



St Mary's C of E (VA) Primary School

To be a caring, inclusive, Christian environment, nurturing a life-long love of learning where we can work together to learn, to grow, to serve. We are proud to support the whole community and by collaborating will enable all children and adults within it to live fully whilst 'shining brighter and brighter' Proverbs 4:18.

St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect their differences.

Positive Behaviour Policy

This policy is GDPR compliant.

Date of issue: October 2020

Last reviewed/adopted: January 2021 (Academic Standards Committee)

Next review date: Autumn 2021

Signed: _____

Date: _____

Introduction

At St Mary's Primary School we take a positive and proactive approach to behaviour management. We believe that positive behaviour is essential in order for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is safe, friendly, peaceful and fair. Positive behaviour must be carefully developed and supported. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement.

There are two basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable

Everyone at St Mary's has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

All staff, regardless of function or the nature of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues and parents.

Aims

- To promote a happy, caring, stimulating environment within a Christian framework;
- To promote equality of treatment and equal access to educational opportunity within the school community;
- To promote an environment where we help our children to control themselves and to learn that they are responsible for their own behaviour;
- To create a calm and ordered learning environment where everyone feels safe and is safe;
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- To support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour;
- To ensure that appropriate behaviour is encouraged and recognised;
- To develop pride in the school, in work, in effort as well as achievement;
- To ensure that parents/ carers are kept informed about their child's behaviour.

Values

As a church school we value the Christian ethos that permeates throughout the curriculum and every aspect of school life. We value:

- the importance of the individual
- the contribution that individuals make to the community
- the mutual respect, understanding and tolerance between all members of the school community
- working together as a team
- promoting a sense of fair play, equality and justice
- our Pastoral care systems between staff and children and between older children and younger children
- promoting good citizenship

Acknowledgement of our values is reflected in our Ofsted report, September 2017 which states 'The older pupils love to take care of ... the younger pupils' and one parent is quoted as saying 'St. Mary's is a special school where my children feel nurtured and important'.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Teachers need to give positive messages to all children throughout the day.

All staff aim to promote positive behaviour of all children by:

- Setting good examples and modelling these
- Setting clear and consistent boundaries
- Noticing positive behaviour, acknowledging this and using specific praise
- Anticipating and diffusing difficult situations
- Adopting a preventative, rather than a reactionary approach
- Being aware of all children's needs and recognising triggers
- Encouraging children to reflect
- Rewarding positive behaviour using verbal praise, phone calls home, stickers, well done cards etc. that are appropriate for specific age groups.

Promotion of self-esteem and personal and social skills

We place a high importance on the promotion of self-esteem and use a variety of resources which are linked to the RE and Collective Worship policies and circle times, to develop all children's social, emotional and behavioural skills.

Our Golden Rules

We have an agreed set of Golden Rules which help us to work together for excellence to ensure St Mary's is a successful school.

Golden Rules

'Do unto others as you would have them do to you.' (Luke 6:31)

Care about each other – we listen and we don't hurt others, including their feelings.

Care about our school and community – we don't waste or damage things.

Always do your best – we don't waste our own or others' time.

Care about yourself – we act honestly and don't cover up the truth.

In the Autumn Term each class creates a set of Class Rules which states they understand and agree to follow the Golden Rules. These Class Rules differentiate the Golden Rules to all pupils across the school making them accessible to all. Children are asked to work together to explore what each rule means to them and write, photograph or draw examples of people doing these things. The Golden Rules are displayed around the school and pupils' Class Rules are displayed in every classroom.

Promoting Positive Behaviour

Our emphasis should be on reinforcing the positive to promote good behaviour. It is important to show appreciation of the children who conform to the expected behaviour. The whole school community promotes good behaviour through praise. Behaviour is modelled by all staff and behaviours such as showing respect for others, kindness and teamwork are to be praised.

Individual Reward System

Each child (from Year One upwards) has a named peg, which is placed at the 'Blue Sky' level on a Behaviour Ladder each day. To encourage positive behaviour, adults may move children up the Behaviour Ladder for exceptional effort in their behaviour or in their approach to their learning. When a child reaches 'Sunshine' level they receive a pebble for the Pebble Jar (see below). When a child

reaches 'Rainbow' level they are sent to see the Headteacher and will have his or her name written in the 'Rainbow Book' and their names read out in assembly to celebrate this achievement.

If children display unacceptable behaviour they will be given a clear verbal warning and time to change their behaviour. If behaviour continues they move down to the 'Grey Cloud' where they will receive another verbal warning and may be moved within the classroom. If children has received a warning and continues to display unacceptable behaviour, they will move down to the 'Rain Cloud' where they will be sent to a member of Senior Leadership Team (SLT). If it continues or if there is a one-off incident from behaviour level 4, they will be moved down to the 'Lightning' level. Verbal warnings and examples of good behaviour should be noticed. (For example, "Well done X, you're sitting beautifully on the carpet.") Time for children to reflect and then adjust their behaviour should always be given before moving a child's peg down the behaviour chart.

It's important that the children are given opportunities to change their behaviour and move back up to the 'Blue Sky' and beyond. It is imperative that the adult recognises positive behaviour and moves a child's peg quickly to ensure the smallest amount of time possible is spent on the rain cloud or below

Whole Class Reward System

Every class has a 'Pebble Jar' used to reward and encourage collective achievement through cooperation and individual effort. Every child reaching the 'Sunshine' allows them to put a pebble in the Pebble Jar. Each class chooses a reward at the beginning of the year for their first reward, such as a class picnic, which they enjoy once they have filled their Pebble Jar. Once they have received their class reward, they then decide as a class what their next reward is so they are constantly aware of what they are working towards. Reception introduce this scheme in the Summer term to support transition.

Playground Behaviour

High expectations of behaviour are applicable in all areas of the school community, including the playgrounds and field. Children are expected to keep the rules at all times. Children who behave well at playtimes will receive praise to celebrate their behaviour. Staff will communicate to class teachers where behaviour has been positive so children receive praise from their class teacher. Each class has a Behaviour Log and members of staff on duty must always report any behaviour that needs to be addressed and logged at the end of play and lunch times. If poor behaviour continues they will be sent to the senior member of MSA staff who is on Lunchtime Duty that day, who will follow it up according to the same 'Blue Sky Approach'. **The SLT must be informed immediately of bullying, racist or violent behaviour.** A member of the SLT will record the incident in the Head Teacher's Behaviour Log and make a phone call home (Level 3) or Level 4 letter will be sent home. (See also the Anti-bullying policy).

The way we teach positive behaviours

We teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement (considering the individuals responses to praise)
- Comfort and forgiveness

Our strategies for promoting pro-social behaviour

We aim to promote pro-social behaviour through recognition and rewards by:

- Giving verbal praise and positive feedback
- Writing, telephoning or telling parents or carers how well behaved and hard working their child has been
- Sending or taking a child to a 'partner' class or other adult for praise
- Awarding weekly Special Achievers Certificates

- Allocating children responsible tasks
- Giving Class rewards for a class achievement (once their pebble jar is filled the class discuss and agree a chosen reward)
- Recognising positive behaviour and moving children's pegs up to enable them to achieve a Rainbow ticket

Repair and Restore

Quality time is devoted to talk to children about what has happened and to explore ways to repair and restore the situation for all involved. During this time, we aim to teach and remind children about the skills they need to use on future occasions, which will help to maintain pro-social behaviour and avoid further problems. Where possible a restorative justice approach will be used to support the child in understanding the impact their behaviour has on themselves and others. Children should be helped to understand why their behaviour is not acceptable.

Reminder and Think and Decide

If a child displays behaviour that stops the teacher from teaching and other children from learning they will be redirected to a more positive behaviour (e.g. "Well done child X, you're showing excellent behaviour for learning. Let's all try and do that.") If a child continues to display unacceptable behaviour they are given a reminder to correct their behaviour and of the consequences should they choose not to. The teacher may choose to take the child out of the classroom/to one side to discuss the behaviour being displayed and consequences being made.

Level 1 - Verbal warning

Should the actions continue, the child moves onto Level 1.

- Take out of the classroom and make sure child is aware of unacceptable behaviour, ask child to stop, use hand or eye signals to indicate the child should stop that behaviour.
- If the behaviour continues, move the child's name onto Grey Cloud.
- Give the child a 'Think Sheet' to complete either during break or lunchtime, or to be sent home.

Level 2 – Grey Cloud

Should the actions continue, the child moves onto Level 2.

- Move the child to the Time Out Table/Area in the classroom and let them know what they are doing is unacceptable
- Give the child a Level 2 'Think Sheet' to complete. Where possible a timer should be used. This helps the child to understand there will be an end point to the sanction.
- Time Out should only be 10 minutes maximum and should be decided on by the class teacher what time is appropriate, depending on the year group.

Level 3 – Rain Cloud

Should the actions continue, the child moves onto Level 3.

- Send the child to a member of SLT and say:
- "This behaviour is unacceptable. Your parents/carers will be told at the end of the day. Here is the work I expect to be done."
- The child should sit at a Time Out Table/Area and complete their work.
- The child should remain out of class for the rest of the session.
- Upon returning to the class, the child should have a short meeting with the class teacher.
- The class teacher must speak to the child's parent/carer in person or on the phone.
- The class teacher must record the incident in the Class Behaviour Log.
- Think again sheet to be sent home or done at break time.

Level 4 – Lightning

Deputy Head / Head teacher

Children may get to Level 4 because of an isolated serious incident, such as violence, racist behaviour or offensive language. They may also get to Level 4 because they have not responded at Level 3 and are therefore choosing not to try and manage their own behaviour.

- They will be sent to the Deputy Head/Headteacher and they will stay out of class for the session.

- The child's name is written in the Headteacher's Behaviour Log and the parent/carer will be told what has happened by telephone and in writing with a behaviour letter.
- It will also be logged in the Class Behaviour Log.

More serious behaviour problems

On rare occasions there may be examples of children displaying more serious behaviours. These occasions will always be dealt with by a member of the Senior Leadership Team and the child will receive an appropriate consequence. The incident is recorded in the Headteacher's Behaviour Log and parents/carers will be informed and invited to a meeting. Sanctions for these types of behaviour will be more serious and may even result in fixed-term exclusion.

For children who continually find it difficult to follow the Golden Rules and who demonstrate persistent low-level disruption, individualised strategies will be implemented to support them if those in this policy are considered inappropriate and parents/carers will be expected to work closely with staff to resolve the issues.

In some cases it may result in a fixed-term exclusion, following Hertfordshire County Council's Guidance for Exclusions, September 2012 (Supplement September 2017), under the category of 'Persistent Disruptive Behaviour' and the school's Fixed Period and Permanent Exclusions policy. This includes challenging behaviour, disobedience and persistent violation of school rules.

This does not affect the Headteacher's right to take immediate action in the case of any serious incident.

Supporting children with behaviour difficulties, including those on the SEND Register

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs relating to behaviour, may find it continually difficult to follow the Golden Rules.

We expect all children to follow the Golden Rules. As much as possible, we wish to keep all children within this approach. However, this will be more difficult for some children at certain times.

To support children with behaviour difficulties, including those on the SEND Register, to meet these expectations, additional measures include:

- Regular meetings between teacher and parents/carers.
- Home – school contact book (e.g. Good News Book)
- Positive phone calls home
- Setting targets for improved behaviour on their EHCP (Education, Health and Care Plan)
- Involvement of external agencies
- Pastoral Support Programme (PSP) for children at risk of exclusion
- Meetings with the SENDCo to discuss progress.
- The use of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.)

It may also be appropriate to complete a Families First Assessment if multi-agencies are involved with the child.

Children who have a full Statement of Special Educational Needs / Educational Health Care Plan (EHCP) may need expectations to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. It is important to note that we have a duty of care to **all** pupils; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other pupils or adults the Head Teacher and Governors reserve the right to exclude pupils who put others at risk. (See also The SEND Policies).

