



St. Mary's C. E. Primary School, Rawtenstall

**Positive Behaviour Management Policy
(Updated September 2021)**

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School Mission Statement

Based upon our belief of Jesus Christ as the Son of God and Saviour of the World, we will give all children a positive experience of Christianity and learning, whilst retaining a respect for other faiths.

We will promote the spiritual, moral, cultural, mental and physical development of all pupils, within a caring, loving, stimulating and nurturing environment, which is firmly based upon Christian values.

All children will receive a wealth of high quality educational experiences through the positive involvement of school, home and St. Mary's Church.

Policy Statement

At St. Mary's we believe that the maintenance of good behaviour is essential to a well-run environment, where learning and pupil well being are the main focus of the school. Good behaviour lies at the heart of the school and this is based on mutual respect for the needs of pupils, staff and the care of our environment. This is firmly underpinned by the Christian character of our school.

Our Behaviour Policy is designed to encourage all pupils in our care to have a mutual respect for each other and for adults and to give due consideration to the views and opinions of others. Pupils are encouraged to listen, without interrupting, to know the difference between right and wrong, to be well mannered and courteous, to promote self-control, high self esteem, self worth, self confidence, independence and the ability to accept responsibility for their own actions. It is expected that pupils will have respect for other people's property and will learn to work conscientiously, whilst retaining a positive attitude towards their school environment. We expect our children to be tolerant of one another and respect the right of all to hold different views and beliefs.

The governing body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour.

Standards

At St. Mary's we encourage and expect high standards of behaviour. Accordingly, about the school, and in each classroom, a code of conduct will be displayed, setting out in a simplified, formal and positive format, the standards we expect from all our pupils.

Aims

1. To develop, in our pupils, a sense of self discipline and an acceptance of responsibility for their own actions.
2. To develop a positive learning environment, in which pupils are encouraged to develop as positive, well behaved individuals.
3. To actively promote an acceptance of those with perceived differences, disabilities and protected characteristics including LGBT, to encourage pupils to view every member of our community as having individual needs.
4. A safe and secure environment

Rights and Values of staff and children

- 1. To be fairly treated**
- 2. To have respect**
- 3. To be safe**
- 4. To be heard**
- 5. To be able to learn and teach without unnecessary interruption**

School Ethos

To achieve our aims staff and pupils at St. Mary's will need to work to an agreed set of standards. We wish to create an ethos that celebrates and reinforces achievement of those standards and which identifies the consequences of failure to work towards them. This policy will attempt to balance the rewards and sanctions and create conditions in the school in which effective teaching and learning can take place in an atmosphere of mutual respect.

These considerations emanate directly from the mission of the school and provide a broad framework out of which guiding principles are drawn so that staff can guide their practise where specific procedures do not exist. **The following principles are generated from other policies that already exist in school and link specifically to this policy:**

(Health and Safety, safeguarding policy, attendance policy, teaching and learning policy, home school agreement, single equalities policy and anti-bullying policy).

- All pupils are required to accept responsibilities and develop qualities of initiative and persistence.
- We encourage critical self-evaluation and self-awareness through identification of strengths and weaknesses and to appreciate and evaluate the behaviour they admire in others.
- Opportunities for success are available for all pupils through systematic encouragement and the recording and acknowledgement of a variety of achievements thus developing a sense of pride in all they do leading to enhanced motivation through increased self-esteem.
- Pupils are expected to show respect for the differences in others and their rights, leading to tolerance and respect for others and their feelings.

- Pupils are expected to promote, through example, honesty and courtesy.
- We stress the importance of working co-operatively, sharing equipment, space, ideas and skills.
- All pupils should recognise the need for an accepted social behaviour, knowing what is considered right or wrong, and being encouraged to set personal standards of behaviour and self-discipline.
- All pupils are of equal value and to be treated equally, regardless of gender, ethnicity and disability.
- We instil in the pupils the values of care and respect for the environment and the school buildings and the materials within it.
- Attitudes are to be developed that reflect independence of thought on social and moral issues.
- A sense of fair play is promoted, including the processes of the law and the rights of others.
- We aim to lead pupils to value democracy and its associated duties, responsibilities and rights.

In order for high standards of behaviour to be apparent, a consistent approach from all staff is expected towards all children at all times. A clear code of conduct is agreed and supported by a balanced combination of rewards and sanctions within a positive family atmosphere.

School Expectations (Rules)

At school we must work towards standards of behaviour based on the basic principles of **courage, thankfulness, trust, forgiveness, hope, respect and honesty**. It follows that accepted standards of behaviour are those that reflect these principles. General school expectations have been created through consultation with the children and are discussed and displayed in classrooms and around school. They are as follows:

- **Always treat others as you would like to be treated.**
- **Be polite and well-mannered to everyone.**
- **Always try your best.**
- **Keep our school safe and tidy and treat everyone and everything with respect.**
- **Always walk quietly in school.**

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good, positive behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should engage the children and encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism of unacceptable behaviour should be clear and appropriate for the situation, age and understanding of the child. Children will not be withdrawn from the class as a sanction unless it is at Stage 4 on the '5 Stage Approach' and has been agreed by a member of the SLT.

Pupils with SEN

For pupils with identified behaviour problems work may be differentiated and/or support provided. This may be through the use of an Individual Behaviour programme (IBP) which is monitored and reviewed regularly by the appropriate staff. Where appropriate school will work with a range of external agencies to support all pupils achieve the highest standards of behaviour.

Positive rewards system

Our emphasis is on rewards to reinforce good behaviour, rather than on sanctioning failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Pupils who consistently comply with the standards of behaviour and effort set by the school will be rewarded. The most

common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

All class use the Class Dojo system to earn individual points. At St Mary's CE Primary School pupils will be awarded individual points. **Once they have been awarded they cannot be taken away from the pupils.** Once a half term there will a 'Double Dojo Day'. This will be agreed by SLT and staff will be provided with sufficient notice.

In addition to this each pupil is allocated to teams where Dojo points are collated by the Year 6 pupils on a weekly basis. The team with the most points win a weekly trophy which is presented in Friday's celebration assembly.

Awards are given for punctuality and attendance in each Friday's celebration assembly and attendance awards are part of the termly awards system.

Key stage assemblies also use 'Star of the week' to reward good work/behaviour.

As we are a healthy school sweets and chocolate are not permitted as a reward choice for pupils.

Class Dojo Points System

- **General reward = 1 dojo**
- **KS1 Star of the Day = 3 dojo's**
- **KS2 Star of the Week = 5 dojo's**
- **Once a half term = Double Dojo's – date decided by SLT**

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.

- Group punishments should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the SLT and the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following LA guidelines). Parents are routinely informed of any instances of serious poor behaviour. All incidents of unacceptable behaviour are logged on CPOMS to monitor trends and to create a chronology of incidents.

All sanctions used in our policy take into account legislation regarding disability, SEND, race and other equalities.

At St Mary's Primary School homophobic, biphobics and transphobic bullying and language will not be tolerated and will be dealt with seriously and appropriately in accordance with this behaviour policy. The headteacher extends the power to discipline pupils to some adult volunteers who have been properly briefed and where a child may put their own safety and that of others at risk on a school trip.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures take place to eliminate these as contributory factors. We also consider whether the child may be subject to suffering emotional or physical harm, in which case the safeguarding policy is consulted. If the behaviour is due to a child's unmet needs a multi-agency assessment will be considered. Additional specialist help and advice from the educational psychologists or Pupil Access Team may also be necessary.

In extreme situations where the good order of the school and learning of other pupils is being harmed the Governing Body will delegate powers to the Headteacher so that a pupil can be directed off-site for education to improve his/her behaviour.

Detention

Detention is one of the sanctions open to use in school. We only use detentions at playtimes and lunchtimes when stages 2 and above have been reached. Parental consent is not required for detentions and all staff are expected to act reasonably in allowing the pupil to eat, drink and use the toilet.

Exclusion

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against that of the whole school community.

Parents have the right to make representations to the Governing Body (or discipline committee) about an exclusion and the Governing Body must review an exclusion decision in certain circumstances which includes all permanent exclusions. Where a Governing Body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the 6th school day of any fixed period exclusion of more than 5 consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the 6th school day of a permanent exclusion.

Sanctions applied to conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. This also includes the Headteacher having the power to exclude a pupil for unacceptable behaviour that has occurred off-site.

St Mary's will not accept any bad behaviour that occurs anywhere off the school premises and is witnessed by a staff member or reported to the school and sanctions will apply as detailed in the five staged approach. The types of behaviours and when they occur covered by this policy include:

- Taking part in any school organised or school related activity

- Travelling to or from school
- Wearing the school uniform
- Inappropriate use of online activity/social media (refer to Online Safety Policy and AUP)
- In some other way identifiable as a pupil at the school

The teacher may also discipline for 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.

Behaviour at playtimes and lunchtime

Staff are to retain control of their class until transfer over to playtime and lunchtime staff. Once the bell has sounded for the end of playtime and lunch, staff should go out and bring their class inside. All staff have a responsibility to respond to incidents that they see and to offer support to lunchtime staff when necessary.

Low level incidents should be dealt with immediately by the welfare staff on the yard or in the classroom. Children will be spoken to positively and encouraged to change or stop their poor behaviour. Children who continue to misbehave will be given 5 minutes as Time Out, before returning to play. Any serious incident should be referred directly to the Senior Welfare Assistant who will investigate and make the decision whether the child should be withdrawn from the yard and referred to a member of the SLT. The welfare staff should pass on any serious concerns to the class teacher. **The 5 Staged Approach applies to lunchtimes too.** School also expects high standards of behaviour in the playground. Staff, including support staff and welfare staff, should follow the agreed procedures.

