



Behaviour Policy

ST. MARGARET'S CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR POLICY

Matthew chapter 5, verse 14 to 18

"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."

Good behaviour is a prerequisite to effective teaching and learning and the creation of a positive school ethos.

At St. Margaret's School we value each child equally and as an individual and strive to provide the best education possible, within a stimulating, happy and caring environment, inspired by Christian faith and practice. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect, together with a willingness to show humility and forgiveness, as basic requirements. This is reflected in our restorative approach towards dealing with incidents of inappropriate behaviour.

RATIONALE

'Forgive us our sins, as we forgive those who sin against us'.

The rationale for this policy is based on the Christian values of love, respect and forgiveness. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop into caring and responsible adults. Good behaviour will be rewarded and inappropriate behaviour dealt with using a range of sanctions but the Christian message of forgiveness will be implicit in all we do. It will always be clear that it is the behaviour we find unacceptable and not the child.

AIMS

- To enable all pupils to achieve their potential in a safe, secure and caring environment.
- To implement procedures which reduce the likelihood of disruptive behaviour including bullying.
- To ensure rules, rewards and consequences are used in a fair and consistent manner.
- To use a restorative approach towards dealing with behaviour issues in order to:
 - promote a sense of community and a shared ethos and purpose in school.
 - promote courtesy, respect and tolerance of difference throughout the school.
 - promote an emphasis on positive encouragement of appropriate behaviour.
- To enable everyone in school to achieve success and thereby promote the development of self-esteem and mutual respect.
- To encourage pupils to recognise that they have responsibility for their own actions.
- To work in partnership with parents in order to maintain positive behaviour.

OBJECTIVES

Pupils should have the opportunity to:

- Be taught what behaviour is expected and what is unacceptable.

- Be shown respect and have their opinions listened to, valued and taken account of.
- Develop self discipline.
- Develop their self worth through success and the carrying of responsibilities.
- Work in an orderly, caring and supportive atmosphere, where effective learning can take place.
- Be treated consistently, fairly and equally by teaching and non-teaching staff.
- Experience praise and reward for positive achievements and understand the consequences of inappropriate behaviour.

INCLUSION POLICY

The Inclusion Policy will be followed to ensure that all children are treated in a fair and just way, whatever their race, gender, religion, intellect or physical capacity, social or cultural background. Inclusion at St. Margaret's means that:

- Every member of the school community is considered of equal importance and value and treated accordingly
- Every member of the school community should expect to be treated with courtesy and respect irrespective of differences and should expect to behave this way to all other members of the community
- Every member of the school community should be fully included in every aspect of school life unless, exceptionally, this is contrary to their best interests
- Where full or meaningful inclusion is hard to achieve, creative solutions should be sought to overcome obstacles
- Everyone is actively encouraged to reflect on issues of inclusion so that inclusive practice becomes automatic and embedded

GUIDANCE FOR STAFF

Staff (teaching and non-teaching) should always be seen to be fair and consistent when dealing with children. As far as possible, good behaviour should be developed through a system of praise and positive rewards.

It is important to create an interesting and attractive classroom environment where children's work is well displayed. In this way children know that their work is valued. A well organised class and lessons which are well prepared and enthusiastically delivered and where pupils are aware of the lesson purpose and what is expected of them, all help to secure good standards of behaviour.

Staff should:

- Develop good relationships with all pupils and know all children in their own class as individuals, i.e. know their names, personalities, interests, friends and family.
- Keep pupils interested and minimise opportunities for disruption. This means thinking about classroom layout, grouping of children, matching work to ability, pacing lessons and being enthusiastic and using humour to create a positive classroom atmosphere.
- Ensure an orderly entry and exit to school and to classrooms.
- Get lessons started and pupils settled promptly.
- Be flexible in order to take advantage of unexpected events.
- Continually "scan" the behaviour of the class.

- Be aware of their own behaviour, e.g. tone of voice or stance.
- Model standards expected from pupils, e.g. courtesy.
- Treat pupils as they would wish to be treated themselves.
- Emphasise the positive by praising good behaviour and good work.
- Make the rules for classroom behaviour clear to pupils and explain why they are necessary.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands wherever possible, being fair and consistent, and avoiding sarcasm and idle threats.
- Make sparing and consistent use of punishments. This includes avoiding whole group punishment (which children see as unfair). It also means avoiding punishments which humiliate children, for example, by belittling them, as this breeds resentment.
- Analyse their own classroom management performance and learn from it.
- Make use of our restorative approach whenever it is appropriate to do so. (see Appendix A)

All staff (teaching and non-teaching) have a responsibility for managing the behaviour of pupils when they are not under the direct supervision of their own class teacher.

