



Issued by the Governors of St Mary's CE School, Clymping

BEHAVIOUR POLICY

Approved by	<i>Ethos Committee</i>
Review Schedule	Every Two Years
Last Revised	February 2021
<i>Next Approval Date</i>	February 2023

The whole school Behaviour Policy helps everyone in the school to live and work in a safe, secure and smoothly run environment. The policy translates the school Mission Statement and Vision into practice, one which encourages high standards of behaviour. We believe that there should be a fair system of rewards and sanctions, one which is clear to all and used consistently throughout the school. The emphasis is always on positive reinforcement of good behaviour. Each child has the right to be forgiven and to start afresh. This puts into practice our Christian belief in redemption. In this way, we hope to teach forgiveness and not recrimination. We remind ourselves of what Jesus said at the Last Supper “Love one another as I have loved you”. This is a fundamental part of our Behaviour policy.

MISSION

Our Mission at St Mary’s C of E primary school is:

- To educate
- To nurture- establishing a sense of belonging
- To develop children’s faith and spirituality
- To be inclusive, celebrating individuality
- To serve the community
- To improve life outcomes
- To develop morals and principles
- To develop children’s life and learning skills, enabling everyone to reach their full potential

VISION

Be strong and let your heart take courage, all you who hope in the Lord – Psalm 31:24

St Mary’s C of E Primary School is a small school with a big heart at the centre of the community. Christian faith is taught, experienced and lived as we seek to provide a firm grounding from which children grow into compassionate, active and courageous citizens in a diverse world. We believe that children should learn in a happy, secure and stimulating environment where a thirst for understanding and the embracing of challenge is instilled. Acceptance, nurture and hope empower each child on their journey of academic, spiritual and emotional growth to dream big and aim high.

AIMS OF BEHAVIOUR POLICY

- To encourage a calm, secure and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are valued and acknowledged
- To encourage independence and self-discipline so that each child learns to accept responsibility for his/her own actions
- To make boundaries of acceptable behaviour clear
- To develop respect for people and property
- To define good behaviour in terms of the values expressed in the School’s Mission statement and Vision.
- To involve parents/guardians and ensure children, staff and parents have a sense of direction and feeling of common purpose

OUR GOLDEN RULES

- Be gentle**
- Speak Politely to others**
- Be kind and helpful**
- Listen to others**
- Think about the feelings of others**
- Be honest – don't cover up the truth**
- Do the best you can in everything**
- Look after property**
- Walk quietly around the school**

ROLES AND RESPONSIBILITIES

The children's responsibilities

- To respect other people
- To follow the Golden Rules
- To accept responsibility and consequences of their actions.
- To respect the adults with whom they work with and be tolerant and understanding of others.
- To ensure that valuable property, i.e. mobile phones are handed in to the school office.
- To ensure no jewellery to be worn except small studs and watches
- To work hard in class to the best of their ability and do their homework

The staff responsibilities

- To respect other people
- To follow the Golden Rules
- To apply the policy consistently and fairly
- To take responsibility for the behaviour of all children at St. Mary's and not just those in their immediate care
- To raise everybody's self-esteem through actions and words
- To create a climate of trust
- To be a good role model and avoid negative comments.
- To liaise with parents so that they are well informed and part of the partnership
- To respect confidentiality

The parent's responsibilities

- To respect other people
- To support the School Rules to ensure exemplary behaviour
- To work with staff to create a positive dialogue so that children receive a consistent message about behaviour
- To inform the class teacher if they have concerns or if the child's circumstances have changed which may impact on their child's behaviour
- To ensure that each child attends school daily, ready for learning and arrives punctually.
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.

- To encourage children to do their homework and offer support with this
- To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- To encourage independence and self-discipline.
- Act as good role-models for their children.

The governors' responsibilities

- To respect other people
- To support the School Rules to ensure exemplary behaviour
- To be a good role model
- To establish good relationships with staff and parents
- To work with the headteacher to deal with complaints fairly and consistently
- To respect confidentiality

CLASS CHARTERS

At the beginning of the year we establish an agreed code of conduct with each class together.

