



*Love Learning. Love each other.*

### **Behaviour Policy 2022 - 2023**

*“Love the Lord your God, with all your heart, soul and mind.”*

*“Love your neighbour as you love yourself.”*

Jesus said that these are the most important commands. They form the foundation for outstanding behaviour in all aspects of life at St. Mary’s Primary.

#### **School Vision**

*At St Mary’s we believe in a culture where:*

- *Everyone is special, unique and valued: diversity and difference are celebrated. We are all God’s treasure.*
- *Education is holistic; spiritual and moral growth is nurtured.*  
*Life in all its fullness – John 10:10.*
- *Inspirational and reflective worship enables all in the school community to encounter the risen Christ.*
- *Wisdom, knowledge and skills are a focus in everything.*
- *Everyone does their best at all times with a culture of the highest expectations, respect and consideration for all.*
- *Everyone can succeed and achieve. Aspiration and inspiration are central to all that we do.*  
*I know the plans I have for you. Plans to make you prosper – Jeremiah 29:11.*
- *Creativity and joy in learning is valued.*
- *The spiritual and emotional well-being of all members of our school community is a priority. Resilience and perseverance are developed in all.*
- *A community of global citizens of God is created through social action – on local, national and global levels.*

*All of these are underpinned by our spiritual, moral, social and cultural understanding and experiences; respect of our British values and through our core Christian values of hope, peace, compassion, forgiveness, trust and endurance.*

#### **We aim:**

To encourage high standards of behaviour, which promote respect for people and property, and develop patterns of behaviour that are suitable throughout life. Within school, these standards will contribute to effective learning and to a harmonious learning environment.

This policy aims to help children develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.

Bullying will not be tolerated in our school. Sanctions dealing with incidents of bullying are detailed in our Anti-Bullying Policy including Homophobic / transphobic bullying

### **Christian values**

Christian values underpin every aspect of community life and work. These values are rooted in the teaching of Jesus Christ.

*'So in everything, do to others what you would have them do to you, for this sums up Law and the Prophets.'* Gospel of Matthew. Ch 7, V12

At St Mary's Church of England Primary School we will actively promote the development of pupils' spiritual, moral, social and cultural awareness, fostering attitudes of tolerance and respect which ensures every member of the school community feels important and valued. In school, we celebrate and promote our Christian and British Values.

Through the behaviour policy we focus upon: Trust, Friendship, Compassion, Forgiveness and Justice.

### **Behaviour Principles**

- All members of the school community should show respect for one another
- Good behaviour and positive attitudes should always be acknowledged and rewarded
- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including preventative planning and ongoing risk assessment
- Sanctions for unacceptable behaviour should always be applied fairly and consistently
- Staff will always consider a holistic approach to meeting pupil needs, including effective teaching and learning, physical, pastoral and emotional care and through partnerships with other agencies
- All members of the school community are entitled to learn in a safe and secure environment
- Pupils should behave to consistent expectations in the areas in which they work

- All school staff should model positive behaviour and promote the active development of pupils' social and emotional development and behavioural skills

**We hope to achieve these aims through the following objectives:**

**1. Improve and maintain standards, through increased self-discipline of all members of the school community.**

This will be achieved in the following ways:

From staff

- Being role models for pupil behaviour.
- Providing opportunities for discussion of acceptable norms.
- Demonstrating in their relationships with the children that each individual, their efforts and achievements are valued.
- Valuing children's achievements and efforts by ensuring that work is carefully and interestingly displayed.

From children

- Being made aware of the need for codes of conduct within school and the wider community. This will be achieved through discussion opportunities and day to day interaction.
- Being encouraged to develop self-discipline by showing good table manners; being polite and courteous in all aspects of school life; having consideration for others and reflecting on the results of their actions; being open and honest when confronted with their actions.
- Being encouraged to value their own efforts by presenting work to their own highest possible standards.

