



St. Mary's C of E Primary Academy
COLLABORATIVE LEARNING TRUST



Behaviour and Relationships Policy

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Ms J Crisp – Deputy Head teacher

Introduction

At St Mary's C of E Primary Academy, a high standard of behaviour is expected at all times. Our school has a positive school ethos and we work hard to develop positive relationships with all members of our school community. Our school vision is at the heart of everything that we do and our learning culture is based on three important facts:

- learning is important
- everyone in the room matters
- good behaviour is the best way that everyone can get what they need.

At St Mary's the staff team recognise and accept our responsibility for being the key drivers to ensuring that our children demonstrate nothing less than high expectations and high standards of behaviour. Behaviour management begins with the choices that adults make and our behaviour as professionals. It is our understanding of, and ability to deal with relationships that will influence behaviour in our school. Our kindness, strong relationships and understanding of behaviour will lead to our school being successful and happy, and a place where both children and adults flourish. It is the responsibility of all adults at St. Mary's to set the tone of the school environment with their mood and manner – how we, as adults, present ourselves, the tone of our voice, our body language and the words we say have a huge influence on how our children will respond and ultimately on the culture that we will create within our school.

Our Vision

Develop the individual light in every pupil, so they can learn as much as possible and reach their unique potential. We want to ignite curiosity through our curriculum and create a culture of gratitude and good deeds. With hope and humility, we want our children to take on the world and make it a better place.

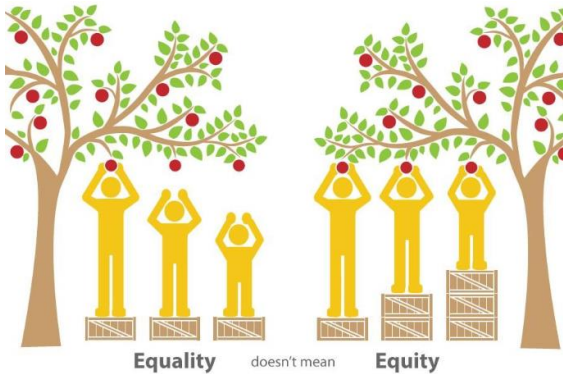
Let Your light
shine
before others,
that they may see your
good deeds
and glorify your Father in heaven.
Matthew 5:16

Aims of this Policy

- ❖ To promote a clear, fair and consistent approach to managing behaviour using effective systems and processes.
- ❖ To promote a safe, calm, happy and predictable environment which encourages each individual to achieve their own potential through a desire for excellence and where boundaries of acceptable behaviour are clear.
- ❖ To promote positive behaviours for learning in recognition of their importance as lifelong skills; where achievements at all levels are acknowledged and valued.
- ❖ To enable staff to develop effective skills in order to support children with their behaviour by promoting self-esteem, self-discipline and independence so that each child learns to accept responsibility for their own behaviour and is treated with unconditional positive regard.
- ❖ To promote building and maintaining strong and healthy relationships.
- ❖ To ensure that we can maximise learning time through disruption-free lessons.

Principles

At St. Mary's C of E Primary Academy we want our children to feel valued, safe and secure and to develop positive relationships with all members of our school community. This policy has been developed to ensure there is guidance for staff in order to promote positive behaviour around school and to manage incidents of misbehaviour in a consistent way.



We are inclusive to the needs of all of our children and we recognise that 'one size does not fit all' This policy will be applied with flexible consistency in order to meet the needs of the individual children and reasonable adjustments will be made for children with identified special educational needs. In doing this, we will never compromise on our expectations and standards but we will ensure that we understand the context of a situation, the individual needs of the child and we will show empathy and compassion.

Know the child, know the family, know the situation.

At St. Mary's most children self-regulate their behaviour and follow our school rules every day without needing regular reminders. Through a restorative practice approach we develop empathy within children for the feelings of others who have been affected by their actions.

General Expectations

At St. Mary's C of E Primary Academy we expect our children to show respect and consideration to each other, regardless of differences. Our rules, routines and expectations are set out in our Behaviour Curriculum and are explicitly taught to children at the start of the school year. Our school rules are 'Ready, Respectful, Safe' and within these rules we have defined key behaviours that we expect of our children.



Our Behaviour Expectations

"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."
Matthew 5:16

We let our light shine at St Mary's by showing these positive behaviours...

