


BEHAVIOUR POLICY

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Policy Review Date:	September 2024	Mrs H Nott (Head Teacher)	 <small>Signature</small>	<small>Date</small>
Ratified by Governing Body:				
Name: Ms R Gill-Harrison		<small>Signature</small>	<small>Date</small>	

BEHAVIOUR POLICY

ST MARY'S FIELDS PRIMARY SCHOOL

1 Introduction and context

1.1 Purpose of this policy

This policy supports, details and clarifies the good practise that is evident throughout the school. It provides clear expectations of behaviour that allow the aims of school to be realised. This policy is to be read in conjunction with the school Anti-bullying policy.

1.2 School aims and objectives

All pupils at St Mary's Fields are expected to:

- be kind
- be safe
- do their best

The children should understand the school vision and follow the rules relating the relevant policies

1.3 School rules regarding behaviour expectations

To ensure that these aims can be met, all children must adhere to the following school rules:

- ☐ Follow instructions promptly
- ☐ Keep hands, feet, objects and unkind words to yourself
- ☐ Respect and value all property
- ☐ Be polite, honest and respectful to others at all times

2 Expectations and scenarios

In addition to these key rules children should adhere to the following expectations in these circumstances

2.1 In class children are expected to:

- be ready to learn and listen attentively.
- be considerate of others and their opinions and ideas.
- respect other's need for personal space.
- show high levels of cooperation, collaboration and independence, as well as the ability to work with any other pupil regardless of gender, ethnicity, ability, etc.

2.2 When moving around school children are expected to:

- walk in a quiet, calm and orderly manner that does not disturb others.
- Whilst walking around the school, children may politely meet and greet other children and members of staff and pass comment on what they see, but should remain respectful of the working environment of others.
- walk on the left side of corridors and stairways.

- show respect, courtesy and consideration for others e.g. holding doors open, saying thank you.
- keep communal areas, such as toilets, tidy.

2.3 Arriving at, during and leaving assembly children are expected to:

- Enter and leave the hall in a calm and orderly way.
- stay in line.
- Children are encouraged to sing along to the chosen piece of music at the beginning of assembly. Where there isn't any music they may talk quietly to the person sitting next to them.
- Throughout the assembly, children are expected to sit quietly, pay attention and listen, unless asked to participate e.g. questions.
- Staff should set a good example and monitor the children.

2.4 During lunchtimes and break times children are expected to (also see information in Happy Lunchtimes section):

- ask a member of staff before entering the building
- walk in the dining areas and show good table manners.
- sit at tables to eat and, in KS2, clear away afterwards.
- stand still on the first whistle and make their way calmly to their lines when the 2nd whistle is blown.
- line up calmly.
- do as they are asked first time and treat lunchtime supervisors with the same respect that they show to all staff.
- continue to follow the school rules.

2.4i Happy Lunchtimes

The school follows 'Happy lunchtime' procedures to ensure the smooth running of lunchtimes which promote good behaviour. The playground is zoned and within each zone activities are run by lunchtime staff. Children are recognised for using positive character muscles. If children break lunchtime rules the following procedures are followed.

Step 1 behaviour – children are being silly and not deliberately breaking rules – **gentle reminder given by staff which finishes with a smile**

Step 2 behaviour – children have deliberately ignored an instruction or broken a rule i.e. gone inside when told not to, stood on benches when told not to, deliberately 'bothering' a child – **children have to stand/walk with the lunchtime supervisor for 5 minutes. At the end of this time there is a reminder about the rule and it is finished with a smile. If children refuse to carry out the consequence or is rude to staff this time rises to 10 minutes. If the child again refuses this becomes a Step 3 behaviour (see below)**

Step 3 behaviour – swearing, racism/homophobia etc, any violence, spitting, allegations of bullying (staff are to first clarify if it is bullying or bothering if bothering see step 2). **A member of SLT is radioed and is taken from the playground. An appropriate consequence is issued, the incident recorded on CPOMs and a behaviour letter is sent home to parents or parents are spoken to at the end of the day.**

2.5 School trips

- Follow instructions whoever they may be from. This includes activity leaders onsite and those employed by the place where the trip is taking place.
- Behave in a safe and considerate way on the coach or in the transport provided. Wear seat belts, sit in your seat and keep noise at an appropriate level that is considerate to others, particularly the driver.
- Consider members of the public at all times and remember that they are representing the school.
- Continue to follow school rules.

2.6 Travelling to and from school children are expected to:

- travel safely (including wearing helmets and using lights when riding bicycles).
- follow instructions given by parents and adults.
- continue to treat others, both adults and peers, with consideration and respect.
- not ride bikes and scooters on the school premises.
- Observe bedtimes showing consideration for other children and the members of staff on the trip

3 Rewards and sanctions

3.1 Praise and rewards

Children are praised and rewarded for a variety of reasons: academic achievement, effort, improvement, behaviour – **character muscles used are always identified**. Positive behaviour is recognised, encouraged and rewarded in many ways:

- Praise – including positive feedback, verbal praise to children and parents, and being sent to another teacher for further praise and recognition. **Areas of praise are identified through character muscles ie a child is praised for using their self-control**
- In class rewards – all staff operate their own class-based systems of reward and encouragement. These might include golden time, a class celebration, use of an online reward chart such as Class Dojo, stickers, a 'golden board'.
- Blue stickers (KS1) – Children are awarded a blue sticker which they stick on their jumper for the day. At the end of the day these are transferred to a class chart. At lunchtime children earn tokens for showing different character muscles. The winning class are awarded the golden lunchbox in the celebration assembly – this lunchbox contains a reward for the class.
- Housepoints (KS2) – All children belong to one of four houses (Willow, Hazel, Birch and Sycamore). Children earn points for their house. The points are collected weekly and the house cup is awarded each week to the leading house. The overall winning house at the end of the year receives a team reward. Tokens from happy lunchtimes are awarded for showing particular character muscles – the winning house for the week can earn an extra 50 house points towards their total. This is announced in a Friday assembly.
- Raffle tickets (KS2) – In some classes children are awarded raffle tickets which go into a weekly class draw to win a small prize.
- Celebration Assembly – Once a week a child from each class is selected to have their name in the weekly celebration book to receive a certificate in assembly. Their parents are invited to watch the assembly and share their celebration. The certificate recognises a particular character muscle that the child has demonstrated. Children can also nominate other

children for showing character muscles positively, a selection of these are read out in assembly. Lunchtime supervisors award certificates for positive character muscles shown.

- Certificates – At the weekly celebration assembly a variety of certificates are awarded. These awards include: winning house, attendance, sports achievements, star writer.

3.2 Five point warning system

When children display behaviour that is not in line with expectations this five point warning system is followed:

1. **a verbal reminder is given**
2. **a second verbal reminder is given** (a record of this may be noted somewhere in the classroom e.g. name on the board / on a chart / on a raincloud / on a list / a peg or photo moved on a chart). If this second warning has been issued by a member of support staff, the child's behaviour is reported to the class teacher at this stage.
3. **a sanction is enforced** (this sanction is at the teachers discretion eg LKS2 a child misses 5 minutes of break, in UKS2 a child loses their break time or a child is sent to a 'buddy class')
4. **parents/carers are contacted where appropriate.**
5. **the child is sent to senior member of staff / phase leader** who then decides on a further sanction and whether or not the issue should be referred to the head teacher. Some behaviour may be deemed serious enough in nature to elevate immediately to a senior member of staff. This includes any step 3 behaviour.

The school recognises that some children have additional needs that may impact their behaviour. An appropriately differentiated approach will be adopted for these children. This information is shared with relevant staff who come in to contact with particular children.

3.3 Consequences

Staff can impose a fair and reasonable consequence in response to unacceptable behaviour.

- Children being disruptive in class can be removed and can be sent to another teacher (a 'buddy' class) or the phase leader.
- Other reasonable sanctions include: time out from the activity taking place, removal of a privilege, confiscation of property, missing breaks / lunchtimes
- Higher level sanctions may include: not being allowed to take part in an after school club or a school trip, immediate contacting of parents, internal exclusion, exclusion (please see section 3.4)

3.4 Seclusion/Exclusion

Exclusion can take the form of internal (in school) seclusion or exclusion from school premises for a specified length of time. During internal seclusion a child is not allowed to participate in school life alongside their peers for a specified length of time. They will be expected to continue with their classwork under the supervision of an adult in a specified area. The school will contact parents to discuss incidents and consequences. The school follows Local Authority policy and completes all relevant documentation for exclusions.

3.6 Handling

Staff are trained in Team Teach strategies. Children are only physically handled if it is deemed necessary for their own safety or the safety of others. Team Teach guidelines are followed at all times and reporting procedures are followed. Details regarding handling can be found in the school's *Policy for Positive Handling*.

4 The roles of key players in the behaviour policy

Class teachers

The class teacher ensures that the school rules and expectations are enforced at all times by the children in their care. They create a positive working environment by using praise and making the children feel comfortable, safe and respected. They maintain a productive work environment in their classrooms by ensuring that children behave in a responsible and respectful manner. The class teacher treats children fairly and consistently enforces the school behaviour policy consistently. If a child misbehaves repeatedly it is the class teacher's responsibility to record this on CPOMS where appropriate. The majority of incidents are dealt with directly by the class teacher however, where necessary, they may request the support of a phase leader, member of SLT or send a child to a 'buddy class'. The class teacher liaises with external agencies as necessary to support children with particular behaviour needs. The class teacher contacts parents / carers if there are concerns about a child's behaviour or if they have reached stage 4 on the warning system.

TAs and support staff

All staff work together to ensure that the school rules and behaviour expectations are enforced at all times in order to create a safe and suitable working environment. All staff are able to warn children, but once two warnings have been given then the child's behaviour should be referred to the class teacher. During break times, TAs and support staff are able to ask child to take some time out and stand in a designated area if they have behaved in an unacceptable manner.

Dining supervisors

Dinner time staff continue to uphold the school rules regarding behaviour. When these school rules are broken the happy lunchtime procedures are followed (see 2.4i).

Headteacher

It is the responsibility of the head teacher under the school standards and framework act 1998 to implement the school behaviour policy consistently throughout the school and 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 well-being of all pupils.

The head teacher supports the staff in the implementation of this policy.

Children who have received 5 warnings or who have been involved in a serious incident can be referred to the head/deputy teacher for sanctions.

Governors

Governors have responsibility for setting down general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the head teacher in the implementation of these guidelines.

Parents

Parents have a responsibility to support the school in the implementation of this policy. The school expects the parents to read, support and uphold the school rules, aims and objectives.

Monitoring and recording

The school uses the CPOMS software application to monitor child protection, safeguarding, pastoral, welfare and behaviour incidents. Once a child has reached level three on the warning system the incidents must be logged on CPOMS and senior staff will be notified. Staff should also record on CPOMS any other behaviour that they find concerning or to be an ongoing issue, as well as any conversations (in person or on the phone) that are had with parents/carers regarding a child's behaviour. The monitoring and analysis of recordings related to this policy is the responsibility of phase leaders and the senior leadership team.