Behaviour Management Policy

At St Mark’s CE (A) Primary School we strive to secure a shared vision for all associated with our school community. Fundamentally we aim to provide a caring environment which seeks to promote the development of self-respect and respect for others through our school mission statement;

“Loving to Learn, Learning to Love”

1. Aims

- To promote the shared values of love, understanding, tolerance, justice and peace, in order to foster positive relationships within our school community.
- To maintain a safe, harmonious environment which nurtures individuals by responding promptly to their needs, through active listening, keen observations and sincere interest and concern for all children.
- To encourage self-awareness, openness and respect in the way we communicate and respond to others;
- To establish an agreed code of behaviour, supported by clear and purposeful rules, rewards and sanctions, which are applied consistently by all.
- To value and celebrate the effort and attainment of every individual whilst acknowledging diversity in relation to both academic and non-academic achievements.
- To develop effective communication between parents/carers, pupils and staff in dealing with disruptive behaviour in school.
- To enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.
- To promote a culture where both adults and children take responsibility for their own actions within a climate where self-esteem is fostered.

At St Mark’s CE (A) Primary School the expectation of high standards of behaviour for all pupils is fundamental to securing these objectives. Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners and respect for everyone. This framework of positive behaviour is based on the following principles:

- Respect for God
- Respect for oneself
- Respect for others
- Respect for other people’s property and belongings

2. Rules, Expectations and Standards

Within the above framework, a set of clear rules and expectations have been negotiated with the Federation board members, staff, pupils and parents/carers in order to establish an agreed code of behaviour in school. Children negotiate and agree expectations for behaviour in class at the beginning of each academic year. Similarly, an agreed code of behaviour in the dining hall has been established with midday supervisors and all pupils. This is shown on the interactive whiteboard in the hall regularly during lunchtimes. The following list contains some examples of school rules and guidelines for children:

- Always give your best in school.
- Wear correct uniform – be smart and tidy.
• Show respect when talking to others
• Speak quietly and politely, using good manners at all times.
• Offer to help others, where possible.
• Walk at all times, when inside the school building and off-site.

3. **Uniform**

The wearing of correct uniform is considered to be an important part in establishing a sense of community and standards in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit. Shoulder length hair should be tied back at all times. Stud ear-rings may be worn in school but are required to be removed for P.E. It is important to note that school staff are not permitted to remove ear-rings.

4. **Roles and Responsibilities**

It remains the overall responsibility of the Executive Headteacher, the Head of School, Assistant Headteachers and the leadership team to ensure that high standards of behaviour are maintained on a daily basis. However, at St Mark’s CE (A) Primary School we acknowledge the responsibility of every person - adult and child - in promoting and maintaining high standards of behaviour at all times.

4.1 **School Council**

Two representatives from each class in Years 1 - 6 meet with Mrs Wiltshaw each month to discuss matters on an agreed agenda and any issues relating to school life which have been brought to their attention by children in their class. Minutes of the meetings are recorded and forwarded to the Executive Headteacher for future reference at staff meetings, where appropriate. Representatives from the School Council, one boy and one girl from each class, are elected democratically. They are expected to gather the views of the children in their class on issues to be discussed at the monthly meetings and are also expected to provide prompt feedback to their class. The School Council are responsible for arranging an annual anti-bullying week to raise awareness of what bullying is and what children, staff and parents/carers can do about it if they or somebody they know are being bullied.

4.2 **Prefects**

Prefects are selected from children in year 6. Applicants who wish to be a prefect need to provide a reference and attend an interview with the Head of School. Prefects have a range of duties around school including monitoring behaviour in the corridors, on the stairs and in the hall at lunchtime.

4.3 **Playground and Friendship Buddies**

Children in year two can apply to be Playground Buddies and in years 4 and 6 can apply to be Friendship Buddies. Children are selected following an interview with the Learning Mentors. The role of the Friendship and Playtime Buddies is to promote friendships on the playground. They are trained and led by the Learning Mentors.