Ready

- I am ready and eager to learn.
- I am curious about my learning.
- I believe I can achieve, I challenge myself, I show resilience and determination and I am willing to have a go.
- I feel that I belong to St Mary's.
- I can get back on track if things go wrong.
- I can help others.

Respectful

- I am honest and tell the truth.
- I can work with others.
- I follow instructions and directions from adults.
- I am kind and welcoming.
- I do good deeds for others.
- I have good manners.
- I respect everyone.

Safe

- I make good choices to make the school a happy and safe place to be.
- I make sure my behaviour does not negatively affect others.
- I take care of other people and my school.
- I know how to ask for help.

It is the responsibility of adults to teach, reinforce and constantly model these expectations. Staff will do this through Worship, classroom discussions, interactions with children and through positive noticing. Staff will praise children when these expectations are met and challenge children when

they are not – consistency is key. Staff will use visuals on their lanyards to support verbal instructions and directions and to remind children of behavioural expectations.

Strong and clear routines and school codes are in place to support children with meeting our expectations. These routines are in place for:

- **the start of the school day routine**
- **Worship routine**
- **Listening Code**
- **Moving Around School Code**
- **Break and Lunch Time routines**
- **End of Break Code**
- **Dinner Hall Code**
- **the end of the school day routine**

“What we accept becomes acceptable”

Key Responsibilities

Head Teacher – the overall responsibility for maintaining positive discipline throughout the school lies with the Head Teacher. They will:

- establish a culture of and celebrate positive behaviour
- monitor a consistent approach to behaviour management in line with this policy
- authorise an exclusion or fixed term suspension when appropriate

Deputy Head Teacher - the Deputy Head Teacher will take responsibility for overseeing behaviour across the whole school. They will:

- establish a culture of and celebrate positive behaviour
- manage the induction of new staff and ensure they understand and adopt this policy
- support staff in managing behaviour and developing documents linked to behaviour (*e.g. graduated response, individual behaviour plan and individual pupil risk assessments*)
- provide staff training on areas linked to behaviour and relationships
- ensure policies are in place and reviewed and updated regularly
- set up whole school systems to maintain positive relationships and manage behaviour

SENCo– They will:

- oversee the specific needs of individual children across school
- provide support to staff, parents/carers and children for managing behaviour linked to SEND needs
- link with outside agencies to offer additional services

Class Teachers – the role of the class teacher is critical in creating and maintaining positive relationships with children. They will:

- create an environment that promotes self-esteem, self-discipline and independence so that each child learns to take responsibility for their behaviour
- have high expectations for behaviour and attitudes to learning, play and moving around school
- encourage, praise and listen to children
- implement key documents when a child's behaviour is raising a cause for concern
- know that each child is an individual and be aware of their individual needs
- contact parents/carers when behaviour raises a cause for concern
- follow the guidance in this policy for managing misbehaviour, arrange restorative conversations and record incidents on CPOMS

Support Staff and Lunch Time Supervisors – the role of support staff and lunch time supervisors is critical in creating and maintaining positive relationships with children. They will:

- have high expectations of children's attitudes to learning, play and moving around school
- encourage, praise and listen to children
- follow the guidance in this policy for managing misbehaviour, arrange restorative conversations and record incidents on CPOMS
- work alongside the class teacher to create a positive environment within the classroom

Parents / Carers – a positive home-school relationship is essential. Parents / Carers will:

- support the school in managing incidents of misbehaviour
- inform school of any concerns they have relating to their child's behaviour

Behaviour on the Playground

All staff will follow our Behaviour and Relationships Policy on the playground and they will continue to observe and reward positive behaviours. Any incidences of misbehaviour will be logged on CPOMS and followed up appropriately. If any children are consistently breaking our school rules, then their behaviour will be monitored and recorded.

Promoting Positive Behaviour

We want our children to follow our school rules and meet our expectations of behaviour because they are intrinsically motivated to do so and because they know that behaving is the right thing to do in society and in the community. We will acknowledge children who follow our rules and make the right choices and we will praise and reward children who go over and above our expectations.

As part of our universal offer of Quality First Teaching children are praised as part of the everyday classroom routine. This may be verbal or nonverbal praise e.g. smile, positive comment, thumbs up, written praise in marking or specific 1:1 verbal praise e.g. *I like how you have ... / Well done for ... / It is great that you have ...*

We know that children are motivated more by the positive than negative. Positive framing involves framing interactions positively, assuming the best, narrating the praise and using precise praise.

