



Behaviour Policy

Policy owner/author	Jacque Chambers
Approved by	<u>Full Governing Body</u>
Statutory policy	<u>Yes</u>
Review cycle	Annual
Date last reviewed	<u>11 September 2024</u>
Date of next review	<u>11 September 2025</u>
Related policies	Anti-bullying Exclusions Positive touch and intervention

Version History Log

Date	Version	Comments/Summary of changes
<u>03/09/2024</u>	3	Changes to 'Celebrating successes as a school' and 'Celebrating successes as a class' sections.

Our Vision Statement **'Learning for Life'**

Learning for life' with Jesus' promise of 'life in all its fullness' is at the heart of St Mary's.

At our school, children are seen as unique and will feel loved, safe and empowered to flourish so they reach their full potential both academically and personally.

At St Mary's C of E Primary School, we believe that learning should be rewarding and an enjoyable experience and that this should take place in an environment where everyone feels safe and secure. The policy is underpinned by the School Values. All members of the community should be aware of the expectations of behaviour we have at St Mary's and the rules and routines. We have a duty to support children as they develop their understanding of the need for positive attitudes and behaviour towards their learning and social encounters. Through our teaching, expectations, guidance, modelling and agreed strategies we equip children with the skills, knowledge and understanding necessary to make informed choices regarding their behaviour. This policy should be read in conjunction with our Safeguarding policies, Teaching and Learning Policy, Equality Policy, Anti-bullying Policy, Touch and Physical Intervention Policy and SEND Policy.

St Mary's School regards the Behaviour Policy as pivotal to developing each child as an individual and our values of Kindness, Trust and Courage underpin all of our school policies. It is a means of promoting good relationships with a common purpose of supporting learning, developing an individual's potential, for each to feel safe and happy, to feel valued and to be treated fairly.



St. Mary's CofE Primary

'Learning for Life'

We aim for our school to be a place where:

- Children enjoy learning. Our learning culture and warm, caring, Christian environment will support our children to take risks, be innovative and develop independent thinking skills. We aim to create learners with great passion, confidence and personal ambition who take pride in every aspect of their conduct and work so that they excel academically and socially.
- Every child will feel safe, happy, well-supported and cared for. They will know how to keep themselves safe in real and cyber contexts. They will feel listened to: their opinions will help to enhance our school practices and culture. All adults will provide outstanding role models for behaviour, attitude and values, inspiring our children to become thoughtful, caring and responsible young adults

We aim to do this by:

- Ensuring that everyone feels safe and secure.
- Helping all children develop appropriate and relevant social skills for now and in the future.
- Ensuring that relationships within school are based on mutual respect and trust involving parents and the community and ensuring that communication between home and school is clear, open and honest.
- Creating a friendly and peaceful environment in which children want to participate and belong, in the classroom, playground and dining hall.
- Creating an interesting and stimulating environment where children want to learn.
- Rewarding and praising positive behaviour and choices.
- Developing pupil voice within the school so that children have a say in what happens.
- Encouraging children to care for others to understand diversity and be neurodivergent inclusive.
- Modelling our vision and values to the children in terms of all adult interactions and direct teaching of values in collective worship and lessons.
- Providing children with the language and skills to solve their problems calmly, openly and with understanding.
- Creating opportunities to share feelings and talk about strategies to help solve problems e.g. circle time, and reflection sheets.
- Encouraging pupils to take self-responsibility for the consequences of their actions and choices and to develop collective responsibility.
- Rejecting all forms of bullying and anti-social behaviour, thus allowing children to feel confident to seek support from the school should they feel unsafe.
- Creating and encouraging a code of conduct which will act as a model beyond the school.

Aims

We aim to teach and model consistently high standards of appropriate behaviour in a positive way. We encourage all children, staff and parents to be part of the process of setting rules, rewards and consequences so that there is consistency in their application. We aim to acknowledge positive appropriate behaviour, as we believe that this will help to develop our ethos and values of kindness, trust and courage. This policy is designed to promote positive appropriate behaviour, rather than merely deter negative inappropriate behaviour. We aim to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning.