There are equipment, playground leaders, zones for activities, benches and quiet areas provided for all children. Lunchtime staff will receive training in organising games and utilising the playground markings.

Playground Pals are also in place. These children are trained to help children on the playgrounds by providing friendships, advice,

listening, support and simple conflict resolution skills. They are also trained to provide planned activities for the younger children to join with.

Pupils are expected to line up in the agreed manner and should enter school quietly and sensibly; ready to begin work as soon as possible. To avoid boisterous behaviour at playtime children have a playground champion's cup. This is awarded to a whole class at the end of each playtime for good behaviour. The class with the most cups at the end of the week get 5mins extra playtime on a Friday.

Power to use reasonable force

- Teachers will physically separate pupils found fighting or if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed.
- We make reasonable adjustments for disabled pupils and pupils with special educational needs (SEND).
- Schools do not require parental consent to use reasonable force on a pupil.

Five Staged Approach

As a school we have identified a five-staged approach to managing behaviour so that all are clear on what sanctions are available and appropriate to the increasing serious nature of incidents. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is vital that the sanction is not out of proportion to the offence. **It is also very important not to reach the ultimate sanction too soon so that the school is forced into a position of taking extreme measures through a lack of alternatives.** Likewise it is important that all staff avoid idle threats and statements that leave them or senior staff little room for manoeuvre. Any sanctions employed should be carried out in a fair manner.

The Five Staged Approach to Managing Behaviour

Stage 1
Low level inappropriate behaviour
Isolated occurrences

Class teacher deals with this:

Examples:

Name calling
Running
Shouting
Pushing
Discourtesy
Minor damage
Minor disruption
Over aggressive

Consequences:

warning with clear boundaries
a look/quiet word
Time out within class

Stage 2
Low level inappropriate behaviour
Frequent occurrences

Refer to other staff in KS or KS Leader

Examples:

Name calling
Running
Shouting
Pushing
Discourtesy
Minor damage
Minor disruption
Over aggressive

Consequences:

Discuss with child why this happening
Liaise with previous teacher
Move the child
Miss a playtime
Record on CPOMs
Detention – playtime
Inform parent's low level

Stage 3
Serious inappropriate behaviour
Isolated occurrences
Use your knowledge of the child

SLT to deal with this:

Examples:

Pre-meditated theft
Serious aggression
Serious verbal abuse
Rude gestures
Racial incidents
Destructiveness
Inappropriate use of social media
Using a phone in school
Use of homophobic, biphobic and transphobic language

Consequences:

Serious incident book
CPOMS record
Miss playtimes
Withdraw privileges
Racist report
Detention – lunchtime

Stage 4
Serious inappropriate behaviour
Frequent occurrences

SLT and Headteacher to deal with this:

Examples:

Pre-meditated theft
Serious aggression
Serious verbal abuse
Rude gestures
Racial incidents
Destructiveness
Repeated inappropriate use of social media
All forms of bullying including the -use of homophobic, biphobic and transphobic language

Consequences:

Serious incident book
CPOMS record
Miss playtimes
Withdraw privileges
Racist report
Parents meeting
Bullying log
Detention – lunchtime and break
Internal exclusion
IBP/Pastoral plan
Outreach support from Alternative provision
Short term exclusion

Stage 5
Very Serious inappropriate behaviour
Headteacher to deal with this:

Examples:

Pre-meditated theft
Violent physical assault
Serious and wilful vandalism
Misuse of drugs
Sexual assault
Persistent misuse of social media

Consequences:

All of stage 4
Serious incident book
Parents meeting
Possible fixed term/ permanent exclusion
Police/CSC/PREVENT

Support

- SENDCO
- Alternative Provision Outreach
- Behaviour Plan
- ABC
- Reward chart
- CAF/TAF

Communication and Parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

On occasions a home-school diary may be an appropriate method of communicating with parents. This should be agreed with parents and should be a two-way process.

Speaking to parents is always the preferred method of communication and should be used in the first instance whenever possible.

Roles and Responsibilities

- **Governors**

The governing body is responsible for setting general principles that inform this behaviour policy. The governing body are also aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

- **Headteacher**

The Headteacher is responsible for developing this behaviour policy in the context of this framework. They decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The overall behaviour policies include measures to prevent all forms of bullying, including online bullying among pupils. The Headteacher publicises the school behaviour policy in writing to staff, parents and pupils at least once a year. It is included on the school website and is reviewed annually prior to publication.

This policy will be reviewed annually.

Signature of Chair of Governors: September 2021

Signature of Headteacher: September 2021

Date of next review: September 2022