Whole School Rewards

Each child in our school is a member of a House – Calverley, Hogan, Saxton or Colley. Children will be awarded House Points for their House as a recognition of a positive for following our school rules. All members of staff can award House Points to children and they should be shown value by staff. These will also be awarded at whole school events such as Sports Day. House Point totals are displayed in the hall and announced every Friday in our Celebration Worship.

Class Rewards

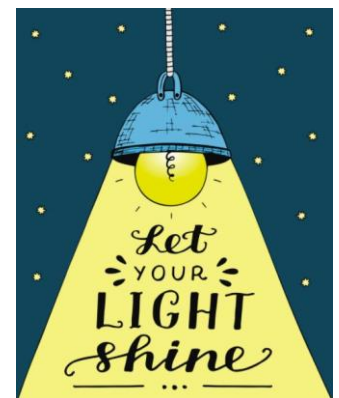
Each classroom will have a **Recognition Board**. This Recognition Board will display a quality or behaviour that staff will be looking out for linked to positive learning behaviours. Children's names will be placed on the Recognition Board when they display the quality or show the behaviour. The focus will change regularly and the aim is for each child to have their name on the Recognition Board at the end of each day.

Learning Behaviours that we want to see in our classrooms – these will be explained and modelled by adults.

- Respectful relationships (kind words, kind hands, good sharing, listening to others, including everybody, manners)
- 'Give me 5' Carpet Rules (hands tidy, lips closed, bottoms still, eyes looking, ears listening)
- Growth Mindset (believing you can achieve, challenging yourself, showing resilience and determination, being willing to have a go)
- Classroom expectations (not shouting out, not leaving the classroom without permission, following instructions and directions from adults, not sitting on tables/PE equipment, trying your best, working well as part of a pair or group)
- Using PACE in our interactions (playfulness, acceptance, curiosity, empathy)

Individual Rewards

Children who have gone 'over and above' will be awarded a small '**Let Your Light Shine**' certificate. Members of staff will share information about individual positive behaviour through a **positive note home**. This might be a white sticker, a certificate or a phone call home. Every Friday we have a **Celebration Worship** where a child from each class will be awarded with a big '**Let Your Light Shine**' certificate. In this Celebration Worship any new children to school will be introduced and welcomed to our school. One child from each class will be chosen for '**Hot Chocolate Friday**' and they will be invited to have Hot Chocolate with the Senior Leadership Team. Children chosen for Hot Chocolate Friday will be children who **always** follow our school rules and **always** demonstrate excellent behaviour. They will be invited to sit in the '**best seats in the house**' for the following week's Worship. Children will be encouraged to bring



in any awards that they have achieved outside of school so they can celebrate these with their school family.

Children can also be given additional rewards for positive behaviour – this might be being chosen to be the line leader (or other responsibilities), given a sticker or sharing positive news with another member of staff (children should not be sent to a teacher who is teaching without pre-arrangement).

| Reward | Reason used |
|---|--|
| Recognition Board | Rewarding children for displaying good learning behaviours in the classroom. |
| House points | Rewarding children for being Ready, Respectful or Safe – given when needed. |
| Let Your Light Shine Certificate (small) | Rewarding children for displaying an element of the school vision – given when needed. |
| Let Your Light Shine Certificate (big) | Rewarding children for displaying an element of the school vision – given once per week per class in Celebration Worship (Friday). |
| Hot Chocolate Friday | Reward a child for 'always' following our school rules and displaying our school vision. |

Class teachers must keep a record of children who have received certificates, a positive phone call home and the Hot Chocolate Friday reward.

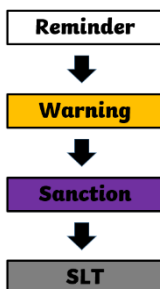
Managing Misbehaviour

We understand that, occasionally, children will not follow our school rules. Staff will respond to these incidents through reminders, warnings and/or sanctions - remaining calm and self-regulated to model the temperament. Sanctions exist to deter children from repeating their misbehaviour and to educate them about more appropriate choices. Any sanction is seen as an intervention and all members of staff are encouraged to 'pick up their own tab'. This system ensures that the first member of staff that dealt with an incident is the one that sees it through to being resolved. Members of staff may seek support from others, but ultimately they are responsible for correcting misbehaviour, arranging a restorative action and administering sanctions themselves - following the guidance set out in this policy. Clear and precise language should be used by staff when dealing with incidents of misbehaviour. Staff should refrain from labelling the child and should refer to the wrong choices that have been made and the school rules that have been broken. Staff will make it clear to a child when an incident has been dealt with and is now finished.

