

BEHAVIOUR POLICY

Our School Code of Conduct

We have devised class agreements about the way we behave in class and around the school. Below is a general list of behaviours which we expect to see and which are highlighted in greater detail in our Class agreements.

- Always try your best.
- Listen to adults in school. Listen and you will learn. You too have a right to be heard and adults will listen to what you have to say.
- If you feel angry about something tell an adult. Remember, we have no fighting as there are better ways to solve problems.
- Have respect for all members of our school. Remember to be polite, friendly and caring.
- Take care of our environment so we can all enjoy it.

At St. Mary's we are like a large family. We each have a responsibility towards each other and towards the school. If you have any ideas about how you can make our school a better place see your class representative or teacher.

Introduction

Children are taught far more at school than the subjects in the curriculum. They learn what is acceptable and what is unacceptable behaviour including the hidden curriculum and the general culture of the playground. We have an effective system of peer mediation in place. Staff are aware that there are times during the school year (e.g. transition) when expectations need to be revisited with individuals and classes. Children with additional needs may be particularly vulnerable and for these pupils individual and personalised support will be put in place.

At St. Mary's we have positive, but clear expectations of behaviour.

Aims

Our emphasis is on self-discipline and respect.

We aim to impart the importance of truth and fairness.

We aim to encourage all pupils to take responsibility for their own actions and accept a shared responsibility for the school.

We will create a caring environment where we are concerned for one another.

We aim to create classrooms where all pupils' abilities, skills and knowledge are valued.

Each pupil will be seen in a positive fashion.

We aim to develop self-respect.

We aim to create an environment where pupils are part of the rule making process and have an active say in the running of the school.

At the beginning of the school term, a classroom code of conduct is discussed and agreed by all members of the class. This is always on display and is referred to often. When pupils join the school a copy of the Home School Agreement is sent home for parents and pupils to sign. And a copy of St Mary's beliefs is in each classroom and on display around the school.

Rewards (Encouragers and Specials) and sanctions are clearly displayed within classes and throughout the school.

Pupils who consistently display challenging behaviour will need a pupil support plan which enables them to improve the way they behave in class. It may also involve a home/school link book which has sharply defined targets for improving aspects of their behaviour. They will have access to support through The Den and Lunch Club.

Occasionally some of our pupils display violent behaviour towards themselves and others. Deep aggression often masks despair and some of our children are in need of special support. There are many ways to work with these pupils. However, outbursts of violence, both verbal and physical, towards others should result in immediate action to keep all pupils safe from harm. Staff may be called upon to restrain (using TeamTeach trained staff) a pupil who is being a danger to the health and safety of others or him/herself. They will always use a minimum of force, and CALL FOR ASSISTANCE. For some pupils it will be necessary to formalise interventions in the form of a risk assessment and these should be done in consultation with the parents, other professionals and child (when appropriate). St Mary's will not allow; weapons, cans, lighters, cigarettes, drugs, fireworks or anything that is likely to cause harm on school premises. (Appendix)

The role of Governors

The Governing Body recognises that government legislation applies to behaviour in schools particularly in the following areas:

Screening, Searching and Confiscation

Schools have the legal powers to search pupils without consent if they suspect them of possessing prohibited items.

Schools have the legal authority to confiscate prohibited items and dispose of them in an appropriate manner.

The Governing Body advises the school to act according to the advice given in "Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies," published by the Department of Education and to be reviewed in 2013.

Use of Reasonable Force

School staff have the power to use reasonable force to manage pupils in certain circumstances.

The Governing Body advises the school to act according to the advice given in "Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies," published by the Department of Education and to be reviewed in 2013 and in line with the school's Physical Intervention Policy.

The Power to Discipline Beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion and if discipline is deemed necessary will be applied in line with the Behaviour Policy. The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

Pastoral Care for School Staff Accused of Misconduct

Employers should not immediately suspend a member of staff who has been accused of misconduct, pending an investigation. Advice in "Dealing with Allegations of Abuse against Teachers and Other Members of Staff" published August 2011, should be followed along with Essex County Council Policies and advice.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of any serious incidents on a behaviour slip to identify issues which is passed to The Den staff and may result in an individualised plan for that child.

The class teacher in association with headteacher or SENCO liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent if there are on-going concerns about the behaviour or welfare of a child before this becomes more serious.

The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. And ensuring records of all reported serious incidents of misbehaviour are maintained.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child, the school governors must be been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them (*translations can be accessed if needed for EAL families*).

