



# The CofE Federated Schools of St Mary's and St Saviour's



## St Mary's Behaviour Policy

Ratified: Autumn 2018 Next Review: Autumn 2019

### Christian Values

Our Christian Values underpin our whole school approach towards behaviour.

St Saviour's core values are: **faith, forgiveness, respect, truth, love, tenacity and serenity.**

### Aims/Expectations

We aim to:

- Develop in pupils, staff and parents a sense of self-discipline and an acceptance of responsibility for their actions.
- Create a safe, relaxed, happy and effective environment where there is mutual respect between all members of the school community and adults provide positive role models by their attitude and actions.
- Ensure children assume a positive role by: moving around school safely, calmly and quietly and taking care of the school environment and resources.
- Ensure staff have heard all sides of any dispute before taking action.
- Recognise that it is the behaviour which is not acceptable and not the pupil as a person.
- Comply with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with SEN

### Parental involvement

Parents are prime role models of behaviour for children. We recognise the importance of and value parental support: teachers will engage regularly and openly with parents. Parents accept their responsibilities by signing a Home School Agreement. Where appropriate, we use home/school books to encourage positive behaviour from children. Any parent who has a complaint should first talk with the class teacher, then the Executive Head (EHT)/Head Teacher (HT)/Deputy Head (DHT)/Assistant Head (AHT). Unresolved matters should be put in writing to the Chair of Governors via the school office.

### Sanctions

We realise that sometimes children will behave inappropriately towards adults or other children. In all disciplinary actions it is essential to understand fully that it is the behaviour which is not acceptable and not the pupil as a person. The school will seek the involvement of outside agencies where appropriate. Where pupils show they are unable to display behaviour for learning, they will spend time supported by the learning mentor. Parent/Carer will be informed.

### Rewards

The emphasis is on a positive approach of encouragement and praise. Teachers use a whole school and class rewards, including 'Stay on Green'. All staff can send pupils to the EHT/HoS/DHT/AHT/LOLB/PL or another teacher to acknowledge good behaviour or work.

At weekly celebration assemblies, children from each class are nominated for Stars in recognition of good work/behaviour. Parents are notified of these and are encouraged to attend assemblies. We recognise good behaviour with respect to the school's Christian Values by awarding special Values cards which children take home, signed with a note from the teachers/ other staff member. Children are recommended by their teacher for Child of the Term Award.

Children who have shown outstanding behaviour or effort are recognised by each teacher with an 'Outstanding' behaviour card, posted home.

Each week, a child is nominated from each year group to join the HT for lunch (Y3-6) or afternoon tea (Y1-2) in recognition of outstanding behaviour, as well as children on behaviour books, who have successfully stayed on green all week, on a special table to reward their effort.

Role models are identified on a monthly cycle and parents are informed and invited to a special assembly where their child will receive a role model badge. Year 6 role models will also receive a school blazer, as will the members of the school council. They are also eligible to apply for a prefect job.

### 'Stay on Green' Behaviour steps:

1. One formal verbal warning (following informal warnings and positive behaviour strategies as appropriate).
2. Yellow card on 'Stay on Green' display - time out in class 5 minutes. Each class will have a labelled 'Time Out' chair.
3. Red card behaviour: 10 minutes in another class with work.
4. If a child continues to receive red cards, parents/carers will be contacted by the teacher – either in person, by phone or by letter – to arrange a meeting between parent, child and teacher to discuss behaviour issues.
5. If two red cards are received within a 24 hour period, child will spend their lunch in the SLT reflection room.
6. If 'red card behaviour' continues, then subsequent meetings will be called between parent, child, teacher and, subsequently, Phase Leader, Leader of Learning and Behaviour, Assistant Head, Deputy Head or Head of School, by letter, phone or in person.
7. Where behaviour is an ongoing issue, the school may choose to provide a Pastoral Support Plan (PSP)/daily behaviour book. The behaviour book will be monitored daily with a view to ending this strategy when a suitable number of continuous 'green days' is judged to have been achieved. PSPs will be reviewed half-termly with parents/teacher.

