



St Mary and All Saints CE Primary School



Behaviour Procedures

Key Document details:

Author: [Alexandra Butler](#)

Owner: [Matt Parting](#)

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[Kathryn Twine](#)

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Our school behaviour procedures should be read in conjunction with the White Horse Federations' Behaviour Policy.

Our Christian Vision

"I have come that they may have life, and have it to the full." John 10:10...

The Church of England has set out a bold Church of England Vision for Education that is deeply Christian, serving the common good. Their purpose in education is to enable the children, young people and communities we serve to flourish as they experience education for wisdom, hope, community and dignity.

Our Christian vision is underpinned by this. We are committed to providing the very best that we can for all children within a loving, safe, Christian environment. Our church school distinctiveness is central to all we do at our school and to the successful outcomes of our children.

St Mary and All Saints is a happy and friendly school where 'Everyone Matters'. We aim to provide the very best for every child in our school, where every child is known as an individual, loved and cared for whilst being guided to identify their talents and reach their potential within a safe and secure Christian environment. This is based on John 10:14.

Jesus said, "I am the Good Shepherd, I know my sheep and my sheep know me."

Our Christian Values

Our school has chosen six Christian values to follow and guide our learning community: trust, respect, love, appreciation, compassion and perseverance. Everything we do at school promotes these values. Our values are visible or in action in the classroom, during collective worship, in the lunch hall, walking around the school, at break time on the playground, on school trips, during school clubs and everywhere we go.

Our aim is for members of our school community to contribute to making our school a loving and caring atmosphere where we all;

earn **trust**, from our peers and within the school community and beyond and where we trust ourselves,
show **respect**, towards everyone and everything around us,
demonstrate **love**, for one another,
express **appreciation**, giving thanks for everything we have,
are **compassionate**, striving to offer sympathy in the direction of others,
and always persevere, meeting challenges with resilience and determination

All members of our school community sign up to our Christian vision and values, which underpin all we do at our school, from forming relationships to academic achievement and school improvement. Our vision and values are evident in the children's attitudes towards their learning and everyone's positive relationships with each other in school.

Responsibilities of Pupils

- To live by the school values and to demonstrate them in school every day;
- To treat others with consideration and respect;
- To listen when others are speaking;
- To follow instructions from teachers and other members of staff;
- To try to sort out difficulties themselves, with support from adults if needed;
- To do their best throughout each day;
- To be ready for lessons and to have the equipment they need.

Rights of pupils

- To be able to learn to the best of their ability every day;
- To be treated with consideration and respect;
- To be listened to by peers and adults;
- To know what is expected;
- To feel safe;
- To be treated fairly.

Responsibilities of staff

- To live by the school's values and demonstrate them in school daily;
- To create a safe and stimulating environment in which pupils can learn, this includes using equipment and resources in age appropriate ways;
- To treat everyone with consistency and respect at all times, without regards to race, gender or ability;
- To demonstrate a positive attitude when dealing with poor or anti-social behaviour;
- To always model, reinforce and model positive behaviour;
- To communicate effectively with each other, children, parents and the wider school community.
- To undertake training on relevant topics such as ACEs to understand the impact of adversity and trauma on children's mental and physical health, development and life chances.

Rights of staff

- To be treated with respect by pupils, parents and colleagues;
- To be allowed to teach to the best of their ability without disruption from pupil behaviour;
- To be listened to by all members of the school community;
- To be clear on what is expected of them in their role
- To feel safe;
- To be treated fairly.

Responsibilities of Parents

- To support their children in adhering to the school rules;
- To ensure their children attend school on time every day;
- To ensure that children have uniform and equipment they need every day, e.g. PE kit
- To tell the school if they have any concerns about their child.

Rights of Parents

- To know their children are safe;
- To feel that their children are treated in a fair manner and with respect;
- To know their children are given every opportunity possible to learn at school;
- To be able to raise concerns with staff and to be well informed about their child's progress.

Organisation

Praise and positive reinforcement are the main means of achieving our aims. All children need to feel valued, respected and safe. In addition, they need to develop a sense of self-worth, responsibility and belonging. The security of clear, fair and consistent rules, with praises for children following those rules, is a major part of our procedure.