In the Early Years Foundation Stage

Children beginning their journey in education are still developing the sense of self and how to regulate their own behaviour and emotions therefore it is not appropriate to follow the Individual Reward

System. We will use the system of praise and modelling as outlined earlier. We take part in Celebration assembly and great efforts are seen by SLT members and celebrated in class.

We introduce the Pebble Jar in the Summer term.

If a child behaves inappropriately, we will in the first instance talk to that child and explore the conditions that led to it. We will discuss it and model the correct behaviour.

We have a zero tolerance to violence and a child will receive a time out. This is a length of time linked to their age that they will be away from the situation. We discuss what happened and we will make parents aware.

In the unlikely event that a child continues to be intentionally violent then they will be removed from the class and will go to another class and be spoken to by a member of SLT.

Links with home

At St Mary's we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared by:

- Our Home School Agreement
- Positive behavior shared in the link book
- Phone calls home
- Newsletters and through awards which are sent home
- The procedures as laid out in this policy and our parent/carers behaviour leaflet which explains the behaviour system, associated rewards and sanctions
- Ensuring parents/carers are involved in supporting the school in managing their child's behaviour issues including through their involvement in Individual Education Plans (IEP), Pupil Support Programmes (PSP) and Common Assessment Framework (CAF) meetings where appropriate

Procedures for review and evaluation

Our Positive Behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/ carers
- School Council feedback
- Involvement of pupils in environment walks and interviews
- Parent/carer feedback at meetings
- Classroom observation

Related Policies:

- Anti-Bullying Policy
- Child Protection Policy
- Collective Worship Policy
- Complaints Procedure
- Equality & Diversity Scheme
- Fixed Period & Exclusions Policy
- Religious Education Policy
- Restrictive Physical Intervention Policy

Appendix 1

Rights and responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. Values resources, assemblies, circle times, School Council, Collective Worship Group and planned PSHE and SMSC sessions are used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.	To be co-operative and considerate. To do their work on time.
To be treated with respect and consideration	To treat others with respect and consideration
To have appropriate access to the school's facilities.	To share equipment. To care for equipment.
To have appropriate access to the teacher's time.	Not to demand attention all the time. To try to be receptive and co-operative.
To have a safe environment.	To act in a safe and responsible manner for themselves and others.
To be heard and be able to express opinions.	To speak out, but also to listen.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults. To follow their agreed class rules. To follow the school rules.

Staff rights:	Staff responsibilities:
To work in a pleasant and safe environment and to be able to achieve job satisfaction.	To play a part in the running of the school. To prepare lessons thoughtfully. To watch for unsafe behaviours. To support the construction of pleasant environments.
To have support from within the education system, including other members of staff if required.	To provide that support both informally and formally.
To be involved in a collaborative decision-making model within the school (curriculum and organisation).	To consult with each other and reach agreement. To be actively involved.
To be treated with respect and consideration	To treat others with respect and consideration
To be treated with courtesy by all.	To treat others with courtesy.
To expect that there will be no cultural, gender or physical discrimination against staff members	Not to discriminate or to accept others doing it.
To be able to create time-out situations for children when they are disrupting other people's rights to safe movement, learning/teaching or communication.	To use time out in a positive, constructive way to end disruptive behaviour. To follow up time-out with conferencing and contracting procedures as appropriate.
To contact, and have back-up and cooperation from, parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.	Teachers to contact the parents/carers if there is a problem. To provide information consistently. To be approachable, to listen, to make the time, to act on information.

Parent/carer rights:	Parent/carer responsibilities:
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To have information on school processes and curriculum.	To ask for information if they are unsure or want to know more.
To be able to participate in school activities and decision-making processes.	To make the time to be involved. To make the effort.
To receive and offer information about their children's education and behaviour.	To be open and encouraging and willing to listen. To develop with staff, workable solutions to problems.
To be treated with respect and consideration	To treat others with respect and consideration and abide by the terms of the Home School Agreement.
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To be involved in planning school policy. To let the school know of concerns about behaviour issues. To allow the school to provide consistent approaches to behaviour without taking matters into their own hands.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	Not to discriminate or to accept others doing it.