St Mary's Learner

We have created the concept of a St Mary's Learner, focussing on the behaviour, attitudes and skills necessary to learn effectively. We believe that before a child can achieve their full academic potential they need to have the right attitude towards learning, independence, an ability to get on with others and a clear understanding of how their behaviour can affect not only their own learning but that of others too.



St. Mary's CofE Primary

'Learning for Life'

The St Mary's Learner is to help the children understand how they learn and how they can make the most of every opportunity given to them and to reach their full potential.

A St Mary's Learner is:

- Always ready to learn.
- Enthusiastic, willing to take part and speak up.
- A risk taker – always confident to have a go.
- Happy to try and try again.
- Not afraid to learn from mistakes.
- Able to learn well from others.
- Able to learn well on their own.
- Reflective – able to think and talk about their learning (See Appendix 1).

When behaviour management is at its most effective, the following are common factors:

- Classroom management is clear to the children and routines and rules are understood and followed.
- Children have high self-esteem and feel that they are valued.
- The classroom / school ethos is strong and promotes a happy and enjoyable learning environment.
- Children have a positive attitude to learning and are intrinsically motivated.
- Children take responsibility for their own behaviour and are involved, as far as possible, in reviewing the way they behave and reflect on how they behave.
- Children are given choices and chances to make reparation for inappropriate behaviour.

Our school rules/Non-negotiables

Our school rules/Non-negotiables are revisited each year by all children and staff and school council meetings. These are displayed in every classroom and are understood by all children.

They are:

- 1) I will be a good St Mary's Learner.
- 2) I will have excellent manners.
- 3) I will live by our values of Kindness, Courage and Trust.
- 4) I will stay on green and make good choices.
- 5) I will make sure my uniform is correct, smart and tidy.
- 6) I will take pride in my learning and the presentation of my work.

Rewards

Catching children being good! The school recognises that praise is a powerful tool and is fundamental to our ethos. Noticing children being 'good' and demonstrating 'positive behaviour choices' is an essential part of our values. We seek to reward positive attitudes, thoughtfulness, patience, positive behaviour, effort and quality of work. We have therefore developed several reward systems to celebrate success.

Celebrating success as a school

Each week, during our Star of the Week collective worship, one child from each class is presented with a Star of the Week certificate. This award is nominated by the teacher for a child who has tried their very best and has demonstrated a good attitude to school life and learning during that week.

Each half term, the children will aim to earn enough yellow values stars for the school to fill the bucket which will earn the school a reward when it is full. Yellow stars are earned when a child demonstrates the values of Kindness, Trust or Courage at playtime or during learning and can be awarded by any staff member.



St. Mary's CofE Primary

'Learning for Life'

Each half term, children who have stayed on green enjoy the 'green time' earned, chosen by the class. See appendix 2. 10 minutes is earned for each week they stay on 'green'.

In addition, during the week class teachers, learning support staff and midday supervisors will:

- Provide verbal feedback, praising the desired learner or value-driven behaviour.
- Give stars out for demonstrating values.
- Give stickers or stamps for great homework.
- Give Dojos (KS1) or house points (KS2)

Celebrating success as a class

Key Stage One

<https://www.classdojo.com/>

Children in Key Stage One can earn dojo points as a reward for good behaviour, attitude and learning. They link to being a good 'St Mary's Learner'. Dojos are also awarded for remaining on green all day or reaching silver or gold on the behaviour ladder.

- Individuals that reach 50 can change their avatar.
- Individuals that reach 100 are presented with a certificate in collective worship.

Dojos are refreshed every term so that all children have a fair chance to reach 100 dojos.

Key Stage Two

House points are awarded for good behaviour, attitude and learning in Key Stage Two. They link to being a good St Mary's Learner.

House points are collected weekly by Sports Crew and added to the house points display in the school hall. The house with the most house points at the end of each term are celebrated in collective worship.

Dojos and house points should never be removed as you cannot "undo" a good thing!