5. **Classroom Management**

Teachers and support staff to-

• Make sure that they are always present to supervise children in the classroom
• Prepare materials and equipment before each lesson
• Make sure all pupils have access to materials and equipment during lessons
• Display classroom rules and school values clearly in the classroom.
• Choose and display the “star of the week”, with positive comments about that child from other members of the class
• Actively teach the class rules and the school values to the pupils
• Use praise and rewards to encourage pupils
• Refer to the class rules and school values in praise and sanctions
• Be consistent in response to infringement of classroom rules
• Speak quietly to model appropriate behaviour to pupils

6. Movement around the corridors, stairs and to the mobile classroom

Teachers, support staff and prefects to-

• Make sure that children walk sensibly in the corridors and on the stairs.
• Ensure that children are supervised as they move through the school throughout the day, at the beginning and end of the day and break time / lunchtime

7. Fair Rules

7.1 Whole School

We will endeavour to :-
• Provide and maintain a friendly, encouraging, secure, supportive and positive school environment in which all can learn.
• Provide a pleasant and safe environment for all members of the school community
• Establish a set of school values that are consistently applied across the school

At no time will anyone do anything that causes harm, offence, inconvenience or unnecessary work for other members of the school community.

8. Practice and Procedures

8.1 Rewarding Achievements and Behaviour

The following methods will be used by adults to reward positive behaviour, good work or demonstration of school values

• Positive acknowledgement or comments to individuals or groups.
• Visual prompts within classrooms to highlight individuals for good behaviour, eg. Badges, stickers.
• The use of stickers or team housepoints on class record.
• Star of the week award displayed in the classroom.
• Headteacher awards and stickers for exceptional work, improvement or behaviour.
• A ‘Praise’ assembly is held every week, in celebration of our pupils’ successes and achievements, within and beyond the school day.
• One child from each class is awarded a certificate and a ‘golden jumper’ by their class teacher for their achievements. These are presented during the ‘Praise’ assembly.
• Pupils are awarded golden star stickers for good behaviour, manners, etc. by the SLT at lunchtime. Any child who received a ‘gold star’ is allowed to sit at the ‘Golden Table’ on a Friday for their lunch and invite a friend.
• Attendance awards for the class with best overall attendance each week and for individuals each half term and at the end of the school year.
• Attendance certificates, awarded on a half termly basis.
• Class awards are distributed at the annual prize-giving ceremony, for outstanding attainment, progress, effort, and care by an individual.
• The “Sheila Pye Trophy” is awarded to one child from the school each year for an outstanding contribution to school life
• A variety of awards are presented for a range of successes and achievements, including those listed above.

8.2 Sanctions for inappropriate behaviour

The right of every child to fully access a broad, balanced curriculum through quality learning and teaching experiences is fundamental in ensuring the highest standards of behaviour are maintained within every classroom. Procedures for minimising disruptive behaviour include the planning and delivery of high quality learning experiences, matched to individual needs and abilities, in order to sustain and motivate pupils to learn and achieve. Staff are entrusted to manage inappropriate behaviour promptly and effectively, in accordance with school policy.

Sanctions should be:

• Used to discourage repetition of inappropriate behaviour
• Given immediately (or as soon as possible) after the undesired behaviour;
• Focused on the behaviour, not the person
• Appropriate to the deed
• Perceived as undesirable by the recipient

When applying sanctions teachers should:

• Refer to the school values where appropriate
• Remain calm and non-emotive
• Involve the child in negotiating their own sanctions
• Explain what behaviour is required
• Restore relations as soon as possible

It is important to state that at St Mark’s we consider that ‘EACH DAY IS A FRESH START’

The range of consequences are as follows:

1\textsuperscript{st} warning  Verbal, no additional consequences

2\textsuperscript{nd} warning  Child works on a different table/ on their own for 10 minutes, then returns to place (yellow circle in Foundation Stage, one minute for each year of the child’s life)

3\textsuperscript{rd} warning  Child works in a different room – pre-arranged (see appendix 2) and child takes work for the rest of that lesson (yellow circle in the other Foundation Stage room, one minute for each year of the child’s life)

4\textsuperscript{th} warning  Child sent to Executive Head and/or Head of School who advises that if they break the rules again then parents will be informed. Children’s names and what they have done are written in the behaviour book

5\textsuperscript{th} warning  Parents informed, may be a phone call and the child may be asked to make the call home.

(See appendix one- behaviour prompt sheet)
When on the yard, the range of consequences are as follows:

1**st** warning  Verbal, no additional consequences

2**nd** warning  Child stands out of the game, on the side of the yard for five minutes.

3**rd** warning  Child is sent in to a member of SLT. Children may be recorded in the behaviour book

If the child has had three warnings in one day, their names are recorded by the class teacher on the 3 warnings form (see appendix 3). If the child regularly receives 3 warnings, they are spoken to by the Head of School and their parent/carer may be contacted.

