Behaviour policy

ST MARY'S C OF E PRIMARY SCHOOL

To be reviewed: **Annually**

Next review: **Spring 2025**

Date Approved by the Genesis Education Trust Board: **Spring 2024**

St. Mary's biblical vision is based on John 15 vs 12: 'Love each other as I have loved you.
We believe in 'Educating for Life' by encouraging the whole development of each and every child as a person made in God's image, unique, special and deeply loved by their Maker.

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1.   Aims

Our behaviour strategy provides opportunities for reflection to enable the children to transform their thinking and consider their behavioural choices in order that they understand and take ownership over wiser choices in the future. In line with our school's Christian vision and values, the policy is based on our commitment to honest reflection, reconciliation and forgiveness. These are essential in our approach as they build bridges, create a peaceful common future and sustain peace.

St. Mary's school biblical vision is John 15 verse 12 'Love each other as I have loved you'. Jesus' love for us is unwavering and we set out to learn from him by showing every child how valued and loved they are so that they in turn, learn to love themselves as well as each other. We believe in 'Educating for Life' by encouraging the whole development of each and every child as a person made in God's image, unique, special and deeply loved by their Maker.

Our Christian vision underpin our whole school approach towards behaviour. St. Mary's core values are faith, forgiveness, respect, truth, love, tenacity and serenity and we expect all members of our community's behaviour to reflect these values.

2. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework

- Poor attitude

- 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)

Serious misbehaviour is defined as:

- Persistent disruptive behaviour

- Repeated breaches of the school rules ((having followed through on behaviour steps first)

- Deliberately ignoring adults, rudeness to adults or persistently refusing to follow their instructions.

- Putting themselves or other children at risk due to significant Health and Safety issues.

- Any form of bullying

- Physical/violent abuse of another person, child or adult, staff member or visitor to the school or fighting. *

- Sexual violence

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism

- Theft

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

● Deliberately hurtful

● Repeated, often over a period of time

● Difficult to defend against

Bullying can for example include:

TYPE OF BULLYING	DEFINITION
Emotional	harassing, excluding or tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/bi-phobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

See our anti – bullying policy for more information.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher, teachers and staff

The Headteacher is responsible for overseeing the behaviour policy and all staff are responsible for implementing and supporting.

5.4 Parents and carers

Parents and carers are responsible for supporting the school in following the behaviour policy.

5.5 Pupils

Pupils follow the behaviour policy.

6. Mobile phones

We do not accept pupils to bring mobile phones on school premise apart from Year 6 pupils who have been given written permission from their parent or carer. There are exceptional circumstances for a Year 5 child to bring a mobile phone into school (when they walk to school independently for example). The same approach is taken in each case:

●   On arrival in school, the mobile phone is collected in

●   At the end of the day, the mobile phone is handed back to the pupil

●   Mobile phones are not allowed to be used on the school premise

●   School takes no responsibility for any lost or stolen phones

7. Responding to behaviour

7.1 Behaviour Management – Stay on Green policy

The emphasis is on a positive approach of encouragement and praise. Teachers use whole school and class rewards, including 'Stay on Green'. For example;

●   Verbal praise

●   Communicating praise to parents and carers via phone call, in person or written correspondence

●   Certificates, value cards and star of the week/ term assemblies

●   Recognition of achievement in our school newsletter

●   Positions of responsibility through our Young Transformers programme

●   Whole class or year group awards, such as a popular activity

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy on our school website for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour by following our 'stay on green' behaviour policy.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed and followed up.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Any misbehaviour will be monitored for recurrence.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour, for example:

● Sending the pupil out of the class for a short period of time

● A verbal reprimand and reminder of the expectations of behaviour

● Setting of written tasks such as an account of their behaviour

● Expecting work to be completed at home, or at break or lunchtime

● Loss of privileges – for instance, the loss of a prized responsibility

● School-based community service, such as tidying a classroom

● Referring the pupil to a senior member of staff

● Letter or phone call home to parents

● Agreeing a behaviour chart

● Agreeing a pastoral support plan

● Suspension

● Permanent exclusions, in the most serious of circumstances

When dealing with misbehaviour, the school offers pupils the opportunity for honest self-reflection, reconciliation and forgiveness. Each time a behaviour incident takes place, the child is asked to complete the reflection form. Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

● Causing disorder

● Hurting themselves or others

● Damaging property

● Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or member of the senior team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

● Proportionate

● Considered

● Supportive

● Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

● Responding to a report

● Carrying out risk assessments, where appropriate, to help determine whether to:

○ Manage the incident internally

○ Refer to early help

○ Refer to children's social care

○ Report to the police

Please refer to our child protection and safeguarding policy for more information which can be found on our website.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy which can be found on our website for more information on responding to allegations of abuse against staff or other pupils.

8. Sanctions

8.1 Missing break or lunch time

A possible sanction that teachers can implement is for a pupil to miss part or all of their break or some of their lunch time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing this sanction, the school will consider whether doing so would:

● Compromise the pupil's safety

● Conflict with a medical appointment

● Interrupt the pupil's caring responsibilities

8.2 Sent to a different classroom

Being sent to a different classroom is a serious sanction and will only be used in response to our behaviour policy which has resulted in a red card. Staff will only ask a child to go to a different classroom once all 'Stay on Green' strategies have been attempted, unless the behaviour is so extreme as to warrant immediate response.

This sanction can be used to:

● Restore order if the pupil is being unreasonably disruptive

● Maintain the safety of all pupils

● Allow the disruptive pupil to continue their learning in a managed environment

● Allow the disruptive pupil to regain calm in a safe space

Pupils who have been sent to a different classroom are supervised by the phase leader in the first instance and will be removed for a maximum of ten minutes.

Pupils will not be in a different classroom for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child has been sent to a different class as a sanction.

The school will consider an alternative approach to behaviour management for pupils where appropriate:

● Meetings with phase leaders

● Use of support staff

● Short term behaviour report cards

● Long term behaviour plans

● Pupil support units

● Multi-agency assessment

Staff will record all incidents along with details of the incident that led to being sent out, and any protected characteristics of the pupil in the behaviour log on CPOMS.

8.3 Suspension and permanent exclusions

See our suspension and exclusion policy for more information

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Where appropriate, the school will adapt rules and sanctions for SEND pupils.

The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

9.3 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Short term adapted timetable
- Daily contact with pastoral lead
- Communication book with personalised goals and comments

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils both transitioning into school and as they transition to secondary school.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

All staff receive regular training on our behaviour strategy.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will monitor behaviour incidents an in particular evaluate the relationship between attendance, suspension and permanent exclusion. All stakeholders are given opportunities to feedback and evaluate the school's behaviour culture.

Governors will be provided with data on any serious incidents, suspension and permanent exclusion.