

DRAFT



ST. MARY'S BRYANSTON SQUARE

BEHAVIOUR POLICY 2014

Rationale for Good Behaviour

The staff, Governors, Parents and children of St. Mary's seek to promote good behaviour throughout the school in order to provide a safe and happy environment where children can learn. Our core value is 'love your neighbour as yourself' and we want to reflect that in all we do, particularly in the way we behave and manage children's behaviour.

Aims of Implementing the Policy

At St. Mary's we aim to ensure that:

- the children are active and independent learners
- there are high expectations of behaviour which all children should aspire to
- through a positive and consistent approach towards behaviour and discipline throughout the school, the children develop a strong sense of self esteem and respect for others
- everyone is treated equally and with fairness and respect
- children and adults feel secure within the school environment
- there are clear systems of rewards and sanctions which everyone understands

A Statement of Equal Entitlement

We firmly believe in equality of opportunity and treatment for all children irrespective of their gender, ethnicity, culture, religion or ability. The positive ethos and procedures that underpin our behaviour policy applies equally to all children within St. Mary's school.

St. Mary's Golden Rules

The children and staff have worked together to produce our school 'Golden Rules' which are to remind them of the foundations of good behaviour. These clearly reflect our school Christian values.

- We respect and value each other, treating others as we would like to be treated.
- We take care of our school community
- We come to school ready learn and to help each other learn.

Behaviour We Strive to Attain

These are the characteristics of good behaviour which we promote at St. Mary's:

- alertness, attention and enthusiasm
- politeness
- ability to form good relationships
- having aspirations/ ambitions
- being expressive
- respectful learners
- willingness to take part
- thinking before action
- self control
- taking responsibility for our own actions
- making good choices
- confident and self assured
- co-operative
- open minded
- ability to follow instructions
- honesty
- helpfulness to peers, adults and visitors
- kindness

PROCEDURES AND SYSTEMS

The basis of all behaviour management in our school is praising the children where possible, and developing positive relationships with every child. It is also important to ensure there is consistency throughout the school in how we manage children's behaviour, so that children understand the systems and feel that they will be treated fairly.

Traffic Lights - Stay on Green

This chart is found in all classrooms and reflects a 'traffic lights' system. It is also used alongside the class Behaviour book. Children's names begin on green with the aim being that they stay there. If the child displays unacceptable behaviour, a warning is given. If this continues, their name moves up on the traffic lights to amber. If the behaviour continues to be unacceptable, the child moves up the chart to red. At that stage, a discussion will need to take place with the child and teacher and a sanction may be carried out (usually missing some of Golden Time). After this is dealt with, the name is then placed back on green. Throughout the day, all children have the opportunity to move back to green. There are, however, some behaviours for which children are sent straight to red (see additional information). In all instances, the child has the opportunity to move back to green if their behaviour improves. Each day begins with all names on green.

Classes also have reward systems for the children to move beyond green, if they display excellent behavior. For example, in KS1, there is a rainbow for the children to progress to.

The Golden Book

The Golden Book records outstanding exemplars of children keeping our Golden Rules. If a child has achieved something particularly significant that week, they may be chosen for a golden certificate and recorded in the Golden Book. This is also used as a record of both effort and result. It is displayed prominently in the front lobby of the school for the whole school community to read.

Classroom Stamps and Stickers

Each teacher has a range of stamps and stickers in their room for highlighting good progress in learning, behaviour and achievement. These are used at the teacher's own discretion. Teaching Assistants, Support Teachers, the Learning Mentor and other support staff also use these rewards to reinforce good behaviour.

Golden Time

At the end of the week, all children who have respected the 'Golden Rules' are entitled to 'Golden Time.' The exact form of this is at the class teacher's and Key stage discretion, but should be no more than 25 minutes.

Sharing Successes

All teachers are encouraged to send children to the Headteacher or Deputy Headteacher or other members of staff to have notable work, attitude or behaviour acknowledged and praised. Once a week, currently Friday, the school has an assembly that aims to celebrate individual achievements and to raise the profile of success and positive behaviour. During this time, 2 children per class are given a certificate for their achievement during the week. Each class will also have the opportunity, on a rota, to share something that they have been learning.

