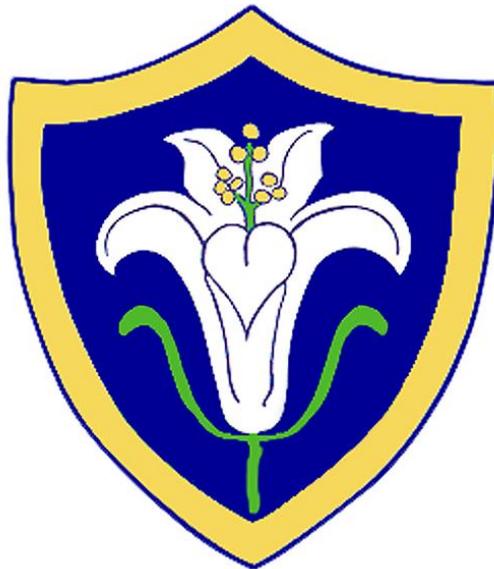


St Mary's Junior School
Baldock

BEHAVIOUR POLICY

December 2017



Review date: December 2018

St Mary's Church of England (VC) Junior School

Inspiring life-long learning within the love of God.

BEHAVIOUR POLICY

1.1 Aims and expectations

St Mary's is a Church of England school and it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The Behaviour Policy should be read in conjunction with the school's anti-bullying and anti-racist policies

- 1.2** The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others, treating one another with respect and care, sensitivity, consideration and politeness. A school code of conduct written with the children is reviewed each year in September and used as a point of reference throughout the year. Each class will have their own code of conduct written and agreed by all children in that class (see 2.4)
- 1.4** We aim to have a consistent approach to behaviour throughout the school, which is understood by pupils, staff and parents. Staff endeavour to build positive relationships (Growth mind-set) with all children and to provide work at an appropriate level so that inappropriate behaviour can be prevented.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7** The school council provides a proactive forum for discussion about behaviour and ways to make playtimes positive and enjoyable.

2 Rewards and Sanctions

2.1 We praise and reward children for appropriate behaviour in a variety of ways:

Teachers promote a positive ethos where children feel safe and plan appropriately differentiated lessons so each child is able to achieve at his/her own level.

Teachers have their own 'in-class' merit systems agreed with their class.

We have two whole school reward systems:

Dojo points are given out within class.

House Points Tokens are given out by lunchtime supervisory staff to reward good behaviour.

These tokens are added to the house colour for the children that receive them.

Sports achievements, individual and teams, are celebrated in assembly. Each week, two Sports Stars are selected to receive the Sports Star trophies (one boy and one girl).

These are presented in the Friday Effort Assembly.

Each Friday, two or three children from each class are nominated to receive a Head Teacher's award in the Friday Effort Assembly. These children receive a St Mary's sticker in the school assembly, together with a certificate to take home to share with parents.

In the Friday Effort Assembly, a class is selected to receive the Singing Certificate to celebrate their efforts in singing during the week.

Pupils may be sent to show their work to another teacher or to the Head/Deputy to celebrate success.

At the end of each term, parents are invited to an assembly in which two children from each class are awarded a special merit for sustained effort and showing a growth mindset attitude.

At the end of the academic year, pupils from each class are awarded with a Special Merit Award for effort in core and other subjects (reading, writing, maths). They receive a certificate and are listed in the newsletter.

2.2 The school employs a number of sanctions to enforce the school code, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to work to the best of their abilities and to allow others to do so also. If they do not, we ask them either to move to a place nearer the teacher, or to sit on their own. Children may be expected to complete work not done in class in their own time – at playtime, lunchtime or at home – parents are asked to support the school in this.

Since February 2016, a yellow/red card system has been implemented to reinforce the expectation for a small minority of children that the school code is to be upheld. A verbal warning is followed by a yellow card if a child is disrupting the learning of others. If the behaviour persists, a child is given a red card and is taken by an adult to another class for **15 minutes**. On return, if similar behaviour persists, the child will be taken to another class for the rest of the session. Parents will be informed at this stage.

If a child is disruptive in class, the teacher talks to him or her discretely about the behaviour.

If a child is repeatedly disruptive, we isolate him/her from the rest of the class until s/he calms down, and is in a position to work sensibly with others.

Where a child finds the classroom expectations difficult, teachers and TAs will support that child with individual strategies – eg a card for time out; a gesture understood by both to help the child stay on task.

If any child constantly disrupts lessons, displays unsafe/harmful behaviour or is disrespectful to others, they may be asked to spend some of their lunchtime in an 'internal exclusion' for reflection time. Parents will be informed when this takes place via ClassDojo.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Support from another adult in the case of a medical incident or injury is obtained by the teacher sending a reliable child to an adjacent class or the school office with the Alert Card placed by the door in each classroom and working area. On receipt of the card, support will be sent immediately.

In exceptional cases, it may be appropriate to remove the whole class from the situation leaving the child with an adult until he/she has calmed down. A child will never be left unsupervised and must never be just sent out of the class alone.

We expect all children to be polite and to speak to each other and to adults with respect. If a child is directly verbally or physically abusive to a member of staff or refuses to follow the agreed code, so putting others at risk, parents will be called immediately and he/she may receive a fixed term exclusion. Similarly, if a child is verbally or physically aggressive to another child, parents will be informed immediately and a fixed term exclusion may follow.

On the rare occasion that a child refuses to accept the decision of a senior teacher, parents will be called and the child will receive an internal exclusion in another class and will be expected to complete the work that has been missed.

2.3 The head teacher shares the school code in assembly at the start of each academic year. In addition to the school code, each class also has its own classroom code of about five positive statements, which is agreed by the children and displayed on the wall of the classroom. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' referring to the agreed code.