Celebrating success as an individual

- All children who remain on green all day receive a dojo (KS1) or house point (KS2) at the end of the day.
- Any child who remains on green all week (ends each day that week on green) is added to class record kept by the teacher. Each week is worth 10mins of the end of half term class reward.

Sanctions

Supporting children to make the right choice

At all times, teachers and staff are modelling good behaviour and socialisation skills, raising children's thoughtfulness of other children around them through praise and thanks and helping children understand which behaviours are acceptable in a social situation. For some children, the transition from home life to having to share the attention and care of the adults at school with so many other children can be a big step to achieve.

Restorative Justice Approach

The school advocates a restorative approach to conflict resolution. This allows all stakeholders to investigate the reasons behind displayed behaviour. This approach focuses on the needs of the victims and the offenders (both sides that have been affected), as well as the community (others who might have been affected). Victims take an active role in the process, while offenders are encouraged to take responsibility for their actions to repair the harm they have done and for both parties to be able to move forward. This approach also provides help for the offender in order to avoid future offences / problems. At times, both parties might fall into the category of both victim and offender. Appropriate training and restorative justice cards (Appendix 2) are provided to all staff to support this process. It is important that the mediator, whether a Peer Mediator or staff member, oversees the conversation calmly and without passing immediate judgement.




Peer Mediation

Peer Mediators are pupils selected from KS2. Their role is to support staff in delivering mediation between two parties that need mediation to resolve simple issues at lunchtime. They are monitored by the PSHE Subject Leader and Senior Midday Supervisor responsible for play.

Our Whole School Behaviour System: Rewards and Sanctions for individual pupils

The principles of our chart system allow for consistency across the whole school, providing shared language for staff and children. These include the mantras: **Every day is a new day! Catch them being good! We are responsible for the choices we make!**

	<u>Behaviours</u>	<u>Rewards / Consequences</u>
<u>Gold</u>	<ul style="list-style-type: none"> • Extending your learning at home • Challenging your own learning consistently • Creating and planning your own learning opportunities • Taking on extra responsibility • Consistent silver behaviour 	<ul style="list-style-type: none"> • Visit headteacher during break times, for certificate, sticker and reward.
<u>Silver</u>	<ul style="list-style-type: none"> • Being a risk taker in your learning • Learning well from others • Learning from mistakes • Showing perseverance • Independently solving problems in class • Going above and beyond for others • Random acts of kindness • Self-motivation to challenge yourself in your learning 	<ul style="list-style-type: none"> • Visit DHT during break times, to receive a certificate and sticker
<u>Green</u> 	<ul style="list-style-type: none"> • Treat everyone as you would like to be treated • Respect your environment and other people • Listen carefully to others • Follow instructions • Believe in what you achieve and always try your best • Be honest and take responsibility for yourself • Keep yourselves and others safe • Move around sensibly: be aware of the needs of others • Be a good St Marys Learner • Don't distract others when they are learning • Being ready to learn and able to work independently. • Smiling and being positive 	<ul style="list-style-type: none"> • 1 Dojo at the end of the day from the class teacher • At the end of the week – rewarded with 10 minutes of the end of half term class treat • Teachers will keep a record of who ends each day on Green so we know who has earned their green time 10 minutes that week.
<u>Amber</u>	<p>If you are not following all of what is expected in green.</p>	<ul style="list-style-type: none"> • 10 mins time out to work in the other parallel classroom or at amber station in their classroom



		<ul style="list-style-type: none"> Your behaviour will be logged on record EYFS will go the thinking chair and not the other classroom
<u>Red</u>	<ul style="list-style-type: none"> Repeated amber behaviour <p>These incidents will cause you to move to red immediately:</p> <ul style="list-style-type: none"> Fighting Racist comments Swearing Physical aggression 	<ul style="list-style-type: none"> You will be moved to a quiet desk in class to continue your work in the classroom and then you will be sent to the HT/DHT at break time Sent to senior midday supervisor to sit on the bench if this happens at lunchtime and then to see the HT / DHT after lunch Behaviour will be logged on record Parents will be informed

In all classes at the beginning of every day, children's names are added on a chart like the one above – **each day is a new start and all children start on the middle section – Green / Smile**. The chart is kept where only adults can view it.

