

# Behaviour Policy



**St Mary's C.E.  
Primary School**

**Every Child Flourishing...**

## **St Mary's CE Primary School September 2023**

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## 1 Vision and values

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Our aim is for every child to flourish, and we value **the pursuit of knowledge, doing the right thing, leadership and teamwork**. Our long-term strategic plan aims to realise the following vision for a calm and purposeful environment:

*We ensure that children experience success so that they are motivated. Kindness and gratitude are the default interactions. Lessons are free from disruption and time is used efficiently. All adults have equal authority and consistently lead behaviour in and out of classrooms. Children take up varied leadership positions. Children have a sense of pride in the school environment.*

## 2 Active ingredients of our behaviour strategy

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- Consistent, calm adult behaviour
- First attention to the best conduct
- Equality of adult authority
- Reasonable adjustments
- Analyse, don't personalise
- Positive language choice
- Relentless routines, taught and practised
- Enable success because success breeds motivation
- Every child has unlimited potential for us to unlock

### 3 School rules and expected behaviour

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Exceptional behaviour is at the heart of effective learning. In order for St Mary's to have a calm and purposeful atmosphere, we have three rules:

- be ready
- be safe
- be respectful

A calm and purposeful atmosphere relies on more than rules though. Adults clearly explain what desirable behaviour looks like and below are examples related to our rules:

Ready	Respectful	Safe
Come to school on time.	Greet adults politely when we arrive each morning.	Move calmly around the school and outside.
Look at and listen to the person talking.	Thank the adults that we work with at the end of the day when we leave.	Use play equipment properly.
Follow instructions the first time.	Pick up after ourselves and others.	Kind hands and feet.
Start work straight away.	Do things for others because it feels good.	Tell an adult if something is wrong.
Wear the correct uniform.	Work hard in lessons.	Play only in the places allowed.
Line up promptly.	Notice when others have done something for me.	Use technology responsibly.
Come to school with the correct equipment.	Hold doors open.	Wash hands regularly.
	Win gracefully.	Catch and bin coughs and sneezes.

## 4 Setting and maintaining social norms

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Good behaviour is taught, not told so adults teach children how to behave. We use routines, rewards and sanctions to encourage children to do the right thing. Adults will:

- Explain clearly what you expect, provide examples and model it.
- Tell them why good behaviour is important and get them to explain it to each other and the group.
- Narrate positive recognition for children doing the right thing.
- Frame instructions using positive language.
- Gain attention, pause, then give an instruction.
- Only talk when the group is silent and looking at you.
- Have a signal for silence such as a bell.
- Stand still to speak and give good eye contact.
- Explain expectations before they follow an instruction.
- Break expectations into small chunks and provide lots of practice
- Arrange furniture with a clear purpose.
- Have a lining up order and instruct line leaders to stop at given points.
- Keep expectations at all times – don't ease off.
- Reboot expectations regularly.

They will also:

- Avoid asking 'why' questions when dealing with misbehaviour.
- Use partial agreement (maybe, but) to stop conversations going off on a tangent.
- Draw attention to the majority meeting expectations rather than the minority not doing so.
- Give conditional permission when children ask to do something *When you have started your work, then I can come over and help you.*
- Narrate the reason for tidying up: *If we leave this room like this, someone will have to stay later and see their families later. That isn't right. Let's do this together now...*
- Narrate the reason for not wasting food: *It has taken three hours to cook the food and putting it in the bin is not right. Eat all you take.*

## 5 Creating a feeling of belonging

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If we do not show children that they belong to our community, they will find somewhere else to belong. What adults say to children and about children makes them feel like they belong:

- 'I'm telling you this because I have very high expectations and I know that you can reach them.'
- Highlight interests and experiences you and children have in common.
- Narrate how lucky children are to have adults that care about them to hold them to high standards.
- Tell children how hard you work for them preparing lessons etc.
- Show kindness as the default in every situation.
- Show a genuine interest in children's lives.
- Emphasise the similarities, shared values and common identity between children.
- Narrate what makes St Mary's special regularly.
- Narrate a child's value to the group.
- Tell children that they belong to the group.

