



## **Behaviour Policy**

The Academy Governing Council of

**St Mary's C E Primary Academy**

**'Everything is possible for one who believes.'** Mark 9:23

**Dream, believe, achieve.**

Head Teacher:	Erica Holt
Chair of Governors:	Tori Swift
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## Introduction

The aim of this policy is to provide guidelines, expectations and consequences which will promote a safe and secure environment in which children are enabled to learn to their potential.

Educating children at St Mary's C.E. Primary Academy is a process that involves partnership between home and school so it is important to have a good working relationship to equip children with the necessary skills for adulthood. For these reasons we welcome and encourage parents and carers to participate fully in the life of our school where we teach and learn with kindness, friendship and forgiveness.

At St Mary's C.E. Primary Academy, we strongly believe in nurturing passionate, life-long learners to unlock their potential, within a caring, Christian family.

We will achieve this belief by;

- Developing the whole child, academically and emotionally
- Enabling every member of the St Mary's family to be the best that they can be
- Nurturing Christian values
- Sharing a passion and optimism within the school community
- Developing and teaching a stimulating curriculum
- Supporting families and the community in being aspirational and optimistic for all

## Aims of this policy:

1. To promote good and responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
2. Provide a **consistent approach** to behaviour management.
3. **Define** what we consider to be unacceptable behaviour, including bullying
4. Outline **how pupils are expected to behave.**
5. Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
6. Outline our system of **rewards and sanctions**
7. To link the Christian values of forgiveness and compassion into school life

## Whole School Expectations

1. Listen attentively and follow instructions.
2. Always try your best.
3. Keep hands and feet to yourself.
4. Be kind, polite and respectful.
5. Take care and be responsible for your own property and do not damage other peoples' or school property. Treat all property with respect.

These expectations promote our school values especially respectfulness and kindness. They will be displayed around school, taught at least once a term in class and in collective worship.

## Rewards for following the expectations

- Non-verbal praise
- Verbal praise
- Stickers
- Good to be green cards, raffle tickets and parties
- Lunchtime raffle tickets
- Weekly pupil value and behaviour certificates presented and displayed in celebration worship

- Pebbles collected towards a whole class reward

**Consequences for not following expectations:**

- Verbal statement of the wrong choice followed by a reminder of the expectation -once  
If a subsequent wrong choice is made then;
- “Its Good To Be Green” card system is followed.

Good to be Green means that every child starts their day positively with a green card displayed in their pocket of the Class Chart. The card says- ‘It’s Good to be Green!’ and the children soon learn to associate being on Green with a feeling of having done the right thing.

If, during the day, in lessons, or at break times, a child has received a reminder to change their behaviour then they will turn their card to a white card. If a child persists with wrong choices and has, for a second time, not followed a school expectation, then an amber Warning Card will be displayed over the top of the Green card. This gives the child the opportunity to reflect, consider and review their behaviour.

If a child is already on a Yellow Card and they have to be told again of not following an expectation, then they are turned to a red card, which means that they have time-out within the classroom.

If time-out happens twice within a morning or afternoon for Key Stage 1 pupils or within a day for Key Stage 2 pupils then they are removed from the classroom and sent to a member of Senior Leadership to have a time out in another class, key stage or safe space.

- All removals are to be recorded by the class teacher.
- Parents will be informed of removals
- Persistently removed pupils will require intervention strategies such as a behaviour plan to effect change.

Teachers will keep a record of any incidences that may occur between children in their class and keep records of classroom behaviour for their own reference.

Foundation Stage and Key Stage One children start the morning and the afternoon on a green card. Key Stage Two children start the day on a green card and are expected to follow the expectations through the day, starting again the next morning.

**Other consequences;**

Sometimes, alongside the consequences outlined in this policy, it may be appropriate for children to have work sent home to complete or to write a letter of apology in order for the consequence to have more meaning.

**Out of school activities**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

**Serious Misbehaviour**

Major breaches of expectations include physical assault, deliberate damage to property, stealing, leaving the school without permission, verbal abuse, repeated refusal to work and persistent and high level disruptive behaviour in class.

A serious incident will be referred to Senior Leadership Team immediately and parents will be informed. A meeting will take place to put in place strategies and targets to support a change in behaviour.

Such an incident may result in a child being excluded.

### **Fixed and Permanent Exclusions**

At any stage the Head teacher may impose fixed term exclusions if it is decided that circumstances warrant such action.

#### **Fixed period exclusion**

- A fixed period exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in 1 school year.
- If a child has been excluded for a fixed period, school will set and mark work for the first 5 school days.
- If the exclusion is longer than 5 school days, school will arrange full-time education from the 6th school day.

#### **Permanent exclusion**

Permanent exclusion means your child is expelled. The local council must arrange full-time education from the 6th school day.

### **Challenging fixed period exclusion**

Parents will receive a letter from school outlining the reasons that a child has been excluded. Parents can challenge fixed period exclusions if a pupil has been excluded for more than 5 school days in a term or an exclusion that will mean they will miss a public exam or national curriculum test. For exclusions of 5 school days or less, parents can ask the Academy Governing Council (AGC) to consider their views.

### **Challenging permanent exclusion**

Parents can challenge permanent exclusion with the AGC. If the Council agrees with the exclusion, parents may appeal to the Academy Trust. The AGC must tell the parents how to do this.

### **Lunchtime Supervision**

At lunchtime, the rules and expectations are exactly the same as the rest of the day.

Supervision is carried out by a team of Lunchtime Supervisors under line management from senior leadership team.

The consequences and how they are reminded and delivered are;

- Reminder
- Warning:-

I've asked you to...

Either you do it now or you will have to...

You choose to make the right choice or...

