



ST MARY'S C.E. (VA) PRIMARY SCHOOL BEHAVIOUR & RELATIONSHIPS POLICY

Ratified by Governors - November 2023

Our motto is: 'Let your light shine... as you grow', (inspired by Matthew 5: 15-16)

Our vision is: 'We nurture our pupils to be the best they can be in every way - in an inclusive and supportive environment, rooted in Christian teachings.'

Introduction

At St. Mary's School we aim to create a caring environment in which our children feel safe and secure and in which they can appreciate the importance of developing good relationships with others. Every action and decision is made with a clear focus on the pupils ensuring that the whole person is developed. Issues are dealt with in an open, caring environment in order to ensure the best outcome for pupils.

Within the framework of our Christian values, children are encouraged to develop respect, compassion, trust, truthfulness, friendship and perseverance and as an inclusive school we prioritise an understanding of the difficulties that some children have relating to their particular needs. This is done through a restorative based system, which gives pupils the opportunity to show remorse, understand the impact of their actions and to feel forgiveness.

The emphasis at St. Mary's in dealing with pupil behaviour is to promote an environment of praise and rewards to encourage positive behaviours. Where natural consequences have been given, we aim to always recognise and acknowledge positive changes in behaviour.

When dealing with incidents of inappropriate behaviour, staff ensure that the child knows it is the behaviour which is unacceptable and not the individual. It is important that we convey our high expectations of behaviour and that all children are capable of reaching these.

Managing behaviour in classrooms

British Values - democracy, the rule of law, individual liberty, tolerance of those of different faiths and beliefs and the promotion of respect, safety and effort are central to our behaviour ethos.

Staff should consider the needs of all the children when planning activities particularly those with special educational needs, learning difficulties and those who require extra challenges. This level of differentiation across the curriculum will ensure a positive learning environment and support children to stay focussed and give all children the opportunity to learn.

Our Behaviour System

As part of our behaviour system all children have the opportunity to discuss what is fair and unfair in their school. They have opportunities to enable them to give their views on how our school should operate so that all can learn in an environment where being safe, showing respect for all and effort is prioritised and rewarded. The system operates on clearly defined rewards and is consistently implemented across the school.

Whilst the behaviour system refers mainly to behaviours on school premises (including clubs) our policy covers school organised events and trips, travelling to and from school, situations where the children are in uniform and adversely affecting the reputation of the school.

Natural consequences will be used by all adults across the school to address behaviour that is unsafe, disrespectful and where learning has not been prioritised. Natural consequences may include: missing break or lunchtime, writing an apology note, helping staff and completing a job in school, missing out on rewards, or having a restorative conversation 'walk and talk'.

If unsafe, defiant or aggressive behaviour during lunchtime becomes consistent/frequent then the child in question will join our 20/20/20 session (20 minutes eating lunch, 20 minutes outside playing, 20 minutes in structured play with a midday). This is in place to support children who struggle to regulate during 'free time'. This will be monitored on a regular basis and reviewed. All referrals for 20/20/20 from staff should go through SLT.

As a school we aim to embed our behaviour ethos into the environment and all adults and children within our school community. Each classroom will have a discussion and display their thoughts around what safe, respect and effort look like in our school. Parents/Carers are expected to support the school's behaviour system whole heartedly and consistently.

The staff and pupils at St Mary's are encouraged to be inclusive and support those children who may experience behavioural difficulties. All members of the school community are encouraged to understand that some pupils may have an individual and specific behaviour system in place to identify and support them with their individual needs.

Rewards in school:

- Stickers can be given out by all members of staff to immediately reward, safe and respectful behaviour and effort
- To support positive behaviour at lunch time Midday assistants will acknowledge children displaying safe and respectful behaviour and effort, with a smiley face to be displayed in the hall with their name
- Children should be supported to visit another teacher, senior leadership team or Headteacher, with their work or to share their achievements.
- Each class will work towards a more significant reward (this may be daily, weekly, monthly – class dependent) in discussion and agreement with their class teacher, this will be visually displayed, e.g. – marbles in a jar
- Where children's behaviour and effort is 'over and above' expectation they will be rewarded with a house point (linked to their colour group) which will be displayed in class and tallied up at the end of each week. Total house points for each colour group will be displayed in the hall. At the end of each half term/term (dependent on length), the colour group with the most house points will be rewarded i.e. extra playtime, adventure playground
- Where children consistently show effort, respect and safe behaviour they will be recognised with an informal chat with parents/carers at the end of the day/ a postcard or phone call home. The frequency of this will be decided on by the class teacher

If children are seen to be unsafe, disrespectful and where learning has not been prioritised a verbal warning will be given. Adults will remind the child of positive behaviour expectations using the language safe, respect and effort (see scripts). If unexpected behaviour continues, children will receive a natural consequence. Consequences will be delivered in a calm and consistent way with a focus on moving forward. Children will always receive unconditional positive regard by all staff in school (see scripts – Appendix A).

In some cases this may not be enough and depending upon the situation, it may be necessary to deal with specific unexpected behaviour by:- separating the child from the classroom and referring to a member of the SLT or finally the Headteacher; contacting parents to discuss ways of helping the child to improve behaviour; devising a one plan which will help the child to learn appropriate social behaviour in

school as well as highlighting triggers and behaviours for all staff. (This will always be done in consultation with the parents).

