



Be the best I can
in the love of Christ

Behaviour Policy

At St. Mary's School we aim to:

- Create a caring Christian community in which everyone is valued and able to learn and grow together;
- Inspire all our children to develop enquiring minds and a lifelong love of learning;
- Release potential through a broad and creative curriculum;
- Sustain an environment in which independence, respect and resilience will flourish;
- Nurture strong relationships between home, school, church and the wider community;
- Empower the children to become responsible local, national and global citizens.

"Be the best I can in the love of Christ"

1. Our Aim

We are a school community founded on Christian principles; therefore we will actively promote mutual respect, a sensitivity towards others, self-control and demonstrate acceptable behaviour.

Values

- Each child is unique and has God given potential which we want to recognise and maximise.
- Equality of education for all children.
- A calm and productive environment where all children have the right to learn and teachers are able to teach without disruption.
- An atmosphere based on mutual respect where patience and good manners are encouraged.
- An environment where all members of the community feel safe.
- A consistent approach to behaviour management with a clear system of rewards and sanctions understood by all.
- Forgiveness and Reconciliation

2. School, Playground and Class Charters

These have been adapted to fit in line with our work on Rights Respect and Responsibility. The School Charter was written by the children in Class and School Councils.

School Charter

We have the right to be respected and treated with kindness.
We will respect this right by being respectful and help each other.

We have the right to learn and be helped.
We will respect this right by listening, concentrating, being sensible and trying our best.

We have the right to have a clean and tidy learning environment.
We will respect this right by looking after our equipment and tidying up after ourselves.

We have the right to be safe
We will respect this right by being sensible, keeping away from danger, listening to instructions and making sure adults know where we are.

We have the right to be forgiven
We will respect this right by be truly sorry for any wrong words or actions.

Playground Charter

We have the right to play with our friends
We will respect this right by making sure everyone is involved

We have the right to play with playground equipment

We will respect this right by taking turns to look after it

We have the right to play in a safe place
We will respect this right by playing sensibly

We have the right to play games
We will respect this right by respecting other people's games

We have the right to be happy
We will respect this right by making sure everyone else is happy

Class Charter

Each class will agree their class rules at the beginning of each academic year. There should be no more than 5 rules, expressed in positive terms, displayed in class and discussed regularly.

Each class will also make 'Helping Hands' where each child draws round their hand and writes the name of a trusted person who can help them on each of the fingers.

3. Rewards and Sanctions

It is important to remember that our youngest children are learning about school expectations and therefore may need a more flexible approach, in particular with regard to sanctions as will some of our Special Needs children.

We will reward positive behaviour using the rewards below:

- By giving deserved praise;
- By displaying positive gestures and body language;
- By awarding class house points for good behaviour or work. Each class will have a sticker or tick chart with each child's name listed. 20 stickers/ticks will be rewarded by a certificate to be completed by class teacher and presented in house assembly. The certificates will be recognised on the House Achievement Board;
- By giving public praise – praise in front of and from other children, staff and parents;
- By giving Headteacher's Awards to reinforce the values (Christian and British) that are important to us in this school:
 - 2 children from each class will be chosen for exceptional work or behaviour each week. A badge will be awarded in assembly on a Tuesday.
 - A Headteacher's Award Certificate (completed by class teacher and signed by the headteacher) will be put on display.
 - Other members of staff may nominate any child for exceptional behaviour or work over and above the two awards from the class teacher
 - The following week the badge will be returned to school and the child takes the certificate home.

Playtimes

Playtime/lunchtime supervisors may give stickers as a reward for very good behaviour (not helping with routine tasks).

Examples of behaviour that could be rewarded: kindness, sharing, including other children in a game.

We will show our disapproval of inappropriate/unacceptable behaviour using the following, in order:

- Reminder of appropriate behaviour.
- Verbal warning of sanction:
- Time out to stand aside in the playground or outside the staffroom (missing some or all of playtime)
- Move the child's position within the class or spend time in another class.
- The class teacher will discuss poor behaviour with the child's parents as necessary. The teacher will inform the headteacher that this conversation has taken place.
- Further inappropriate behaviour is referred to the headteacher.
- If appropriate, parents will be asked to come to a meeting with the teacher and deputy or headteacher. The problem will be discussed and an agreed course of action arrived at which will be monitored and reviewed.

