

Behaviour Policy

At St. Mary's we believe everyone has the right to learn, the right to respect and the right to feel safe. These values are underpinned by the teaching of British and Christian values and attitudes through the school curriculum.

St. Mary's has a positive attitude towards good behaviour. Behaviour should contribute to a happy, safe and calm environment in which every person is respected, differences such as race, gender, religion or ability are embraced and everyone can fulfil his/her potential.

Aims:

- To promote a positive, whole school approach towards behaviour and discipline by providing clear expectations and establishing procedures for all members of staff, children and carers to follow.
- To help children to make the right choices about their behaviour in the school.
- To encourage good behaviour by establishing a system of praise and reward for children of all ages and abilities.
- To motivate children and to help them succeed by developing positive self-esteem.
- To promote positive attitudes to learning including making the most of all learning opportunities. *(See also Teaching and Learning policy)*
- To teach the importance of punctuality and being well equipped, ready for lessons.
- To teach and promote behaviours which resist bullying. *(See also Anti-bullying policy and PSHCE policy)*
- To promote responsible behaviour, self-discipline and respect for others in preparation for playing a positive role in society. *(See also PSHCE policy)*

The Principles of Rights and Responsibilities

Pupils' Rights

At St. Mary's pupils have the right to learn and play in a friendly, safe and helpful environment.

Pupils' Responsibilities

- To have a belief that anything is possible – and engage fully in learning opportunities
- To have the determination to do their best and show resilience in the face of difficulties
- To respect the right of others to learn and be ready to learn from others

- To develop an understanding of when to act independently and when to ask for help
- To make the right behaviour choices so that they can work and play together cooperatively
- To use behaviours which resist bullying
- To respect the school environment and resources

The Rights of adults in school

At St. Mary's adults have the right to work in a friendly, safe and satisfying environment, supported by the school community.

Adults' Responsibilities in school

- To be caring, patient, kind and approachable
- To be a role- model for behaviour and learning
- To know the children and their individual needs – establishing positive relationships with them and their parents
- To share success and collaborate to create improvements

The Rights of parents

Parents have the right to feel welcome at St. Mary's and know that their children learn and play in a friendly, safe and helpful environment.

The Responsibilities of parents

- To establish a positive partnership with the school – maintaining high levels of communication
- To support their child's learning and behaviour – both at home and in school
- To celebrate their achievements and encourage perseverance with things that are harder
- To be a role model

Policy into practice

Encouraging good behaviour

A vital intent of this policy is to encourage children to exhibit good behaviour – this is reinforced with a system of praise and reward for all children.

St Mary's uses a range of different systems to support children in making the right choices. (*Please see appendix 1 for examples*).

Rules

To help protect everyone's right and responsibilities St. Mary's has rules for inside and outside the classroom.

Class rules will be discussed and agreed at the beginning of the school year with the children. They will be displayed in each classroom.

Rules for inside school and playground rules will be presented and discussed as a school during times such as assemblies. (*See appendix 2 for St. Mary's School rules.*)

Discouraging unacceptable behaviour

There will be times when children behave unacceptably. *Appendix 3* sets out clearly what the school agrees are appropriate procedures and consequences to secure good behaviour.

Exclusion

The decision whether or not to exclude a child rests solely with the Head teacher, or the Deputy Head, in her absence. Reasons for exclusion are included in *appendix 4* (*See also Inclusion policy.*)

All stakeholders are consulted when revising this policy.

Related Policies:

- Anti-Bullying policy
- PSHCE policy
- Inclusion policy
- Child Protection policy
- Curriculum policies
- Teaching and Learning Policy

Policy updated Spring 2018

Review date July 2018

Appendix 1-Systems to support positive behaviour choices

These include:

- Annual awards and trophies
- Attendance certificates
- House points for good behaviour or good work
- Class Dojos
- Star of the week for making a positive contribution to school life based around values
- Verbal/written praise
- Class stickers

Positive Behaviour Supported by:

- All staff members
- The School Council
- School Prefects
- House Captains
- The School Learning Mentor & ELSA

Appendix 2: St. Mary's School Rules

- Engage fully in learning opportunities
- Have the determination to do their best and show resilience in the face of difficulties
- Respect the right of others to learn and be ready to learn from others
- Develop an understanding of when to act independently and when to ask for help
- Make the right behaviour choices so that they can work and play together cooperatively
- Use behaviours which resist bullying
- Respect the school environment and resources
- Wear the correct school uniform with pride.
- Walk through the school sensibly and quietly to show respect towards the learning of others.
- Listen to and respect the adults who are supporting our play outside.

Appendix 3: Procedures

- All members of staff need to set a good personal example for children.
- All members of staff need to deal with unacceptable behaviour immediately.
- **Challenge the behaviour** in a least-to-most-intrusive way e.g. a reminder of everyone's rights and our responsibilities or the choices they have.
- **Balance the challenge** with encouragement and support and aim to re-establish relationships.

Remember: Children should be able to make amends for their unacceptable conduct.

Examples of Consequences

Unacceptable behaviour	Consequence
Disruption in class - time wasting, disturbing others, calling out	Verbal caution reminding them of the correct choice to make and perhaps a reminder of consequence if they continue to make the wrong choice. If the behaviour continues use 'time out' in partner class. Children to catch up on the work if possible in that partner class, or as instructed or send work home to be completed.
Disruption on the playground or in the dinner hall - ignoring instructions, talking back, inappropriate physical behaviour and/or language	Children to receive a verbal reminder of expectations and/or choices they have about their behaviour. If behaviour continues, give time out on the playground. Persistent unacceptable behaviour: send to 'In' room where the incident will be recorded in the 'Behaviour Folder' 3 entries in this book will automatically trigger another 'lost' lunchtime. The Head/ Deputy will be involved if appropriate. Vulnerable children will be supported by the Learning Mentor or ELSA when appropriate.

Name calling	Mediate. Pupils must give verbal or written apology. Serious incidents to be sent to Head/ Deputy or other members of SLT.
Disrespectful language or gestures - swearing, taunting, racist comments	A reminder that these actions or words go against the expected behaviour in school. Ensure that apologies are exchanged. Inform parents in serious cases through incident forms or phone calls. Racist/Homophobic incidents to be logged using Surrey forms.
Bullying - verbal, physical, emotional	Record incident. Follow the Anti Bullying Policy procedures. See appendix B of Anti bullying Policy.

Additional guidance

- If at any time, the safety of the child or other children is threatened, the Head Teacher, Deputy or other members of the SLT should be involved.
- Time out can occur in class (away from pupils) or in a partner class in order for pupils to cool down and reflect on their behaviour. Pupils will return to activities when timer has run out.
- If there are repeated incidents of unacceptable behaviour, this should be brought to the Head Teacher or Deputy's attention. The child can be placed on a daily report card or a home/school communication book could be used.
- With the approval of the Head Teacher or Deputy Head, children who do not behave acceptably and safely may forgo school visits and extra curriculum activities. Alternatively parents may be requested to accompany and supervise their children.

Appendix 4 Reasons for exclusion:

- There is considered to be a risk to the moral or physical welfare of the pupil or any member of the school community.
- There is considered to be a significant detrimental effect on the educational welfare of the pupil or others in the school.
- There is a breakdown or failure of other strategies, e.g. removal from class, withdrawal of privileges, internal exclusion, detention, home/school communication books, meetings with parents or other strategies to improve behaviour.
- There is a risk of serious disruption.
- There is considered to be a risk of serious damage to or loss of school property.