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they can consult with The Den staff, SENCo (if the child has SEN) and then the headteacher then ultimately, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Equality Assessment

In accordance with our Equality Objectives the school recognises that some parents will need support with understanding English and where it will help we will use a translator and/or arrange for letters/information to be translated. We will also ensure that letters are appropriate for the reading age for some parents and that face to face contact may be more beneficial.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

PROMOTING GOOD BEHAVIOUR

In focussing on the positive and promoting good behaviour, make sure that the classroom code of conduct is placed prominently in the classroom alongside St Mary's Beliefs which are underpinned by the schools work on being a Rights Respecting School. Refer to it often, and make sure that children are reminded that it was created by them. When talking to children about their behaviour make sure you avoid the question "Why?" and instead simply state what they are doing which is unacceptable and refer them back to the code of conduct. Ignore some behaviour which is secondary to the main offence as long as it is possible to do so. Avoid being drawn into discussions about behaviour during teaching time. Deferring to a later time often gives children the chance to calm down)

Pupils who do their best in any aspect of their work or attitude, many gain a certificate or other encouragers/specials which may be given out weekly during Golden Time or the Heads assembly.

Most classes have a points system or incentive chart which help children to see that good behaviour will be rewarded. Golden Time is a way of rewarding children for good behaviour. Whatever is used it is important that rewards such as stickers cannot be taken away once given, and that children should be very clear as to why they are being rewarded.

Just as parents are informed if children consistently misbehave in class, it is important that parents are kept informed of excellent behaviour or extra hard work.

We have certificates for this, and in extra special circumstances, a postcard home can be sent by the headteacher.

DEALING WITH CHALLENGING BEHAVIOUR

There will always be a small percentage of our children who will consistently break the rules and staff need to be prepared for this. Be clear and explicit about rules and expectations for the school. Those who break the rules do so from choice.

Using the class code of conduct and the list of sanctions, (see Appendix) teachers should make the consequences of poor behaviour very clear. Poor behaviour will always lead to a consequence and this should not be defined as a punishment. All consequences should involve a level of support in enabling a child to change their behaviour, from talking to a teacher, to writing down the reasons why certain behaviours are not acceptable and how they could have reacted differently. If children are sent to other classes *persistently*, because their behaviour has been unacceptable then a letter should always be sent home which explains why this has happened and asks parents to talk to their child about the incident and the behaviour slip should be completed

There is a line of management for pupils who are having difficulties with managing their own behaviour within the school, which includes class teachers, Den Staff, senior staff and the Head teacher. Class teachers must always try to manage difficulties themselves, before sending a child to someone else. It may help, however, to involve other adults in discussion with the child or other agencies.

The school has well trained staff who specialise in supporting pupils who make the wrong choice. Both during curriculum time and through a lunch club.

The school will continue to support staff in dealing with challenging behaviour through the provision of training to meet identified professional development needs

BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to the anti-bullying policy. The school uses Integrated Incident report forms which must be completed. These incidents will be monitored at least annually

WHOLE SCHOOL BEHAVIOUR POLICY – REWARDS AND SANCTIONS

REWARDS

- Non-verbal praise – smile, thumbs up
- Verbal praise
- Each class has an “in class” reward system (the details are displayed in classrooms) involving for example points systems, golden time, stickers.
- Certificates are presented at assembly to celebrate individual achievements. Also, postcards home.