Children are then rewarded for good choices with praise and attention and their name is moved up onto the next colour and so on until they are on the top picture. For continuity, this chart will be the same in all classes.

For children who do not make good choices, their names are moved down onto Amber then Red and a sanction is applied. Moving a child to amber and red should have several stages and should involve the **language of CHOICE**.

- 1. Praising the positive* behaviour you want in someone else and reminding the child of your expectation in a positive way and that their behaviour choice is disturbing the lesson / learning for them or another person / the class. Make sure the child understands why they are being spoken to about their behaviour choices.
- 2. A verbal warning* that if they choose to make that poor choice then they will be put on Amber / Red (or offer praise if they make a good choice).
- 3. Move to Amber / Red* if they do not make the right choices.

It might also be appropriate for a child to complete a reflection sheet to help support them in reflecting upon the sequence of events that lead to a red behaviour.

A child may display higher level behaviours that require an immediate sanction of Red. Any child who uses bad language, is physical with another child in a harmful way leave the class without permission, causes intentional physical harm to others, or makes malicious allegations against or causes harm towards staff is immediately moved to red. The incident is logged on the behaviour tracking system (CPOMS) which is monitored weekly by the SLT/DSL team and reported to staff and governors.

Children can **move back up the ladder** to green very quickly for making good choices but the amber /red sanction must always be enforced. **Look for them being good!**

Response times

We would hope that most issues are dealt with on the day of incident as we want each day to be a clean, fresh start for everyone. However, some incidents can be complicated and it can take longer to fully investigate all concerned before instigating the necessary sanctions. We aim to give feedback to parents on the first day of incidence, if only to set a longer response time due to the need for investigation.



Serious Behaviour Difficulties

We are aware of the needs of some children who may need special support in managing their behaviour. We approach the management of behaviour with consistency and agreed expectations but with the understanding that 'one size does not always fit all'. Children who demonstrate persistent or entrenched inappropriate behaviour or disturbed behaviour will be dealt with on an individual level. Their specific behaviour management needs will be supported by staff within the school and if appropriate, by outside agencies, such as the School Educational Psychologist; Surrey's Behaviour Support Team or CAMHS. <https://www.youngminds.org.uk/>.

Use will be made of individual support plans and behaviour programmes and the SEND code of practice. Individual pupils may be provided with an individual 'Behaviour Support Plan' (BSP) - for Teachers, Cover Teachers, SLT, SMDS, MDS and TAs so that they are aware of agreed strategies for managing individual pupils with behaviour issues in the classroom. Some individual pupils may be given a 'Home School Behaviour Support Plan' - an agreed action plan of the support that we are putting in place, agreed actions by school and home and next steps if behaviour does not improve.

Racist Incidents

All racist incidents are immediate Red incidents and must be logged on the CPOMS system.

Exclusion and suspension

Only the Head teacher or acting Headteacher may suspend or exclude a child from school. Any decision to exclude or suspend will be carried out in accordance to the latest DfE guidance 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England'.

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/671123/Exclusion-Guidance-September-2023.pdf)

Use of Reasonable Force

Trained staff, use standard guidance and this is referred to in the 'Touch and Physical Intervention' Policy.