Playground Stickers

These are awarded by the midday meal supervisors at the end of lunch time for children who show pleasing behaviour eg: eating lunch quietly, playing sensibly or for a general improvement in behaviour. These are particularly effective when used for children who find playtime difficult. Stickers are awarded daily at the end of the lunch break when the children have been gathered together as a class.

Consequences for Inappropriate Behaviour

While we always try to be positive in encouraging excellent behavior, it is important that children understand the consequences of not following school rules.

Behaviour that is not acceptable in St Mary's

There are some types of behaviour that the staff, parents, children and governors feel are unacceptable. These behaviours are classified as Level 1, 2 or 3. Level 1 is low level behaviour that is not to be recorded in the behaviour book. It is expected that the class teacher should use behaviour management strategies and usual class systems to sort this out. Level 2: this behaviour is recorded in the Behaviour book so it can be followed up and monitored. Level 3 is serious behaviour and needs to be dealt with by a member of SLT directly. It is likely a parent will be informed. Please see the appendices for an outline of the type of behaviour at each level in Foundation stage and Key stage 1 and 2.

Class Behaviour Management Procedures

The class teacher and support staff use a variety of strategies in the everyday management of behaviour within the classroom: these may include ignoring the attention seeking behaviour; non verbal direction, such as using eye contact; rearranging seating positions; discussing problems in circle time or individually with a child; asking the child to work separately from the other children within the classroom or in another class for a set amount of time. Children may also be asked to finish work at lunch time or playtime in order to make up for any wasted learning time.

1. The first stage of dealing with inappropriate behaviour is to alert the child to this informally through verbal comments
2. The second stage is to apply the class/school formal procedures involving the use of the traffic lights scheme at all levels
3. The third stage is to remove the child to a partner class and parents/carers are informed at the end of the day.
4. The fourth stage involves the involvement of a member of the Senior Leadership Team, parents being informed and the child having a Friday lunchtime detention.
5. The fifth stage involves the formal involvement of the headteacher, a meeting between the parents and headteacher, and may involve external support from other agencies.
6. If these procedures have not resulted in an improvement in the child's behavior, or for an extreme act of inappropriate behaviour, it may be necessary for the school to consider fixed term exclusion, according to its exclusion policy and DfE guidelines

At any time in this process, the school is likely to offer Learning Mentor support either directly to the child, or with the wider family. This would happen formally at stage 4. The aim is always to find positive ways of helping all our children to learn effectively and co-operate well with one another, so that St Mary's is a purposeful, loving environment to work in.

This procedure is explained in more detail in the following chart.

1. Alert child to inappropriate behaviour	<ul style="list-style-type: none"> Initial, informal stage
2. Formal warnings	<ul style="list-style-type: none"> Traffic Light System is used. <p><i>Ultimately, formal class sanctions would be applied, eg: loss of playtime, loss of golden time.</i></p> <p><i>Final class sanction: child sent to partner class with a timer</i></p>
3. Sent to partner class for extended period with work	<ul style="list-style-type: none"> KS1: Parents informed verbally at end of day (recorded in teacher's records) Formal meeting with teacher and child KS2: pro-forma letter 1 sent home with child (photocopy and file letter)
4. SLT/Deputy involvement	<ul style="list-style-type: none"> Child removed from class to see SLT Parents informed, by a SLT member, of Friday lunchtime detention (<i>Pro-forma letter 2 could be sent home with child advising of lunchtime detention or a more specific letter written by teacher</i>) Formal meeting between class teacher and parent(s) Appointment made with Learning Mentor to work with the child
5. Headteacher involvement	<ul style="list-style-type: none"> Child sent to headteacher Headteacher informs parents in writing of their child's inappropriate behaviour and the consequences A meeting between the headteacher and parents is arranged Learning Mentor supports child and parent(s). Behaviour plan with specific targets is drawn up with support of LM and SENCO Outside support may be invited – eg, Behaviour Support Team, Young Offenders Team, Educational Psychologist, Anna Freud

This process is not necessarily neatly sequential. It may be that a child skips some of the earlier stages depending on the severity of the situation.

The early stages may be extended, given the teacher's understanding of the child and their overall situation.