**2. The implementation of a system of rewards.**

Children will be rewarded in the following ways:

- Use of stickers, stampers, certificates and postcards to reward positive contributions of all kinds.
- The Dojo system in EYFS / KS1 and house system at KS2 for rewarding positive contributions of all kinds.
- Praise and public acclaim – within class, in collective worship and on Class Dojo for notable success.
- Sharing success – acknowledging good work produced within school, extra-curricular achievements and leisure activities at school collective worship.
- Star of the Week - Class teachers name a 'Star of the Week' for an overall, impressive achievement in a particular week.
- Lunchtime Awards – These are selected by the Lunchtime Supervisors.

- Monitors and roles of responsibility– conferring posts of responsibility or allowing specially agreed activities to take place.

### **3. To create an atmosphere of respect and trust.**

#### From adults

- Open discussion of any areas of concern will be encouraged amongst all adults within the school.
- There is always regular liaison between welfare assistants and teaching staff. Regular meetings take place between the Head Teacher, Senior Leadership Team (SLT) and all school staff to deliver feedback relating to behavioural issues and recent development in behaviour management initiatives.

#### Between adults and children

- Children will be encouraged to discuss their concerns with staff, initially the class teacher, although other members of the teaching staff will be available if preferred. Bearing in mind child protection guidelines, these discussions will take place in confidence, respected by all parties.
- Children will be given opportunities to be placed in positions of trust and will be expected to take on appropriate responsibilities.

#### Between children and children

- Pupils will be expected to empathise with other points of view during discussion situations in PSHCE (personal, social, health and citizenship education) and through reflecting on the messages from collective worship. Worship themes are linked to the SEAL (Social and Emotional Aspects of Learning), Jigsaw (PSHCE curriculum), Rochester Diocese Collective Worship materials and Christian Values.
- They will be encouraged to respect the feelings of others and to respond appropriately.

#### Children and property

- Children will be taught to take care of school property and that of others.
- Children will be expected to behave as expected in this policy during school trips, visits and sporting competitions.

### **4. Commitment to a Home School agreement with parents to assist us in achieving our aims by their interest and support.**

This will be achieved by:

- Creating an atmosphere in which parents feel confident in approaching the school with any areas of concern and dealing with these worries at the earliest opportunity.
- Providing occasions for regular verbal and written reporting on pupil achievement and behaviour.

- Ensuring that if a child's standards of behaviour or performance are not good, parents are invited to discuss the matter at the earliest opportunity which is appropriate.
- Expecting parental support in upholding any remedial action which may need to be taken.

## **Responsibilities**

***All members of the school community*** – teaching and non-teaching staff, parents, pupils and Governors will work towards the school's aims by:

- Fostering and promoting good relationships and a sense of belonging to the school community
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Helping to develop strategies to eliminate undesirable behaviours both inside and outside the classroom, and applying these consistently
- Working as a team, supporting and encouraging one another
- Caring for, and taking a pride in, the school's environment
- Rejecting all forms of bullying and harassment
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Recognising all children and adults as individuals and respecting their rights, values and beliefs
- Recognising that actions outside of the school environment e.g. cyberbullying, aggressive, anti-social behaviour can have a detrimental impact upon the school community during.
- Share and display our Christian values in our behaviour, attitude and all we say and do.

## ***The Leadership Team***

The Governors, Headteacher, senior and middle managers work towards the aims of the school by:

- Taking a lead in the establishment of a true school ethos
- Monitoring and reviewing behaviour throughout the school
- Evaluating the success of this policy and ensuring that necessary revisions are made
- Recording and reporting incidents of serious misconduct
- Provision of opportunities for training, sharing of best practice and discussion regarding the policy.
- Provision of pastoral care for school staff accused of misconduct

*It is the role and responsibility of the Governing Body to support the Leadership Team both by overseeing and modelling good governance to ensure the Christian values and ethos of*

*the school are demonstrated and made visible in all aspects of behaviour and welfare amongst all those associated with the school in any way. (July 2022)*

