



St Mary's CE Primary School
Felsham Road
Putney

Behaviour Policy and Practice

At St. Mary's we provide an education of the highest quality to enable every child to realise their potential within a nurturing Christian community.

September 2018

The school's behaviour policy is based on Christian values. In our Christian community, relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part of the school's behaviour policy.

We have due regard for our duties under the Equality Act 2010. Through the delivery of this policy we will ensure we eliminate discrimination, advance equality of opportunity and foster good relations between all stakeholders and members of the global community.

This policy sets out the practice that **all** staff will employ when managing the behaviour of pupils at St. Mary's even when pupils are not on school premises and in the charge of a member of staff. This policy also applies to pupils' behaviour outside of school where non-criminal behaviour or bullying:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public/staff and/or
- could adversely affect the reputation of the school.

Although it is a policy that determines what the expectations of **pupil** behaviour are and how it is managed, the expectations set out in this policy should be adhered to by **all** stakeholders not just pupils. We believe that pupils learn by example and it is expected, therefore, that **all** adults in the school will model exemplary behaviour.

All of our pupils are individuals. As we differentiate the curriculum for them in so far as possible, so this policy will be differentiated in the best interests of every individual pupil - especially those with Special Educational Needs - and the school community as a whole.

All parents who have children on roll at St. Mary's will be asked to sign a Home/School Agreement (Appendix 1) following their child's admission to the school. The agreement is also signed by the head teacher and outlines both the child/parent's entitlement and the school's entitlement. The current St. Mary's Home/School Agreement dictates that the school should establish a code of behaviour which ensures a safe and caring environment and that parents support this code of behaviour. This policy and practice is that code of behaviour.

Introduction

In order for teachers to be able to teach and children to be able to learn, it is important that children feel emotionally and physically safe in their classrooms and the school as a whole.

All stakeholders at St. Mary's are committed to building positive and trusting relationships with each other. We believe that we need to invest the time and effort to get to know our pupils and to **teach** them the behaviour and academic skills necessary for success. This means, we will approach the management of behaviour with as much thought and planning as we would the delivery of any other lesson.

St. Mary's Five Expectations:

At St. Mary's we have Five Expectations:

1. We learn to listen carefully and speak politely to everyone
2. We try to work hard in class and not interfere with the work of others
3. We move around the school quietly
4. We show respect to others, 'hitting back', 'fighting' and 'bullying' are not tolerated
5. We help to keep the school buildings safe, clean and tidy. Sweets, glass, bottles, sharp instruments and cans should not be brought into school.

In order to achieve the five expectations we believe that children need:

- to know what the behavioural expectations are
- to be taught responsible behaviour
- clear boundaries
- positive recognition and support

A Proactive Approach

Staff at St. Mary's should not wait for poor behaviour to occur before developing a plan of action. They should determine ahead of time the corrective actions they will use when children are disruptive. They should plan to positively support (reinforce) pupils when they behave appropriately and they should teach their pupils how they expect them to behave.

Proactive responses are productive because they stop undesired behaviour, model socially acceptable behaviour and put the responsibility on the pupil for choosing the appropriate behaviour. Most importantly they support consistency in the approach to managing behaviour.

At the core of the proactive approach there is:

- A discipline plan
- The teaching of responsible behaviour
- The behaviour management cycle:
 - explicit direction
 - supportive feedback
 - corrective actions

Discipline Plans

Every class teacher should have a discipline plan for their class which they should share with anyone else who teaches their class or supervises them at other times e.g. support staff.

A discipline plan sets out what is expected of pupils and determines the supportive feedback and corrective actions that will be taken in the event they are needed.

Plans consist of three parts:

1. Class expectations
2. Supportive feedback
3. Corrective actions

All three should be clearly and prominently displayed together in every classroom.

Class Charters

Class charters will be written at the start of each academic year. The class teacher should work with the pupils in their class to compose no more than five positive expectations which are observable and can be enforced **at all times**. Class charters should be organised using the United Nations Convention for the Rights of the Child. Teacher and children should choose up to five articles from the convention which are the most important for their charter and clearly state what adults will do in order to ensure the article is fulfilled and what children will do to ensure the same.

e.g.



