



St Mary and St John Church of England Primary School

'Let all that you do be done in love.'
1 Corinthians 16:14'

Behaviour Policy

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St Mary and St John Church of England Primary School

'Let all that you do be done in love.'
1 Corinthians 16:14'

As a Church of England Primary School, we are committed to making St Mary & St John an inclusive environment, fostering curiosity, spirituality, creativity and respect. At our school we want everyone to feel valued, to explore the joy of learning, and to be the best that we can be.

This Behaviour Policy informs our practice when dealing with a range of behaviour, including bullying. It was written with our values of Respect, Empathy and Courage in mind. Any incidents of bullying will be dealt with quickly, sensitively, firmly and fairly, within our school ethos based on a restorative approach.

Aims

We aim to:

- Work together to create a school community with a high level of trust where all feel safe and secure
- Set up clear and consistent expectations of behaviour based on a restorative approach
- Promote self-discipline, independence and motivation
- Help all members of the school community to develop self-respect and a sense of personal worth
- Strengthen an ethos where individuals can empathise and understand that their behaviour is a choice and their own responsibility
- Celebrate achievement and success within the school community
- Acknowledge and praise positive behaviour choices

St Mary and St John Primary School Rules

These rules were decided in consultation with all children and staff in the Autumn of 2021:

- Ready
- Respectful
- Safe

Roles

Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently.

Pupils are expected to:

- Follow the school and classroom rules
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say
- Talk to a member of staff if they have a concern

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour. Adults in school are expected to:

- Provide a caring and effective learning environment
- Meet and greet at the door
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships, encouraging positive relationships based on mutual respect
- Plan lessons that engage, challenge and meet the needs of all learners, encouraging all pupils, whatever their attainment, to achieve and to be the best that they can be
- Be calm and give 'take up time' when going through the steps
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Leader and outside agencies as appropriate
- Listen to the concerns of the child

It is the responsibility of all adults to implement the school behaviour policy ***consistently*** throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time.

It is the responsibility of the Head Teacher and Deputy Head to report upon the effectiveness of the Behaviour Policy as requested.

Role of Parents

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the Class Teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the Class Teacher promptly

Role of Governors

The Governors of the school support the Head Teacher and staff and:

- Promote the Christian ethos of Mary and John as a Church of England school where all are equally valued as members of the school community
- Foster an effective partnership between pupils, parents, staff and governors
- Support the maintenance of a caring, safe and nurturing environment where pupils can flourish
- Encourage a positive reputation in the community
- Ensure that the school community is safeguarded

Positive Behaviour Management

Positive behaviour management may be defined as the strategies the school employs to promote a well-ordered, purposeful school community. These strategies underpin the Behaviour Policy.

Guidelines

Children who make good choices in class and around school are commended for their efforts using the following methods:

- verbal praise
- approving signs/acknowledgements
- class rewards – e.g. time on the adventure playground
- sent to another Teacher/Head Teacher with work

Formulating Class Rules

At the start of the school year in September, each class discusses together their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all school members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children, using the language of 'Ready, Respectful, Safe'.

Reward Systems

- Children's good behaviour is recognised by verbal praise and thanks to individuals and groups
- Stickers may be awarded to individuals for special achievements, effort, kindness and helpfulness
- Two children from each class are awarded special certificates for achievement or effort, in Sharing Assemblies (Friday) once a week. When possible parents join us termly for some of these assemblies.
- Children from each class can be nominated weekly for entry in the Golden Book and receive a Head Teacher's Award for especially good work
- Individual and class reward systems may be used where appropriate to support and encourage positive behaviour

Suggested Procedures for Dealing with Disruptive Behaviour

Where there are incidents of **low-level** disruptive behaviour:

- Focus on positive role models e.g. "Thank you [name] for showing me that you are ready to learn."
- Non-verbal cues
- Divert attention
- Stimulate a new activity or interest
- Change location e.g. seating
- Have a restorative conversation with the child
- Support from other adults
- If appropriate, let the parents/carers know as soon as possible to discuss strategies

Where there are incidents of **high-level** disruptive behaviour – examples are: stealing, damaging the school environment, physical attack, racist attack, sexually inappropriate behaviour, derogatory language, bullying.

- Imposed class-based time out in a safe space e.g. in another class, with a member of the Leadership Team or with a Teaching Assistant

- Parental involvement in consultation with the Class Teacher and the Phase Leader, SENCo or Deputy Head
- Miss playtime (all or part)
- Alternative arrangements for managing unstructured times e.g. sports activity, time/activity with a trusted adult
- Persistent behaviour difficulties may result in referral to appropriate outside agencies e.g. Independent consultant, Mulberry Bush, CAMHs, who will support the school in managing the child's behaviour

All incidents will be recorded on CPOMS, an internal system used to monitor behaviour.

Non-adherence to Positive Behaviour Policy - Summary of Procedures

These procedures assume a gradual increase or persistence in unacceptable behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature (i.e violence) then it is acceptable to skip stages, e.g. child may be given an internal exclusion.

There may also be occasions which would warrant an internal exclusion (or seclusion) where he or she completes their schoolwork in a designated workspace within school and has their break periods away from their peers.

We expect that early intervention and discussions with parents will resolve most issues. Early involvement makes it easier to develop a positive partnership between school and home.

	Steps	Actions
1.	Reminder	A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. Ensure take up time is given. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2.	Warning	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Again, ensure take up time is given.
3.	Last chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous example of good behaviour. Use micro-scripts (the 30 second scripted intervention).
4.	Time out	Time out is a brief internal exclusion that may be a short time outside the room in a safe space, on the thinking spot, or at the side of the field/playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Record on CPOMS (internal system for monitoring behaviour).
5.	Repair	This might be a quick chat at break time in the playground, or a more formal meeting. The optional repair sheet can be used or it may be appropriate just to have the restorative conversation. Record on CPOMS.
Once stepped sanctions have been followed, if persistent behaviour continues, the following steps will be made.		
6.	Phone call home	Second time out (a longer internal exclusion to be spent in an area away from other children. The child is supervised by a member of staff). Parents must be informed by the Class Teacher.

7.	Behaviour Support Plan (BSP)	<p>A child who regularly misbehaves and who does not respond to the measures outlined above may be referred to the SENDCo and consideration for assessment by outside agencies and placing on the SEN register. In such cases, the following course of action will be followed:</p> <ul style="list-style-type: none"> • Staff co-ordinate discussion with Parent / carer re: incident / behaviour concerns. At this point a 'Personal Target Sheet' is considered. • Deputy Head is informed and SENDCo, Teacher, Parent and pupil are involved in drawing a plan of action. • A time scale and review date is to be agreed <p>External agencies may be included (Behaviour Support Service / Attendance and Engagement Officer / Educational Psychologist) and a new plan of action / contract may be created:-</p> <ul style="list-style-type: none"> ○ BSP (Behaviour Support Plan) ○ PSP (Pastoral Support Plan) A PSP is drawn up when the pupil is at risk of a Fixed Term Exclusion/Suspension. It covers 16 school weeks and aims to improve behaviour based on small step targets <p>The system helps the individual child to set realistic targets for himself/herself, and helps them to monitor and record their own progress. This programme is supported by Teaching Assistants and Lunchtime Supervisors as appropriate. Through discussion and comparison of behaviours with the Class Teacher and parents/carers, the child learns to reflect more appropriately on his / her own achievements and misbehaviour.</p> <p>If a Teacher or Phase Leader feels an individual child requires a 'Personal Target Sheet', they need to discuss their concerns with the SENDCo and Deputy Head. This will then be discussed with the child and his/her parents by Class Teacher.</p> <p>If it is agreed that the child begins a Personal Target Sheet, the Class Teacher and parents will need to ensure a high commitment to regular monitoring if it is to be successful.</p> <p>Record and upload copy of BSP to CPOMs. Ensure Phase Leader is alerted to incident.</p>
8.	Pastoral Support Plan (PSP)	<p>The PSP will be developed to help individual pupils manage their behaviour. The PSP will have the following common elements:</p> <ul style="list-style-type: none"> • Is school based • Has a nominated member of staff as overseer • Is automatic for pupils with several suspensions • Is automatic for pupils at risk of failure or disaffection • Will not be used to replace the SEN assessment record • Will have involved other agencies where appropriate • Is time limited and identifies short-term targets • May include selective exclusion (i.e. not on the school premises during lunchtime) <p>The PSP will be reviewed at a formal meeting every two weeks with Parent, HT, SENDCo and Class Teacher.</p>
9.	Suspension	<p>Suspension is not taken lightly, and only used after all other attempts to modify behaviour have failed. Suspension serves several purposes, including:</p>

		<ul style="list-style-type: none"> • To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour • To maintain high standards of behaviour in school • To secure the well-being and entitlement of other children and staff in school <p>If the Head Teacher decides to suspend a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding suspension. Appropriate work will be set by the Class Teacher. Examples of behaviour likely to lead to exclusion: Direct verbal or physical aggression / disruption / abuse towards a member of staff/child.</p> <p>The Local Authority must be informed.</p>
10.	Exclusion	<p>Permanent exclusion may happen as a result of repeated suspensions. It will only ever be considered after all other attempts to keep a child in school have been exhausted.</p> <p>The Local Authority must be informed.</p>

Summary of Behaviour Procedure for Playtime / Lunchtimes

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child has the right to be heard without interruption, at the appropriate time. On the playground, strategies to manage behaviour mirror that of the classroom.

- The first focus is on good behaviour with positive comments for those making good choices. i.e. rewarding good behaviour.

	Steps	Actions
1.	Reminder	A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. Ensure take up time is given. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2.	Warning	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Again, ensure take up time is given.
3.	Last chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous example of good behaviour. Use micro-scripts (the 30 second scripted intervention),
4.	Time out	Time out (a brief internal exclusion) might be a short time at the side of the field/playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. This is to be recorded on CPOMs as soon as possible.
5.	Repair	This might be a quick chat at break time in the playground, or a more formal meeting.
Once stepped sanctions have been followed, if persistent behaviour continues, the following steps will be taken.		
6.	Second 'Time Out' incident	Period of time (internal exclusion) to be spent with a member of the Leadership Team. Incident to be recorded on CPOMs. Parents must be informed by the Teacher.

Both procedures assume a gradual increase or persistence in challenging behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature, (i.e. violence) then it is acceptable to skip stages.

Staff will co-ordinate after school discussion with Parent regarding the behaviour issue. At this point it may be necessary to consider a 'Behavioural Support Plan - BSP'.

Positive Handling

At St Mary and St John CE Primary School, we aim to provide an environment that is free to learn by keeping children and staff safe from harm. We have policies and procedures followed by all our staff to try and secure the best learning and development for our children.

In order to further develop existing practice, we have decided to adopt the 'Positive Handling' approach as a whole school so that we are more able to fulfil our statutory duty of care to the children and to the staff. This will also allow us to respond to recent changes in government guidance on safeguarding practice that apply when physically moving or holding children.

Positive handling techniques seek to de-escalate situations swiftly, and avoid injury to children and adults. It is a graduated approach that moves towards the control of extreme behaviour by adopting the least intrusive intervention for the shortest period of time to achieve the aim. Positive handling strategies include physical and non-physical interventions. Physical interventions will only be used if necessary to ensure the safety of an individual child, group of children, or staff member. Examples include: the use of space; changes to the environment; stance and posture; facial expressions; intonation; simple positive messages.

The Department for Education (DfE) has issued clear guidelines for the use of physical intervention and the use of reasonable force. The school has copies of these guidelines which are available to you upon request.

If you have any questions concerning the use of safe behaviour management that includes physical interventions, please do not hesitate to contact the school. You can also seek advice from the Positive Handling website (<https://www.positivehandling.co.uk/>)

All positive handling must be recorded on CPOMs (internal system for monitoring behaviour). Please see the LA model positive handling policy for additional information.

We expect that early intervention and discussions with parents at an early stage will resolve the issue. Early involvement will make it easier to develop a positive partnership between school and home.

Related policies include:
SEND, Health and Safety, Anti-bullying, Positive Handling

Policy adopted – January 2022

Policy updated – October 2022

Next review date – October 2024

Appendix A



St Mary and St John Church of England Primary School

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Behaviour Blueprint

Adult Behaviour

- Kindness
- Consistency
- Calmness
- Patience
- Respectfulness and fairness
- Listening
- Acknowledgment and encouragement effort

3 Rules

Ready
Respectful
Safe

St Mary and St John's Values

Love – love of learning, love of others, love of the world around us.

Respect – developing positive relationships and a desire to protect the environment. We respect and value differences.

Empathy – through restorative approaches to relationships, we want to show kindness and compassion as we seek to understand others.

Courage – being brave as we model risk taking and mistake-making.

Aspiration – being ambitious in all we do, with no ceiling on learning.

Curiosity – through creative approaches, we are encouraged to ask questions, fostering a desire to explore the world around us. to develop our learning further.

Micro-script

I noticed you are ...

Are you being.....?

It was the rule about ...

You have chosen to ...

Do you remember last week when you...?

Thank you for listening.

Restorative Questions

1. What happened?

2. What were you thinking at the time? And how were you feeling?

3. Who's been affected? How?

4. What do you need to feel better?

5. What needs to happen to move forward/Put things right?

6. What should we do to put things right?

7. How can we do things differently in the future?

Appendix B

Optional Reflection Sheet (Option A)

Name:Class: Date:

What did you do?

Which rule do you think you broke?

Why do you think you did it?

What will you do to put it right?

What will you do next time?

Teacher comments:

Signed: Staff: Child:

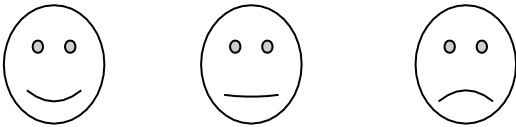
If used, scan and upload to CPOMs with incident information.

Optional Reflection Sheet (Option B)

Name: Class: Date: (Above completed by staff if necessary)

Which rule was broken?

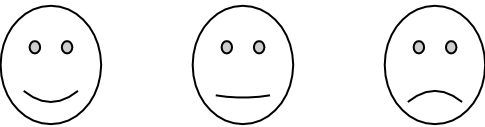
How do you feel?



How does the adult feel?



Is there someone else involved? How do they feel?



Talk with the adult about the choice you made.

Teacher comments:

Signed: Staff: Child:

If used, scan and upload to CPOMs with incident informatio

Appendix C



St Mary and St John Church of England Primary School

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At St Mary and St John CE Primary School, we expect everyone:

- ✓ to show respect for each other, our property and our environment.
- ✓ to be responsible for our actions
- ✓ to be punctual
- ✓ to treat others as we would like to be treated ourselves.
- ✓ to be truthful, kind, helpful, friendly and polite.
- ✓ to move sensibly and safely around the school
- ✓ to play sensibly and safely in the playground
- ✓ to value what others have to say.
- ✓ to work as a team.
- ✓ to include others in all that we do.
- ✓ to always try our best and ask for help when unsure.