Searching pupils

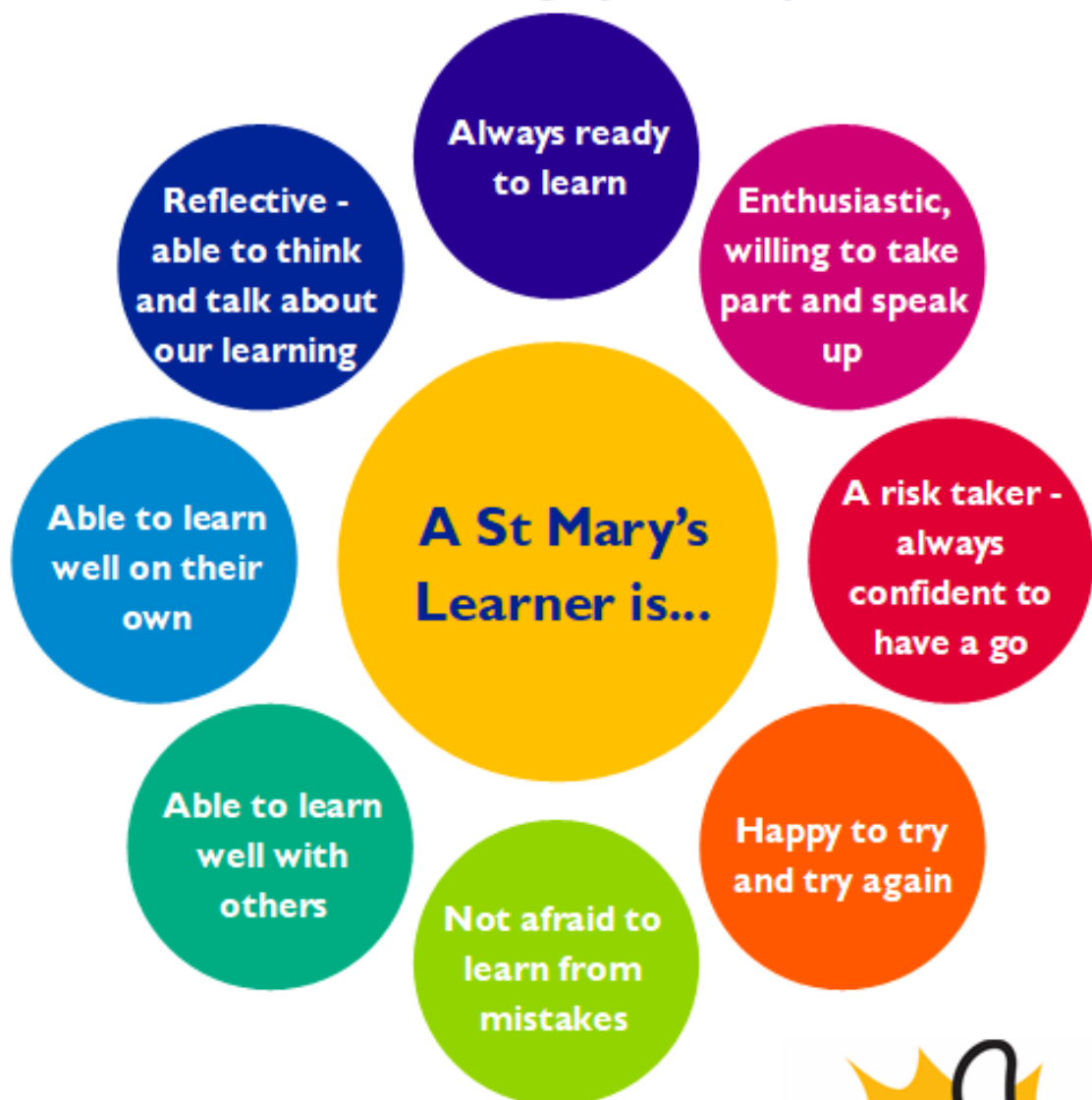
The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. For further information refer to Searching, screening and confiscation, GOV.UK – DfE [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/671123/Exclusion-Guidance-September-2023.pdf)

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations: 3
- tobacco and cigarette papers;4
- fireworks; and
- pornographic images.



'Learning for Life'



Appendix 2



To the wrongdoer	To the person harmed
<ul style="list-style-type: none">> Tell me what happened.> What were you thinking at the time?> What do you think about it now?> Who has been affected by this? In what way?> What do you need to do about it?> How can we make sure this doesn't happen again?> What can I do to help you?	<ul style="list-style-type: none">> Tell me what happened.> What did you think when it happened?> What have you thought about since?> How has it affected you?> What's been the worst thing for you?> What's needed to make things right?> How can we make sure this doesn't happen again?