Behavioural Narration

When pupils do not comply with specific directions it is easy for teachers to focus on the pupils who are not doing what they should be doing. This creates a negative environment in the classroom and sends the message that the best way to attract attention is by engaging in inappropriate behaviour. At St. Mary's this is not the message we want to communicate - we aim to keep the emphasis on the positive by focussing on those pupils who are doing what they are supposed to do. This technique is called behavioural narration. E.g. the teacher gives a direction as follows:

'Everybody please line up for assembly.'

Now they look for pupils who are following directions and point out their actions by narrating the appropriate behaviour:

'Andrew is lining up quietly. Ellen is in line, too.'

This technique reinforces the positive behaviour of pupils who are following the directions and reminds the pupils who are not yet following them what they should be doing and keeps the emphasis on the positive rather than the negative. The goal is to acknowledge every pupil every day.

Supportive Feedback - Positive Reinforcement

'Catch them being good!'

Supportive Feedback is the sincere and meaningful attention that is given to a pupil for behaving according to expectations. It motivates pupils to choose appropriate behaviour, increase pupil's self-esteem, dramatically reduces negative behaviours and creates a positive atmosphere. While supportive feedback is positive in nature, it is not evaluative or judgemental like praise can be. The goal of supportive feedback is to help pupils make good choices for their own sake, not staff approval!

Examples are:

- Verbal recognition - staff should avoid excessive praise, using behavioural narration in its place. Praise is judgemental. Feedback is non-judgemental.
- Individual rewards such as:
 - Positive notes and phone calls home
 - Stickers
 - Peer recognition
 - Sharing work
 - Family points
 - Responsibilities
 - Yellow certificates
 - Secret Good Manners Spotter
 - Assign special privileges
 - Use of computer
 - Teacher/teaching assistant helper
 - Child/Star of the week board or similar
 - Round of applause
 - Table rewards
 - Worker of the day
 - Special mention in assembly
 - Head teacher's award
 - Letter from the head teacher
- Whole class rewards:
 - Class certificates
 - Class letter home
 - Special mention in assembly
 - Extra play
 - Non uniform days
 - Picnic lunch
 - Free time
 - Trip
 - DVD

Corrective Actions - Sanctions

Corrective actions are put in place when children choose not to meet the five expectations or follow their class expectations.

See Appendix 2 for examples of low, mid and high level behaviours.

Corrective action should never be harmful. The action will be something the pupil does not like, but it must never be physically or psychologically harmful. The behaviour is always the focus for corrective action and not the child as a person. Children who find this aspect of achievement challenging need

support in order that they can be helped to improve. Personal criticism is destructive and damages relationships.

When a child needs corrective action they are given a 'reminder' each time. There are five possible reminders each day.

Parents are not informed every time a child receives a reminder. However, when a child is consistently receiving reminders throughout the week, the parent should be informed sooner rather than later.

Communication between parents/members of staff may take place in the following ways:

- A message delivered through the PACT system
- A conversation between parent and member of staff
- A letter, telephone call or direct personal email (head/deputy head teacher only - not ParentMail)
- A meeting between parent and member of staff

If a child is consistently reaching fifth reminder then they will be referred to the head teacher.

Example of Early Years Foundation Stage corrective actions:

Reminder	Recorded	Action
1	Class teacher to keep record	Verbal warning
2	Picture/Name to be put on the rainy cloud from the rainbow	Child to place their photo from the rainbow to the rainy cloud
3	Picture/Name to stay on the rainy cloud	Time out with a 3-5 minutes timer
4	Picture/Name to stay on the rainy cloud teacher to keep record	Time out in EYFS or KS1 classroom
5	Picture/Name to stay on the rainy cloud teacher to keep record	Time out with the deputy head

Example of Key Stage 1 Corrective Actions:

Reminder	Recorded	Action
1	Name on board	Warning only
2	Sad face against name	Thinking hoop/Time out (5m)
3	Second sad face against name	Longer time out (10m) at playtime
4	Third sad face against name	Sent to another class for time out (15m)
5	Fourth sad face against name	Sent to deputy head and note to Parent/Carer in PACT Book (20m)

Example of Key Stage 2 Corrective Actions:

Reminder	Recorded	Action
1	Name on board	Warning only
2	One tick against name	Five minutes at time out table in class
3	Second tick against name	Fifteen minutes time out in class
4	Third tick against name	Sent to another class for time out (at least until the end of the session)
5	Fourth tick against name	Send to deputy head and note to Parent/Carer in PACT Book

During time out, pupils will continue with their class work so as to minimise the disruption to their own and others learning. When they are on their fifth reminder they will complete a reflection sheet (see Appendix 3 for example). PPA teachers and lunchtime supervisors create their own discipline plans for their classrooms/playground. Parents will be informed in the PACT Book if reminder four or five are given.

