

# ST MARY MAGDALENE CE PRIMARY SCHOOL

## Agreed Whole School Policy

### Behaviour Policy



STATUS:                      DRAFT                                            AGREED                     

Date Drafted:                      Feb 2011  
Last Revision:                      September 2020

Review Date:                      September 2021  
Authors:                      Anna Harding  
Agreed by Governing Body (Ed. s/c):                      3.11.20  
Filename:                      #SMMS Behaviour

Signed .....                      Name .....                      Date .....

As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust, honesty** and **love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

## St Mary Magdalene CE Primary School Behaviour Policy

### Mission Statement

Building on a foundation of Core Christian Values, we provide high-quality learning experiences based on a broad and creative curriculum which promotes the spiritual, moral, cultural, emotional and physical development of pupils at our school. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life and developing a thirst for lifelong learning.

**'I can do all things through Christ who strengthens me.'** Philippians 4: 13.

We aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

We want all children and their families to feel welcome and involved at St Mary Magdalene. We are a hard working school and expect high standards from our pupils in terms of work and behaviour. We are strongly committed to equal opportunities and believe that every member of the school community has a right to be able to realise his/her full potential in a secure, safe and happy environment.

Pupils behaving sensibly, working hard and showing consideration for others are clearly important factors in creating a thriving school.

We aim to create a stimulating environment in which individual's efforts can best flourish and in which they recognise their role in the school community. We aim to build self-esteem by acknowledging the achievements of individuals and giving praise and recognition whenever possible.

### The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping are used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### 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, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom

should provide a welcoming learning environment. Working Walls for maths and English support children's learning. Children are asked to make use of the 4Bs as a strategy to support independence 'Brain, Buddy, Board, Boss' encourage children to think independently, speak to a partner and use the boards and displays around them if they are unsure what to do.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with one another. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment and should focus on the inappropriate behaviours that the child has displayed **not** the child.

### **School Ethos**

**The adults encountered by the children have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.**

**As adults it is important to emphasise to children what they can expect from staff.**

- To listen to them and to hear their point of view.
- To be polite and to address them in a reasonable tone of voice.
- To value all aspects of their achievements.
- To ensure fair treatment of all regardless of age, gender, race, ability and disability when they have misbehaved.
- To ensure their environment is safe.
- To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
- To create a positive environment in the classroom and playground.
- To be in charge and maintain order so that everyone may benefit from a positive environment.
- To supervise the playground well.
- To trust them and to care about them equally.
- To treat them as individuals and to take an interest in their lives.
- To see each day as a fresh start.

### **Staff will not:**

1. Overreact
2. Scream and shout.
3. Threaten punishments which they have no intention of issuing, have no authority to issue or do not think they will be able to enforce.
4. Make it personal. Talk about the behaviour not the child. A child cannot change themselves only their behaviour.
5. Take it personally. It is your responsibility to manage these behaviours.
6. Ignore disruption.
7. Use sarcasm or any form of public humiliation.
8. Talk about other children in front of children.
9. Label children as stupid or incapable of making progress or use language that indicates this.
10. Show frustration.
11. Make contact with a parent when angry or in the presence of other children.
12. Leave a child unattended outside of the classroom.

### **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Our emphasis is on rewards to reinforce good behaviour rather than on failures.

We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

**We therefore seek to operate a positive behaviour policy. This means that pupils will be rewarded for their good behaviour.**

The school make use of a step by step approach to managing behaviour through the use of a 'Behaviour Ladder'. Within each classroom children have their names displayed on a star. This is the starting point for all children and shows the pupils that are displaying behaviours in line with the school expectations. Where a pupil's behaviour, attitude to learning or focus is considered exceptional, they will have their name moved up onto one of three positive steps: bronze, silver and gold. When this happens children will be given lots of positive praise from their teacher as we want them to realise the value of making the right choices.

Praise is a crucial element in the development of positive self-esteem and encourages an atmosphere which includes being valued and respected. Acknowledgement of consistent good learning is rewarded by means of a sticker system and a postcard to inform parents.

Children will receive stickers if they remain above the star at the end of the day as follows:

Bronze = 1 sticker

Silver = 2 stickers

Gold = 3 stickers

In KS1 children will receive the stickers on their jumper. IN KS2, these stickers are stuck onto a postcard and sent home once complete. 10 stickers for KS2.