Playground Expectations

Demonstrate our values by:

- Playing together and choosing games which don't hurt others
- Using playground equipment safely and not bringing any inappropriate objects
- Letting other children get on with their own games
- Including others in games
- Stop and listen when the whistle is blown. Line up when second whistle blows.
- Show respect to all adults and children by listening to them when speaking.

Break and lunch time behaviour

Incidents of poor behaviour at breaktime will be reported to the class teacher. Lunch time incidents will be reported by the lunchtime staff using the behaviour skip system and passed to the class teacher. These are then passed to the senior lunch supervisor for recoding. Any incidents of significance are referred to the principal and recorded on CPOMS.

Class Expectations

Classes make their own Class Charters at the start of the new academic year. They are displayed in each class room and show the rights and responsibilities of every child in the class. The rights come from the United Nations Convention on the Rights of the Child (UNCRC), and the responsibilities are created and agreed by the children. We are a Rights Respecting School, recognised by UNICEF, and currently Bronze certified. This means we put significant importance into respect for ourselves and others, as well as the local and global community. All expectations are discussed regularly in through worship, PSHE, in school council meetings and in other class time. Children aged 3-5 in our nursery follow the same behaviour procedures albeit with appropriate age-related variations.

School System to promote positive behaviour

At St Mary and All Saints CE primary School we have a whole school system of managing behaviour. We use a simple three stage visual system, Sunshine – where everyone starts the day and stays if they demonstrate positive behaviours, a dark thunder cloud which is where children who demonstrate poor behaviour are placed until they can demonstrate positive behaviours and a rainbow where those demonstrating exemplary behaviours are placed.

Rewards and sanctions must not be confused with bribery. Materials rewards such as cups, trophies, stickers and certificates are awarded for appropriate social behaviours as well as academic effort and achievement. Children are praised consistently for demonstrating Christian values. Other rewards include dojo points and the whole school SMAS rewards that result in awards. Other forms of praise include postcards sent home, texts to families, class-based stickers, being mentioned in celebration assembly or newsletters or on school social media.

Discouraging anti-social behaviour

We believe that for effective learning to take place in class, a quiet, firm insistence on high standards of behaviour needs to be established at all times. This must be consistent across all year groups at all times by all staff. We understand that some children may need extra support to achieve success in learning social behaviour and that their development in this area takes place at different rates. All staff take care to ensure that children are shown respect at the same time as rejecting the bad behaviour. It is the behaviour that is rejected not the child. Children's self esteem can be maintained if sanctions are seen to be fair and just.

We believe sanctions should be given sparingly and quietly as not to humiliate a child. Every day is a new day and a fresh start, regardless of what has taken place the previous day. If a child is not demonstrating our values or is making poor choices, they will be given a quiet warning. If their choices do not improve, they will be given a reminder about this value and how they can work harder to demonstrate it in future. If this issue is not fixed quickly, they will meet with their phase's team leader to discuss the value in more detail. If this does not have an impact then they may be referred to the vice principal or principal. On return to class a child should be given the opportunity to demonstrate this value and praised where possible.

Teaching appropriate behaviour

Our school community is expected to follow expectations as set out in this School Behaviour Procedure. Social and interpersonal behaviours are taught like other learned behaviours such as learning to read, to write and to spell. These are taught through PSHE lessons, through assemblies and collective worship and through personalised programmes such as ELSA or from support for the FSW or other professionals.

As a school we ensure that all staff working directly with children/young people have a knowledge and understanding of the impact of adversity and trauma on children's mental and physical health, development and life chances. We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn

Inappropriate behaviours

In cases where extreme negative, repeated or very dangerous behaviour is experienced at school, appropriate action will be taken. This may involve a Fixed Term Exclusion from school and in very extreme cases a Permanent Exclusion. Examples of extreme cases might include a child's involvement in dangerous activity that compromises the safety of themselves and others or becoming involved in unlawful or criminal activity. All serious misdemeanours will be considered individually, based on the actions linked to the age and maturity of the child.

Where children may pose a threat to their own safety or that of others, staff who are trained in physical intervention may use appropriate strategies. In the event of this taking place ALL incidents must be recorded in the school's bound book and the DSL and Head of school informed immediately. The person undertaking the intervention must also inform the child's family.

Behaviour records

Incidents of negative behaviour, including racism or bullying are recorded in the behaviour log as part of CPOMS our online recording tool. All staff can access. This system notifies the principal and DSL team.