Every pupil starts every day with a clean slate. Teachers may make a record of reminders given as this is useful for tracking and monitoring pupil behaviour.

Members of staff who have responsibility for the direct supervision of pupils can employ corrective actions according to the class teacher's discipline plan. All staff, except the head and deputy head teacher, should consult the Class teacher before employing corrective actions.

The Teaching of Responsible Behaviour and Explicit Direction

In order for a discipline plan to work it must be taught to pupils. When we want to acquire a new skill we must teach it or be taught it. If we want pupils to meet the five expectations and the class expectations then we must teach them to them.

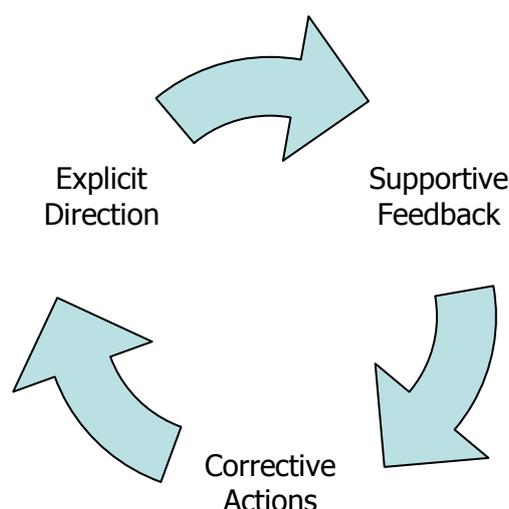
This lesson will take place on the first day of every academic year and will be revisited at the beginning of each term or more regularly as deemed appropriate by the class teacher. It should be re-taught every time pupils repeatedly misbehave or the classroom/session seems to get out of order:

1. Explain why expectations are needed (inherent rights and responsibilities)
2. Teach the expectations
3. Check for understanding
4. Explain the supportive feedback that will be used when pupils follow the rules
5. Explain why you have corrective actions
6. Explain the corrective actions
7. Check for understanding

The beginning of the school year is filled with 'first times'. The first time the children line up, the first time they move into their English or Maths groups, the first time they have to collect resources etc. School staff, especially teachers should consider if pupils know what the expectations for these activities are.

It is essential that all staff give clear directions at all times and that children are trained in routine procedures such as lining up, responding to the register, collecting resources etc. so that they know what is expected. Routines must be taught – pupils will not just 'know' what is expected of them.

Once pupils are clear on the expectations and routines, the discipline plan is used to action the behaviour management cycle:



Beyond The Behaviour Management Cycle

When a pupil consistently reaches reminder five or exhibits high level behaviours consistently or those behaviours which the head teacher, or their representative, considers would not be productively managed within the behaviour management cycle, it may be necessary to employ one of the following or similar sanctions:

Sanctions:

Parents should be informed immediately before any of the following sanctions are to be employed.

- Class teacher – report card
- Deputy head - report card
- Head teacher – report card

Only the head teacher or their representative can authorise the following:

- Use of seclusion/isolation room (where pupils pose a danger to themselves or others and where they are monitored closely by an adult at all times)
- Detention – during break/lunch
- Detention – outside of school hours (parents notified)
- School service (like community service)
- Debarment from the premises at lunchtime
- Internal exclusion

Only the head teacher, or their representative, can authorise the following:

- Formal exclusion:
 - temporary
 - permanent (with the support of governors)

Should permanent formal exclusion be considered, the decision will be made by the Head Teacher and the Pupil Discipline Committee of the governing body (or Chair's action). St. Mary's is an inclusive school with a Christian foundation and formal exclusion will be a last resort. The Chair of Governors will be informed of all temporary fixed term exclusions as soon as is practically possible.

If a pupil chooses to exhibit the behaviours outlined as high level in Appendix 2 they will be sent to the head teacher, or their representative.

Should a pupil make an allegation against a member of staff that proves to be unfounded and malicious then permanent exclusion will be applied.

