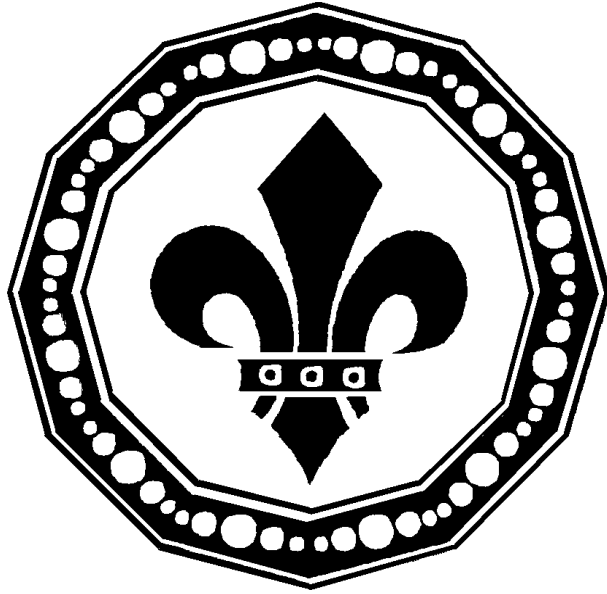


"Flourish for the future"



**ST. MARY'S
CHURCH OF ENGLAND
PRIMARY SCHOOL, WELHAM GREEN**

Behaviour Policy

Date: **November 2024**

Review: **November 2026**

Headteacher – Mr. A. D. Petty

Chair of Governors – Mr. C. Diver

We are a welcoming Christian community where every child has the chance to flourish. We bring and share joy, inspire daily and creatively equip children for the future. We're thankful for all that God has provide; proud of where He has placed us; and excited about the potential to come.

All the policies of St Mary's C of E Primary School reflect the Christian vision, aims and values of the school.

We have considered the impact this policy may have on our children with SEND.

This policy has been equality impact assessed to ensure that it does not have an adverse effect on race, gender, age or disability.

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the relevant provisions of the Data Protection Act 2018 (DPA 2018).

This policy applies to all personal data, regardless of whether it is in paper or electronic format.

Introduction

At St Mary's School, we are committed to positive behaviour management as part of our whole school ethos. All children and parents are expected to support this ethos to offer our children the best possible education within the context of a caring, Christian community. Through the promotion of self-discipline by positive encouragement, we aim to secure within the school, acceptable standards of behaviour, a proper regard for authority and concern for the environment which will prepare children for the next stage of their education, and for adult life.

We believe that being aware of each child's needs and individual circumstances help us to act in the fairest way. In dealing with our pupils, we always consider the safety of other children and aim to minimise disruption to learning, while helping children acquire self-discipline. It is our aim to reinforce positive behaviour as often as possible, as it helps our children feel good about themselves and creates a calm and enabling environment for learning to take place. Behaving appropriately is a developmental task that requires support, encouragement, teaching and setting the right example. At St Mary's, it is our belief that rewards and encouragement are more important than consequences in creating a positive behaviour culture.

This policy aims:

1. to create an environment which encourages and reinforces good behaviour
2. to define acceptable standards of behaviour
3. to promote self-esteem self-discipline and positive relationships
4. to ensure that the school's expectations and strategies are widely known and understood
5. to encourage the involvement of both home and school in the implementation of this policy

At St Mary's, it is important for us that:

1. children have the right to learn and play in a friendly, helpful and safe environment
2. parents have a right to feel welcome and to know that their children are safe and well cared for during the time the children are with us
3. staff have a right to feel safe when they come to work and be treated with courtesy and respect

At St Mary's, we believe working in active partnership with parents is the most effective way of helping children to learn. Behaviour is learned in the same way as any other attitude, lesson or skill and learning to behave appropriately and to gain social skills is a very important part of children's social personal and emotional development. Learning in this area supports all other forms of learning and builds sociability, confidence and independence.

At St Mary's, children are encouraged:

1. to be considerate towards and value and respect others
2. to show consideration for their surroundings and property
3. to work hard and do their best.

This is summed up in our three school rules: Be kind. Be safe. Be responsible. These rules are supported by individual class charters which are agreed at the beginning of each academic year. Rules are displayed in classrooms and around the school and are referred to often. Children abiding by the rules will receive praise.

At St Mary's, our rules and expectations which are mainly concerned with safety and enabling every child to feel secure are:

1. explained to the child so that they understand what is expected of them and why
2. explained to the parents when their child arrives at the school
3. modelled by members of staff so that children can observe and hear how to behave
4. supported by routines and positive expectations to encourage an engaging learning environment both in the classroom and outdoors, which are organised in a way that encourages high standards of behaviour and meets the children's needs.