REWARDS

At St. Margaret's School we consider it is important that praise and rewards should have considerable emphasis within school in order that pupils achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, a positive attitude, caring for others, good behaviour and adherence to school rules.

It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

It is important to develop and maintain consistency in the application of the reward system, whilst ensuring that rewards are appropriate to each child.

Positive rewards would include:

- General praise and encouragement in lessons, which should be used as much as possible.
- Praise from the rest of the class, another class or member of staff. (Some pupils who lack self esteem or are socially unskilled may find it hard to accept public praise and private praise may be more effective).
- Headteacher or other senior staff to be invited to praise individuals, groups or classes.
- Dojo points, stickers and stars
- Choice of a favourite activity.
- Display of pupils' work.
- Notes and messages to parents where appropriate.
- Receiving a 'Letting your Light Shine' certificate in KS2 Awards Worship. When presented with this award, children will also be given a star sticker to wear on their jumper and a second star to display in the classroom. Each class' display will reflect the children's hard work in supporting our school vision and values.
- Head teacher Awards given in the Foundation Stage and KS1. These are presented in Celebrations Assembly and include Head teacher Award stickers and a 'You've been Spotted' award to a pupil who has been seen demonstrating good behaviour.
- Achievements out of school recognised in Celebrations Assemblies.

SANCTIONS

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour. These should make a clear distinction between serious and minor infringements of our School Code of Conduct.

An appropriate sanction is one which is designed to help the child to understand the link between their behaviour and its repercussions and to encourage better behaviour in the future. It is inappropriate to punish whole groups for the misdemeanors of a few or to impose a sanction which is designed to humiliate.

There is a relationship between our Behaviour Policy and our **Policies for Equal Opportunities and Anti Bullying**. Sanctions relating to all kinds of prejudicial bullying will form part of agreed school practice. All alleged bullying incidents are investigated and recorded on CPOMS and an LA form is completed for the investigation and reporting of any alleged prejudicial incidents - copies must be given to the Head teacher and Deputy to process and record. Parents must also be informed of the investigation. (This policy should be read with the individual policies for the above).

Where sanctions are necessary, the first line is the individual staff sanction which may be followed by referral to the Team Leader. The final line of referral is the Headteacher. **Professional discretion is needed when determining how an incident should be progressed**. A very serious incident may demand the immediate involvement of the Head teacher or a senior member of staff. Relatively trivial misdemeanors should never require their involvement, as this diminishes the impact of such referrals.

Staff should also use professional discretion about keeping parents informed. Parents should always be contacted to discuss any recurrent or serious incidents; all prejudicial incidents; and those involving bullying.

Current practice is:

Staff always listen to the child's point of view before implementing sanctions. If there has been an altercation between children, a restorative conversation will take place.

1. Individual staff use the following sanctions, after warnings have been given:

- Verbal reprimand - 'that is your 'look'.
- This is followed by a discussion concerning the behaviour and reminder of school's expectations.
- Where appropriate, following this, the child may be withdrawn from the situation (to another space in the classroom or another teacher).
- Time out to 'Reflect' (e.g. 15 minutes break time), where a reflection sheet is completed (initially in their own classroom under the supervision of an adult).
- Punishment 'to fit the crime' e.g. clearing up litter, letter of apology.

2. Where the above sanctions and rewards do not lead to the intended improvement in behaviour, further incidents will be recorded and tracked through CPOMS. A referral may be made to the Team Leader who will give advice on strategies to modify the child's behaviour/speak to the child (ren). This will be done through 'Reflection' in KS2 with Team leader and 'Time-Out' in KS1.

3. On the third occasion, **parents** will be informed of the problem and invited to discuss the matter with the **Team Leader** and **class teacher**. An improving behaviour programme will be agreed and the support of parents sought eg. Child to be given an age appropriate behaviour chart, to be completed by all adults in school supervising the child. This would report all incidents of good and poor behaviour. Chart to be seen by Team Leader and parents on an agreed timescale, (e.g. daily, weekly, as appropriate). Parental help sought in rewarding good progress and imposing sanctions for no improvement. Records to be kept and Headteacher kept informed.