Adults teach children important social interactions which make a group more cohesive:

- Teach children to notice when someone has done something for them.
- Encourage new friendships.
- Involve children in choosing awards for their peers (such as the recognition board).
- Encourage children to take joy in the success of others and to appreciate their hard work.
- Encourage humility in success.
- Encourage children to see their peers' points of view.

Adults set tasks for children that bring a group together as a team:

- Children greet teachers politely each morning / first time they see them.
- Children thank teachers at the end of each day.
- Show kindness as the default in every situation.
- Involve children in choosing awards for their peers (such as the recognition board).
- Get children to think / write / talk about values important to them.
- Develop a collective activity e.g., song / dance / game.
- Children write termly thank you letters.

## 6 Enabling success

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Success breeds motivation so children need to feel successful if they are going to commit to working hard and taking risks. To enable success, adults:

- Give positive recognition.
- Provide lots of practice.
- Explain why the work is important.
- Understand that different children are motivated by different things (pleasing adults, wanting to be the best etc).
- Explain that they were successful because of their own efforts.
- Provide clear explanations and modelling.
- Give short, clear instructions (consider pictorial prompts).
- Have a clear outcome in mind.
- Show an example of what excellence looks like.
- Give timely and useful feedback.
- Provide scaffolds.
- Prevent disruption.
- Break tasks into small steps.
- Make it easy to start the work.

## 7 Expectations of adults

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Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children. Adults' expectations of behaviours for learning are a self-fulfilling prophecy, so at St Mary's:

- we expect that through great teaching, great tasks that are scaffolded where appropriate, and given time, all children can learn age related content;
- we expect that all children will attempt work independently,
- TAs do not sit with the same child or group of children each lesson, instead TAs are deployed to children or groups of children based on needs in each individual lesson,
- we talk about children who have quickly grasped a concept or those who are new to it and
- we do not label children or groups of children by their perceived ability.

**Positive** adult / child relationships are crucial. We understand that to change children's behaviour or mood, we may need to change our own. We're pleased when they get it right and calm if they get it wrong. Behaviour is functional, predictable and changeable, so:

- we influence children's moods to be more positive and
- we invest time in building trust and relationships with all children

We operate a clear approach to how we can gather a class back together/ larger groups together quickly. The following process is to be used by all staff.

Raise your hand and say the word

Then say

Finally say

STOP.

EVERYTHING DOWN.

EYES ON ME.

## **8 Recognising positive behaviour**

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Adults acknowledge the meeting of expectations and praise children for exceeding expectations. We use intrinsic rewards such as attention, praise, informing parents or granting privileges and are aware that extrinsic rewards can distract from learning and use them sparingly and with professional judgement.

We use positive recognition to encourage the behaviours that we expect from children. Each class has a recognition board and desirable behaviours are celebrated by children's names being added to the recognition board. This is refreshed regularly at the teacher's discretion.

Other ways that adults reinforce positive behaviour include:

- telling parents,
- sending the child to other staff to celebrate success,
- a special mentions certificate in assembly,
- receiving a postcard from senior staff or
- representing the school in external events.

## **9 Responding to inappropriate behaviour**

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Adults expect that instructions are followed the first time. At St Mary's we expect equality of adult authority. Inappropriate behaviour can be classified as low level or serious:

Low level	Serious
Not listening to the speaker Interrupting others Distracting others from working Slow to line up Dropping / walking past litter	Swearing Insulting others Bullying Defiance Violence

Any sanction that is applied by adults are done so with the goal that it will make the inappropriate behaviour less likely to recur.

### Sanctions

We also accept that there will be times when the behaviour of our children does not meet our expectations. When this is the case, we will explore the negative behaviour with each child and ensure that the behaviour is discussed and remedied using a restorative approach and a suitable sanction. The restorative approach encourages children to take responsibility for their own behaviour and 'put right' their wrongs.

Your behaviour is making us all proud.	Your behaviour is stopping you and / or distracting others from learning – <b>reminder</b> to stop.	Your behaviour continues to stop you and / or distract others from learning. This is a <b>warning</b> that you will be removed from class.	Your behaviour has stopped you and others in your class from learning. <b>Removed</b> from class
<b>Your behaviour is YOUR responsibility...</b> <b>Its</b>	<b>UP</b>	<b>TO</b>	<b>YOU</b>

All children start the school day and after lunchtime on Green.

