

St Mary's CE VC First School



Behaviour Policy

Adopted date:	January 2019
Signature of Headteacher:	<i>Isabelle Carter</i>
Signature of Governing body: (if applicable)	
Next review date	January 2022

'Nurturing deep strong Christian roots, helping us to grow and flourish'

Love, Community, Hope

"Teacher, which is the greatest commandment in the Law?"

Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." "This is the first and greatest commandment." "And the second is like it: 'Love your neighbour as yourself.'"

Matthew:22; 36-39

St Mary's is a happy and friendly school where children are inspired to achieve their very best. They learn within Christian values, beliefs and practices to be part of the wider world, where care and respect for one another and their environment are embedded daily in school life.

Aims

Adults and children in our school have a fundamental right to learn, play and flourish in a welcoming and caring setting in which they feel valued as well as physically and emotionally secure. Our aims are underpinned by our Christian Values of love, community and hope. We are committed to a positive and consistent approach to behaviour which is based on mutual respect, shared responsibility and clear expectations and involves the whole of the school community. We believe that this is crucial to the happiness, success and effectiveness of our school.

Our behaviour policy is regularly reviewed and updated involving all members in the school community, including our staff, governors and the school council.

A deeper understanding of the children in our care enables us to provide a safe and secure base; it helps us to teach children a more positive way forward knowing that behaviour is driven by anxiety, fear and the need for comfort.

Promoting a Positive ethos

Staff, parents, governors and children are expected to work together in creating a harmonious, safe, vibrant learning environment in which each individual will feel fully motivated to develop their personal and intellectual skills. All are encouraged to care for one another and for our school property. At the start of the year all families sign our home-school agreement which talks about all children working towards our school charter in terms of behaviour and parents supporting the school with this.

We are committed to building the self-esteem of all children and staff in the belief that everyone shares the same basic emotional need for a positive self-image in order to reach their full potential in life. Support, advice and training from outside agencies assist the staff to understand the particular needs of the children and the support they need.

Promoting responsibility

As well as having a deep knowledge of our Christian Values, our children aim to demonstrate seven citizenship qualities of being caring, considerate, communicative, courteous, co-operative, conscientious and confident as outlined in being a good DASP citizen. We encourage children to demonstrate an innate sense of responsibility. We offer opportunities for the children to be responsible for Play Time behaviour (PPs), the Library (Monitors), School Council, Eco Committee, Class Councillors, Busy Bees etc... Most positions of responsibility are democratically voted for by the children.

All Year 4 children are given responsibility for looking after a Reception child as their buddy for the year. In addition, they support the Assembly leader by organising the putting out of chairs,

the music and birthdays. Year 4s are given the opportunity to become an Ambassador, involving a letter of application and a presentation in front of the whole school.

Classroom Management and Organisation

- Teachers or teaching assistants are in the classroom to greet children in a friendly manner when they arrive in the morning and have "early work" ready to help settle the children calmly.
- Expectations for behaviour and noise-levels are made clear and consistent by teachers, teaching assistants and lunchtime supervisors.
- Resources are accessible, labelled and neatly stored to encourage independence.
- Seating is planned to encourage on-task behaviour.
- Straightforward routines are established, with clear instructions and explicit procedures for clearing up and what to do when tasks are completed - countdowns/warning systems
- All classes display visual timetables so that children are aware of day-to-day routines.

Class Charters

Each academic year teachers work with their classes to establish a classroom charter. All children participate in formulating this code of conduct and endorse its importance through a verbal or written agreement. The charter is prominently displayed and referred to regularly. When children are involved in making this charter they are more likely to respect it. Children are encouraged to take responsibility for their own behaviour by, for example, being reminded that they have helped to make the rights and associated responsibilities.

Encouraging positive attitudes and behaviour

Adults in school are expected to set a positive role model within school. Desirable behaviour and attitudes will be modelled by staff, e.g. walking around the school, quiet voice, punctuality and tidiness.

It is essential that all staff and children share responsibility for behaviour right through the school, this is especially important as there are areas where children may not be supervised as closely as at other times, for example visiting the toilet, changing reading books, transition between activities like music lessons or SEN support.

Rewards

Positive behaviour is constantly acknowledged and praised: Rewards are specific and immediate.

- Parents will be kept informed of good behaviour.
- Positive feedback on work, e.g. smiley faces, encouraging comments and clearly shown in green.
- Public praise, e.g. Sharing achievements with peers, other staff.
- Cracking Caterpillar Assemblies to celebrate children displaying 7 DASP citizenship qualities
- Special privileges/treats based on the children's choices
- Individual class reward systems, e.g. stickers, certificates, dojos, whole class learning walls.

Playtime Procedures

Three members of staff are on duty on the main playground each day, supported by Playtime Pals, whilst one member of staff is on duty within the courtyard. Playtime Pals assist with practical responsibilities during and after playtime. They also are trained in conflict resolution and reconciliation for minor disputes on the playground. Through this they try to encourage forgiveness and reconciliation between children. Unless they are at a designated club, children should stay outside during playtime, except in an emergency. Each day there is one specially trained teaching assistant on medical duty. There are rotas (KS1/KS2) in place for the use of the playtime equipment. Playtime lasts for 15 minutes and two minutes before the end the member of staff on duty in the courtyard sends two children to the staff room to collect the bell (alerting the teachers that playtime is about to finish) and then takes it out to the teacher on duty in the main playground. When the bell is rung all children must stand still and silently. The Class cards are

then held up to show children their turn to walk to their class lines and wait quietly for their teacher to arrive. Teachers need to ensure that they are there on time to lead their classes calmly inside.