5. In the event of no improvement in behaviour, a meeting to be arranged with the **Headteacher**, **Team Leader**, **class teacher** and **parents** to agree the way forward.

6. Involvement of **outside agencies** (Behaviour Support Team / Educational Psychology Service).

7. Continued unacceptable behaviour during school time or lunchtime would result in **fixed term exclusion**. Agreements of acceptable behaviour and levels of support to be made with parents and child before they return to school. For pupils who have been excluded for more than two periods within a term the Governing Body may decide to offer the parent a Contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

In the event that a child is excluded for more than five days, from day six, that child will attend a dedicated room at Neville's Cross Primary School, accompanied by a classroom assistant from St Margaret's C.E. School.

Permanent exclusion from school would be the final stage in this process after all other avenues had been exhausted. Any exclusion would be carried out in line with current LA guidelines and procedures.

MINI BUDS/BUDDIES/PSHE

St. Margaret's School has Y2 Mini Buds and playground leaders from KS2 who help with activities during breaktimes. There are times when it would be appropriate to enlist the assistance of the Buddies in encouraging appropriate play at break times.

PSHE and Collective Worship Time can also be used to discuss the school Code of Conduct relating to school rules and appropriate behaviour in school.

Inclusion

God made everyone unique. For St Margaret's as a school, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who struggle to make good choices.

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with Phase leaders, SENCOs and in some cases, the Headteacher and the Deputy Headteacher.

It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents.

There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different response, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours. This needs to be regularly reviewed with both child and parents. Where necessary, outside agencies may be brought in to support the child eg Early Help (with parental consent), play therapy (with parental consent), brain training (with parental consent) and counselling (with parental consent).

When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways and this has been very successful to date. Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

Please see Appendix B for more information around recognising the impact of SEND on behaviour.

Behaviour Support Plans

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a behaviour support plan is required.

All plans are formally reviewed and updated every 4-6 weeks with the class teacher, phase leader and SENCo. The purpose of a behaviour support plan is to ensure that:

- The frequency and severity of challenging behaviour reduces
- Everyone working with a child on a BSP consistently uses the same, agreed, approaches
- Parents are made aware of the strategies that are being used at school
- Provides clear documentation

Following any incidents of extreme behaviour, there will always be a review to discuss what happened, what further support is needed and relevant records will be completed. Please see Appendix C to read more about the proactive and reactive strategies that may be used within behaviour support plans.

School Attendance and Part-time time tables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, e.g. a part-time time table may be considered as part of a re-integration package.

A part-time time table will not be treated as a long term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by fourteenth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

The Use of Reasonable Physical Intervention (in line with DfE advice July 2013 Use of Reasonable Force)

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm. In order to promote the safety of all children and staff in school, staff receive regular training in Team Teach as a CPD certified and recognised approach to deescalation and physical intervention. Physical intervention is only used when it is completely necessary in order to keep people safe and should be reasonable and appropriate. When using physical intervention, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent. Please see Appendix D for further guidance around the circumstances in which removal or physical intervention would be used.

Risk of minor injuries

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

In the event of any injury to a child or adult, a record will be made on our CPOMs system and reported, as appropriate, to the local authority. Parents will be informed.

Behaviour outside of school premises

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable.

Sanctions might be given by school for:

- Misbehaviour on school organised or school related activity
- When travelling to or from school
- When wearing school uniform
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

SCHOOL CODE OF CONDUCT

In General:

All members of the School should:

- **Show courtesy, respect and good manners at all times.**

(This includes looking after each other, speaking politely to members of our school and visitors,

avoiding sexist and racist language, listening to others and expecting to be listened to).

- **Show respect for the environment and other people's property.**

(This means keeping the school clean and tidy so that it is a welcoming place which we can be proud of. It includes taking care of our building, grounds, furniture, displays, other people's clothes and property and putting our own litter in the bins).

- **Make it easy for everyone to learn and the teachers to teach.**

(This includes listening carefully, following instructions, working hard, being quiet and sensible and not distracting or annoying anyone).

- **Move quietly and in a controlled way around school.**

(This means walking rather than running, pushing or barging and not shouting. It can also include being ready to help by opening doors or offering to carry things).

- **Keep our play areas enjoyable and safe places to be.**

(This means not playing aggressive physical contact games, play fighting or anything which is likely to cause someone to get hurt).

- **Follow rules which keep you and others safe:**

(1) No sweets or nuts in school.