In addition to this system, pupils have the opportunity of being selected as 'Star Pupil' in 'Praise and Share' assembly. Each teacher will nominate two children as 'Star Pupils' – one for exceptional work or behaviour and one for demonstrating one of our core values. Pupils are rewarded by having their photograph in the weekly newsletter and on school Twitter and Instagram, their name entered in the school 'Praise and Share Book', and presented with a Star Pupil Certificate. In addition, they will take part in an activity afternoon to celebrate their selection as Star Pupil. Good work is also recognised and celebrated each Friday as part of 'Praise and Share' assembly. Two children from each class who deserve a special mention are invited to show their work to the whole school fortnightly.

### **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register disapproval of unacceptable behaviour and to protect the security and stability of the school community.

If a child displays behaviour not in keeping with school rules they will be reminded of the school expectations. Where this behaviour continues they will be given a warning and reprimanded for their behaviours. Their name will be placed on step one of the Behaviour Ladder. Unacceptable behaviours will continue to be addressed through use of the whole school Behaviour Ladder and necessary sanctions applied (see Appendix 1). The focus of most sanctions is on completion of learning and putting wrongs right.

Any minor breaches of behaviour are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences or sanctions. Staff encourage children to make the right choices and take the necessary steps to adjust and improve their behaviour.

Sanctions may include: a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letter of apology and loss of responsibility.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is extremely rare and it is the responsibility of the Headteacher or Senior Leadership Team who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem would follow a set pattern.

### **Procedures for dealing with Major Breaches of Discipline**

- A verbal warning by the Headteacher, Deputy Head or Assistant Headteacher as to future conduct.
- Withdrawal from classroom for a set period.
- A letter/phone call to parents informing them of the problem
- A meeting with parents and either a warning given about the next stage unless there is an improvement in the child's behaviour.
- A 'Pastoral Support Programme (PSP)' put in place – to be formulated in consultation with parents, class teacher, child and a member of SLT.
- Fixed term exclusion – eg one day followed by a reintegration meeting. If the problem is severe or recurring, then exclusion procedures are implemented in consultation with the Governing Body.
- A 'Team Around the Child' meeting with parents and support agencies.
- Permanent exclusion after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude.
- School staff are also trained in Team Teach as a method of positive handling. There is a Positive Handling Policy in place for further information.

**NB- A very serious problem may result in the procedure being abandoned and a child being sent home straight away.**

**Procedure dealing with any child who threatens to injure another child or staff member with the use of a weapon. If a child threatens to 'stab', 'shank' or hurt using a weapon the following must happen:**

1. They are to be immediately separated from all children.
2. They must be treated as a high risk.
3. Any witnesses must write accounts about what they saw or heard.
4. The child must be searched by a same sex member of staff with the Headteacher's permission
5. If the child refuses the search – their parents must be informed and instructed to come to the school.
6. Once the search has taken place – they must be taken to their bag/tray to be searched.
7. Parents must be contacted so that they can search their child - if the parent cannot come, they are to be informed that we will be contacting the local police for support – this might result in arrest.
8. The child must remain isolated until the parents or police arrive. They must be asked to write an account so that they can give their view.
9. Once the parents have searched their child they need to be spoken with, away from their child, and asked if they would like police support or if they feel that their child does not pose a threat.
10. The child is then to be internally excluded for one day during which they meet with the police and discuss why this threat is taken so seriously.
11. If the child is found to be in possession of a dangerous weapon – the Headteacher or most senior teacher on site must be immediately informed.
12. The child must return home with their parents and await the Headteacher's decision.
13. The Head Teacher will then take 24 hours to read accounts and to arrive at a decision.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by a senior supervisor and a team of mid-day assistants. The senior supervisor can refer to a member of the SLT if necessary.

The senior supervisor and mid-day assistants are expected to ensure that all children are behaving appropriately.

A number of strategies have been introduced to encourage effective play and good behaviour. These include:-

- High level of staff supervision
- Playground zones
- Provision of a range of playground equipment e.g. skipping ropes, balancing equipment, pat balls and hoola hoops.
- White boards/dry wipe pens for drawing, books for reading and playing cards [in quiet area]
- Playground monitors who set out the play equipment.
- Play Leaders/Midday Supervisors to act as referees to ensure that the rules of 'Champ'/Basketball/Football etc are adhered to.

Repeated breaches of good behaviour may result in:

- The child being asked to sit out - on the bench for a period of time (5 minutes for Key Stage 1 pupils and 10 minutes for Key Stage 2 pupils)
- The child being sent in to speak to the Assistant Headteacher, SENDCO or Headteacher.
- Staff informing parents
- The child spending lunchtimes inside (supervised) for a period of time, working or sitting in silence
- The child being placed on Playground Report to monitor their behaviours

In cases of extremely bad behaviour and no response to previous strategies – children could be excluded from school or during the lunchtime period.