Teachers need to use professional judgment and respond in a way which is sensitive to the situation and designed to **MINIMISE** the chance of the next sanction being deemed necessary

Suggestions For Dealing With Persistently Poor Behaviour

The class teacher should consult a member of senior leadership to discuss strategies to support both the child and the teacher. These may include:

- a meeting between the class teacher and the parents to discuss the concern and its possible cause. A member of the senior management may be involved in the meeting if it is felt necessary. Parents should be informed of the problem and will need to know what has been done try and improve the behaviour. The parents should be encouraged to support their child and the school in the management of the behaviour. There may be home - school strategies suggested such as a daily record, a comments book / sheet, sticker charts, or a child's diary of success. Whenever possible these strategies should be positive, encouraging the child to aim for improved behaviour.
- parents being invited in again to meet with the class teacher (and, perhaps, a member of the senior leadership team) to review progress and to discuss the next stages of action to be taken.
- parents regularly meeting with the class teacher to monitor and review progress

- another teacher or the Deputy Headteacher speaking to the child and being involved in the daily or weekly monitoring of behaviour.
- for repeated or severe disruption or dangerous behaviour the Headteacher will meet with the child to discuss the issue and make a record of this meeting in the behaviour file.
- withdrawing the child from class for a fixed period of time

Working with parents

We strive to build a positive relationship with parents in order to support and monitor their child's progress in school, both academically and socially. We believe that parents play a vital role in supporting their child's education, praising good behaviour and working with the school.

Our Learning Mentor (Sheelagh Leith) supports the children's learning by being an extra bridge between home and school. Something sad that happens at home: the loss of a relative, a best friend moving away, or the separation of parents, for example, may mean that the child is not able to get on in school as well as usual. As an additional person for both parents and children to talk to, and an experienced professional in Family and Parenting support, the Learning Mentor can help to ensure that all possible help is available to all the family members, both from within school and from local or specialist agencies. The children will be more able to apply themselves to their learning if these channels of support are in place.

Parents are positively encouraged to seek the help of the Learning Mentor if they are at all concerned about their child's attitudes or behaviour at home or at school.

To help the children succeed in school, we hope that parents will work alongside the school in the following ways:

- if problems occur at school with work, behaviour or relationships with other children, we hope parents will come into school to talk this over with the class teacher and/or Learning Mentor.
- not directly approaching other children or parents: school issues are best sorted out by school staff.

5. THE ROLE OF THE GOVERNING BODY

The governors support the staff and parents in their efforts to maintaining a high standard of behaviour. They are aware of the procedures for disciplining and excluding children and aim to support the Head teacher and school in implementing this policy.

1999:	Compiled by all members of staff during the Spring of 1999 in collaboration with children, parents and Governors.
2003:	Reviewed and revised in the Autumn of 2003 by a staff working party
2008:	Reviewed by SMT and LM
2010:	Autumn - reviewed and revised
Sept 2014	Reviewed and discussed by staff
Nov 2014	Draft review of policy by DHT



LEVEL 3 BEHAVIOUR

This is very serious behaviour and needs to be dealt with by a member of SMT directly. It is likely a parent will be informed. This includes:

- Behaviour which *significantly* disrupts the learning of the class
- Disrespecting a member of staff verbally/ physically
- Fighting with peers and serious physical behaviour (including biting, repeated hitting/ kicking etc)
- Threatening behaviour
- Insulting/discriminatory language (racist, sexist, homophobic, against religion or family)
- Sexual language, extreme religious language or views
- Internet/ mobile phone misuse
- Any bullying



LEVEL 2 BEHAVIOUR

This behaviour should go into your behaviour book so it can be followed up and monitored. Usual class sanctions should be used meanwhile, which may include time out of class or missing play. This includes:

- Behaviour which disrupts the learning of the class for a short time, or own child's learning
- Non-verbal behaviour which seems disrespectful (eg eye-rolling, shrugging)
- Name calling (except using Level 3 language)
- Low level physical behaviour-pushing, pinching, punching, kicking, hair pulling...
- Silly/inappropriate behaviour when on school trips
- Dishonesty, lying, stealing
- Vandalism- school property or of others' belongings



LEVEL 1 BEHAVIOUR

This is basically low level behaviour that is not to be recorded in your behaviour book. It is expected that the class teacher should use behaviour management strategies and usual class systems to sort this out. This includes:

- Calling out
- Disruptions during carpet sessions
- Silliness/ making silly noises
- Messing around with school property
- Excessive chatting
- Issues with lining-up

However, persistent low-level behaviour may result in the child needing a further intervention.