### **The Teachers and other designated adults**

Teachers and other designated adults work towards the aims of the school by:

- Adhering to the Teacher code of conduct and professional standards
- Recognising and praising appropriate behaviour
- Asserting their right to an orderly classroom
- Explaining to the children what constitutes acceptable behaviour
- Explaining that there are choices to be made with behaviour
- Providing opportunities for children to discuss appropriate behaviour
- Taking quick, firm action to prevent one child inhibiting another's progress
- Ensuring that a thorough investigation is carried out before any sanctions are applied
- Working collaboratively with a shared philosophy and commonality of practice
- Engaging in training, sharing of best practice and discussion relating to behaviour management and this policy
- Implementing of the policy and any other actions following training, sharing of best practice and staff discussion

*As staff it is our role and responsibility to work in partnership with parents and carers to uphold the shared Christian values and school's ethos and behaviour expectations in all aspects of school life as set out in this policy. (SMPS Staff - Summer 2022)*

### **Pupils**

Pupils work towards the aims of the school by:

- Contributing to the development of the Code of Behaviour for the school (See Appendix C)
- Conducting themselves in an orderly manner in line with this code
- Taking an increasing responsibility for self-discipline
- Recognising that they have a choice as to how they behave
- Accepting responsibility for their behavior

*As pupils of St Mary's, we promise to follow the school rules and the behaviour policy - modelling good behaviour. We will try to better ourselves every day. (School Council 2022)*

### **Parents**

Parents work towards the aims of the school by:

- Providing support for the discipline within the school and for the teacher's role
- Participating in discussions concerning behavioural issues shown by their child
- Ensuring early contact with the school to discuss matters which affect a child's happiness, behaviour and progress

- Accepting responsibility for the behaviour of their children at all times

*As parents and carers we act as role models for the children. We work in partnership with the school to promote our shared Christian values, ethos and behaviour expectations, not only in school but at home and within the wider community.*

*(St Mary's Parent Partnership Group, May 2022)*

**Strategies for promoting desirable behaviour include:**

- Staff acting as role models
- Staff offering regular praise and encouragement
- Appreciation and acknowledgement of pupils who act as role models
- Focusing on a group or individuals who are behaving well
- Collaborative work within and across classes to help develop good relationships
- Issuing house points to reward positive behaviour
- Individual certificates to recognise good behaviour / Star of the Week
- Praise postcards sent home via the post
- Whole class 'thank you' to reward good behaviour
- Recognition of an individual's sustained good behaviour
- The provision of a curriculum designed to stretch and engage each child
- House team end of term reward from classteacher or Headteacher
- Provision of pastoral support e.g. peer / staff / external agency

*See Appendix A*

**Strategies for eliminating undesirable behaviour include all of the above plus:**

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of all teaching and non-teaching staff
- A schedule for sanctions for undesirable behaviour as outlined in the Good behaviour and Discipline Guide for Parents
- Conscientious supervision of pupils at all times and the development of deliberate strategies to make the supervision of a large group (especially when on the move) as efficient as possible
- Rapid response to incidents of bullying, racial, homophobic or sexual harassment, all of which must be reported to the Headteacher or the Senior Leadership Team – these will be logged and reported at Termly Governors' Meetings
- A readiness to tackle persistent behaviour problems through the procedures for Special Educational Needs within the school
- Fixed period exclusions may be used when deemed appropriate by the Headteacher (Deputy Head in the absence of the Headteacher).
- Permanent exclusions will be used as a final resort in consultation with the Discipline Committee of the Governing Body.

- Both categories of exclusion will be implemented after having due regard for the exclusion guidance, although recognising that the guidance is guidance and not law.
- With both categories of exclusion, individual circumstances will be considered. A pupil's previous disciplinary record will be looked at before making final decisions.