SANCTIONS

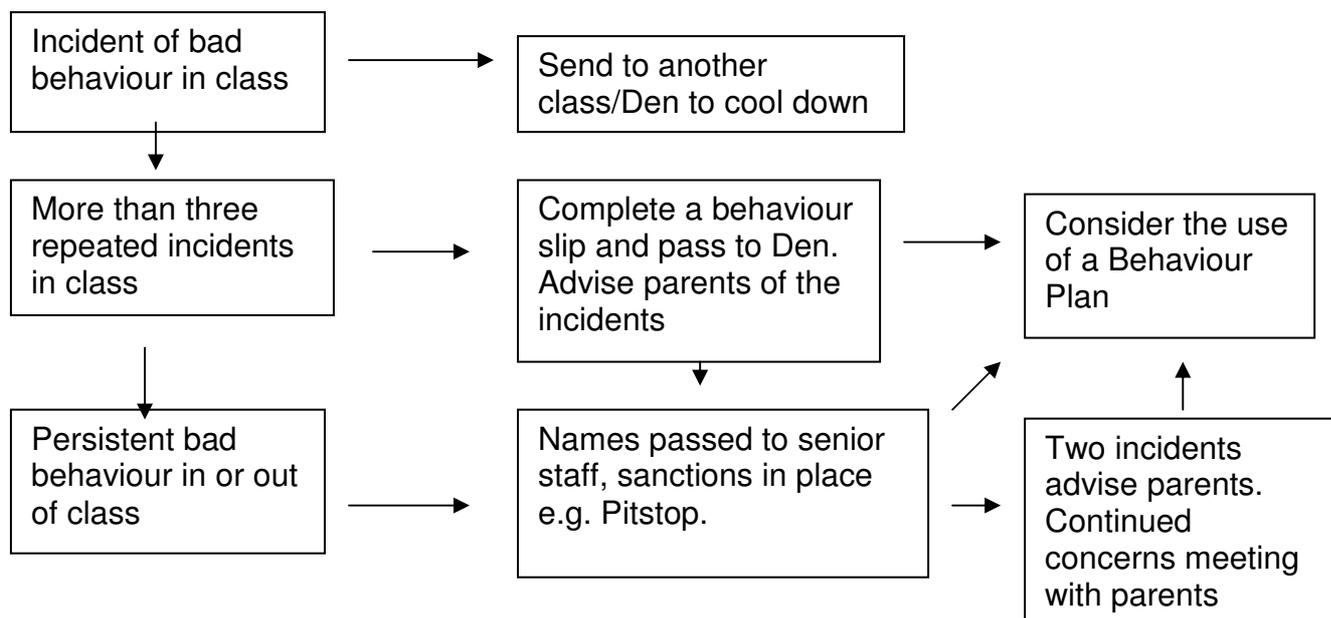
These are the steps that we may follow as a result of behaviour that is not in accordance with our behaviour agreements.

- A verbal warning/name on the 'Behaviour Chart'.
- Move the child within the class.
- Children are sent to another class or The Den to "cool off" for 10 minutes. Then return.
- Persistent bad behaviour will mean children are noted on the behaviour chart and if they continue to make the wrong then agreed sanctions will be enforced. At this point, children may be sent to a "buddy" teacher or The Den for the rest of the session to reflect on their actions. The class teacher will discuss these at a later date to ensure that learning is not disrupted.
- If the behaviour is persistent it may result in senior staff being informed and time in 'Pitstop' over lunch. Parents will be notified if this is repeated.
- An individual behaviour plan will be drawn up in consultation with the Headteacher, SENCO and parents for children who are unable to comply with the behaviour agreements.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and appropriate sanctions applied. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child

After serious misdemeanours the class teacher will speak with the child to reinforce which class rule has been broken and how the situation can be resolved. The school acknowledges all the efforts and achievements of children, both in and out of school and expects good behaviour from our pupils who act as ambassadors for the school in the local community

- If the behaviour is persistent it will result in senior staff being informed
- An individual behaviour plan will be drawn up in consultation with the Headteacher, SENCO and parents for children who are unable to comply with the behaviour agreements.

Flow Chart



- **This policy was adopted by the Governing Body in Spring Term 2012, reviewed by the Safeguarding committee May 2013**
- **It will be reviewed annually in Spring Term.**
- **The next review due 2014.**
- **Person Responsible: Headteacher**

This policy needs to read in conjunction with

- Child Protection Policy
- Health and safety policy and procedures
- Policy for the administration of medicines
- DCC moving and handling policy
- Special Educational Needs policy
- Procedures and policy on use of force and restraint
- Staff and Governors code of conduct or guidance on safe working practice.
- Intimate care
- Acceptable use
- Confidentiality
- Safeguarding
- Allegations
- Whistleblowing

Below is our quick and easy policy

We agree in class how to behave.

- Always try your best.
- Listen to grown-ups in school and they will listen to you too.
- If you feel angry tell a grown up
- No fighting, think of a better way.
- Respect everyone be polite, friendly and caring.
- Take care of our world so we can all enjoy it.

School expects

- Respect, truth and fairness.

- Pupils to be responsible for their actions and to be asked for their ideas
- Everyone to know what the school expects and how pleased we are with good choices and what will happen if the wrong choice is made
- To give help to some children who find choices hard and work with their parents
- All grown-ups to work together and treat children the same, looking for chances to say 'well done'.
- Everyone to help children to feel safe and to say no to bullying.

Banned Items List

In the interests of the health and safety of pupils, staff, other members of the school community and visitors to the school, the school asks parents and pupils to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school. The list below is not exhaustive but is intended as a guide. The specified items on the list, and any item that would fall into the first 3 categories, should not be brought in to school.

Sanctions under the Behaviour Policy may be applied to any pupil found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. The school reserves the right to exclude pupils in extreme cases, or when pupils or parents have received warnings about banned items.

Fire Lighting Equipment

- Matches, lighters, etc.