(2) Swimming/PE kit/Forest Schools kit to be brought for lessons.

(3) All watches removed for PE - no other jewellery allowed in school.

(4) Children must not be allowed inside the PE equipment cupboard/storage area.

(5) Children never to be in the school building unsupervised by an adult.

(6) No money, cameras or mobile phones belonging to pupils are normally allowed in school.

-Mobile phones must be handed in to the school office for safe keeping during the school day. Money should also be handed in the school office or to the class teacher. Permission for cameras must be sought from the class teacher or Head teacher. NB- due to the Covid risk assessment, money cannot be handed in- any collection money goes straight into a bucket where it remains for 2 weeks, prior to counting. Mobile phones are being kept in a central place within the classroom.

This policy will be reviewed annually.

Appendix A

What is a 'Restorative Approach'?

- 'Restorative processes bring those harmed by crime or conflict and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.'
- (Restorative justice council, 2012)
- More info on Restorative Justice can be found at: <https://restorativejustice.org.uk/resources/woolf-within-peter-wills-story>

What a Restorative Approach Does

1. It provides those who have been harmed (victim) with a forum to 'have their say and be heard', which is vital to the healing process.
2. Secondly, it presents the offender (harmer) with an onus of responsibility for their actions, an opportunity to make some form of retributive acknowledgement.
3. It can form the basis of some kind of reintegration of the offender back into his/her community that might possibly prevent further offending.

Appendix B

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 legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, 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 take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)

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 EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Appendix C

Guidance about follow-up for incidents of extreme behaviour

Following any incidents of extreme behaviour, there will always be a review to discuss what happened, what support is needed and to complete all relevant records. The review will also discuss what were the triggers, and what might help in the future. Behaviour support plans and risk assessments are amended accordingly. It is important to note that the success of strategies should be continuously monitored. Where strategies are not working the decision needs to be made whether to (1) make adjustments (2) persist with strategies for longer (3) change the approach.

Examples of proactive strategies include:

- Removing or minimising identified triggers in advance
- Now and next board (including transition reminders) Language of 'first... then...'
- Explaining new situations before they occur
- Pre-teaching activity
- Visual timetable (establishing routine)
- Spot them being good - positive descriptive praise
- Choices - this or this
- Victory log
- Necessary adjustments to the physical environment (noise levels, seating arrangements)
- Visual aids (e.g traffic light cards, feelings cards, calm-down cards)
- Distraction techniques
- An agreed calming activity

Examples of reactive strategies (strategies that are used after the undesired behaviour occurs):

- Ignoring certain behaviours (e.g adult name-calling, swearing) if appropriate
- Reminding the child what is expected of them
- Distraction
- Removing the trigger related to the incident
- Any calming techniques including a calm space
- Reassurance
- Restorative justice
- Use of phrases to use and not to use
- Change of face/place

Appendix D

Physical Intervention and/or removal of pupil from class

Circumstances in which physical intervention would be used:

- when there is a real risk of harm towards a pupil or member of staff.
- to physically separate pupils found fighting and a verbal instruction to stop is not followed.

NB: It will **not** be used to remove a child from a classroom unless the child is being violent and causing harm to themselves or others.

The use of physical intervention covers a broad range of actions - involve a degree of physical contact to control or restrain children. Reasonable - 'using no more force than is needed':

- To prevent a pupil from committing an offence
- To prevent a pupil from injuring themselves or others
- To prevent a pupil from damaging property
- To maintain good order and discipline at the school or among pupils

What will happen when physical intervention is used:

- School will record what has happened including who witnessed it.
- School will record the views of pupils involved.
- School will ensure that staff have carried out a dynamic assessment and that actions have been necessary, reasonable and proportionate.

School will ensure that parents/carers are informed.

Removal

Removal may be used as a response to serious misbehaviour. Removal from the classroom will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We use removal for the following reasons:

- To maintain safety for all pupils following an unreasonably high level of disruption
- To allow the pupil to regain calm in a safe space
- To enable the pupil to be taken to a place where their learning can be continued in a managed environment.

When a child has been removed from class, they will be guided to a safe space where they will be supervised by an appropriate adult, directed by the Headteacher. Strategies to regulate the child will be employed.

Where removed children do not calm down, are unable to continue their work and continue to exhibit serious and unsafe behaviours, despite a range of strategies being attempted, school will phone parents to support with calming the child down. This will also help to restore stability for other children attending school.