Appendix 2

Note: This list is not exhaustive, but indicates the overall level of behaviour being addressed

Verbal warning

Behaviour	Adult response	Consequence
Not listening Distracting others General non-attention / fidgeting Calling out Day dreaming / off task Off task chatting Slow to start or to complete work Poor body language, eg. swinging on chair, slouching, head on table, etc. Getting out of seat without reason Inappropriate language (not swearing) Teasing Dropping litter In the wrong place Not stopping play / not lining up	Notice, acknowledge and praise children who get it right Use of non-verbal cues, eg, frown, use of hand gestures Distract or re-direct See if the child needs help Move closer or move the child (without fuss) Remind the child what IS expected	Verbal Warning Miss next playtime

Grey Cloud

Behaviour	Adult response	Consequence
Repeated / persistent Level 1 Unsuitable language (not swearing) Disturbing others Interrupting Nudging, touching, poking others Snatching from other children Interfering with others' things Lengthy chatting in class/assembly Inappropriate assembly behaviour Name calling Wrong place, wrong time Careless play Inappropriate use of technology	As level 1 A verbal warning should be given at this level, unless already given Appropriate ignoring/praise/reward others Give limited choice Give time frame Move the child / time out Diversionary tactics Model / make clear what you expect Discussion about class rules / expectations Ask what the problem is - what would help	Another verbal warning Moved within the classroom

Rain Cloud

Behaviour	Adult response	Consequence
Repeated / persistent Level 2 Persistent calling out / disruption Refusal to do as asked / non co-operation Defiance Poor attitude Swearing / offensive language Inappropriate dining hall behaviours Rudeness to each other/adults Disrespectful behaviour / attitude Getting up and leaving task Walking away from an adult Disturbing/interfering with others Disregard for school equipment Lack of respect for property Pushing / shoving / hurting others Repeated careless play Rough play Stealing	As level 1 & 2 Employ STEPS strategies, as appropriate Employ de-escalation script Remove the child (or others) from the situation if required Take the child to a safe place to calm them, if required Offer time for reflection Investigate what happened fairly Communicate with key staff Communicate with parents/carers Think about / talk about how best to restore and repair	Miss next playtime Taken to a member of SLT for the rest of the session.

Lightning

Behaviour	Adult response	Consequence
Repeated / persistent Level 3 Bullying / racism / prejudice Persistent disruptive behaviour Aggressive behaviour / violence / fighting Dangerous behaviour Mimicking staff Insolence Leaving the school building / site Causing damage Any of the above whilst on a trip/visit	As Level 3 Employ STEPS strategies to intervene, ONLY if absolutely necessary Inform / seek help from a member of SLT Ensure all others are safe if a dangerous situation develops Don't chase a child who runs With a child in a room, offer the option to leave (ie. avoid blocking the door) Observe / monitor a child who runs If a child runs off site, call parents/carers and police and monitor from a distance Call parent/carer and arrange meeting with HT / SLT member Consider more serious consequences if appropriate	They will be sent to the Deputy Head/Headteacher and they will stay out of class for the session. They will also stay with a member of the Senior Leadership Team (SLT) during the following lunchtime. The child's name is written in the Headteacher's Behaviour Log and the parent will be told what has happened by telephone and in writing.

Appendix 3

A therapeutic approach to behaviour

Examples use positive phrases:

- Remember to put your hands in your lap, thank you.
- Remember to face your learning partner, thank you.
- Put the pen on the table, thank you.
- Walk in the corridor, thank you.
- Looking and listening, thank you.

Give a limited choice

- Put the pen on the table or in the box, thank you.
- Hands in your lap or sitting by yourself?
- Are you going to start with the words or the picture?
- Sitting on the mat or the chair?

Disempower the behaviour and explain the consequence

- You can listen from there, but I will check you understand before you go to lunch.
- You can choose not to do the task now, but you will have to do it in exploring time.
- You can choose not to do the task now, but you will have to do it before you go outside for break.