*See Appendix A and B*

**Strategies for dealing with behaviour that poses a safety issue towards a pupil, other pupils and/or staff and visitors.**

- De-escalation strategies will be used to attempt to diffuse potential volatile situations.
- The use of manual handling and restraining may be required and will be used in situations that require the physical restraint of a pupil. This is a last resort.
- Staff will investigate and escalate issues (if required) that arise from online bullying or actions that may place another individual at risk e.g. to MARAT, Police, CAMHS or behaviour support

Staff will adopt the strategies deemed necessary to each individual situation and the relevant assessment of risk will be undertaken before the use of manual handling.

**Confiscation of inappropriate items**

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully

2) **Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any other banned items from school.

Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Any actions undertaken will be in line with the school's Safeguarding and Special Educational Needs Policies, where applicable.

## **Pupils' conduct outside the school gates – teachers' powers**

What the law allows:

Teachers have the power to discipline pupils for misbehaving (non-criminal bad behaviour and bullying) outside of the school premises "to such an extent as is reasonable" and in line with the details within this policy.

Subject to this behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

## **Procedure for recording incidents of unacceptable behaviour:**

At St. Mary's we are proud of our high standards of behaviour. However, should an instance of unacceptable behaviour from a pupil arise the following action will be taken:

- Discussion between the teacher and pupil/s involved regarding the unacceptable nature of their behaviour.
- Parental involvement

- Incidents of unacceptable behaviour are recorded by the appropriate member/s of staff via the school's electronic reporting system. These are held by all members of teaching staff throughout the school, in class record folders.
- Specific details of the behaviour are recorded and an agreed plan of action is determined by the teacher and pupil.
- Should the unacceptable behaviour of a pupil become persistent or repeated, further details of incidents will be recorded and the parents of the child will be invited into school to discuss pupil progress with the class teacher and/or the Headteacher at an agreed time.
- The action to be taken after investigating instances of unacceptable behaviour in school is based on the sound professional judgement of each individual member of staff

This policy will not determine outcomes but will offer guidance. This policy may need to be adapted to meet the additional specific needs of an individual pupil.

The Behaviour Policy will be reviewed annually and will be publicized on the school website in accordance with statutory requirements.

Policy written by: Sarah Jones

Contributions to the policy made by: Teaching staff, Pupil School Council, Parent Partnership Group and Governing Body.

Ratified by Pupil, Personnel and Welfare Committee - 08 June 2022

Review date – Summer 2023

The following documents have been consulted during this policy review:

DFE - Behaviour and discipline in schools - Advice for headteachers and school staff  
January 2016

DFE - Behaviour and discipline in schools – Guidance for Governing Bodies

St Mary's CE Primary School – Anti-Bullying Policy, including Homophobic / Transphobic bullying.

St Mary's CE Primary School – Child Protection and Safeguarding Policy

St Mary's CE Primary School – Special Educational Needs Policy

St Mary's CE Primary School – Manual Handling (Incl. People Handling) Policy

## **Appendix A**

**Rewards and Sanctions** – The following strategies are available to be used to reinforce expected positive behaviours at St Mary's CE Primary School:

### **Rewards**

- Verbal praise

- Stickers
- House points
- Dojo points
- Certificates and Postcards
- 'Stars of the Week'
- Allocation of monitor roles
- Choosing time
- Extra playtimes
- Speaking to parents
- Sending notes / Dojo messages home
- Sending to other staff for positive attention
- Peer praise

### **Sanctions**

- Verbal warnings
- Removal from lesson / seating position but still in same room
- Removal from the classroom to work in another class
- Sending to another member of staff to discuss behaviour
- Sent to a member of the Senior Leadership Team to discuss behaviour
- Comments on work (where quality/quantity has been affected by behaviour)
- Time out from lesson, classroom, playground or choosing time - supervised
- Time missed at playtimes
- Apologise to the victim(s) verbally or in writing – this can be independently or supported if required
- Removal of privileges e.g. membership of school sports teams, School Council, extra-curricular activities etc
- Behaviour books
- Liaison with parents
- Letters to parents
- Telephone calls to parents

For work not completed in the given time and where a breach of the Behaviour Policy has led to this the following sanctions are used:

- Finishing work off during playtimes and/or lunchtimes
- Sending work home to be completed and returned the following day

This list is not exhaustive.

These rewards and sanctions will be applied in accordance with the Teachers' Professional Standards and Code of Conduct.

## Appendix B

### Exclusions

Exclusions fall into two categories:

- Fixed period exclusions
- Permanent exclusions

Only the Headteacher, or the Deputy Headteacher in the absence of the Headteacher, can exclude in either categories.

The decision to exclude a pupil is a serious one and one that is not taken lightly. In both cases, the decision to exclude will only be taken in response to serious breaches of the schools' behaviour policy and/or allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Headteacher will be the first person to raise the possibility of exclusion. Staff will not use the possibility of exclusion as a threat to a pupil.

A one-off offence will not normally lead to permanent exclusion. However, in exceptional circumstances, it may be appropriate to exclude permanently for a first of one-off offence.

Serious and persistent breaches of the school's behaviour and discipline policy will lead to disciplinary measures, including either fixed period or permanent exclusion, being considered i.e:

- Persistent and defiant misbehaviour, including bullying
- Malicious allegations made against members of staff

Examples of exceptional circumstances whereby permanent exclusion might be considered for first or one-off offences might include the following (although not an exhaustive list):

- Serious or persistent actual or threatened violence against another pupil or member of staff
- Carrying an offensive weapon i.e. anything that can be used to cause harm to another person
- Sexual assault, including the touching of someone over their clothes without consent
- Possession and/or supply of illegal drugs

Exclusions of any kind will not be imposed in the heat of the moment unless there is an immediate threat to the safety of others or the pupil concerned.

Before deciding on exclusion as a course of action, the Headteacher (or Acting Headteacher) will:

- Ensure that a thorough investigation is carried out (although the Headteacher does not have to be the person to carry out the investigation)
- Consider all the evidence available to support the allegations, taking into account the school's policy
- Allow and encourage the pupil to give his or her version of events
- Check whether the incident may have been provoked e.g. by bullying or harassment
- Consult with others if necessary but not with anyone who may have a role in reviewing the Headteacher's decision
- Keep a written record of the actions taken including copies of written records made by other members of staff as well as any interview with the pupil.
- Look at the pupil's previous disciplinary record.
- Where an incident involves a pupil with a disability that is known to the school, investigate whether the alleged incident is a result of the known disability, whether another pupil without the disability would be excluded for the same reason and whether reasonable adjustments had been made for the pupil with the known disability.

On completion of the above, if it is more probable than not that the pupil did what he or she is alleged to have done (rather than 'beyond reasonable doubt') and that no breach of the Disability Discrimination Act is present, the Headteacher may decide to exclude the pupil.

Where more than one pupil is involved in the same incident, resulting actions may differ for each child once previous disciplinary records are taken into consideration.

### **Alternatives to exclusions**

As part of the process of considering the exclusion of a pupil, the following might be considered as an alternative:

- Restorative justice i.e. replacing damaged property
- Mediation
- Internal exclusion
- Parent contracts

Exclusions will not be used for minor incidents such as a failure to bring dinner money in, poor academic performance, lateness, truancy, breaches of school uniform rules (except where these are persistent and in open defiance of these rules and where all other avenues for resolving the uniform dispute have been exhausted).

Exclusions will not be used to punish pupils for the behaviour of their parents unless the behaviour of the parent is a factor affecting the behaviour of the pupil.

Behaviour outside school on school trips and at sporting events are subject to the school's behaviour and discipline policy. Other circumstances outside school that could lead to disciplinary action being taken include travelling on school buses and the sending of text messages and/or emails. These circumstances will be dealt with as if they had taken place in school.

Behaviour outside school, not on school business, where there is a link between that behaviour and maintaining good behaviour and discipline among the pupils of the school, will be dealt with and could lead to exclusion.

Parents will be notified of any decision to exclude in accordance with statutory requirements and local and national guidance, where appropriate.