Confiscation of inappropriate items

The '*general power to discipline*' enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. It also gives the power to search without consent for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs and substances
- 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
- *any item banned by the school rules

If these items are found, a report will be made to and the items handed directly to the police (with the exception of *). Otherwise it is for members of staff to decide if and when to return a confiscated item.

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The head teacher may use such force as is necessary when conducting a search, without consent, for the items above, with the exception of any item banned in addition by the school rules e.g. collectables.

Governance

The governors and SLT share a strong commitment through this policy to tackling inappropriate pupil behaviour in the school. Governors believe that

work in this area should be dealt with by the school's educational professionals.

The governors take their responsibility to support staff in the workplace as a core governance role. Employees should feel well supported by the SLT and governors in this area. The head teacher will give a report on pupil behaviour to the full governing body through their report on attendance and behaviour to the Pupil Committee, each term.

Pupil behaviour will be managed in the following stages:

Stage 1: Class teacher support

Stage 2: Class teacher with informal SLT support

Stage 3: Member of SLT support

Stage 4: Head teacher support

Stage 5: Head teacher, SLT and Agency support where appropriate

Stage 6: Head Teacher, SLT, (Agency) and governor support

Links with other School Policies and Practices

This policy links with and should be read in conjunction with a number of other school policies, practices and action plans including:

- DfE statutory guidance
- Anti-Bullying
- Safeguarding and Child Protection
- SEN/Inclusion
- Accessibility Plan
- Complaints Procedure
- Disability and Equality (Equality Act 2010)
- eSafety Policy
- Home/School Agreement
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Whole School Food Policy

The approach to behaviour management at St. Mary's is based on Lee and Marlene Canter's Assertive Discipline approach.

All staff should familiarise themselves with this approach by watching the professional development DVD Set and by reading: Lee Canter's Assertive Discipline: Positive Behaviour Management for Today's Classroom (Solution Tree Press 2010 ISBN: 978-1-934009-15-4).

This policy and practice complies with the advice and guidance provided in the DfE's Behaviour and Discipline in Schools: Advice for Head Teachers and School Staff, January 2016. It would be good practice for all staff to familiarise themselves with this document and the suggested linked documents.

Consultation and Participation

The policy was given a comprehensive and rigorous review and rewrite in January-June 2013 and following Pupil Committee approval, the Policy underwent a period of consultation with parents before it was formally adopted by the full governing body.

Parent and pupil surveys are conducted regularly in which parents and pupils have an opportunity to give their views on the standard of behaviour in the school and specifically how the school deals with alleged incidents of bullying i.e. how effective this policy is in practice.

Monitoring and Review

This policy will be reviewed at least once every year.

The School's Behaviour Policy was reviewed in: **January 2013**

It was reviewed and largely rewritten in: **January-June 2013**

Formally adopted by Governors: **July 2013**

Policy last reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Date: **June 2014**

Formally agreed by Governors: **July 2014**

Suggested Date of Next review (Annually): **July 2015**

Policy last reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Date: **May 2015**

Formally agreed by Governors: **May 2015**

Suggested Date of Next review (Annually): **May 2016**

Policy last reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Date: **May 2016**

Formally agreed by Governors: **May 2016**

Suggested Date of Next review (Annually): **May 2017**

Policy last reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Date: **June 2017**

Formally agreed by Governors: **June 2017**

Suggested Date of Next review (Annually): **May 2018**

Appendix 1: **Home School Partnership Agreement**

The child's and parents' entitlement:

The school will ensure that a framework exists within which all can play their part, and which contributes to the success of each individual.

We will undertake to ensure that the school's organisation and structure will:

- ◆ Provide a welcoming and stimulating environment;
- ◆ Offer an effective means of communication for exchanging information, queries and reviews on school matters;
- ◆ Provide a high standard of education through programmes of study suitable for your child's age and ability in line with National Curriculum guidelines;
- ◆ Provide advice and guidance about your child's programme of work;
- ◆ Monitor your child's progress and achievement, and explain and discuss the results with you;
- ◆ Arrange termly meetings to discuss your child's progress;
- ◆ Alert you to any difficulties should they appear;
- ◆ Show respect, care and consideration to everyone irrespective of race, religion, age, disability, gender or sexuality; marital status or pregnancy;
- ◆ Encourage your child to become an active member of our school community and help them see that they can have an impact on the world around them;
- ◆ Establish a code of behaviour to ensure a safe and caring environment;
- ◆ Celebrate your child's academic and personal achievements;
- ◆ Care for your child's safety and well-being.

The school's entitlement:

You can play your part by supporting your child through his or her time at school. You will know best how to achieve this because you are close to him or her and understand him or her better than we ever will in school.

However, our experience suggests that there are ways in which you can demonstrate your interest in a valuable and supportive way.

Parents/Carers will:

- Show a sympathetic understanding of the needs and concerns of their child;
- Show an interest in their child's work, and whenever possible take an active part in supporting his or her study, for example by supporting homework and attending parent meetings;
- Take part in two-way communication with the school in order to keep up-to-date with their child's progress, for example by using the PACT (communication) system and attending meetings;
- Share any concerns about your child's health, education or behaviour **at the earliest opportunity;**
- Support the school's policies and practice, especially the Behaviour and Attendance Policies;
- Ensure that their child attends school regularly, on time and with everything s/he needs;
- Be prepared to undertake a Disclosure and Barring Check (DBS), attend Volunteer in Schools training and support the work of their child's class by accompanying them on trips and volunteering in class;
- Demonstrate an interest and active participation in the wider community activities of the school, for example the annual FoSMs (PTA) meeting and ongoing work of FoSMs;

- Show respect, care and consideration to others irrespective of race, religion, age, disability, gender or sexuality; marital status; or pregnancy;
- Encourage their child to take part in the full life of the Church School;
- Read all relevant school communication and respond in a timely manner;

Pupils will:

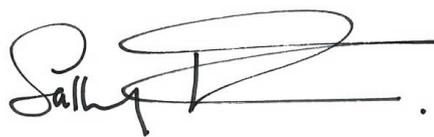
- Attend school, be punctual, wear their school uniform with pride, be organised and have the correct equipment for lessons;
- Do all class and homework to the best of their ability and ask for help when they need it;
- Show respect, care and consideration to others irrespective of race, religion, age, disability, gender or sexuality; marital status; or pregnancy;
- Respect the school's policies and practice, especially the Behaviour and Attendance Policies;
- Listen when others are speaking;
- Show respect for the school's environment;
- Meet their class and the school's expectations to the best of their ability;
- Keep parent/carers informed of all school matters including prompt delivery of all letters and messages, to and from home and school;
- Tell a member of staff if they are worried or unhappy as soon as possible.

It is important that we should all recognise and agree to play a part in this partnership, and I hope that you will be prepared to sign below to show that you understand and support the sentiments of this agreement.

Yours sincerely,



Miss Cheryl Payne
Head Teacher



Mrs Sally McGeachie
Chair of Governors

Appendix 2

The following three levels of behaviours were collaboratively determined by teaching staff in 2007 and revised in 2013.

The revision of these levels will remain part of the ongoing consultation process with **all** staff and will be incorporated into the planned policy revisions.

LOW LEVEL BEHAVIOUR
<ul style="list-style-type: none">• Talking over another person• Not following instructions• Snatching• Calling out• Ignoring adults/Instructions
MID LEVEL BEHAVIOUR
<ul style="list-style-type: none">• Unkind words to other children• Throwing/breaking equipment• Misuse of equipment• Answering back• Rudeness/surly attitude• Disrespectful to other people• Use of inappropriate language• Inappropriate physical behaviour• Not telling the truth
HIGH LEVEL BEHAVIOUR
<ul style="list-style-type: none">• Racial or Discriminative Remarks• Leaving room without asking• Swearing• Spitting• Stealing• Deliberate physical violence to others• Acts of aggression or victimisation <i>directed toward a vulnerable group/child</i>• Consistent mid-level behaviour issues (despite range of support and intervention)

Appendix 3
Exemplar of reflection sheet

I am Sending Out:

Name:		Class:	
To: _____ (Class)		On (date): ____ / ____ / ____	
From my class for the session: (please tick):			
A	1	Before Assembly	For:
M	2	After Assembly	
P	3	KS1 before playtime/KS2 until 2:30	
M	4	KS1 after playtime/KS2 after 2:30	
Teacher: Name: _____			
Signed: _____			
1. What did I do? I have been sent out because...		2. Which class/school rule/s did I break?	3. Why did I do it? I did it because...
4. How do I feel? I feel _____, because...		5. What will I do to make things better? I will...	