



# Behaviour policy and statement of behaviour principles

## St Mary's C of E Primary School

*Do everything in love*



**1 Corinthians 16:14**

**Learning to Love, Loving to Learn**

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Deeply rooted in the love of Jesus we are committed to:-

Creating a happy, healthy and honest school, where everyone feels secure and valued.

Providing excellent teaching and learning opportunities, which develop independent, confident and resilient life-long learners who can think for themselves.

Celebrating and supporting all children to unlock and fulfil their unique potential.

Preparing children to contribute to society with wisdom, hope, tolerance and dignity.

Living by our school values of Love; Honesty; Courage; Compassion; Determination and Respect.

Our vision is to inspire and grow a compassionate community of excellence. A happy place for our children to shine for God, for each other, and for themselves.

## 1. Aims

At St Mary's we pride ourselves on our strong Christian Ethos, and our vision, aims and values set the tone for our school. We recognise that children flourish in a safe environment where they feel loved, valued and secure. The behaviour and safety of our pupils is good and we strive to maintain this in order to allow all children to reach their full potential. We believe that effectively managing behaviour is a partnership between school, home and the wider community.

Our Behaviour policy aims to:

- Provide a **compassionate, consistent, yet personalised approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how pupils are expected to behave and how we can support them to make the right choices**
- **Help pupils rectify and learn from incidents of poor behaviour**
- **Support children through the forgiveness process**
- Outline our system of **rewards and sanctions**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- In short our Intent is that children become problem solvers

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusions Guidance
- Special educational needs and disability (SEND) code of practice
- Planning guide for primary schools – published 1th May 2020

In addition, this policy is based on: Maintained schools Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour, publish a behaviour policy, and give schools the authority to confiscate pupils' property
- DfE guidance explains that maintained schools should publish their behaviour policy online. A copy is on our school website and shared with parents annually.

### 3. Definitions

**School Staff** are defined as any paid member of the school community (such as teachers, teaching assistants and midday assistants) or any person that the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

**Unacceptable behaviour** is defined as not being ready, respectful or safe e.g.

- Disruption in lessons, in areas around the school, and at break and lunchtimes
- Refusal to complete classwork when a fair time and adequate support has been given
- Poor attitude to learning and lack of respect to others
- Deliberately coughing or spitting at or towards any other person – this will require significant sanctions.

‘We reserve the right to impose more significant sanctions for behaviours that could endanger the health or wellbeing of members of our community. These behaviours may include but are not limited to coughing and/or spitting in order to cause harm or distress.’ Schools have a range of sanctions available to them if pupils engage in significant behaviours. St Mary’s will consider whether a pupil is carrying out this behaviour *will be sent home* before considering using fixed-term exclusion. Immediate fixed-term exclusion for an incident such as this could trigger ‘copycat’ cases.

If an exclusion does occur. Re-integration meetings will need to take place via telephone or video call. They should take place before the child returns to school and consideration should be given to steps that will be taken by all parties to ensure that the child re-integrates successfully.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules (Be ready; Be respectful; Be safe)
- Any form of bullying
- Sexual (including upskirting), or physical assault
- Theft or vandalism
- Racist, sexist, homophobic or discriminatory behaviour or language
- Possession of any prohibited items such as, but not restricted to weapons, tobacco and alcohol
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include, but is not limited to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
Homophobic, biphobic or transphobic bullying	Prejudice against lesbian, gay, bisexual, trans or non-binary (LGBT) people
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Peer-on-peer / child on child	An imbalance of power between the perpetrator and the victim
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. This could be through the use, but is not exclusive to, mobile and smart technology, gaming consoles and PCs.

## 5. Roles and responsibilities

### 5.1 The governing board

The Governing Body at St Mary's C of E Primary School is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body at St Mary's C of E Primary School will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body at St Mary's C of E Primary School giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. They will also support teachers in managing children with more complex or challenging behaviours. The Head teacher may deem it necessary to talk with any child who misbehaves, and complete any follow up actions that are needed.

### **5.3 All Staff (including, but not limited to teachers, teaching assistants and midday assistants)**

Staff are responsible for:

- Implementing a compassionate approach to behaviour management
- Supporting both victim and perpetrator through the forgiveness and reconciliation process
- Instilling the belief that through love and trust, relationships can be rebuilt after mistakes have occurred
- Recognising that all pupils are individuals, and providing a personalised approach to the specific behavioural needs of particular pupils
- Modelling positive behaviour in the classroom and around the school both in actions and speech
- Recording behaviour incidents using CPOMS and acting upon requests from SLT.
- Monitoring and encouraging good hygiene practices such as handwashing and sanitising
- Explain procedures to follow when sneezing, coughing, tissues and disposal ('catch it, bin it, kill it').
- Support pupils to adhere to the amended expectations about breaks or play times, including where children may or may not play.

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the school rules and expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Model our school values; love, compassion, honesty, respect, courage and determination and encourage their children to live by these
- Treat all members of the school community with respect
- Encourage your child to follow the changes in rules in terms of socialising, hygiene and use of equipment and support staff to enforce these
- Ensure pupils are completing home learning tasks set by teachers and seeking help/advice if required

### **5.5. Pupils (age appropriate expectations in place)**

- Must follow instructions on who they can socialise with at school

- Must follow school instructions on hygiene, such as handwashing and sanitising
- Must move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- Must not share equipment or other items including drinking bottles
- Must not bring equipment or toys in from home
- Must tell an adult if they are experiencing symptoms of coronavirus or are feeling unwell

## 6. School Rules

The school rules St Mary's are as follows:

- Be ready
- Be respectful
- Be safe

## 7. Rewards and sanctions

### 7.1 Rewards

We believe in celebrating positive behaviour or achievements both within and outside of school. Examples of this are recognised, rewarded and celebrated through:

- Age-appropriate rewards which may include, but are not limited to: Praise (Individual or whole class/whole school), Beads in a jar (whole school end of term reward), Rainbow/Sun/Cloud chart or traffic lights (individual).
- Weekly celebration assemblies to award certificates and prizes to those children who have followed the school rules to an exemplary standard.
- A house system of rewards is active in each class. At the end of each term the winning house will be rewarded with a treat.
- Issuing stickers to children who have been seen demonstrating school values.
- Awarding a 'You've been spotted' pen or bookmark to child when a member of staff has noticed school rules or values have been followed.
- The Headteacher encourages staff members to send children to her so she can personally reward them for following school rules and values, improved attitudes to learning, and outstanding achievement and or effort.

### 7.2 Sanctions

Unfortunately there are situations of unacceptable behaviour which leads to one of our school rules being broken. When this occurs, the school may use (professional teacher judgement to be used) one or more of the following sanctions in response to such incidents:

- We expect children to listen carefully to instructions in lessons. If behaviour is inappropriate, a verbal warning is given to the child and the adult should explain which school rule is not being adhered to and give them opportunity to improve their behaviour or rectify their mistake.
- If a child continues to misbehave a second warning / reminder is given.
  - The next stage would be an age-appropriate sanction is introduced, e.g. time-out, moving places or standing alongside a teacher for 5 mins during playtime or missing the whole of play for instance. Again, the adult should explain which school rule is not being adhered to and support them to rectify their mistake
- If the inappropriate behaviour persists (or warrants it due to the severity of the behaviour), they may be sent to another teacher in the same Key Stage or a member of SLT.
- The safety of all the children and staff is paramount. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and safely remove the child(ren) from endangering others. The teacher may at this point seek further support from a member of SLT.

- We expect children to try their best in all activities. If they do not do so and have had the necessary support and time to meet their needs, we may ask them to redo a task, complete it during playtime or complete it at home.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from a member of SLT. The school will contact the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Racist, sexist or homophobic incidents will not be tolerated in any form. 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.
- We use professional judgement as to whether a child should be allowed to earn back their playtime/ dinner time. We believe this is good practice and will endeavour to provide opportunities for this to happen.

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message

1.Warning	<p>I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. Reminder	<p>I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name), Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
TIME OUT	<p>I noticed you chose to ..... (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>
FOLLOW UP – REPAIR & RESTORE	<p>What happened? (Neutral, dispassionate language.) . What were you feeling at the time? What have you felt since? How did this make people feel? . Who has been affected? What should we do to put things right? How can we do things differently?</p>

## 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from a trip/outing. This includes the right to exclude a pupil for behaviour that has taken place off-site but may have a detrimental impact on the management of the school.



In the event of cyber-bullying taking place outside of school hours, the school has the duty and responsibility to investigate the allegations. Where necessary, parents will be informed and in more severe cases the Head Teacher may make the decision to involve the police.

### 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management.

### 8.1 Physical restraint

Regrettably, in some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

### 8.2 Confiscation, Searching & Screening

School staff have a right to screen and search any pupils **with consent**. Consent will always be asked for with an explanation of why a search is needed. Staff also have the right to search pupils **without consent** if they suspect that the pupil is carrying any prohibited item. Any prohibited items ( e.g knives, tobacco, drugs, stolen items, fireworks, phones) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item, which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, **if appropriate**.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation ( July 2022) .

## Note on mobile phones

- If parents allow children to have a mobile phone as they walk to school alone, these phones must be handed in on arrival in class. Pupils will not have access to their mobile phones throughout the school day. On entry to the school, each pupil hands in their device to school staff and these are then collected at the end of the school day.
- Pupils must never use their phones to take pictures or record school lessons.

## 8.3. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil and always with compassion and respect.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Exclusions

In some instances we may consider it necessary to exclude pupils. This decision can be made by the Headteacher of the school and parents can expect to be informed in writing of the decision to exclude. **An exclusion is a last resort**, and following one the child will be supported to make positive changes and forgiveness will be shown. The reasons to exclude are listed, but not exclusive to the list below;

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Damage (to school property or to personal property of a member of the school community)
- Persistent disruptive behaviour

There are 2 types of exclusion:

- **Fixed Term Exclusion.** These can be for part of a school day (including lunchtime exclusions) or for whole school days. Schools can issue up to 45 days of fixed term exclusions in a year but must provide education from day 6 of a fixed term exclusion. Fixed term exclusions do not have to be for a continuous period.

- **Permanent Exclusion.** In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

## 10. Training

Behaviour management forms part of continuing professional development for all staff, including our Midday Assistants. Advice is sought from professionals as and when necessary.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and The Governing Body at St Mary's C of E Primary School every 2 years. At each review, the policy will be approved by the Headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by The Governing Body every 2 years.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Equality Policy
- On-line safety

## Behaviour Policy Appendix COVID-19 (updated January 2021)

### **Appendix 1: Amendments to the Behaviour Policy during Covid19**

All staff at St Mary's Primary School understand the difficulties and various considerations that stem from dealing with Covid19 for our families and children. With the new guidelines provided to us by the Department for Education in mind, we are making some temporary amendments to our Behaviour Policy that aim to reflect any new expectations and routines that are necessary to reduce risk in our setting. These amendments aim to ensure continued high expectations of behaviour whilst ensuring the safety and wellbeing of all staff and children.

#### **Attendance**

During school closures, Local Authorities and education settings have not been required to complete their usual day-to-day attendance processes to follow up on non-attendance. We have, however, followed up on the non-attendance of any child who has been booked into our interim childcare provision.

**From June 1<sup>st</sup>**, the guidance states that we are to complete full registers for children, however, due to the current circumstances, the Government have stipulated that: 'Parents will not be fined for non-attendance at this time, and schools and colleges will not be held to account for attendance levels'. Please be reminded: *no one with symptoms should attend a setting for any reason.*

#### **Safeguarding**

- Our ongoing support for children and families includes making regular telephone calls to identified families.
- Meetings with professionals continue to take place remotely and virtually. Key professionals are informed as necessary e.g. where non-attendance issues arise, as per Government guidance.
- Records are being kept up-to-date
- Referrals to Family Support Worker and other support services continue to be made as and when appropriate.

#### **Uniform**

Children are expected to attend in uniform and for the children to have a clean clothes each day. Staff are expected to follow the dress code outlined in the Staff Handbook if possible but smart casual is acceptable. If parents/carers are facing difficulties, please speak to a member of staff who will offer support.

#### **Expectations**

Our expectations of demonstrating our school values have not changed. We will, however, as staff, and children, share the highest levels of patience and calm. We appreciate that our routines have changed significantly since the last time we were in school together. The way that our new school routines are set out are different: staggered start and end times, staggered playtimes, and different timetables than the ones we were previously used to. All of these changes should enable our expectations of courtesy and kindness to remain high. We will show flexibility with pupils who may find getting into the new routines difficult, but we will (as always) expect to see progress and effort from all of our children, no matter what their starting point, or which adults they are working with. Any persistent failures to meet expectations will be referred to a member of the Senior Leadership Team and evaluation of risk assessments will take place in discussion with parents/carers.

#### **Positive Handling**

At St Mary's Primary School, use of positive handling has always been as an absolute last resort. During this time, however, to use such a strategy would pose increased risk to both children and staff. As part of our protective measures, risk assessments relating to this will be ongoing and reviewed on an individual basis, with parents/carers

involved as part of the process. If a child requires physical intervention, parents/carers will be contacted immediately and, as with all risks, suitable (and increased) measures will need to be put in place.