A 'Behaviour Consequence Ladder' (Appendix I) will be displayed in each classroom outlining these sanctions in a child friendly manner.

Each classroom will also have the St. Mary's Version of the behavioural traffic light system on display. This can be used as an indication that a child is moving towards needing a consequence or does indeed require a consequence in order to address their inappropriate behaviour.

Where appropriate, children are expected to apologise.
The school staff will help children towards reconciliation.

Playtimes

Children may be given the first three sanctions by playtime/lunchtime supervisors. If a child has had time out at playtime the inappropriate behaviour should be referred to the child's class teacher.

Persistent misbehaviour

The headteacher and class teacher make the decision as to whether or not an individual behaviour record is appropriate.

Where a serious behaviour problem occurs the headteacher and class teacher will consult with parents to discuss how poor behaviour is affecting their child's learning. A course of action will be determined. This will always be monitored and future meetings arranged.

Occasionally there are pupils whose behaviour may not be addressed by the sanctions outlined in this policy; in cases of severe persistent misbehaviour or a severe incident exclusion may be used in line with current DfES regulations.

Severe Incident – violent behaviour, threatened violent behaviour or verbal abuse

Such incidents are **referred immediately** to the headteacher or any person deputising for her in her absence by the class teacher or playtime/lunchtime supervisor. The headteacher will determine the appropriate sanction in line with this policy.

4. Bullying

We do not accept bullying at our school.

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.

**We do not accept bullying at our school.
We tell a grown-up.**

If someone keeps hurting you or upsetting you, or someone else, tell a grown-up at school straight away.

We define bullying to be:

Actions by an individual or group that persistently and systematically hurt, upset, threaten or frighten another person through physical or emotional intimidation.

- We view bullying as unacceptable in our school. Pupils and parents should be assured that they will be listened to and that the matter will be fully investigated.
- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously.

Prevention

Bullying, the prevention of bullying and the action to be taken if bullying occurs is discussed in each class in an age-appropriate way as part of PSHCE and on other occasions as necessary.

Acceptable behaviour is also discussed in class and as a school as we help children to develop their social skills.

Procedures

1. Report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be recorded by staff in the incident log.
3. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, the police will be consulted.
5. The bullying behaviour or threats of bullying will be investigated.
6. Steps will be taken quickly to stop any bullying .
7. An attempt will be made to help the bully (bullies) change their behaviour.
8. Other consequences may take place according to this behaviour policy.

Outcomes

- A child who has bullied another child may be asked to genuinely apologise.
- The school staff will help children towards reconciliation.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Any person who has experienced bullying in our school has the right to:

- Be taken seriously;
- Tell a member of staff;
- Be heard sympathetically;
- Have immediate action taken;
- Support as long as it is required.

Any person who has been a bully will be:

- Helped to realise the consequences of their actions;
- Helped to attain acceptable interactive social skills;
- Involved in the resolution of the situation;
- Given assistance as long as it is required.

5. Physical Restraint

Adults supervising children in the school are authorised by the Headteacher to use reasonable force to control or restrain children to prevent them from doing or continuing to:

- Commit a criminal offence (including behaving in a way that would be an offence if the child were not under the age of criminal responsibility);
- Injure themselves or others;
- Cause damage to property (including the child's own property);

- Engage in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Force is regarded as reasonable only if the circumstances of the particular incident warrant it. Physical force cannot be justified to prevent a child from committing a trivial misdemeanour, or in a situation that could be resolved without force. The degree of force involved must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

Before intervening physically a member of staff should, wherever practicable, tell the child who is misbehaving to stop, and what will happen if he or she does not. The member of staff should continue attempting to communicate with the child throughout the incident, and should make it clear that physical contact will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is necessary and members of staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child.

