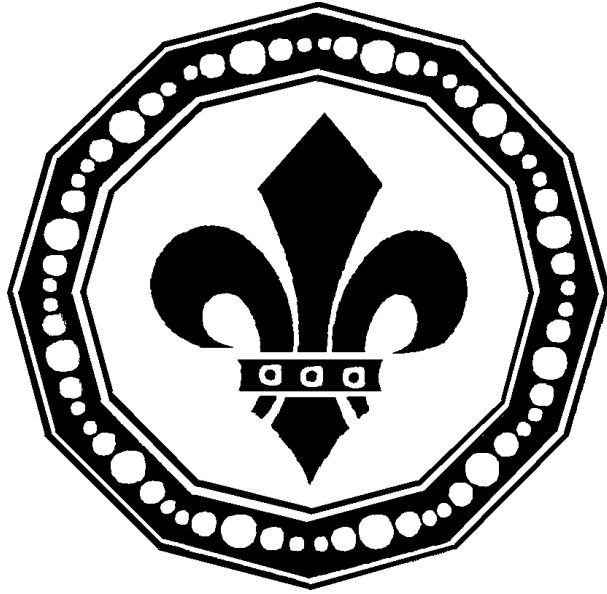


"Flourish for the future"



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

Behaviour Policy

Date: **July 2023**

Review: **July 2025**

Headteacher – Mr A D Petty

Chair of Governors – Mrs S Hoile

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.

'Those who acquire good sense love themselves; those who keep understanding find success'

Proverbs 19.8

Introduction

This policy identifies our practice in promoting high standards of behaviour, and positive attitudes towards others throughout the school. 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.

St. Mary's School believes that positive behaviour assists children and young people to achieve the following five outcomes:

- To be healthy
- To stay safe
- To enjoy and achieve
- To make a positive contribution
- To achieve economic well-being

Why is positive behaviour so important?

Learning Any inappropriate behaviour will affect the learning of the child in question, teaching routines will be disrupted, and so may affect the learning of other children within the school.

Self-pride We support children to be able to make the right decisions, and take responsibility for their actions which will give them confidence for their future, will foster friendship and improve their outcomes.

Community By children having a proper regard for authority and their environment, it will develop their concern for others and enable children to make the most of their opportunities and interests within their community.

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 the Code of Conduct for each class
3. Staff model the expected behaviour within the school
4. Behaviour is recorded on an electronic database (CPOMS) 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

Management of behaviour

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

Promoting positive behaviour

We believe that high quality teaching promotes effective learning and good behaviour. We manage behaviour through adopting a positive approach throughout the school by recognising and celebrating effort and success.

Rewards

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
- Each class may have its own reward system based on the age and ability of the group. This includes a range of rewards
- 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
- Values Collective Worship at the end of the Summer Term

Consequences

The school uses a consistent 'stepped approach' for managing inappropriate behaviour, which is in line with a child's age and understanding. This is displayed in all classrooms:

Consequences for disappointing behaviour at St Mary's

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

Fixed Term 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, 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 permanent exclusion to be given for a first offence if 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 Sept 2017, and the more detailed guidance provided by the local authority. 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.

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 with the Deputy Headteacher every half term.

Playtime and Lunchtime Behaviour

We believe that it is important that playtime behaviour also plays a part in our behaviour policy. Children are encouraged to be helpful and kind in the playground, and follow the playground rules.

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

Behaviour reviewing 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.

Findings following monitoring activities are shared with staff, pupils, parents and governors; and may lead to subsequent action is considered if appropriate, or review of the Behaviour Policy.