Designed.  
By  
St Mary's  
School  
Council

The poster is hand-drawn with a blue border and contains the following elements:

- Expected**: Written in a decorative, outlined font at the top.
- Crest**: A central shield-shaped crest with a pink border. It features the letters 'P P' at the top with a red flower between them. The center contains a green bean and a white flower. The bottom of the crest has the text 'ST MARY'S C.E.P. PRESTWICH' and 'By Sophia Yr 5'.
- Behaviour - POLICY**: The word 'Behaviour' is written in large blue letters, followed by 'POLICY' in smaller blue letters.
- Message**: A handwritten message in black ink: 'We need you to know that Being kind is the best thing to do.'
- Signature**: 'By Poppy Yr 4' written at the bottom.

Welcome!

To St. Mary's.

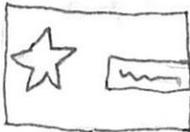
Here we want everyone  
to enjoy, try your best  
and most importantly  
**TRY YOUR BEST!**

Everyone is welcome  
so don't feel out of  
place. Read this  
behaviour policy as  
a guide to success!

By  
Sophia  
Yr 5



Lunch time award



Star of the week



By Poppy Yr 4.

## Consequences

- Miss break time
- Sent to see the lead teacher
- Sent to the back of the line

## Activities

- Netball
- Football
- Choir
- Aft club
- School council
- breakfast club
- Ethics group

By Rose  
Yr3

## Gabrielle says...

Yr 6

In school, when we behave well we may get rewards. These rewards may be Dojo's, house points, Star of the week and raffle tickets. This helps create a positive learning environment at school. Behaving well means being kind and helpful. If your class gets the most house points, you get more playtime. In year 6 there are also table points and if your table gets the most points at the end of the week everyone on your table gets a sweet. You get table points by working together as a team.

## rules

- ✓ Respect each other
  - ✗ Running in the classroom
  - ✗ talking when the teacher is
  - ✓ kind words
  - ✓ Work together
- By Rose Yr3

1) Treat people how you want to be treated.

2) Don't be mean because of a religion.

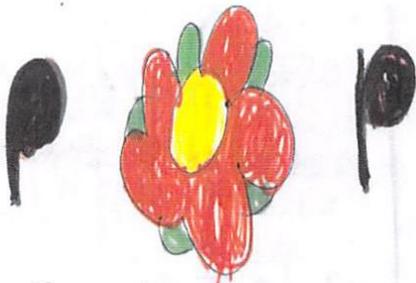
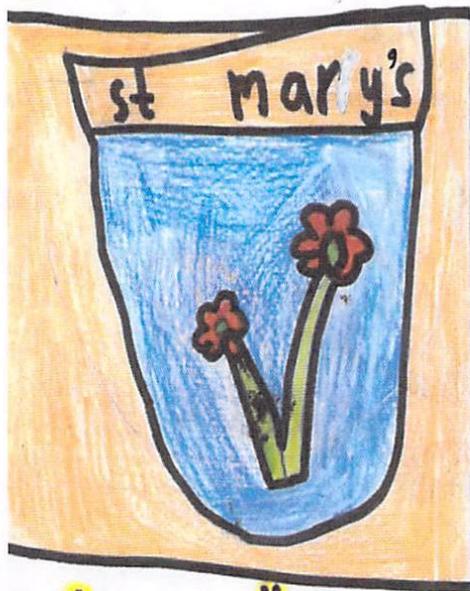
3) Let people play with you.

4) Do not take anything for granted.

5) Be kind to others

By Kaleb Y5

# Welcome



By Ava  
Yr 3

# REWARDS!

In class we have rewards like in Y2 and under they have dojo points in Y3 and Y4 you get raffle tickets and in Y3 and over we have house points but most importantly we have star of the week!



By  
Sophia  
Yr 5.

Dojos



By Poppy  
Yr 4

House points

JIF	
Hob	
MIKE	
POPPY	
JOS	