Yellow: Class teacher to talk to the child and their name is moved to yellow as a visual indication. The aim of the conversation is for the child to understand the effect of their behaviour. Praise them if they correct their behaviour.





Class teacher to speak to parents if a child is consistently being reminded to stop distracting others. Class teacher to make a note of the meeting on CPOMS.

Amber: Name moved to amber. Explain to the child that they have chosen to ignore the previous conversation. Discuss an appropriate sanction e.g missing 5 minutes of their playtime. This must be logged on CPOMS with actions taken.

Red: Name moved to red. Child is moved to another class. The red removal form is given to the parents and when returned, to the class teacher. The teacher who issued the Red removal will log this on our CPOMS system.



If a child is moved to red and removed from their class to another class, they will lose their playtime. In the first instance, children will be removed to the following classes:

Red removal classes		
Year 6		Year 5
Year 4		Year 3
Year 2		Year 1
Foundation 2		Year 1

If a child receives more than one red removal in a week, their removal must be to Mr Spencer (HT) or Ms Steele (DHT) or any member of senior staff if Mr Spencer and Ms Steele is not available. The child will be asked to discuss their behaviour and why it has been inappropriate with the HT/DHT. The HT/DHT will then call the child's parent (with the child present) to outline what has happened and to seek their further support in moderating the child's inappropriate behaviour. It is made clear to both the parents and the child that any further inappropriate behaviour may result in a fixed term exclusion. Fixed term and permanent exclusion are at the discretion of the Headteacher only.

## 10 Reasonable adjustments

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Where a child has a mental health condition that amounts to a disability and this adversely affects their behaviour, we make reasonable adjustments to our policies, the physical environment, the support we offer and how we respond in particular situations.

## 11 Right to search a pupil

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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. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks

- pornographic images
- 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 the property of, any person (including the pupil).

The Headteacher and authorised staff will also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. A search may be conducted with the consent of the pupil but can also be conducted without consent if there are reasonable grounds to suspect a child is carrying a prohibited item. A search should be conducted by a same sex member of staff unless there is serious risk that someone will come to harm if the search is not conducted immediately. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of this policy.

For further detail, please refer to Searching, screening and confiscation at school (DfE, January 2018).

## **12 Behaviour outside of school**

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Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

**Internal exclusion**

It may be necessary for a child to be separate from their class for a period of time as a sanction for persistent low-level behaviour or a serious incident. SLT will take responsibility for supervision of the child while the teacher will provide work. The teacher or teaching assistant will check in with the child regularly to repair relationships and prepare for reintegration. All internal exclusions are recorded, including the date, duration and reason.

**Fixed term exclusion**

Exclusion from school for a fixed time period is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion' (2015).

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.

The purpose of exclusion may be to allow:

- a cooling off period,
- time for thought and discussion,
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be excluded for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the exclusion and their rights to have their views taken into account. They will receive a letter containing all the information they need when a child is excluded. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the exclusion lasts for more than 5 days. An early meeting with the Headteacher may be requested, if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

### **Permanent exclusion**

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

At the Headteacher's discretion, a case conference may be organised. The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

### **Notifying appropriate bodies regarding exclusions**

The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors. The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

## **14 Record keeping**

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Persistent low-level misbehaviour and serious incidents are recorded on CPOMS. Senior leaders maintain records of internal, fixed term and permanent exclusions to analyse patterns.

## **15 Home-school agreement**

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We believe in an effective and meaningful partnership between home and school. To this end, St Mary's will:

- explain our behaviour policy and home-school agreement to parents and children when they first come to our school and at parent interviews when necessary;
- make contact with parents before serious situations develop whenever possible;
- at appropriate times involve parents in managing children's behaviour and
- reaffirm the home-school agreements every 2 years.

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies,
- co-operate with the school in maintaining good behaviour and
- be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our leadership team is available to support parents with difficulties that they may be experiencing, and the school is able to suggest local parenting courses to parents.

Last reviewed on September 2023

Next Review due by September 2024

