

## St Mary's C of E Primary School

### Behaviour Policy

Our aim at St Mary's is to encourage children positively to take responsibility for their own behaviour. Within the school, pupils are expected to behave in a quiet, orderly and sensible manner at all times, to respect other children's rights to learn and play effectively, to respect others (children and adults) and their property, and to respect the buildings and grounds. Pupils should not do anything to other children which they would not wish to have others do to them.

In class, it is essential that all children are demonstrating outstanding learning behaviours to enable them to make maximum progress. To this end, teachers plan and deliver differentiated, stimulating, engaging sessions and positively encourage good behaviour and outstanding learning behaviours.

Teachers work towards and encourage a system whereby the highest standards of academic and social achievements are expected of the children, within a framework in which the curriculum and teaching methods are well-matched to the needs of their pupils. All adults within the school will model and hold the same high expectations for behaviour (See appendix 4).

### Our School Ethos:

The Schools' BASE ethos is central to the attitudes and expectations we have of our children at St Mary's.



#### Belong

Belong to our community, working together to encourage and help each other believe in and respect ourselves and understand and accept others.

#### Achieve

Aiming for the highest achievable standards of learning and teaching throughout the school, giving every individual the best opportunity to succeed in every facet of their learning, especially in English and Mathematics.

#### Be Safe

Ensure that everyone feels happy, safe and secure in our school community.

#### Enjoy

Experience a broad and balanced curriculum, enjoy school and develop a positive attitude to our learning journey.

## Learning Behaviour

Our school strives to create an environment that supports and promotes confident and successful learners. Through a series of class and whole school activities we promote key strands which underpin the following skills:

Self-awareness  
Motivation  
Empathy  
Managing feelings  
Social skills

As part of our Personal, Social, Health and Emotional Curriculum and P4C (Psychology for children), St Mary's focuses on Learning Powers to improve behaviour and wellbeing.

Through lessons children are always taught mindfulness of *how* they learn, through four key areas of learning to create classroom cultures that cultivate the habits and attitudes of curious, confident and independent learners. This will equip all our pupils with the learning habits AND the qualifications to thrive in 21st Century.

These Learning Powers are:

**Resilience**  
**Reciprocity**  
**Resourcefulness**  
**Reflectiveness**

The children focus on these in class through the Learning Power Animals.

In **Foundation Stage** the children focus on resilience and reciprocity.



In **KS1** the children work on resilience, reciprocity and resourcefulness.



In **KS2** and children cover all 4 key areas with a specific focus each half term.



### Rewards and sanctions

The reward system is based on the giving of **House Tokens** with the aim of ensuring that they have value to the children and every pupil feels capable of achieving the success of a deserved reward in order that he/she will be motivated to work for more. The house tokens are collated each week in the hall using a token system and the leading house is announced in Celebration Assembly on a Friday.

In KS2 a record will be kept of all house tokens awarded and the children are able to 'cash-in' any number up to the amount they have earned, to gain extra rewards during Golden Time each Friday. In KS2, any house tokens not 'cashed-in' will remain with the child to be used the following week.

House Tokens are awarded for following the school values, class code of conduct and demonstrating outstanding learning behaviours (inc. BLPs). All members of staff have the authority to award House Tokens.

**'Star of the Week' certificates** are awarded to children in fortnightly Good Work and Praise Acts of Worship by their class teachers for making a special achievement in any aspect of their learning.