REWARDS AND SANCTIONS

We have agreed a system of rewards and sanctions to ensure consistency across the school.

Reasons for rewards

- To reinforce good behaviour
- To encourage achievement
- To give a reason for making the right choice
- A concrete way of showing pleasure with work, effort, behaviour – to show it is not taken for granted
- To value an individual- their actions and words

Reasons for sanctions

- To let children know that something is unacceptable
- To help children to recognise that actions have consequences
- To discourage children from doing something unacceptable again

The school employs a number of sanctions to encourage positive behaviours, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. They are proportionate and reasonable taking account of the child's age, special educational needs, disability and any religious requirements the child may have. Sanction progression begins fresh each day.

Rewards	Sanctions
<p>Rewards will be given appropriate to age, action etc. They could include:</p> <ul style="list-style-type: none"> • Verbal praise (specific) • Allocation of House Points via: House points, Dojo Points and spot cards (KS1) • Written feedback • Stickers • Share praise with whole class/show work to another class • Show work to Headteacher- • Inform parents of achievement (at the end of the day; via journal; note home; Dojo message) <p>House Points-These to be announced once a week During Friday Celebration Worship and weekly winners celebrated.</p> <p>Two children per class per week for Special Mention in Friday celebration Worship (either for behaviour or achievement)</p> <p>Two children per class to be nominated for a Golden Merit once a month in the Golden Merit Assembly. (Sustained effort over month)</p>	<p>All staff will attempt to avoid confrontation and defuse situations wherever possible by talking to pupils in a calm, but fair manner.</p> <p>In cases when golden rules are broken, a series of sanctions will be applied as follows. It is the responsibility of the member of staff who is involved, witnesses or experiences the break in standards to issue the sanction.</p> <p>1. Look/check behaviour (saying name, reminding of expectations, rules)</p> <p>2. Verbal Warning - name recorded on board. If needed, children moved in classroom/on playground to a different space.</p> <p>3. Yellow Card warning – This is recorded by a yellow card - first tick on board, resulting in missing 5 minutes of playtime</p> <p>4. Red Card – This is recorded by a red card- second tick. Time out in partner class until end of session with work. (No child should be sent to an unsupervised area)</p> <p>This results in lunch time detention with Senior staff, amount of Lunch time missed will be at headteachers discretion, and reparative work undertaken. Appendix 2 will be completed. Parents will be informed.</p>

Children will be encouraged/expected to make amends and apologise at each stage- to do something constructive, for example, to write a letter of apology, to draw a picture, to tidy up, to repair something. At all stages, a strong emphasis is placed on putting poor behaviour right – forgiveness, and a fresh start.

Sanctions do have a hierarchy but certain actions would mean that a child would immediately be placed further up the levels. It will be at the discretion of staff to jump any steps if they feel the incident warrants it but an explanation must be given to the child.

Any instances of swearing, verbal abuse, or physical violence will result in an immediate red card.

SEVERE BEHAVIOUR INCIDENTS

Severe behavioural issues will be dealt with by the Headteacher. Severe behaviour can include, but is not limited to:

- Inappropriate/dangerous items being brought onto school premises
- Racist abuse
- Bullying
- Physical assault
- Verbal abuse/threatening behaviour including spitting
- Homophobic abuse
- Sexual misconduct
- Theft
- Wilful damage to property
- Persistent disruption to learning

Incidents will be recorded using the following forms:

- Bullying Record
- Hate Incident Recording Form
- Behaviour Incident Log
- Record of Parental Contact

In the case of severe misbehaviour any or all of the sanction stages may be missed out. The following actions may be taken:

- Parents informed of behaviour and consequences
- Parents contacted immediately and asked to come to discuss the situation
- Child put on report
- Child put on a behaviour contract
- Child excluded internally
- Child excluded fixed term
- Child excluded permanently

FIXED-TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (2017) and the school will refer to this guidance in any decision to exclude a child from school. Exclusions may be “fixed term” or “permanent” and clear guidance on these is given.

- Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider

the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

MENTAL HEALTH PROBLEMS IN CHILDREN

We recognise that many children experience mental health problems at some point in their school careers and these can often lead to a display of inappropriate behaviours. Common mental health problems in children include:

- Emotional disorders
- Conduct disorders
- Hyperkinetic disorders
- Developmental disorders
- Attachment disorders
- Eating disorders
- Habit disorders
- Post-traumatic stress syndrome

We actively seek to identify such problems with the support of healthcare professionals so that we can work with children and their parents/carers to overcome these barriers to ensure positive outcomes for them. We will do our best to keep staff up to date with current guidelines for supporting children with mental health issues.

SCHOOL DISCIPLINE AND THE LAW

Reasonable Force

We reserve the right as school staff to use reasonable force, as allowed by law, to prevent a child from harming themselves, another person or property and to maintain good order and discipline in the classroom. We are fully aware that force can never be used as a punishment.

Searching Without Consent

School staff are also allowed by law to search a child without consent if the child is suspected of having a prohibited item with them or an item which has or may cause harm to the child, another person or property. We therefore reserve the right to use reasonable force when searching a child for an item that could be or has been used to commit an offence or cause harm.

OFF-SITE DISCIPLINE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, the child(ren) involved can be disciplined when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

A STATEMENT ON BULLYING

Bullying in all forms is unacceptable and is regarded as a serious offence within the school. A safe and secure environment, free from fear, bullying and intimidation in which to learn and grow is the right of all children and adults.

Bullying includes any form of physical or verbal behaviour which is aggressive and persistent in nature and which is intended to make the recipient feel bad, undervalued or hurt. Examples of bullying could be found in persistent and repeated teasing, pushing, name calling, emotional and physical intimidation and telling malicious stories etc., this also includes cyber-bullying. (see anti-bullying Policy)

RECORD KEEPING

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child received a Red Card or is sent to them on account of bad behaviour. The headteacher keeps a record of any pupil who is excluded internally or for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

REVIEW

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. To be read in conjunction with the following policies; Anti-bullying, SEND, Equality and Health and Safety Policy

Appendix 1: POSITIVE APPROACHES TO BEHAVIOUR:

PREVENTATIVE DISCIPLINE

- clear rules made with the children at the start of each year; class rules to be displayed
- clear expectations about work and behaviour
- attractive classrooms and general surroundings
- well planned seating, access to equipment, clear labelling, room to move
- plenty of equipment
- careful differentiation for mixed ability
- appropriately pitched learning that is personalised and addresses the children's learning needs
- engaging teaching and learning, which provides an appropriate level of challenge
- setting aside an area for 'time-out' and calm down.

CORRECTIVE DISCIPLINE

- what to say when a child isn't working or is disruptive
- deliberately ignoring some behaviours
- casual or direct questioning
- a simple warning
- defusing potential conflict
- re-stating rules
- giving simple choices (do this now or we will have to discuss it in your own time)
- taking a child aside from the group
- using 'time-out'
- the use of logical consequence (the behaviour and the outcome are related)

SUPPORTIVE DISCIPLINE

- following up a disruption later when the 'heat' has subsided
- encouraging children whenever possible
- re-establishing a relationship after correcting a child
- developing a behaviour 'contract' with a child
- developing a climate of respect
- building a positive classroom climate
- applying a 'team' approach

Appendix 2: Behaviour Incident Record

Name of child:

Class:

Date of Record	Recorded by:
Date of Incident	
Time of Incident:	Location of Incident
Names and Classes of children involved: (Please indicate victim (v) or perpetrator (p))	
Type of Incident:(Please tick) <ul style="list-style-type: none"> • Fighting • Violent behaviour • Damaging property • Bullying • Racism 	<ul style="list-style-type: none"> • Verbal Abuse • Swearing • Classroom disruption • Disobedience • Rudeness/rudeness to adults • Others
Brief description of Incident:	
Action Taken <ul style="list-style-type: none"> ◊ Children concerned interviewed ◊ Class Teacher informed ◊ Head/Deputy informed ◊ Parent/Carer informed verbally ◊ Letter to Parent/Carer ◊ Other 	
Consequences/Further action	