - promote a sense of community and a shared ethos and purpose in school.
  - promote courtesy, respect and tolerance of difference throughout the school.
  - promote an emphasis on positive encouragement of appropriate behaviour.
- To enable everyone in school to achieve success and thereby promote the development of self-esteem and mutual respect.
- To encourage pupils to recognise that they have responsibility for their own actions.
- To work in partnership with parents in order to maintain positive behaviour.

### OBJECTIVES

Pupils should have the opportunity to:

- Be taught what behaviour is expected and what is unacceptable.

- Be shown respect and have their opinions listened to, valued and taken account of.
- Develop self discipline.
- Develop their self worth through success and the carrying of responsibilities.
- Work in an orderly, caring and supportive atmosphere, where effective learning can take place.
- Be treated consistently, fairly and equally by teaching and non-teaching staff.
- Experience praise and reward for positive achievements and understand the consequences of inappropriate behaviour.

## **INCLUSION POLICY**

The Inclusion Policy will be followed to ensure that all children are treated in a fair and just way, whatever their race, gender, religion, intellect or physical capacity, social or cultural background.

Inclusion at St. Margaret's means that:

- Every member of the school community is considered of equal importance and value and treated accordingly
- Every member of the school community should expect to be treated with courtesy and respect irrespective of differences and should expect to behave this way to all other members of the community
- Every member of the school community should be fully included in every aspect of school life unless, exceptionally, this is contrary to their best interests
- Where full or meaningful inclusion is hard to achieve, creative solutions should be sought to overcome obstacles
- Everyone is actively encouraged to reflect on issues of inclusion so that inclusive practice becomes automatic and embedded

## **GUIDANCE FOR STAFF**

Staff (teaching and non-teaching) should always be seen to be fair and consistent when dealing with children. As far as possible, good behaviour should be developed through a system of praise and positive rewards.

It is important to create an interesting and attractive classroom environment where children's work is well displayed. In this way children know that their work is valued. A well organised class and lessons which are well prepared and enthusiastically delivered and where pupils are aware of the lesson purpose and what is expected of them, all help to secure good standards of behaviour.

### **Staff should:**

- Develop good relationships with all pupils and know all children in their own class as individuals, i.e. know their names, personalities, interests, friends and family.
- Keep pupils interested and minimise opportunities for disruption. This means thinking about classroom layout, grouping of children, matching work to ability, pacing lessons and being enthusiastic and using humour to create a positive classroom atmosphere.
- Ensure an orderly entry and exit to school and to classrooms.
- Get lessons started and pupils settled promptly.
- Be flexible in order to take advantage of unexpected events.
- Continually "scan" the behaviour of the class.

- Be aware of their own behaviour, e.g. tone of voice or stance.
- Model standards expected from pupils, e.g. courtesy.
- Treat pupils as they would wish to be treated themselves.
- Emphasise the positive by praising good behaviour and good work.
- Make the rules for classroom behaviour clear to pupils and explain why they are necessary.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands wherever possible, being fair and consistent, and avoiding sarcasm and idle threats.
- Make sparing and consistent use of punishments. This includes avoiding whole group punishment (which children see as unfair). It also means avoiding punishments which humiliate children, for example, by belittling them, as this breeds resentment.
- Analyse their own classroom management performance and learn from it.
- Make use of our restorative approach whenever it is appropriate to do so. (see Appendix A)

All staff (teaching and non-teaching) have a responsibility for managing the behaviour of pupils when they are not under the direct supervision of their own class teacher.

## **REWARDS**

At St. Margaret's School we consider it is important that praise and rewards should have considerable emphasis within school in order that pupils achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, a positive attitude, caring for others, good behaviour and adherence to school rules.

It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

It is important to develop and maintain consistency in the application of the reward system, whilst ensuring that rewards are appropriate to each child.

### **Positive rewards would include:**

- General praise and encouragement in lessons, which should be used as much as possible.
- Praise from the rest of the class, another class or member of staff. (Some pupils who lack self esteem or are socially unskilled may find it hard to accept public praise and private praise may be more effective).
- Headteacher or other senior staff to be invited to praise individuals, groups or classes.
- Do Jo points
- Merit stickers and stars.
- Choice of a favourite activity.
- Display of pupils' work.
- Notes and messages to parents where appropriate.
- Children receive stamps on their value cards in KS2 and each class has it's own reward system. Each staff member in KS2 choose a 'Good Citizen' to receive a certificate in the weekly Award's Worship.
- Head teacher Awards given in the Foundation Stage and KS1. These are presented in Celebrations Assembly. They include Head teacher Award stickers and a 'You've been Spotted' award to a pupil who has been seen demonstrating good behaviour.

- Achievements out of school recognised in Celebrations Assemblies.

## **SANCTIONS**

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour. These should make a clear distinction between serious and minor infringements of our School Code of Conduct.

An appropriate sanction is one which is designed to help the child to understand the link between their behaviour and its repercussions and to encourage better behaviour in the future. This it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate.

There is a relationship between our Behaviour Policy and our **Policies for Equal Opportunities and Anti Bullying**. Sanctions relating to all kinds of prejudicial bullying will form part of agreed school practice. All alleged bullying incidents are investigated and recorded on CPOMS and an LA form is completed for the investigation and reporting of any alleged prejudicial incidents - copies must be given to the Head teacher and Deputy to process and record. Parents must also be informed of the investigation. (This policy should be read with the individual policies for the above).

Where sanctions are necessary the first line is the individual staff sanction which may be followed by referral to the Team Leader. The final line of referral is the Headteacher. **Professional discretion is needed when determining how an incident should be progressed**. A very serious incident may demand the immediate involvement of the Head teacher or a senior member of staff. Relatively trivial misdemeanours should never require their involvement, as this diminishes the impact of such referrals.