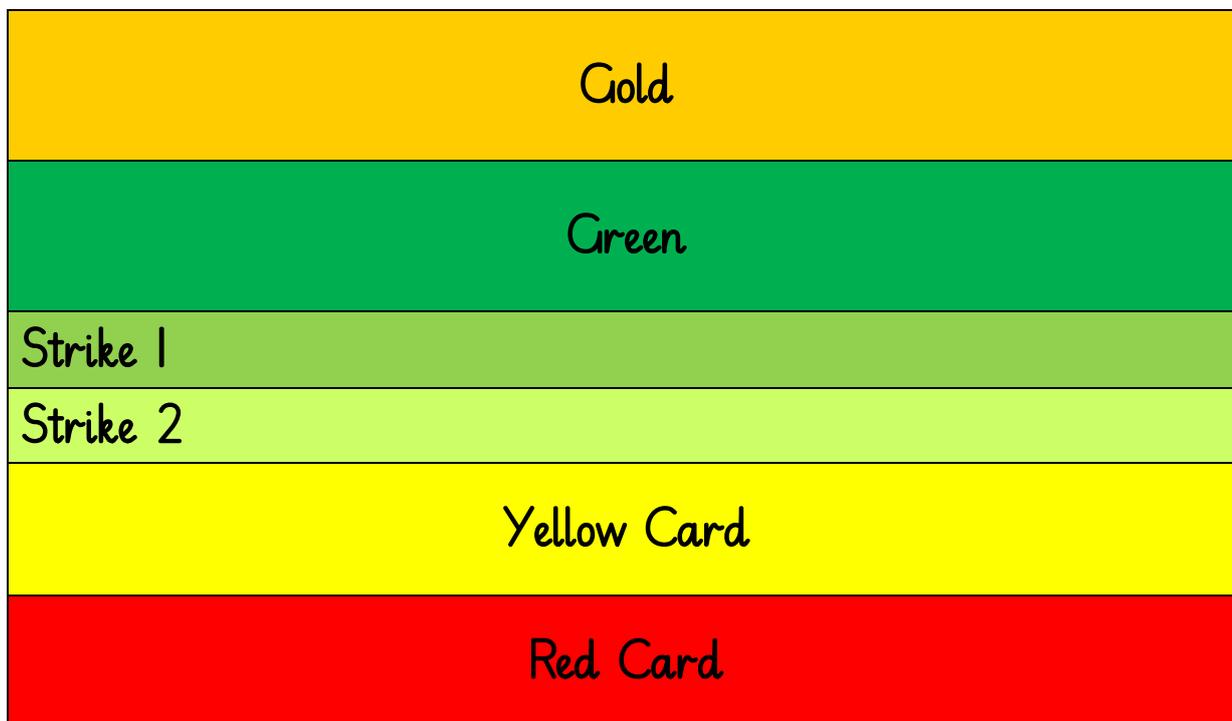
In class, a **'gold'** section on the classroom chart gives children the opportunity to earn 'Gold'. This is awarded for Outstanding Learning Behaviour. All Golds are read out and celebrated in a Friday Celebration Assembly.

**Class Dojos** is an online system which Teachers have access to using as a further form of positive behaviour management. These can be awarded as a whole class, or to individual pupils. There are also resources available to support children with their emotional and social development.

**Wow Slips** from home are sent in and achievements from home are then celebrated and displayed in class.

**Celebration Assembly** is held every Friday and children who have achieved an award, certificate or accreditation from an external club or examining board are shared and celebrated.

To enable children to have a visual reminder of behaviour expectations, together with enabling all staff across the school to manage behaviour in a consistent manner, each class will display a '**Going for Gold**' behaviour chart.



All children will aim to remain on green. All children will be given a verbal warning (if appropriate) then they will have **2 strikes**, if they get a **3<sup>rd</sup> strike then they will have a yellow card.**

*Interventions and support for children to stop them from getting a yellow card can be put in place by giving them a rest break, or moving them to a different part of the classroom etc. Please note that some children will follow an individual behaviour plan (IBP) if they have a Special Educational Need (please see the SEN section).*

#### **Critical Incidents:**

A Red Card is completed and issued for all critical incidents:

- assault on staff including swearing at member of staff
- assault on a peer resulting in or having potential to cause physical injury
- leaving the room without permission
- racist behaviour
- serious damage to property
- sexual behaviour
- theft

If a red card is issued then the child/children are sent immediately to the Head Teacher or Assistant Headteacher and parents are notified.

**For full details of the card behaviour system see Appendix 1 & 2**

### **Anti Bullying**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone;

it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups).
- electronic (internet/mobile phones)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **Statutory duty of schools**

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

### **Implementation**

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached a clear account of the incident will be recorded and given to the headteacher
- the headteacher will interview all concerned and will record the incident
- class teachers will be kept informed
- parents will be kept informed
- punitive measures will be used as appropriate.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken:

- official warnings to cease offending
- Time Out
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### **Monitoring, evaluation and review**

The Pastoral Team will monitor the behaviour logs on the system, together with behaviour attitudes around the school every half term, so that any issues arising can be addressed.

This policy will be reviewed by the Governing Body on an annual basis, to ensure that it remains practicable and effective.

### **SEND and Inclusion:**

Effective high-quality teaching must be accessible to all pupils and will reflect their individual needs and abilities. Any additional requirements should be identified in a pupil's DAF2a (My Plan) and/or and Individual Behaviour Plan (IBP) as required. For further information see the SEN policy.

### **REVIEW OF THE POLICY**

Signature of Headteacher and Chair of Governors

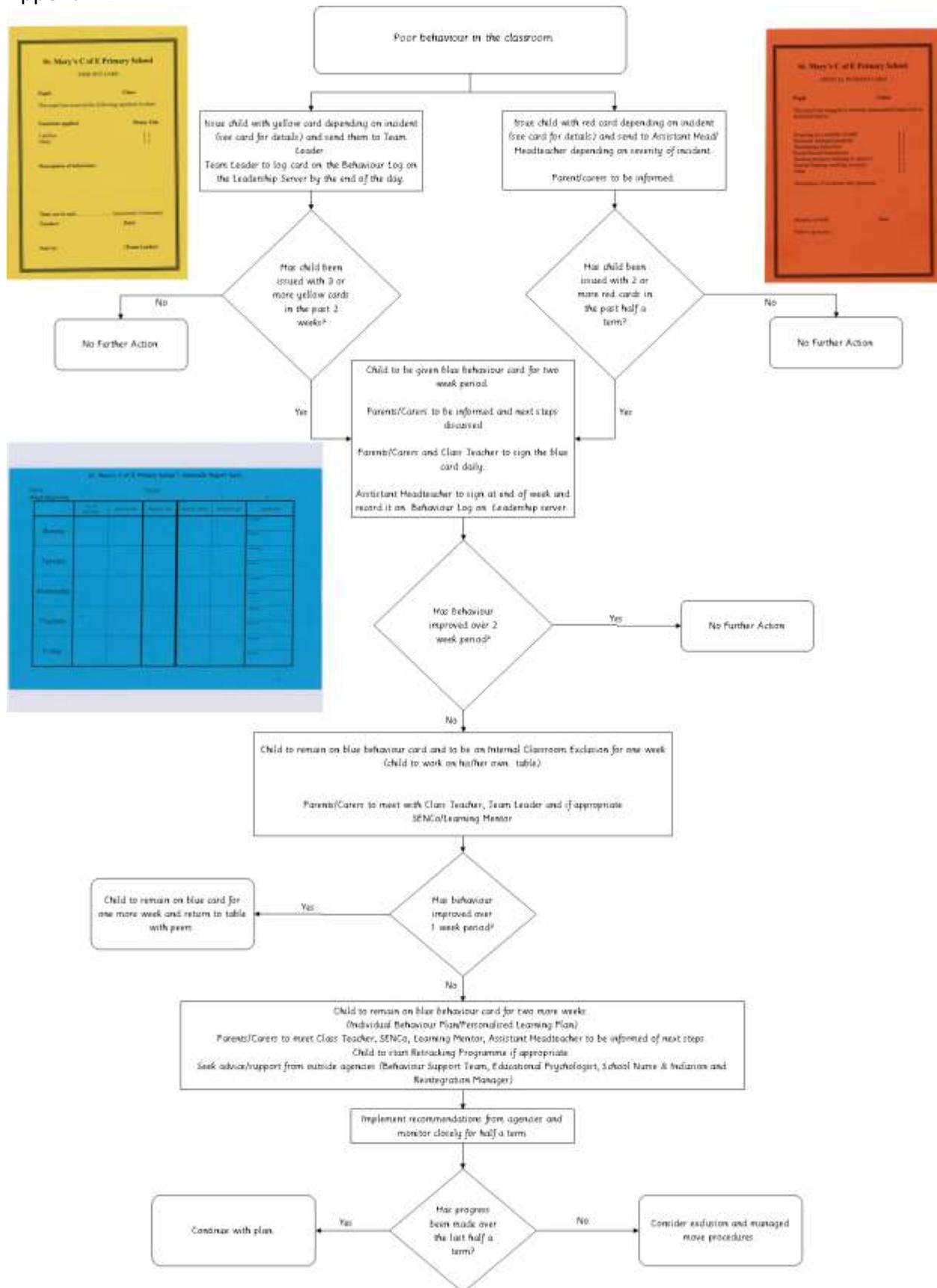
\_\_\_\_\_ Headteacher

\_\_\_\_\_ Chair of Governors

Policy approved by Governing Body 28/09/2017

The policy will be reviewed in autumn 2018

# Appendix 1



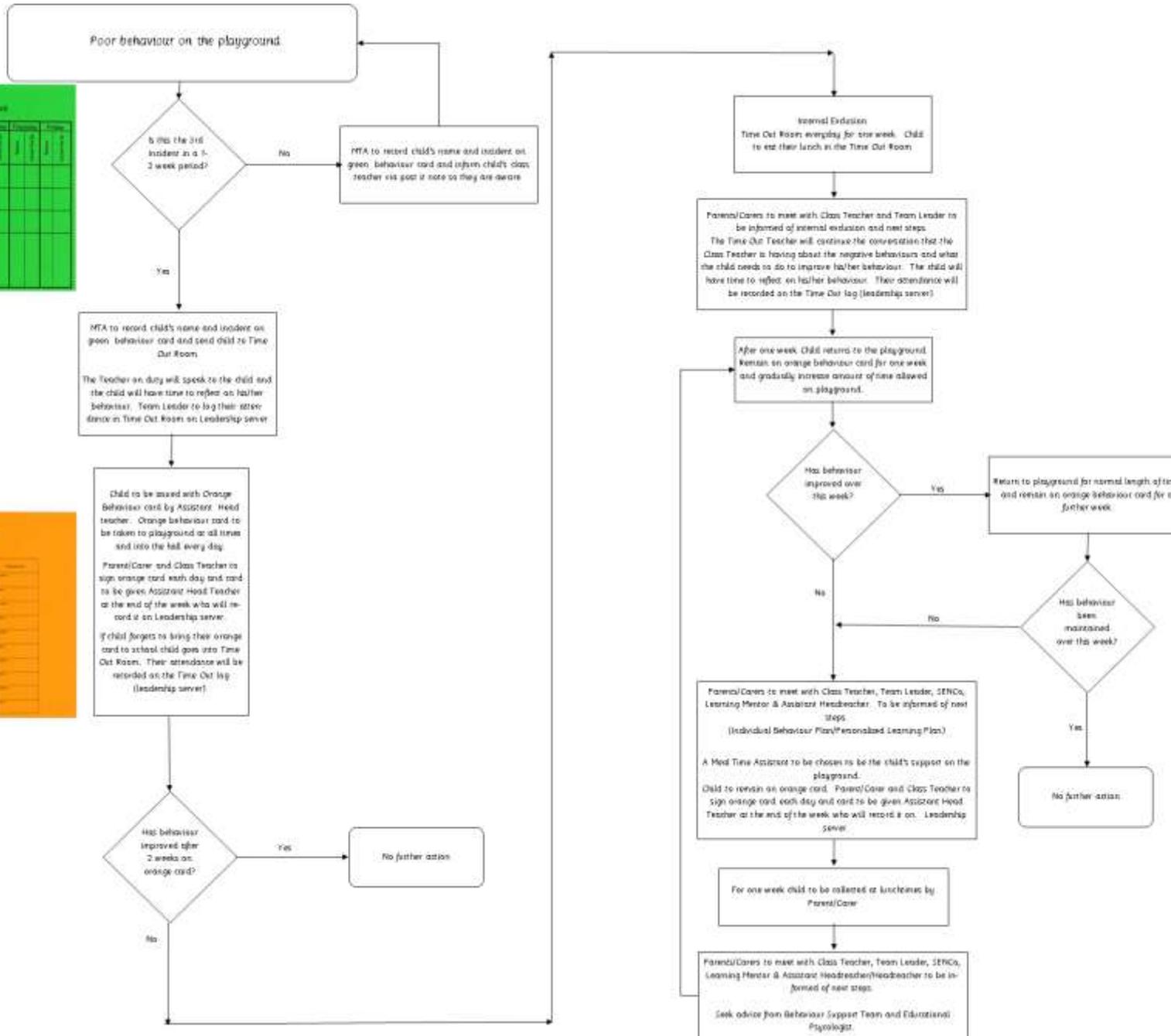
Appendix 2

**St. Mary's Playground Behaviour Record**

Child Name	Monday	Tuesday	Wednesday	Thursday	Friday
Child 1					
Child 2					
Child 3					
Child 4					
Child 5					
Child 6					
Child 7					
Child 8					
Child 9					
Child 10					

**St. Mary's Playground Behaviour Record - Suspended Play Card**

Child Name	Monday	Tuesday	Wednesday	Thursday	Friday
Child 1					
Child 2					
Child 3					
Child 4					
Child 5					
Child 6					
Child 7					
Child 8					
Child 9					
Child 10					





## Appendix 3

### **Examples of expected behaviour from all pupils:**

- use of manners at all times – ‘please’, ‘thank you’, ‘pardon’
- waiting their turn
- no running within the school buildings
- opening doors for adults
- wearing correct uniform or PE kit
- doing as they are asked by an adult without answering back
- ensuring the shirt is tucked in during all lessons
- entering and exiting assembly silently
- behaving in a quiet and sensible manner in the lunch hall, including eating politely

### **Examples of behaviour to warrant a strike (Warning)**

- breaking the class code of conduct

### **Examples of behaviour to warrant an instant Yellow card or Time Out**

- leaving the room without permission
- swearing (which is not said offensively)
- verbal or gestured rudeness towards an adult

### **Examples of behaviour to warrant an instant red card**

- assault on staff, including swearing at member of staff
- assault on a peer resulting in or having potential to cause physical injury
- racist behaviour
- serious damage to property
- sexual behaviour
- theft