- 2 minutes away from your activity
- 5 minutes away from your activity
- Involvement of the class teacher

### **Anti-bullying**

We follow a strict anti-bullying policy at St Mary's Academy. Please refer to the policy in conjunction with this policy.

## **Roles and responsibilities**

### **Academy Governing Council**

The AGC is responsible for monitoring the behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **Headteacher**

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement the policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

The head teacher and staff work in partnership with parents to ensure that children have the best behaviour for learning possible. We work with parents to:

- recognise and support that an effective school behaviour policy requires close partnership between parents, teachers and children.
- support their child in adhering to the pupil code of conduct
- inform the school of any changes in circumstances that may affect their child's behaviour
- encourage parents to discuss any behavioural concerns with the class teacher promptly

### **Monitoring**

The headteacher and senior leadership team monitors the effectiveness of behaviour across school and if necessary make recommendations for further improvements.

A range of behaviour records are kept:

- Class teacher weekly record Good to be Green cards.
- Lunchtime staff report incidents to class teacher and record in their daily books.
- When children have been sent to the senior leadership team these are recorded on incident forms.
- The Headteacher records all fixed and permanent exclusions.
- The AGC monitors behaviour termly, including all fixed term and permanent exclusions.

## AIDE MEMOIRE OF CONSEQUENCES

ACTION	CONSEQUENCE
Task <u>avoidance</u> – wastes learning time in class due to lack of focus	Completes any un-finished work at break, lunch-time or take home
Low level disruption in class –shouting out, intentionally distracting other pupils so that the lesson is disrupted, seeking attention etc.	<ul style="list-style-type: none"> <li>• Verbal warning and if behaviour continues follow the Good to be Green cards system by turning the pupil’s card.</li> <li>• If disruption prevents other pupils from learning successfully, then the pupil will be removed from class for a time out in another class, key stage or safe space.</li> </ul>
Rudeness towards staff or ignoring instructions both in and out of class e.g. answering back, arguing with an adult	<ul style="list-style-type: none"> <li>• Verbal warning and if behaviour continues follow the Good to be Green cards system by turning the pupil’s card.</li> <li>• If challenging behaviour is severe and persistent, and time out strategies etc. have failed, then loss of break/lunchtime up to 5 days.</li> </ul>
<u>One</u> act of deliberate, <u>unprovoked</u> physical aggression towards another pupil, which compromises the health and safety of that child will be sanctioned by	<ul style="list-style-type: none"> <li>• Internal exclusion from the class</li> <li>• Internal exclusion from the playground at lunch and/or break-time for up to 5 days.</li> <li>• Parents informed - warning of fixed-term exclusion given for any re- occurrence of <u>deliberate aggression</u> towards others.</li> </ul>
A second/re-occurring <u>deliberate and unprovoked</u> physical assault on another child, which has compromised the health and safety of that pupil.	<ul style="list-style-type: none"> <li>• Internal exclusion up to 5 days</li> <li>• Fixed-term exclusion</li> <li>• Parents informed and Behaviour Support Plan implemented</li> </ul>
<u>Provoked</u> attack on another child – triggered outburst of aggression. E.g. Pupil has lashed out in response to being badly tackled in football by another pupil.	<ul style="list-style-type: none"> <li>• Good to be Green card system</li> <li>• Internal exclusion.</li> <li>• Parents informed of physical attack</li> </ul>
Unprovoked threatening and unpleasant behaviour towards other pupils - name calling, swearing etc.	<ul style="list-style-type: none"> <li>• Good to be green card system</li> <li>• Internal exclusion</li> </ul>
Deliberate damage to property e.g. knocking over furniture, throwing chairs etc.	<ul style="list-style-type: none"> <li>• Good to be Green card system</li> <li>• Internal exclusion</li> </ul>

Racist Comment e.g. calling someone a Paki	<ul style="list-style-type: none"><li>• Loss of lunch and break-time for up to 5 days</li><li>• Internal exclusion</li><li>• Parents informed - warning of fixed-term exclusion given for any re- occurrence.</li><li>• School to report on Racist Log</li></ul>
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### **Behaviour Agreement For Children**

As we welcome you back to school, we are sharing three new behaviour values that will make it a safe and caring experience for us all.

#### **Ready Safe Respectful**

**Ready** usually means on time, with the right equipment and ready to learn in every lesson.

When we come back **Ready** will also mean -

- Waiting calmly for the school gates to open staying socially distanced away from each other.
- School uniform and school shoes daily.
- You only need your PE kit, book bag, packed lunch and full water bottle. Leave everything else at home. **No** back packs, big bags or pencil cases.
- Children will be provided with their own stationery packs in school.
- Coming into school calmly through your designated door and washing hands as you enter the school building.

Being **Safe** would normally be walking around the school sensibly and playing positive games at playtime and lunchtimes.

When we come back, being **Safe** is our priority and will also mean -

- Keeping your distance from other people.
- Only using your own stationery and equipment in class.
- Staying in your designated seats during lessons.
- Using tissues for coughs and sneezes. Putting tissues in the bin as soon as you've used them.
- Following the designated routes around the school and following the rules about only two children in the toilets at a time.
- Making sure we wash our hands thoroughly for the recommended 20 seconds.
- Following the instructions of all staff during the day and especially at playtimes and lunchtimes.

Having **Respect** for each other is something you do really well and we display that with our body language and the words we use in conversation with each other.

When we come back, that **respect** is even more important because it shows we care about each other's feelings -

- Encouraging each other in our work with positive comments.
- Listening to each other if we want to share our ideas or how we feel.
- If we're worried about ourselves or our friends, sharing that with an adult.
- Being considerate about each other's feelings.
- Listening to adults and being considerate about the feelings of the adults supporting us.
- Trying our best in every activity.
- Being kind to each other as we enter and leave the school site.