Staff should also use professional discretion about keeping parents informed. Parents should always be contacted to discuss any recurrent or serious incidents; all prejudicial incidents; and those involving bullying.

### **Current practice is:**

**Staff always listen to the child's point of view before implementing sanctions. If there has been an altercation between children, a restorative conversation will take place.**

**1. Individual staff** use the following sanctions, after warnings have been given:

- Verbal reprimand.
- Discussion concerning behaviour and reminder of school's expectations.
- Withdrawal from the situation (to another space in the classroom or another teacher).
- Time out in the 'Reflection Room' (e.g. 15 minutes break time), where a reflection sheet is completed. NB- Due to the Covid risk assessment, we cannot make use of a 'Reflection Room'. Children reflect in their own classroom under the supervision of an adult in their bubble.
- Punishment 'to fit the crime' e.g. clearing up litter, letter of apology.

**2. Where the above sanctions and rewards do not lead to the intended improvement in behaviour, further incidents will be recorded and tracked through CPOMS. A referral may be made to the Team Leader** who will give advice on strategies to modify the child's behaviour/speak to the child (ren). This will be done through 'Reflection' in KS2 and 'Time-Out' in KS1.

3. On the third occasion a child is referred to the Team Leader, **parents** will be informed of the problem and invited to discuss the matter with the **Team Leader** and **class teacher**. An improving behaviour programme will be agreed and the support of parents sought eg. Child to be given an age appropriate behaviour chart, to be completed by all adults in school supervising the child. This would report all incidents of good and poor behaviour. Chart to be seen by Team Leader and parents on an agreed timescale, (e.g. daily, weekly, as appropriate). Parental help sought in rewarding good progress and imposing sanctions for no improvement. Records to be kept and Headteacher kept informed.

5. In the event of no improvement in behaviour, a meeting to be arranged with the **Headteacher**, **Team Leader**, **class teacher** and **parents** to agree the way forward.

6. Involvement of **outside agencies** (Behaviour Support Team / Educational Psychology Service).

7. Continued unacceptable behaviour during school time or lunchtime would result in **fixed term exclusion**. Agreements of acceptable behaviour and levels of support to be made with parents and child before they return to school. For pupils who have been excluded for more than two periods within a term the Governing Body may decide to offer the parent a Contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

In the event that a child is excluded for more than five days, from day six that child will attend a dedicated room at Neville's Cross Primary School, accompanied by a classroom assistant from St Margaret's C.E. School.

Permanent exclusion from school would be the final stage in this process after all other avenues had been exhausted. Any exclusion would be carried out in line with current LA guidelines and procedures.

### **MINI BUDS/BUDDIES/CIRCLE TIME**

St. Margaret's School has Y2 Mini Buds and School Buddies from KS2 who help in the Infant Playground. KS2 Buddies support children in the Junior Playground. There are times when it would be appropriate to enlist the assistance of the Buddies in encouraging appropriate play at break times.

Circle Time can also be used to discuss issues relating to school rules and appropriate behaviour in school. Discussing the school Code of Conduct could also take place in PSHCE and Collective Worship Time.

### **SCHOOL CODE OF CONDUCT**

In General:

**All members of the School should:**

- **Show courtesy, respect and good manners at all times.**

(This includes looking after each other, speaking politely to members of our school and visitors, avoiding sexist and racist language, listening to others and expecting to be listened to).

- **Show respect for the environment and other people's property.**

(This means keeping the school clean and tidy so that it is a welcoming place which we can be proud of. It includes taking care of our building, grounds, furniture, displays, other people's clothes and property and putting our own litter in the bins).

- **Make it easy for everyone to learn and the teachers to teach.**

(This includes listening carefully, following instructions, working hard, being quiet and sensible and not distracting or annoying anyone).

- **Move quietly and in a controlled way around school.**

(This means walking rather than running, pushing or barging and not shouting. It can also include being ready to help by opening doors or offering to carry things).

- **Keep our play areas enjoyable and safe places to be.**

(This means not playing aggressive physical contact games, play fighting or anything which is likely to cause someone to get hurt).

- **Follow rules which keep you and others safe:**

(1) No sweets or nuts in school.

(2) Swimming/PE kit/Forest Schools kit to be brought for lessons.

(3) All watches removed for PE - no other jewellery allowed in school.

(4) Children must not be allowed inside the PE equipment cupboard/storage area.

(5) Children never to be in the school building unsupervised by an adult.

(6) No money, cameras or mobile phones belonging to pupils are normally allowed in school.

-Mobile phones must be handed in to the school office for safe keeping during the school day. Money should also be handed in the school office or to the class teacher. Permission for cameras must be sought from the class teacher or Head teacher. NB- due to the Covid risk assessment, money cannot be handed in- any collection money goes straight into a bucket where it remains for 2 weeks, prior to counting. Mobile phones are being kept in a central place within the classroom.

This policy will be reviewed annually.

## Appendix A

## What is a 'Restorative Approach'?

- 'Restorative processes bring those harmed by crime or conflict and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.'
- (Restorative justice council, 2012)
- More info on Restorative Justice can be found at: <https://restorativejustice.org.uk/resources/woolf-within-peter-wills-story>

## What a Restorative Approach Does

1. It provides those who have been harmed (victim) with a forum to 'have their say and be heard', which is vital to the healing process.
2. Secondly, it presents the offender (harmer) with an onus of responsibility for their actions, an opportunity to make some form of retributive acknowledgement.
3. It can form the basis of some kind of reintegration of the offender back into his/her community that might possibly prevent further offending.