2.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear and discuss bullying on a regular basis in various forums throughout the school year. All children are encouraged to have a 'network' of adults to whom they can turn for support of any kind. This is reinforced during PSHE lessons where children create a network hand to remind them of their support network.

2.5 If we become aware of any bullying taking place between members of a class, we deal with the issue immediately and follow up all allegations. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. It is school policy to encourage the victim, with adult support, to tell the child doing the bullying what effect it is having on them. A buddy or a circle of friends may be provided for the victim to make sure they feel safe in school. Parents are informed as soon as we are alerted to any incident of alleged bullying.

2.6 We spend time talking to the child who has used bullying behaviour. We explain why the action of the child was wrong, and we endeavour to help the child change his/her behaviour in future. The Head Teacher is informed of any bullying incidents dealt with by other staff. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, a child who persistently bullies will be given a fixed term exclusion.

- 2.7** We teach Protective Behaviours to all children as a strategy to help them recognise when they don't feel safe and to enable them to seek help. Protective Behaviours is a programme that gives children (and adults) strategies to recognise early warning signs in themselves that they do not feel safe so they can then use learned strategies to deal with those feelings and to put themselves in a safe situation. It works around two themes:

'Everyone has the right to feel safe all of the time'

and

'We can talk to someone about anything, no matter how awful or small'.

- 2.9** Physical punishment is forbidden at all times and in all circumstances. Only in exceptional circumstances will school staff have to physically restrain a child – this would only ever be to prevent them from hurting themselves or others. This will always be with regard to DfE and LA guidelines and is to be avoided wherever possible by getting to know our children well so we can pre-empt and deal with such behaviour before it gets to such a level. Parents will always be informed if this becomes necessary.

3 The role of the class teacher

- 3.1** It is the responsibility of the class teacher to ensure that a positive school code is implemented in their class, and that high expectations ensure their class behaves in a responsible manner during lesson time. Positive and appropriate behaviour is acknowledged, praised and rewarded.
- 3.2** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. Inappropriate behaviour is addressed discretely and privately, avoiding shouting and humiliation.
- 3.3** If a child misbehaves repeatedly, the class teacher keeps a record of all such incidents on Sims (our school management system). Past incidences might be logged in the pastoral file linked to each class and passed up. In the first instance, the class teacher deals with incidents him/herself in the normal manner. If behaviour becomes unmanageable, the class teacher seeks support from a senior teacher or the Deputy Head Teacher (Inclusion Leader). The Head Teacher will be involved if such behaviour is persistent and will contact parents in such cases.
- 3.4** If it is felt that a home-school report is appropriate, the class teacher will need to implement and maintain the recording of this at the end of each day. Implementation of this will be through the Head Teacher or Deputy Headteacher
- 3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. This will be arranged with the Deputy Headteacher (Inclusion Leader)

- 3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent at an early stage if there are concerns about the behaviour or welfare of a child via ClassDojo or a phone call.
- 3.7** All classes use 'circle-time' and Pupil Voice sessions as an opportunity for children to gain life skills and confidence in giving their views and listening to the views of others. It may be used to address such behaviours as bullying and feelings within a safe and respectful environment.

4 The role of the Head Teacher

- 4.1** It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The Head Teacher supports the staff by implementing the policy as a role model, by setting the standards of behaviour and by supporting staff in the implementation of the policy with consistency and clarity.
- 4.3** The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** For children who find the school code particularly challenging to adhere to, support will be put in place. This takes the form of regular conferencing and discussion with pupil, teacher and sometimes a circle of friends. Parents will be informed of this intervention and involved in the support process.
- 4.5** In addition to support from school staff, a child consistently using inappropriate behaviour will be put on a daily home-school report which will outline details of the day in terms of appropriate and inappropriate behaviour. It is a two-way communication between home and school; the child also has the opportunity to assess his/her own behaviour progress.
- 4.6** Only the Head Teacher, even if off-site, has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. (see section 7)
- 4.7** Children at risk of exclusion due to consistent disruptive behaviour will have a pastoral support plan (PSP) written and agreed by the school and sometimes external agencies. Parents and pupils are always involved in this process that will clearly set out the school expectations together with agreed rewards and sanctions.

5 The role of parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 There is a home-school agreement in the school prospectus, and we expect parents to read, sign and support it.
- 5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or the Head Teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

7 Fixed-term and permanent exclusions

- 7.1 These are within guidelines for exclusion published by the local authority
Only the Head Teacher (or the Acting Head Teacher) has the authority to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2 If the Head Teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head Teacher informs the LA and the governing body about any exclusions.
- 7.3 If a child consistently behaves inappropriately at lunchtime, an afternoon exclusion may be made whereby the parent/carer will need to collect their child at 12:00. The procedure for such an exclusion takes the same form as a fixed term exclusion and parents will be informed in writing as well as by phone or in person. As this will result in a child missing lessons as well as lunchtime, other means of behaviour management must be tried before an exclusion is imposed. Eg other in-school arrangements at lunchtime for that child. Parents are able to take children home for lunch voluntarily, collecting at 12:00 and returning at 1:00pm
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

- 7.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

8 Monitoring

- 8.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Equal opportunities are considered in all aspects of implementation and monitoring
- 8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records behavioural incidents on Sims. We also keep a record of any incidents that occur at lunchtimes leading to an 'internal exclusion'.
- 8.3 The Head Teacher keeps a record of any pupil who receives a fixed term or permanent exclusion. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently and in line with equal opportunities.

9 Review

The staff and governing body review this policy every year. The staff and/or governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. It is reviewed and discussed by staff at the beginning of each academic year and at intervals within, should the need arise.

Signed: *Samantha Britton*

Date: December 2017

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