Responsibilities**Children are responsible for:**

1. always doing their best – developing responsibility for their learning
2. telling the truth – developing a sense of fairness
3. being in the right place at the right time – developing an understanding of the need for rules
4. solving problems in a sensible way – developing independence
5. acting and speaking safely, sensibly and respectfully – developing tolerance for others, their way of life and different opinions
6. treating others and all property in a kind and caring way – developing responsibility for their community

Parents are responsible for:

1. being aware of school behaviour expectations and Christian ethos of the school (newsletters, policies and information)
2. working with the school to help their child follow these expectations
3. be positive about the school and the learning that their child is undertaking, including any home learning
4. working in partnership with the school to bring about improvement in behaviour as and when is necessary

5. ensuring their child arrives in good time for school with the appropriate equipment for the day
6. contacting the class teacher if concerned about anything that is affecting their child's learning

The School are responsible for and will ensure:

1. a safe learning environment
2. implementing the policy by setting the behaviour standards outlined in this policy and in the class charters
3. staff model the expected behaviour within the school
4. behaviour incidents are recorded to enable the school to ensure children progress with their learning and any ongoing concerns are identified and addressed
5. referral to external agencies where necessary to support a child's behaviour
6. work in partnership with parents to improve their child's behaviour as and when is necessary
7. records are kept of all reported serious incidents of behaviour
8. the management of very serious or repeated incidents of misbehaviour. For example, bullying of any kind is not tolerated and is treated as a serious incident which will be referred to the Headteacher and logged accordingly

School Council

This is an opportunity for children to raise school issues and to have a voice in the running of the school, including general behaviour. The members of the School Council meet at least once every half term.

Management of behaviour

Promoting positive behaviour




We believe that high quality teaching promotes effective learning and good behaviour. Positive behaviour is reinforced by praise attention and rewards for positive actions effort cooperation and caring attitudes management methods that are developmentally appropriate consistency where children learn to trust adults who do what they say even when they don't always like it. We manage behaviour through adopting a positive approach throughout the school by recognising and celebrating effort and success.

Rewards

The school uses a clear rewards system, which is displayed in all classrooms and around the school:

Be Kind. Be Safe. Be Responsible.

Rewards for positive behaviour at St Mary's

Displaying positive behaviour (daily)	Consistently demonstrating positive behaviour and effort (weekly)	Exceptional behaviour and effort (termly/yearly)
<ul style="list-style-type: none">* Verbal praise* House points (<i>to win House Cup & a non-uniform day at the end of each half term</i>)* Stickers* Golden Time chart 	<ul style="list-style-type: none">* Extra responsibilities (<i>student helpers</i>)* Postcard home 😊* Phone call home 😊* Star of the Week (lunch with Mr Petty, <u>certificate</u> and pencil)* Golden Time 	<ul style="list-style-type: none">* Value Award (half-termly)* Merit Awards (termly)* End of year event or trip 

In order to celebrate effort and success we reward positive behaviour in the following ways:

- Praise
 - Verbally to the child
 - Verbally in front of the whole class or school
 - In writing in children's book
 - Encouraging children to praise one another's positive behaviour
 - By all members of staff
 - Postcards and/ or phone calls home
- Each class may have its own reward system based on the age and ability of the group. This includes a range of rewards
- Golden Time
- Good behaviour is shared with parents by telephone, email, written in children's books and certificates/postcards sent home
- Achievements out of school are celebrated at an age appropriate level
- Celebratory Collective Worship on Fridays

Consequences

Whilst the school focus is on teaching children the skill of internal control, there are two parts to the management of inappropriate behaviour: -

- the care and enquiry as to why inappropriate behaviour has taken place and supporting children to develop self-control
- the need for good order within the school which may mean that a consequence needs to be imposed for individual situations

The school uses a consistent 'stepped approach' for managing inappropriate low-level behaviour: 'Reminder. Warning. Consequence.' Children will receive a 'Reminder' of our school rules if their behaviour deteriorates, a 'Warning' if this behaviour continues and a 'Consequence' if the behaviour is repeated. Consequences are in line with a child's age and understanding and these are clearly displayed in all classrooms and around the school:

Be Kind. Be Safe. Be Responsible.