Sometimes a member of staff should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older child, or a physically large child, or more than one child, or if the member of staff believes he or she may be at risk of injury. In those circumstances the member of staff should remove other children who may be at risk, and summon assistance from a colleague or colleagues, or when necessary phone the police. The member of staff should inform the child/children that he or she has sent for help. Until assistance arrives the member of staff should continue to attempt to diffuse the situation orally and try to prevent the incident escalating.

Physical intervention can take several forms. It might involve staff:

- Physically interposing between children;
- Blocking a child's path;
- Holding;
- Pushing;
- Pulling;
- Leading a child by the hand or arm;
- Shepherding a child away by placing a hand in the centre of the back; or
- (In extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of a "reasonable force"; for example to prevent a young child running off a pavement onto a busy road, or to prevent a child hitting somebody, or throwing something.

In other circumstances staff should **not** act in a way that might reasonably be expected to cause injury, for example by:

- Holding a child around the neck, or by the collar, or in any other way that might restrict the child's ability to breathe;
- Slapping, punching or kicking a child;
- Twisting or forcing limbs against a joint;
- Tripping up a child;
- Holding or pulling a child by the hair or ear;
- Holding a child face down on the ground.

Staff should always avoid touching a child in a way that might be considered indecent. Please refer to the school's Child Protection Policy.

All incidents where force is used must be fully documented by the adult concerned in the school's Incident Log (Appendix II)

6 . Recording and Reporting Racist Incidents

The following definition of a racist incident is from the Stephen Lawrence Inquiry Report:

'A racist incident is any incident which is perceived to be racist by the victim, or any other person'.

DfEE Circular 10/99 clearly states that schools should record all racist incidents and that governors should be informed of the action taken to deal with them. It also states that governing bodies should inform LEAs annually of the pattern and frequency of any incidents. All incidents must be fully documented by the adult concerned in the school's Incident Log. A copy is sent to the School's Support Team after each incident. Any serious incident will be reported to the police.

Examples of types of racist behaviour

Provocative Behaviour

- Incitement of others to behave in a racist way
- The wearing of racist badges or insignia
- Racist comments in the course of discussion in lessons

Violence

- Physical assault against a person or group because of colour, race and/or ethnicity

Verbal Abuse

- Verbal abuse and threats
- Derogatory name-calling, insults, racist jokes and language

Graffiti

- Racist graffiti

Possession/distribution of racist material

- Bringing racist material such as leaflets, comics, magazines or computer software into school
- Using the school's computer systems to access and distribute racist material

Other

- Attempts to recruit other pupils and students to racist organisations and groups
- Refusal to co-operate with other pupils because of their race.

7. Provision for Equal Opportunities and Inclusion

See the school's Inclusion Policy

8. Parents

Parents can help by:

- Supporting our behaviour policy;
- Attending Parents' Consultation Meetings and Parents' Functions and by talking to teachers;
- Acknowledging that learning and teaching cannot take place without sound discipline;
- Remembering that staff deal with behaviour problems patiently and positively.



St Mary's CE (Aided) Primary School Behaviour Consequence Ladder

8. Exclusion from school
7. Whole day in another class
6. Parents are contacted (a behaviour plan may be agreed)
5. Go to see Mr Ellis or Mr Bird
4. Sent to work in another class
3. Miss some or all of playtime
2. A final warning (name moved to medium blue)
1. A warning (this may be verbal or non-verbal)

Remember you have a choice!

Incident Log

Date	Description of incident (include whether racial, bullying or 'contact with child'). <i>See Racial Equality Policy, Behaviour Policy, Child Protection Policy</i>	Those involved	Action Taken

or:

ABCC Tracking Grid

Pupil's Name:

Staff Member(s) involved:

Date:

Describe the incident (include racial/bullying/'contact with child' (See Equalities, Behaviour, Safeguarding & Child Protection policies)

Antecedent	Behaviour	Consequence	Communication

Any other comments:

ABCC Tracking Grid completed by: