



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



Behaviour and Relationships Policy

Introduced: September 2021

Approved: December 2021

Updated: January 2022

Reviewed: September 2022

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 vision and Christian Values are at the heart of everything that we do.

This policy should be read alongside the following policies:

- Safeguarding and Child Protection Policy
- Peer-on-Peer Abuse Policy
- Anti-Bullying Policy
- Online Safety Policy

During 2021 – 2022 the Student Leadership Team will be developing child-friendly versions of these policies which will be published on our school website.

Aims of this Policy

- ❖ To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence.
- ❖ To develop positive behaviour for learning in recognition of its importance as a lifelong skill; where achievements at all levels are acknowledged and valued.
- ❖ To enable staff 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.
- ❖ To maintain a calm and purposeful working environment where boundaries of acceptable behaviour are clear.
- ❖ To foster, nurture and value strong and healthy relationships and to promote a caring attitude towards everyone.
- ❖ To promote a clear, fair and consistent approach to managing behaviour using systems and processes that work alongside a restorative practice ethos.
- ❖ To ensure that all members of our school community develop a sense of belonging, feeling safe, secured and valued.

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 our staff. This policy has been developed to ensure there is guidance for staff in order to promote positive behaviour around school. Staff must be fair and consistent with children however we recognise that, for some children, we need to be flexible in our approach in order to meet specific social, emotional, learning or other needs.

At St. Mary's most children self-regulate their behaviour and follow our school rules every day without needing regular reminders. We work with children to ensure they develop a sense of responsibility and accountability for their own actions at times when they do not follow our school rules and meet our expectations of behaviour. 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 or E Primary Academy we have high expectations of all of our children both when they are in school and when they are representing our school off site. We expect them to show respect and consideration to each other, regardless of differences. We expect children to behave safely and sensibly and to use appropriate language at all times. We expect children to look after and respect their own and others property. We expect children to work hard and to follow instructions from members of staff.

Members of staff will reinforce our expectations through assemblies, classroom discussions and interactions with children. Staff will praise children when these expectations are met and challenge children when they are not. Good routines will be put in place to support children with following the school rules. These routines will be in place for:

- The start and end of the school day
- Transition times
- Lining Up
- Moving around school
- Assemblies
- Break and lunchtimes

School Rules

Our school rules reflect our expectations of our children. Staff will refer to these rules when praising children for positive behaviour and when managing the behaviour of children who do not meet our expectations.

Our school rules are

- Be Ready
- Be Respectful
- Be Safe

Behaviour on the Playground

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

Promoting Positive Behaviour

It is our aim that children follow our school rules and meet our high expectations for standards of behaviour because they are intrinsically motivated to do so. 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.

Each classroom will have a Recognition Board. This Recognition Board will display a quality or behaviour that staff will be looking out for. 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.

At St. Mary's C of E Primary Academy we have a tiered system of rewards in place to promote and praise good behaviour.

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 peer-on-peer 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. Incidents will be managed in line with our Peer-on-Peer Abuse Policy.

Whole School Rewards

Throughout the academic year 2021 – 2022 we will develop a whole school **house point** system. Excellent attendance at school will be rewarded in house teams.

Class Rewards

Classroom staff will reward their class with a **class treat** when all children have their name on the class Recognition Board. These rewards will be decided between the staff and children but might include extra playtime, watching a DVD, a class disco or a Golden Time session.

Individual Rewards

Children have gone 'over and above' will be invited to **share their learning** with other teachers and classes or with members of the Senior Leadership Team. 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 will have a **Celebration Worship** where a child from each class will be awarded with an '**Above and Beyond**' 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**'. They will be awarded with a certificate 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. They will be invited to sit in the '**best seats in the house**' for the following week's assembly. 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.

Managing Misbehaviour

We understand that occasionally children will not follow our school rules and we have several layers of consequences in place for these times. Sanctions exist to deter children from repeating their misbehaviour and to educate them about more appropriate choices. 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 arranging a restorative conversation and administering sanctions and consequences themselves; following the guidance set out in this policy. All incidents of misbehaviour will be logged on CPOMS and will be actioned by a member of the Safe Guarding team. 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.

Children who find it difficult to manage their emotions will have a Graduated Response written by their class teacher. This must be followed by all adults in school.

At St. Mary's C of E Primary Academy we have a nurture provision based in The Cabin which is run by Ms Williamson and Mrs Stanton. This provision will be used to support children who are finding it difficult to follow our school rules and whose behaviour regularly fails to meet our expectations.

Sanctions will include:

- Moving seats in the classroom
- Working in the shared area
- Working for a period of time in another classroom
- Missing some/all of a break time or lunch time
- Contacting parents / carers
- Speaking to a member of the Senior Leadership Team

Behaviour Logs may be completed for children where their behaviour is raising a cause for concern. When a child repeatedly misbehaves they will be provided with a Behaviour Support Plan which will give them clear targets to achieve. The class teacher will be responsible for putting the Behaviour Support Plan in place and should do this alongside advice from the SENDCo and Key Stage Leader.

Procedure to follow for managing misbehaviour

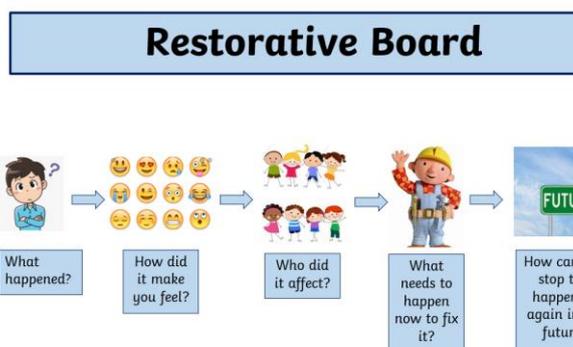
The child ...	So the adult ...
<ul style="list-style-type: none"> • demonstrates inappropriate behaviour 	<ul style="list-style-type: none"> • gives a non-verbal or verbal warning to the child and begins de-escalation strategies (refer to Graduated Response)
<ul style="list-style-type: none"> • repeats the inappropriate behaviour 	<ul style="list-style-type: none"> • highlights the behaviour to the child, reinforces expectations with them and continues with de-escalation strategies (refer to Graduated Response)
<ul style="list-style-type: none"> • continues to demonstrate the inappropriate behaviour 	<ul style="list-style-type: none"> • repeats their expectations and makes any adjustments needed to support the child (refer to Graduated Response)
<ul style="list-style-type: none"> • does not change their behaviour 	<ul style="list-style-type: none"> • issues a sanction

Restorative Practice

All incidents of misbehaviour will be followed up with a restorative conversation. At St. Mary's we use the restorative approach to encourage everyone to take responsibility for their behaviours.

Staff will use the following five questions (or the restorative board) to lead the 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 to take the pressure off the conversation. During a restorative conversation only one person talks at a time and everyone is respectful to each other.

1. What happened?
2. What were you thinking at the time and how did it make you feel?
3. Who has been affected and how did it make them feel?
4. How can we put things right?
5. How can we do things differently in the future?



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.

Confiscating Property

Schools reserve the right to confiscate children’s property and they have the power to search children without consent for any prohibited items (Education Act 1996).

Key Responsibilities

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

- Establish a culture of positive behaviour
- Monitor a consistent approach to behaviour management in line with this policy
- Celebrate positive behaviour
- Support staff in managing behaviour
- Authorise an exclusion when appropriate

Senior Leadership Team - the Senior Leadership Team will support the Head Teacher. They will:

- Maintain positive discipline within their key stage
- Manage the induction of new staff to their key stage and ensure they adopt this policy

SENDCo and Designated Safeguarding Lead

- Ensure the behaviour policy is implemented effectively
- Oversee the specific needs of individual children across school
- Provide support to staff, parents/carers and children for managing behaviour
- Link with outside agencies to offer additional services
- Ensure that tracking and reporting of incidents are completed

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
- Encourage, praise and listen to children
- Maintain Behaviour Support Plans for children where needed
- Know that each child is an individual and be aware of their individual needs
- Contact parents/carers when behaviour raises a cause for concern

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 log 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