## Parents

### Parents can help:

- By recognising that an effective school behaviour policy requires partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By ensuring that your child keeps the rules when they are with you in school or on an outing.
- By ensuring your child is on time and that they remember anything they need for school [e.g. swimming or PE kit, book bag, homework]
- By checking for and reading the newsletter and other letters that come home from school so that you can talk to your child about what is going on.
- By making sure that your child gets a good night's sleep. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence.
- By telling a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child...But bear in mind that he/she may not give you the full story and may use emotive language [e.g. he beat me up]
- By trying not to react to every little upset so your child learns to get things in proportion and how to cope for themselves.
- By being positive with your child and reward them for the good things they do at school.
- By attending Parents' Evening, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without good behaviour being in place.
- By remembering that staff deal with behaviour problems patiently and positively.
- By not intervening with another child's parents or with another child, but to report any incident to us in school.

**Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them.**

**Bullying**

Every child needs to know that all of the adults in school will help when bullying happens. Through individual counselling, class discussions, circle time, collective worship and assemblies we encourage children who are bullied physically or verbally to ask for help from staff and other children. Children who bully are kept away from any children they are upsetting and are given chances to discuss their own problems with their class teacher or senior teacher.

Parents are informed of any incidents and if their child persists then we will invoke a range of sanctions which include –

- Removal from the group
- Withdrawal of playtimes or lunchtime breaks.
- Withholding participation in school events that are not an essential part of the curriculum.
- Fixed term and permanent exclusion from school.
- A Contract of Respect to focus on positive resolution

Any incidents of bullying will be recorded on an 'incident form' (**For more details see Anti-Bullying Policy**)

**Pupils with Special Educational Needs**

There are some pupils for whom conforming to the whole school policy on behaviour will be difficult. Where there are concerns, the school will undertake an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can be the key to supporting the child and their family. These pupils may be identified as having Special Educational Needs and the school would then work in accordance with the Special Educational Needs and Disability Code of Practice.

**Monitoring and Review**

Records of poor behaviour are kept by the SLT to monitor the frequency and severity of the behaviours being displayed by pupils. All level 4 and above behaviour will be recorded on scholar pack by SLT. This policy and the procedures detailed will be constantly monitored by teaching staff, lunchtime supervisors and governors and will be reviewed every two years.

## Appendix 1

### Agreed Behaviour Ladder

	Many strategies should be used before children move to Step 1
Step 1 Warning	Pupil given a warning about their behaviour Name placed on the ladder. Children should be given the opportunity to move back up asap. Catch them being good.
Step 2 Timeout in class	Pupil given a further warning about their behaviour Time out table for 3 minutes (KS1) or 5 minutes (KS2) Pupil asked to complete work or reflect on their behaviour
Step 3 Timeout out of class	Pupil given a further warning about their behaviour and have time out outside the classroom. Must be supervised. Miss 5-10 mins of playtime (or however long it takes to complete work). Class Teacher informs parents if persistent.
Step 4 SLT	Pupil should be taken to the SLT office with work to complete. Parent phoned. SLT may choose to keep out of class or miss playtime (15 mins max)
Step 5 Headteacher	Pupil given a final warning about their behaviour Pupil should be taken to HT with work to complete and withdrawn from class for a period of time. Sanctions at HT's discretion. HT contacts parents.

## Appendix 2 Letter to Parents

### *Letter 1*

Date

Dear (Parent/Carer Name),

We are really sorry to have to tell you that your child's behaviour fell short of what we expect at St Mary Magdalene. Today, XXXXXXXX.

Please can you talk this through with your child and help them to have a fresh start tomorrow.

Yours sincerely,

Anna Harding  
**Head Teacher**

**Letter 2**

Date:

Dear

Further to my previous letter, I am afraid that XXXX has continued to receive a high number of warnings for persistent low level behaviour. Therefore we will now be monitoring your child's behaviour on a weekly basis.

Please can you speak to XXXX about this matter helping him/her to understand how to put this behaviour right so that they are able to focus on their learning and enable others to do the same.

If their behaviour choices continue to affect their learning or that of others, we will need to arrange a meeting to discuss a way forward.

Yours sincerely,

Anna Harding  
**Head Teacher**

**Letter 3**

Date:

Dear

I regret to inform you that \*\*\*\*\*'s attitude and behaviour is showing little sign of improvement since I last wrote. He/She continues to disrupt his/her learning and that of her/his classmates.

I think we now need to meet to discuss this further.

Please contact the school office so that an appointment can be made *with a member of SLT* and hopefully agree the next steps to be taken.

Yours sincerely

Anna Harding  
**Head Teacher**