Any children who display more complex and/or challenging behaviour will have personalised documents (which may include a Five Point Scale, an Individual Behaviour Plan or an Individual Pupil Risk Assessment) written by their class teacher alongside the SENCo and Deputy Head Teacher. These documents will set out clear targets and routines for the child and must be followed by all adults in school. Behaviour Logs may be completed for children where their behaviour is raising a cause for concern.

Our approach to managing incidents of misbehaviour is a graduated approach, although there may be incidences where a behaviour warrants moving straight to a higher stage.

We have a 'zero tolerance' approach to incidents of sexual harassment and violence, bullying (including cyber bullying), assault and prejudice or discriminatory based incidents ('hate' incidents). A member of the SLT must be informed immediately if any of these incidents happen in school.



When faced with an incident of misbehaviour staff should firstly issue a reminder, follow this up with a verbal warning if the behaviour continues and then issue a sanction if the behaviour does not stop.

Behaviours that will lead to a Warning

- I am not following simple instructions from an adult.
- I am stopping other children from learning.
- I am not working as hard as I am capable of.
- I am not thinking about how my actions are affecting other people.
- I am not following the school rules – Ready, Respectful, Safe.

Sanction

- I will move seats in my classroom or move to a different classroom.
- I will miss some of my playtime or lunchtime.
- I will have a restorative conversation or write an apology letter.
- My teacher will contact my parent or carer.

SLT

If my behaviour does not improve following a sanction (within the same day), or my behaviour is of a serious nature, then I will speak to Mr Davie or Ms Crisp. Mr Davie or Ms Crisp will contact my parent/carers.

| Behaviours (this list is not exhaustive) | Sanction |
|---|---|
| <ul style="list-style-type: none"> • not following simple instructions • shouting out • inappropriate moving round the classroom • talking over others • lack of concentration/focus • interfering with property belonging to others • invading someone's personal space • attempting to distract others • making inappropriate noises or gestures | Time Out - moving space in the classroom or moving to work in another classroom (up to 15 minutes) (child must take work with them). |
| <ul style="list-style-type: none"> • pushing and shoving peers • damage to property • leaving the classroom without permission • persistent low level disruptive behaviour • name calling • play fighting • rudeness towards others • refusal (to follow instructions or complete work) | Miss break or lunchtime (up to 15 minutes) and a restorative action e.g. conversation, logical consequence, written letter of apology. Class teacher to inform parent/carers. |
| Behaviours (this list is not exhaustive) | SLT |
| <ul style="list-style-type: none"> • persistent disruptive behaviour that does not improve following a sanction • bullying • intentional racist, homophobic or other discriminatory comments • stealing • deliberate aggressive physical or verbal assault • malicious allegation against a member of staff • unsafe behaviour which places themselves or others at risk • swearing | When a child is taken to a member of the Senior Leadership Team for a sanction they will decide on the most appropriate consequence. They will also inform the child's parent or carer and add a log to CPOMS. Examples of consequences used by SLT: <ul style="list-style-type: none"> • reflection sheet • privilege removed • school based community service • behaviour plan • internal exclusion • fixed term suspension • permanent exclusion |

An adult's choice of language is crucial in managing incidents of misbehaviour. Adults should choose the words and phrases they use carefully both when dealing with the incident and if

speaking about it later. The language that we use creates the reality that the children experience and will often become the experience. Banter in the staffroom is unkind and should not happen at St. Mary's.

Change your words to change the narrative:

Children are not 'sent' out of class – they are given time out of class to regulate their behaviour.

Children do not 'kick off' or 'have meltdowns' – they show dysregulation or distressed behaviour.

Children are not 'attention seeking' – they are 'attention needing'.

Classes are not 'a nightmare' – they might be difficult to engage in learning or they might be a 'party'.