Consequences for disappointing behaviour at St Mary's

Class teacher/TA	Lunchtime Club	Lunchtime Club/SLT	Headteacher
<p>Minor incidents</p>	<p>Low level disappointing behaviour</p>	<p>Medium level disappointing behaviour</p>	<p>High level disappointing behaviour</p>
<p>Examples Being rude or using unkind words towards someone else Not listening or following instructions Not playing nicely</p>	<p>Examples Persistent minor incidents Rudeness to an adult or being mean to another pupil Name calling</p>	<p>Examples Persistent low level disappointing behaviour Deliberate refusal to follow instructions Disappointing language Excluding others</p>	<p>Examples Persistent medium level disappointing behaviour Significant damage caused Violence towards others Bullying or discrimination Inappropriate language</p>
<p>Consequences 5 minutes 'time out' or miss 5 minutes of break. Done in class</p>	<p>Consequences Missing 15 minutes of lunchtime</p>	<p>Consequences Missing lunch break for 'time out'</p>	<p>Consequences Internal exclusion, suspension or permanent exclusion</p>
<p>Actions Adult to have a discussion with the pupil Teacher informed Adults monitor frequency of incidents</p>	<p>Actions Adult to have a discussion with the pupil Teacher informed Parents/ Carers informed at the end of the day</p>	<p>Actions Class teacher to have a discussion with the pupil Targets put in place as appropriate Parents/ Carers will be phoned</p>	<p>Actions Headteacher to meet with parents/ carers Support plan may be set up External agencies may become involved</p>

The particular instance of inappropriate behaviour will determine at what level it is dealt:

- Minor incidents – with the class teacher or TA
- Low level incidents – will go to Lunchtime Club
- Medium level incidents – will go to Lunchtime Club/ SLT
- High level incidents – will go to the Headteacher

Depending on the incident it may be appropriate for a child to be reported straight to a member of the SLT or the Headteacher.

Lunchtime Reflection Club

Pupils who have exhibited inappropriate behaviour that is low or medium level will be asked to attend Lunchtime Club for a period of the lunch hour to reflect on their behaviour and the school rules of 'Be Kind. Be Safe. Be Responsible'. During this time they will fill out an age appropriate reflection sheet and have a discussion with the member of staff present.

Suspensions and Permanent Exclusions

We do not wish to exclude any child from school and hope that this will not be necessary. It must be emphasised that, in most cases, suspension and exclusion would only be used when all other measures have been exhausted. In cases where appropriate measures have failed, the Headteacher has the sole legal responsibility for the exercise of the power to exclude a pupil. In certain instances, it may be necessary for a suspension or permanent exclusion to be given for a first offence if the incident is sufficiently serious or allowing the pupil to remain in school would seriously harm the education or safety of the pupil or others in the school.

The school recognises that exclusion is very serious and will endeavour to use all available strategies in working with parents, setting up Pastoral Support Programmes and collaborating with a range of outside agencies before this is imposed.

In the case of exclusion, the school follows the Department for Education Exclusions Guidance August 2024. The parent, or any person who has parental responsibility for a child, who has been excluded for a fixed period of time, has the right to appeal, in the first instance to the Chair of Governors.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection Policy for further information.

Anti-Bullying

We do not accept bullying in our school. It can take physical, verbal, emotional or racist forms and is defined as: repeated aggressive acts over a period of time, by another person, or persons. It may include: verbal attacks, name calling, malicious gossip, damaging or stealing the property of others, or physical abuse. Work is undertaken regularly with the children to ensure that awareness of this issue is maintained.

All cases of bullying are dealt with as soon as possible. An electronic log is kept of incidents which could be described as bullying. This includes details of the incident, and the action taken. Parents are informed. Any bullying issue is monitored for a period after the incident has been dealt with. Further guidance may be found in the school's Anti-Bullying Policy.

Equality

At St. Mary's Church of England Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential – irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

As a school, we do not tolerate any forms of harassment. All forms of harassment are investigated and recorded. This includes details of the incident, and the action taken. Parents are informed. Any issues are monitored for a period after the incident has been dealt with.

Further guidance may be found in the school's Equality Policy.

Review, monitoring and evaluation

Behaviour is monitored and reviewed by the staff and governing body as part of the school's monitoring schedule and programme for Self-Evaluation.

Behaviour review and evaluation by pupils is regularly developed during class circle times and other PSHE sessions, and also with school council meetings. Pupils may be interviewed and their views sought individually, in groups or as part of the whole class. Parents are also surveyed in issues including behaviour and discipline. Staff and governors will also undertake monitoring in the form of observations, such as observing behaviour on the playground.