Internal, fixed term and permanent exclusion of a pupil is always the last resort and usually follows an attempt to remediate the inappropriate behaviour over a period of time. Where the Headteacher considers the permanent exclusion of a pupil the school Exclusion Policy will be applied.

Unexpected behaviours will be logged on the incident section of Safeguard and monitored by the senior leadership team. In most instances, parents/carers will always be informed of; inappropriate language – including threats and swearing; racist/homophobic/culturally inappropriate insults; physical harm towards others; being physically harmed; a disclosure of accessing inappropriate content, unless the school feels that there is an over-riding safeguarding factor which would mean that the school will not disclose this information to a parent/carer and therefore the safeguarding of this pupil would take precedence. Furthermore, positive handling should only be used to prevent a child from harming him/herself, or others. Where this is necessary all staff should make sure they have read and followed the positive handling policy.

When it comes to searching, screening and confiscation, St Mary's Primary School follow the Department for Education document: ***Searching, Screening and Confiscation Advice for schools - July 2022***

This behaviour policy (including sanctions and exclusions) is created in line with government guidelines. For further information please see <https://www.gov.uk/school-behaviour-exclusions>

Appendix A:

Behaviour System Overview and Scripts

As a school we aim to embed our behaviour ethos into the environment and all adults and children within our school community. Each classroom will have a discussion and display their thoughts around what **safe, respect** and **effort** look like in our school.

Rewards in school:

- Stickers can be given out by all members of staff to immediately reward, safe and respectful behaviour and effort
- Child specific rewards (know your children!) re: example – doing jobs and earning stickers, 1:1 time with an adult,
- To support positive behaviour at lunch time Midday assistants will acknowledge children displaying safe and respectful behaviour and effort, with a smiley face to be displayed in the hall with their name
- Children should be supported to visit another teacher, senior leadership team or Headteacher, with their work or to share their achievements.
- Each class will work towards a more significant reward in agreement with their class teacher, this will be visually displayed. e.g – marbles in a jar
- Where children's behaviour and effort is 'over and above' expectation they will be rewarded with a house point (linked to their colour group) which will be displayed in class and tallied up at the end of each week. Total house points for each colour group will be displayed in the hall. At the end of each half term, the colour group with the most house points will be rewarded i.e. extra playtime, adventure playground
- Where children consistently show effort, respect and safe behaviour they will be recognised with a postcard or phone call home. The frequency of this will be decided on by the class teacher.

If children are seen to be unsafe, disrespectful and where learning has not been prioritised a verbal warning will be given. **Adults will remind the child of positive behaviour expectations using the language safe, respect and effort** (see scripts). If unexpected behaviour continues children will receive a natural consequence. Consequences will be delivered in a calm and consistent way with a focus on moving forward. Children will always receive **unconditional positive regard** by all staff in school (see scripts).

Consequences in school:

- Specific feedback through a verbal warning ALWAYS FIRST
- Use sand timers and visuals to 'show' the children
- missing break 5 mins in classroom
- missing lunchtime 10 mins in the hall (inform the midday working with class)
- missing rewarding activities such as adventure playground, arts and crafts, etc.
- meaningful verbal apologies, however a written apology note may be more appropriate for some children
- helping staff / completing a job in school
- having a restorative conversation 'walk and talk'
- having time out of class - another teacher, then Key Stage Lead, next member of SLT, finally Headteacher.

Supporting positive behaviour strategies:

- Actively listen to the child
- Recognise them through using their name
- Show interest and respect

- Be firm, fair, confident, assertive and consistent
- Change of adult
- Share your high expectations clearly with the child
- 5 positive specific pieces of praise to every 1 negative to protect self-esteem (use 5 in 5)
- Use humour and distraction where appropriate
- Use eye contact to praise
- Sit/ stand/ walk side on for restorative conversations
- Give pupils chance to speak and explain (but don't force this)
- Respond rather than react
- Calm situations by modelling calm behaviour and using script 'I can see you are feeling...'
- Be patient
- DON'T JUMP TO CONCLUSIONS or have labelled a child as a 'problem'/ 'naughty'
- Label behaviour not the child '**That** is disrespectful.' rather than '**You** are disrespectful.'
- Change and control voice, tone, volume and gestures appropriately to the situation
- **Don't** recall past negatives, **Do** recall past positives.
- Know your children and learn what works for individuals – share this with other staff
- Always follow through with what you say you are going to do, positive and negative
- Be specific in you feedback. What was 'good'? Why are they receiving a consequence?
- Use high fives, fist pumps to promote positive touch with others

Scripts – In every behaviour-based conversation Safe, Respect and Effort should be the main focus of discussion:

- 'At St Mary's school...'
- 'I've noticed that...'
- 'I wonder what...'
- 'I remember when you...' (use a positive behaviour specific to the child)
- 'What could you do to make this better...'
- 'Can you tell me what happened...' (rather than you telling them what you think happened)
- 'Shall we / Can you help me... so we can chat about...'
- 'I can see that you are feeling...' (add zones of regulation language)
- 'Take some cooling off time and we can chat when you are feeling...'
- 'How can I help you get back to green?' 'What tools could we use?'
- 'That is...' rather than 'You are...' identify the behaviour not the child
- 'You can either...' Give choices

Teacher to parent communication - Parents should always be informed of:

- inappropriate language – including threats and swearing
- racist/homophobic/culturally inappropriate insults
- physical harm towards other
- being physically harmed
- a disclosure of accessing inappropriate content