



## Issued by the Governors of St Mary's CE School, Clymping

# BEHAVIOUR POLICY

<b>Approved by</b>	<i>Ethos Committee</i>
<b>Review Schedule</b>	Every Two Years
<b>Last Revised</b>	February 2023
<i>Next Approval Date</i>	February 2025

At St Mary's CE Primary School, we have created a behaviour policy that helps everyone in the school to live and work in a safe, secure and smoothly run environment. The policy translates the school Mission Statement and Vision into practice, one which encourages high standards of behaviour. This Good Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The emphasis is always on positive reinforcement of good behaviour. Behaviour management is the responsibility of all staff at St Mary's CE Primary School and this policy supports the school in aiming to allow everyone to work together in an effective and considerate way. We recognise that good behaviour is paramount in ensuring children achieve their best and that poor behaviour choices are often a response to other underlying issues or concerns a child has. Each child has the right to be forgiven and to start afresh. This puts into practice our Christian belief in redemption. In this way, we hope to teach forgiveness and not recrimination. We remind ourselves of what Jesus said at the Last Supper "Love one another as I have loved you". This is a fundamental part of our Behaviour policy.

### MISSION

Our Mission at St Mary's C of E primary school is:

- To educate
- To nurture- establishing a sense of belonging
- To develop children's faith and spirituality
- To be inclusive, celebrating individuality
- To serve the community
- To improve life outcomes
- To develop morals and principles
- To develop children's life and learning skills, enabling everyone to reach their full potential

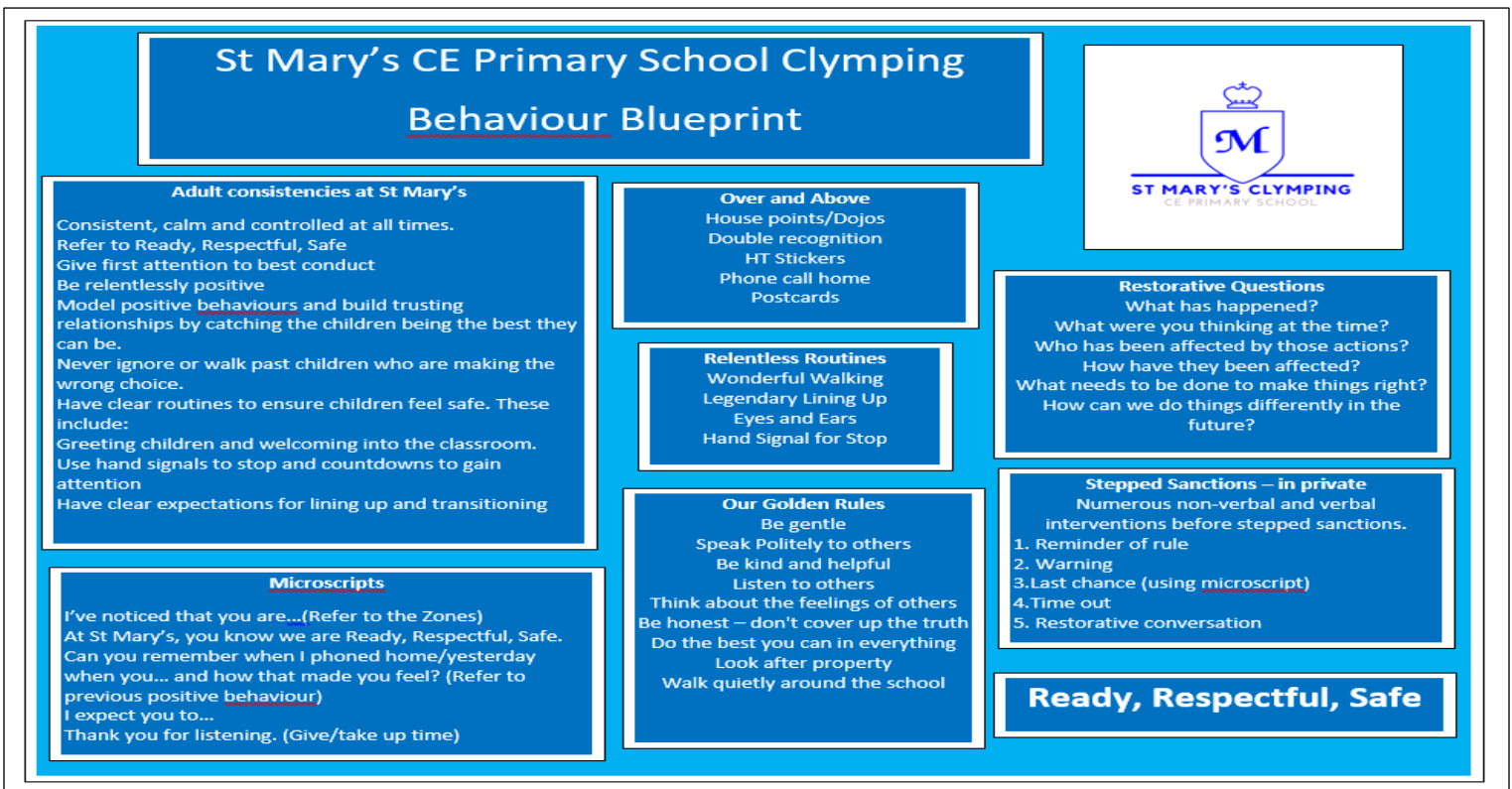
## VISION

***Be strong and let your heart take courage, all you who hope in the Lord – Psalm 31:24***

St Mary's C of E Primary School is a small school with a big heart at the centre of the community. Christian faith is taught, experienced and lived as we seek to provide a firm grounding from which children grow into compassionate, active and courageous citizens in a diverse world. We believe that children should learn in a happy, secure and stimulating environment where a thirst for understanding and the embracing of challenge is instilled. Acceptance, nurture and hope empower each child on their journey of academic, spiritual and emotional growth to dream big and aim high.

## Aims of the Policy

- To create a culture of exceptionally good behaviour: Ready For Learning and Ready For Life
- To ensure all children are treated fairly, shown respect and to promote good relationships.
- To promote self-respect and respect for others
- To use “affective language” which encourages the learner to engage positively and understand the impact of their behaviour
- To help children take control over their behaviour and be responsible for the consequences of it so that they develop self-regulation
- To build a community which values kindness, care, good relationships and empathy for others
- To ensure children to understand that sanctions will be taken if our expectations are not met
- To celebrate good behaviour



## We expect every adult to:

1. **Meet and greet** you at the door
2. Refer to '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships (e.g. legendary lining up)
4. Give **first** attention to best conduct
5. **Plan** lessons that engage, challenge and meet the needs of all learners
6. Use a **visible recognition mechanism**, throughout every lesson (age appropriate)
7. Be **calm** and give time when going through the steps. Try to **prevent** sanctions
8. **Follow up** every time, retain ownership and engage in reflective dialogue with learners
9. **Never ignore** or walk past learners that are making the wrong choice
10. Staff **praise** the behaviour they want to see in the classroom

## Setting the scene at the start of the term:

At the beginning of each term, the Good Behaviour Code of Ready, Respectful, Safe is revisited and discussed. Alongside this the class will devise/revisit their E-safety code.

Golden rules are revisited to ensure they are part of our dialogue and ethos.

Zones of regulation are used to help develop children's ability to be in the best possible place for learning to self-regulate; identify their emotional states and finding strategies to manage their emotions independently, building resilience and self-awareness. This may be supported by a Well-Being Champion.

### St Mary's CE Primary School Clymping

### Good Behaviour Code

#### Ready

We arrive at school on time

We are ready to learn


We are prepared and have the right equipment for our lessons

We show that we are listening

We focus well in our lessons

We try hard and do our best

#### Ready, Respectful, Safe



ST MARY'S CLYMPING  
CE PRIMARY SCHOOL

#### Respectful

We listen when others speak

We are kind and polite

We treat others as we want to be treated

We respect difference

We are positive role models

We are good friends

We respect the property of our friends and the school

#### Safe

We move around school in a safe manner – wonderful walking


We demonstrate legendary lining up

We follow instructions to keep safe

We use equipment safely and correctly

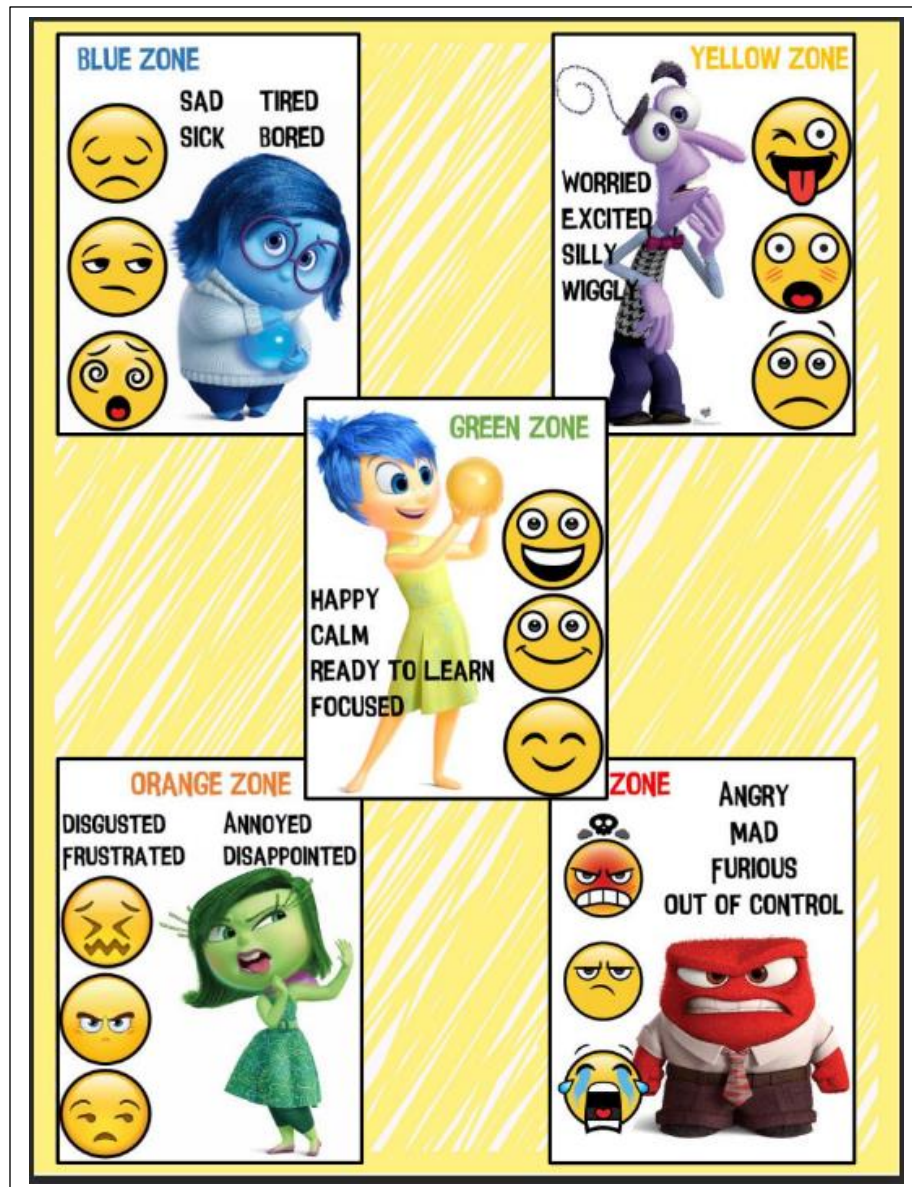
We stay safe online

We recognise when we are in the red/yellow zone



Be strong and let your heart take courage,  
all you who hope in the Lord.  
Psalm 124

## Zones of Regulation



## Recognition and Rewards for Effort

We recognise and reward learners who go **'over and above'** our standards. Our staff understand that at St Mary's we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a positive note home, a phone call or a face to face chat. Children will be regularly invited to share excellent work, behaviour or meeting of our school values with Mr Murray or other SLT members.

Other rewards and recognition may include:

Rewards
<ul style="list-style-type: none"> <li>• Double praise</li> <li>• Specific praise</li> <li>• Formative feedback in children’s books</li> <li>• Showing good work to other adults</li> <li>• Celebration certificates shared in assembly</li> <li>• House points/Dojos</li> <li>• Postcards home</li> <li>• Phone call home/Dojo message</li> <li>• Face to face chat with parents</li> <li>• Head teacher stickers</li> <li>• Termly merit awards</li> <li>• Dojo cup team rewards</li> <li>• Prizes</li> <li>• Whole class rewards</li> </ul> <p><b>House Points</b>-These to be announced once a week During Friday Celebration Worship and weekly winners celebrated.</p> <p>Two children per class per week for Special Mention in Friday celebration Worship (either for behaviour or achievement)</p> <p>Two children per class to be nominated for a Golden Merit once a term in the Golden Merit Assembly.</p>

### Practical steps in managing and modifying poor behaviour

Learners are responsible for their behaviour choices. Staff will deal with behaviour incidents as they arise without delegating so that it can be dealt with quickly and effectively. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible. Each classroom will have the steps displayed alongside the recognition steps.

### Sanctions/Steps

Step	Action
1) Redirection/Reminder	<p>Gentle encouragement, a non-verbal or verbal nudge in the right direction. Small interventions have taken place prior to this point.</p> <p>A reminder of our 3 simple rules – Ready, Respectful, Safe delivered privately where possible.</p> <p>Repeat reminders if necessary.</p> <p>De-escalate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>

2) Warning	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove they can make good choices. "Stop, think...make the right choice."
3) Last Chance	<p>Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second microscript intervention.</p> <ul style="list-style-type: none"> <li>• <b>I have noticed that you are...(having trouble getting started, wandering around etc.) right now. Refer to the zones here.</b></li> <li>• <b>At St Mary's we... (refer to the 3 school rules – ready, respectful and safe)</b></li> <li>• <b>Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</b></li> <li>• <b>Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</b></li> <li>• <b>I expect you to .....That is who I need to see today...</b></li> <li>• <b>Thank you for listening... then give the child some time to reflect and respond.</b></li> </ul> <p>If the warning is not heeded and the behaviour continues this will be recorded on a behaviour log on BROMCOM and move to stage 4 Time Out.</p> <p>For serious breaches at break time or lunchtime, it will be expected that the pupil will stay inside with an adult for an agreed amount of time in order to be safe.</p>
4) Time Out	<p>Time out might be a short amount of time in another classroom, with SLT or in a designated area on the playground. Time out may require time in a calmer place or with a different adult.</p> <p>This time will be directed to breathe, calm down, have a drink, look at the situation from a different perspective and compose themselves.</p>
5) Restorative Conversation	<p>5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> <li>• What has happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected by the actions?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>
<p>Consequences</p> <p>Communication with a Parent</p> <p>A formal meeting between class teacher and parents/carers</p> <p>Behaviour Plan</p>	<p>If a child has two incidents in a week that require 'time out' outside the classroom or two missed playtimes, the teacher must inform parents. This must be recorded on BROMCOM. Loss of privilege will also be considered should such behaviour incidents be a cause for concern e.g. school clubs, trips and school responsibilities. Imposition given if needed (An imposition is the missed work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p> <p>If a child has three or more incidents in a week (or regular incidents) that require a time out outside the classroom, missed playtimes or a reflection meeting with SLT, a parents/carers meeting should be arranged. This must also be recorded on BROMCOM. Loss of privilege will also be considered should such behaviour incidents be a cause for concern e.g. school clubs, trips and school responsibilities</p> <p>The teacher may need to create a 'behaviour log' to build up a picture of why such behaviour is occurring. The class teacher will meet with parents and share the incident log along with strategies developed at home and in school. Parents will be</p>

Suspension	<p>invited in to be involved in ongoing dialogues. A Behaviour Risk Assessment may be required alongside a Behaviour contract with the child.</p> <p>If the behaviours continue or escalate following this meeting, a behaviour plan will be put in place, in discussion with the Inclusion Lead, SLT, pupil and parents/carers. At this point, the social, emotional and mental health of the child would be supported through our local SEND offer.</p> <p>A serious breach may lead to a fixed term suspension.</p>
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### **Ongoing Incidents/Vulnerable Children**

Some children may have specific difficulties with behaviour in the same way as children have learning difficulties in other areas of the curriculum. These are dealt with in line with our Special Needs Policy. Once these have been identified, advice and support is sought from the SENCo and an individual plan of action devised. We have a responsibility to modify environments and adapt both expectations and the curriculum to support these children in experiencing success. Preparation for life beyond primary school is an essential part of our role and it is important therefore that SEND is viewed as an explanation, rather than an excuse – we aim to build personal responsibility within all of our pupils.

Key staff work with the Inclusion Lead to ensure behaviour management strategies and practice are, where necessary, appropriately and reasonably adjusted to support and manage the behaviour of pupils with SEND. These adjustments are documented through an ‘Assess, Plan, Do (APD)’, which is a working document and is updated as necessary. Where needed, an individual risk assessment and behaviour contract are also developed. The school aims to include the views, wishes and feelings of the pupil with SEND and their parents/carers when planning outcomes related to behaviour and attendance. Where there are behaviour concerns there will be collaborative work with families and pupils and an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health needs.

In these exceptional circumstances the school will try to avoid exclusion. It is important that parents are informed and involved when behaviour plans and behaviour targets (in conjunction with the Inclusion Team) are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and school as well as daily feedback to the child regarding behaviour programmes or modification strategies may be established in consultation with the SENCo, SLT or external agencies, together with parents/carers.

### **Defiance**

Outright refusal by a pupil to comply with the school behaviour policy is in itself serious. It undermines the credibility of the staff involved and the school’s established routines. If a child refuses a direct instruction by a senior member of staff, that child’s parents will be called to attend school for a meeting as soon as possible. This meeting is to discuss the child’s behaviour and consequences of it, not to debate or dissect the events themselves. If a parent cannot/will not attend such a meeting promptly, the child may need to work in isolation.

### **Child on Child Abuse**

We take a zero-tolerance approach to child on child abuse. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. Stopping harm and ensuring immediate safety is St Mary’s CE Primary School’s first priority. Our PSHE (Jigsaw) curriculum provides opportunities for children to explore relationships and the types of behaviour that are inappropriate and potentially damaging

## **Internal Exclusion**

The Head teacher may consider an internal exclusion within a different part of the school. There may also be a need for 1-1 teaching outside the classroom with a TA or member of SLT.

## **Fixed Term or Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (2017) and the school will refer to this guidance in any decision to exclude a child from school. Exclusions may be “fixed term” or “permanent” and clear guidance on these is given.

- Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **Preventing Bullying Policy**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Any prejudice, discrimination, or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

We follow the following definition of what constitutes bullying:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical - hitting, kicking, and taking another's belongings;
- Verbal - name calling, insulting, making offensive remarks;
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of rumours in any form
- Cyber – name calling, insulting others, spreading rumours or images.
- Psychological bullying - defined as any kind of intentional and purposeful mental abuse.



## **In the Playground**

Supervisors will use a positive approach of praise and encouragement for good playground behaviour. There will also be occasions when there is a need to discourage children from unacceptable behaviour by anticipating problems and intervening positively e.g. inviting the child to walk around with them to calm down, gently reminding children who are beginning to play wildly, to play kindly. Some children who find playtimes too difficult to manage may take part in individualised activities.

All playtime supervisors should be mobile, vigilant, engaged and taking their duty seriously. It is an expected part of playtime to be proactive in our approach to successful outcomes. Teaching staff will come out at the end of break time to assist with legendary lining up and successful transitions with wonderful walking.

### **Steps to be taken when playground behaviour becomes unacceptable:**

- Reminder - play and/or speak kindly – refer to Ready Respectful Safe
- Redirection or Warning - Invited to walk round with an adult, talking positively to them about good choices
- Time Out - Given time out for calming down
- Restorative Conversation and complete a Think Sheet

## **School Discipline and the Law**

- Government guidance (2022) makes it clear that all paid staff at schools have the power and responsibility to discipline pupils for misbehaviour. School behaviour policies should include: “High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone.”
- Teachers (and other paid staff such as Teaching Assistants) have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The guidance sets out a range of potential sanctions that can be imposed by school staff, providing they are proportionate and reasonable. These include, but are not limited to: A verbal reprimand; The setting of written tasks as punishments, such as an account of their behaviour; Loss of privileges – for instance the loss of a prized responsibility; Use of time to be determined by SLT including that in break time and appropriate restorative activities e.g. resetting a classroom.
- In more extreme cases schools may use temporary suspension or permanent exclusion.

### **Reasonable Force**

We reserve the right as school staff to use reasonable force, as allowed by law, to prevent a child from harming themselves, another person or property and to maintain good order and discipline in the classroom. We are fully aware that force can never be used as a punishment.

### **Searching Without Consent**

School staff are also allowed by law to search a child without consent if the child is suspected of having a prohibited item with them or an item which has or may cause harm to the child, another person or property. We therefore reserve the right to use reasonable force when searching a child for an item that could be or has been used to commit an offence or cause harm.

## **Off site**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, the child(ren) involved can be disciplined when the child 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.

### **Record Keeping**

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child received a Red Card or is sent to them on account of bad behaviour. The headteacher keeps a record of any pupil who is excluded internally or for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. To be read in conjunction with the following policies; Anti-bullying, SEND, Equality and Health and Safety Policy.

### **Accusations Made Against School Staff**

The school procedures for managing allegations against people who work with children are outlined in our Child Protection and Safeguarding Policy. The Head Teacher or SLT member will act as the case manager for investigations of allegations about members of school staff and liaise with the Local Authority Designated Officer (LADO). If a concern is raised regarding the Head teacher or SLT member in charge, the Chair of Governors and West Sussex LADO will be informed. The person subject to the allegation or concern will be supported in the following way:

- As soon as possible after an allegation has been received, the person subject to the allegation or concern will be advised to contact his/her union or professional association.
- Human Resources will be consulted at the earliest opportunity in order that appropriate support can be provided via the organisation's occupational health or employee welfare arrangements, currently Core Care.
- The person who will update the person subject to the allegation or concern on the progress of the investigation, will be made clear. This is an ongoing process and will be continued throughout any police, S47 or disciplinary investigation. Where a child is found to have made a malicious accusation against a member of staff this will be dealt with using an appropriate sanction (as deemed necessary by the Head Teacher) in line with our sanctions procedures, or by exclusion if appropriate.

### **Engagement of Governors**

Termly reports are sent to the Governing Board and there is always an open forum for follow-up questions about the policy or its implementation at the school. Behaviour incidents are categorised and therefore trends are noted and addressed across all classes. This also includes reference to any online incidents.

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the St Mary's CE Primary School, Clymping School Governing Board annually.