### **Minor inappropriate behaviour**

Normally handled by the class teacher or support staff/MDA:

- Persistent inappropriate talking/calling out or interrupting/wasting lesson time
- Not following instructions - e.g. place in the classroom/entering the building at play/lunch time without good reason
- Behaving in a disorderly manner in lines
- Spoiling the classroom environment
- Play fighting
- Minor rudeness towards other children (except in cases of racism/sexism)
- Eating in the classroom during lesson time (except on health grounds)

### **Sanctions/'Stay on Green'**

Teaching/support/ MDA staff may keep children in at break times/enforce time-out to reflect upon behaviour. Class teachers are to keep a detention book where their name and misdemeanour are recorded.

Persistent issues will result in an initial letter or phone call being made by the class teacher to inform the parents of the problem and to arrange to meet with them. If the behaviour continues, the EHT/HT/DHT/AHT/ Phase leader/ SLT will be advised by the class teacher of the difficulties and will remain involved as the EHT/HT/DHT/AHT/LOLB/PL deals with the issue under 'major inappropriate behaviour'.

### **Stay on Green in the Playground:**

Duty staff will deal with any disputes and difficulties. This includes:

1. Verbal warnings
2. Yellow card - 'time-out' where children are asked to reflect on their behaviour.
3. Red card – longer time out or sent to SLT if 'major inappropriate behaviour'. Note, children can go straight to red card/SLT if this is case.

The teacher/TA/MDA must inform the class teacher at the end of playtime/lunch of red cards. However, these will not be transferred to class 'Stay on Green' chart.

MDAs must complete incident forms for any misdemeanours at lunchtime. These are kept as a record and must be reported verbally to the class teacher, who will inform parents – except in the case of serious injury (e.g. head injury, significant cuts) where parents will be contacted by office staff.

### **Trips:**

Consideration must be made for those children whose behaviour may cause concern on trips. The child may be excluded from the trip on safety grounds. This decision can only be made by the EHT/HT. See *Educational Visits Policy*.

### **Major inappropriate behaviour.**

Typically these issues, which include persistent repetition of any inappropriate behaviour (having followed through on Behaviour Steps first) will be referred to EHT/HT/DHT/AHT/ Phase leader/ SLT.

- Persistent issues of minor inappropriate behaviour/ disruption during lessons (having followed behaviour steps/parent meetings)
- Deliberately ignoring adults, rudeness to adults or persistently refusing to follow their instructions.
- Pupil's who are found to have made malicious accusations against school staff
- Putting themselves or other children at risk due to significant Health and Safety issues.
- Physical/violent abuse of another person, child or adult, staff member or visitor to the school or fighting.\*
- Physical or verbal bullying, racist/sexist/homophobic/offensive language \*
- Any prejudice, discrimination or extremist views including derogatory language  
**See Anti-Bullying Policy and Preventing Extremism and Radicalisation Policy**
- Vandalism. \*
- Theft. \*
- Any drug related issue. \*

### **Sanctions**

The sanction for this type of behaviour is a letter sent home requesting parents to meet with the teacher and EHT/HT/DHT/AHT LOLB/PL to discuss the matter further. Playtime/lunchtime detentions will be set as appropriate. If the behaviour is repeated, a behaviour modification plan is agreed between the child, parents and class teacher. Extreme or repeated violence or racist/sexist /homophobic abuse may result in temporary or permanent exclusion. See **Exclusions Policy, Racial Equality Policy.**

Major inappropriate behaviour during lunch could result in the EHT/HT withdrawing consent for the pupil to remain at school for lunch when Health and Safety rules have been breached or such behaviour persists.

### **\* Investigations**

A thorough investigation of these offences will be carried out by the teacher and EHT/HT/DHT/AHT/LOLB/PL. If the offence is proven, the child may be suspended following the **Exclusions Policy**. When the child returns to school their behaviour will be closely monitored by the class teacher and Head of school. If such conduct is repeated, parents

### **Intervention groupings**

Where children are withdrawn from lessons for intervention groups, the TA/teacher will use adapted resources to follow the Stay on Green procedure and their status (green, yellow, red) will be transferred to the whole class chart on return to class.

### **Pupil Support**

It may be appropriate to identify pupils with behavioural difficulties as requiring additional Special Needs support. The school will seek the involvement of a wide variety of outside agencies where appropriate. See **SEN Policy**.