Bullying

Bullying is repeated and intentional harming of one child by another child, or by a group of children, that involves a power imbalance. Bullying can happen face-to-face or online. Online bullying is the use of technology (e.g. social media, gaming, text messages, e mails) to harass, threaten or intimidate someone. Online bullying can take many forms and can include:

- abusive or threatening texts, emails or messages
- posting abusive comments on social media sites
- sharing humiliating videos or photos of someone else
- spreading rumours online
- prank calls or messages, including anonymous messages

Other forms of child-on-child abuse include

- sexting or sharing nude or indecent imagery
- initiation or hazing
- prejudiced behaviour

All incidents and allegations of bullying will be fully investigated by a member of the Designated Safeguarding Team. These will be recorded on CPOMS and incidents will be managed in line with our Child-on-Child Abuse Policy.

Logging Behaviour Incidents on CPOMS

Any behaviour that warrants a sanction should be logged on CPOMS. Any changes in behaviour that are noticed should also be logged, even if a sanction is not issued. Behaviour logs that are not safeguarding concerns should not be recorded during lesson times. These should be recorded from 3pm by support staff and after school by teaching staff.

CPOMs logs should explain the incident – build up, behaviour observed, reminder/warning/sanction/intervention and the restoration. They should not contain any opinions or assumptions. They should be professionally worded and avoid slang terms e.g. 'kicking off'

CPOMs logs are monitored daily by the Designated Safeguarding Team.

When logging a behaviour incident on CPOMs staff should tag 'Behaviour' and then choose the most suitable sub-group:

- Attendance / Punctuality
 - Behaviour
 - Bullying
 - Cause for Concern
 - Child Protection
 - Communication
 - Complaints
 - Intervention
 - Medical
 - Mental Health and Well-being
 - Racism
 - Referral
 - SEND
 - Sexually Harmful Behaviour or Harrassment
 - Supervision
- Behaviour Subcategories**
- Absconding
 - Behaviour Log Upload
 - Disrespect
 - Exclusion
 - Misuse of Equipment
 - Persistent Disruption
 - Physical Aggression
 - Refusal
 - Team Teach
 - Verbal Aggression

What should I do if my actions are not working to correct misbehaviour?

In a single lesson – stop the lesson, re-establish your expectations, remind the class of the school rules and continue to follow this policy with consistency.

In multiple lessons – review your strategies ... have your expectations been clear? Have you followed this policy with consistency? Ask a colleague to give you support and feedback – can they help you to see something that you are missing?

Communicate in school – speak to other members of staff in your team or speak to a member of the Wider Leadership Team (WLT) or Senior Leadership Team (SLT). Support given by Leadership Teams will be solution focused and supportive.

Communicate with parents/carers – arrange to meet with parents/carers face-to-face to discuss your concerns about their child's behaviour and to set some goals/targets

Restorative Practice

At St. Mary's we use a restorative approach to encourage everyone to take responsibility for their behaviours.

Staff will use the following questions and a visual Restorative Board to lead a restorative conversation and this will happen in a quiet and calm area. Individuals involved in a restorative conversation could engage in a collaborative activity whilst having the conversation. During a restorative conversation only one person talks at a time and everyone is respectful to each other.

1. What happened?
2. Who has been affected by this?
3. What needs to happen now?



Restorative approaches are based on four key features: **respect** – for everyone listening to others opinions and learning to value them, **responsibility** – taking responsibility for your own actions, **repair** – developing the skills to identify solutions and ensure behaviours are not repeated and **re-integration** – working through a supported process to solve the problem.

Power to Discipline Beyond the School Gate

Schools have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. We will respond to concerns regarding our children’s behaviour outside of school which could have repercussions for the orderly running of school or which pose a threat to another child or a member of the public. Incidents that happen outside of school that are witnessed by a member of staff or reported to school will be dealt with by the Senior Leadership Team.

Searching, Screening and Confiscation (DfE Updated Guidance July 2022)

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item from the following list:

knives and weapons, alcohol, illegal drugs, stolen items, any article that it is reasonably suspected has been, or is likely to be used, to commit an offence, cause personal injury or damage to property, tobacco and cigarette papers, fireworks, pornographic images.

Searching of a pupil will be implemented consistently, proportionately and fairly. The age and needs of the pupils being searched or screened will be taken into consideration. The Designated Safeguarding Lead (DSL) should be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item (see list above). The DSL or a deputy will make a referral to Children’s Social Work Services immediately if they find evidence that a child is at risk of harm.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Related Policies and Recommended Reading

This policy should be read alongside the following policies:

- Safeguarding and Child Protection Policy
- Child-on-Child Abuse Policy
- Anti-Bullying Policy



[Creating a Culture - Tom Bennett](#)

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Improving Behaviour in Schools | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)