DRUGS And SMOKING EQUIPMENT

- Cigarettes
- Tobacco
- Cigarette papers
- Alcohol
- Solvents
- Any form of illegal drug
- Any other drugs except medicines covered by the Prescribed Medicines Procedure

WEAPONS And OTHER DANGEROUS IMPLEMENTS Or SUBSTANCES

- Knives, including pen knives and craft knives
- Razors
- Catapults
- Guns of any kind, including replicas and BB guns
- Laser pens and LED torches
- Knuckle dusters and studded arm bands, bracelets, etc.
- Whips or similar items such as long chains
- Pepper sprays and gas canisters (e.g. CS gas)
- Fireworks or explosives of any kind
- Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc.)

Other Items

- Any form of liquid based correction fluid
- Note: pupils may use correction tape and correction tape devices
 - Chewing gum
 - Energy drinks
 - Offensive material (pornographic, homophobic, racist etc.)
 - Any aerosol (other than essential medication)
 - Cameras
- Note: the school reserves the right to confiscate cameras or mobile phones and to delete any **unauthorised pictures or video recordings of pupils or staff.**



St. Mary's Behaviour Chart

1. I am making good choices and getting rewards and praise in my class
2. I need to stop and think about my behaviour
3. Warning - My name is on the chart/board - what could I do to get back to green? - A good choice would mean back to green
4. The wrong choice means - I will need to take time out and then talk to my teacher after the lesson.

I may need to put it right

I am making the right choices



STOP!
THINK



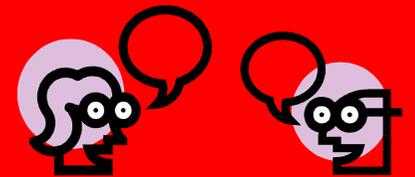
Warning



Good choice
back to green
(I may need to put
it right.)



Consequence



It's good to be green

All children are on the green space.

We all need to promote and praise children who are making good choices. Green is the place to be and means we are learning and earning our golden time. Other ideas for encouraging good behaviour is whole class goals, 'The Den' golden time, Extra play for whole classes who stay on the green. Don't forget - House points, stickers, and certificates.

Stop and Think

A non-verbal signal.

Move the child's name onto the blue area.

May need timeout within class

Warning

If the behaviour persists they will be given choices and describe the behaviour that it would be nice to see.

SAY WHAT YOU WANT TO SEE

'I would like to see you make the right choice, which is

'Would it help to work in another class?'

'We don't want to be thinking about consequences/sanctions so let's get back to green'

Choices

Explain to the child that that they have been warned and that their behaviour has resulted in this.

'I haven't seen you making the right choice so I would like you to go to to think about your behaviour'

'When you come back to class, I would like to see you.....'

All adults will know about these charts and there will be a chart located in all areas of the school

- The hall
- The studio
- The library
- Every classroom

Adults in school will have their own smaller cards to help them remind you and this will include the lunchtime staff. All adults should be treated with respect.



We want you all
to be on
Green!

St. Mary's Behaviour Encouragers and Specials

Individual children and classes will be given 'encouragers and 'specials'

'Our class's 'encouragers and specials' are ...
House points, stickers, class games - Heads down, thumbs up - Splat



Red?

What might happen if you go on

Firstly this will depend on how old you are and what you have done. Some things that could happen are;

X Losing **GOLDEN TIME**

X Losing **PLAY or LUNCHTIME**

X Time to reflect and put things right **!?**

X Finishing work in your time 

X Writing a letter of apology 

X Community Job 

For a very few children there might be more serious consequences.

This could be because they have;

- x Used bad words**
- x Hurt people on purpose**
- x Refused to listen to an adult**
- x Damaged property**

For these children, some things that could happen are;

- x Parents being told**
- x Being sent to see a senior member of staff**
- x A letter being sent home**
- x Spending time away from their friends**
- x Not being allowed to come to school**

All children will need to discuss their behaviour!

For children who will be missing playtime your class teacher will be in charge of you and what they want you to do.

For children with work to do in their own time this may be sent home (**and must be done**) or can be done during Golden Time or in the Den. This will be decided by the **adult**, not you.

For children who are missing lunchtime you will sit on Mrs Kingston's Table in the hall and then a member of the senior staff will collect you to work in the library.



We expect good behaviour in assembly and the adults in the hall will use the chart to remind you of how to behave.

- ✓ We expect you to come in quietly
- ✓ Listen
- ✓ Join in
- ✓ Leave quietly

Your class teachers will be told if you are unable to show respect in assembly.

These are supported by St Mary's Beliefs

At St Mary's School we all agree that



We will be friendly



We will be helpful



We will be truthful



We will work hard and try our best



We will show respect

.....and we will look after **our** school.