Wet Playtime

The duty teacher will make a decision to stay in and send a message around the school. Teachers remain in their classrooms to supervise children. Each class will provide activities for the children and the procedure for this is made clear to children, supply teachers and lunchtime staff.

Lunchtime Routines

KS1 children start lunch at 12.00 and KS2 at 12.15pm. Children walk up to the hall at the appropriate time and lunchtime staff take over their supervision after the children have been settled. Lunchtime staff should be treated with the same respect as other adult staff in the school.

The children are expected to place their own rubbish in the bin and any uneaten food should be replaced in lunchboxes and taken home (with the exception of school meals). There is close liaison between teaching and lunchtime staff. At the end of lunchtime play the same procedure as morning play is followed: the bell is rung twice and children line up in class groups at 1.00 to be collected by their teachers. Any feedback, whether positive or negative, can then take place between supervisor and teacher. Lunchtime staff are aware that they can send for a class teacher if behaviour is particularly physical or disrespectful towards staff and children.

The school Bus

Behaviour on the school bus is expected to comply with school rules and is monitored on a regular basis. When necessary the head teacher will remind children about their responsibilities when on the bus and deal with any issues arising. Children follow a bus charter and a behaviour log is kept to monitor behaviour. If there is unsafe behaviour, a phone call to parents will be made.

Strategies for dealing with negative behaviour

It is hoped that most of our strategies will be preventative ones, based on our Christian Values, establishing good relationships, high expectations and clear guidelines.

In dealing with surface behaviours, staff try not to let the intervention outweigh the targeted disruption. Techniques such as planned ignoring, non-verbal cues, moving closer to inappropriate behaviour, quietly removing tempting objects, allow the teacher to remain on task and not interrupt the continuity of the lesson.

Discipline is skill developing and constructive, it is directed at changing the behaviour and decreasing shame. We aim to maintain a high praise/discipline ratio. We offer each child the opportunity to make a fresh start after an issue has been dealt with. In instances where behaviour disrupts the learning, happiness or safety of others, we will have a clear sequence of measures understood and utilised by all staff, including supply teachers:

Consequences and Sanctions

1. Verbal reminder of expectations
2. Use When...then.... to reinforce request
3. Use 'If...then' Explain logical consequences of repeating/continuing with unwanted behaviour
4. Logical consequences carried out immediately, discipline (teaching learning growing)
5. Physically aggressive behaviour will result in the child having space and time to calm down before discipline takes place
6. Persistent unwanted behaviour will be referred to the Head teacher.
7. Formal discussion with child's parents
8. Individual behaviour plans will be created where necessary
9. One to one talk, explaining consequences of repeating the unacceptable behaviour

In cases where behaviour poses an immediate threat to any person's safety, refer to the Reasonable Restraint Policy below or send Red Card to nearest member of staff or the office. If necessary children will be temporarily removed to a safer place.

Reasonable Restraint Policy

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils' (*'Use of Reasonable Force'*, Department of Education, July 2013)

When reasonable force will be used:

- To prevent pupils from hurting themselves or others
- To prevent pupils damaging property, or causing disorder
- In school, force is used to either control pupils or restrain them
- All members of school staff have a legal power to use reasonable force
- Parents will be informed of any such measures as well as the reasons for taking them.

Searching Children

The school has the right to search any child, with their consent. A member of staff would make the decision for this to happen, and this would only be undertaken with a member of staff and with parental consent. (See guidance -Searching, screening and confiscation, DFE, January 2018)

Anti-Bullying Policy

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

Taken from *'Preventing and Tackling Bullying'* (Department of Education, 2014)

Bullying behaviour is not tolerated at St. Mary's. Our approach for dealing with this behaviour involves initial discussion with the children and parents if appropriate. We use a problem-solving approach to finding solutions, role-play, counselling through ELSA, Circle Time according to needs. If these strategies do not work then further steps will be taken, see sanctions above. Any bullying occurring out of school will also be investigated in accordance with government recommendations.

At all times we ensure a fully inclusive environment to ensure that even if bullying has occurred and been dealt with the child will not fear any further bullying. All classes have systems such as 'talk boxes' where children can request to speak to a member of staff privately if they have any concerns.

All teachers need to openly discuss differences between pupils which could motivate bullying. All teachers follow the Jigsaw PSHCE schemes of work, and circle time can be used spontaneously if any issue arises between children to do with differences or any type of prejudice.

Pastoral Care

Pastoral care will generally be offered by the class teacher, teaching assistant or Parent Support Advisor. All classes have fortnightly class council meetings which feed into fortnightly school council meetings. During these meetings any concerns or comments to do with behaviour or school organisation can be discussed. When a child needs more individual, prolonged, specialist or intensive counselling, for example to deal with emotional problems or long-term behaviour modification, this will be discussed with the SENDCo. This may involve using specially-trained staff develop social and emotional skills with selected children either individually through ELSA or in a small nurture group in class. In addition to this our school nurse provides a targeted counselling course for children who need a range of support. Children may also be referred to the Behaviour Support Teacher. Year 4 children receive specific support for transition to middle school through our Learning Transition Mentor employed by DASP to work between the feeder first schools and St Osmund's Middle School.

Staff Training

When required we are supported as a school by the Behaviour Support Service, and can call on them for any support or advice if needed, either for individual children or any members of staff.

E Safety

'The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside of school. Cyber bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click.'

Taken from *'Preventing and Tackling Bullying'* (Department of Education, 2014)

St Mary's is committed to a zero-tolerance approach when it comes to all types of cyber bullying. Measures in place to prevent this include regular training sessions with the education officer from Dorset Police to discuss cyber bullying and safety online. This is included as part of our annual e-safety day. All children and staff have also discussed and signed an 'acceptable usage' policy which sets out rights and responsibilities when using technology in schools.