If the child has been in the behaviour book three times, their parents/carers are informed and asked to come to school for a meeting. Parents/carers are also informed by telephone or in a meeting when their child’s behaviour has improved. All behaviour data is collated, tracked and analysed by the Head of School each half term.

8.2 Behaviour Reviews

If a child has been in the behaviour book, their behaviour is reviewed by the Head of School after two weeks.

In the review the class teacher and the child are asked how the child’s behaviour has improved (see appendix 3)

8.3 Assertive Mentoring

For a very small minority of children, these sanctions will not be appropriate due to severe behavioural, emotional or social difficulties. These children will be identified and an individual plan put in place. An Assertive Mentoring behaviour profile is completed and used by the class teacher and Learning Mentors or other members of the Inclusion Team to set targets and monitor progress weekly. Progress against the targets is tracked by the Inclusion Leader

8.4 Physical Containment

On rare occasions there no alternative to restraining pupils physically, in their and others’ interests and safety. In such circumstances no more than minimum force should be used, taking all of the circumstances (hold from behind and hold wrists whilst telling the child that they are being restrained until they are calm). Such interventions should be made only when they are likely to succeed. Desirably more than one adult should be present (although this is not always possible). Physical restraint is normally only used to prevent a pupil causing harm to him or herself or to others, seriously damaging property, or committing some criminal act which risks harm to people or property, when verbal commands will not control the behaviour. The purpose of intervention is to restore safety, and restraint should not continue for longer than is necessary. Physical contact and restraint should never be used in anger, and teachers should seek to avoid any injury to the child. They are not expected to restrain a child if by doing so they will put themselves at risk. Brief periods of withdrawal away from the point of conflict into a calmer environment may be more effective for an agitated child than holding or physical restraint.

9. Leaving the premises without permission
Should a child try to leave the premises an attempt will be made to persuade them not to leave the school grounds. If they do leave, a member of staff will immediately report the incident to the Executive Head teacher or Head of School and to the school office who will contact the child’s parents/carers, and the police if deemed necessary.

10. **Roles and Responsibilities**

10.1 **Responsibilities of class based staff**

- **Make school values and classroom rules clear to pupils** from the first lesson and explain why they are necessary.

- **Avoid** the punishment of whole groups.

- **Apply fair and consistent strategies** which make the distinction between serious and minor offences apparent.

- **Plan and organise** both the classroom and lesson to keep pupils interested and thus to minimise the opportunity for disruption.

- **Emphasise the positive** including praising good behaviour as well as work.

- **Be alert to signs of bullying** and take action based on clear rules established to help and protect in time (see Anti-Bullying Policy)

- **Involve parents** at an early stage rather than as a last resort.

- **Be strategically placed** when children are leaving the premises and when they are moving from the playground to the classroom or other areas in the school.

- **Use the agreed school system** of record keeping and pupil profiles to identify potential learning and behavioural problems at an early stage.

- **Be accessible** where possible to parents/carers outside formal parent’s evenings.

10.2 **Responsibilities of the Leadership Team**

- **Ensure** that the school’s behaviour policies are communicated clearly and fully to parents/carers, that regular reminders are given as well as informing them of any major changes

- **Establish** an effective induction system for parents of new pupils.

- **Use all means** to build up a sense of community in the school which encourages the active participation of Federation Board members, staff, parents/carers and pupils.

- **Take the lead** in defining the aims and values of the school with particular reference to standards of behaviour.

- **Ensure** that there are effective channels of communication within the school and between the school and the parents/carers, the community and outside agencies.
• **Encourage** the staff by recognising their efforts and achievements.

• **Inform** the Federation Board of Governors at regular intervals on the standards of behaviour in the school through half termly behaviour analysis reports by the Head of School.

• **Ensure by consistent and democratic policy making** and support that all staff accept responsibility for maintaining good behaviour throughout the school.

• **Ensure that mid-day supervisors** are given adequate training in the management of pupils' behaviour, that they are supported by the SLT and are recognised as an important part of the school's community.

• **Develop** with the staff an active partnership with parents/carers as an aid to promoting good behaviour.

• **Inform parents/carers** of their child's positive behaviour and work.

  **Involve parents/carers by:-**

  • Establishing good channels of communication incorporating a fortnightly newsletter and access to teachers for parents/carers wishing to discuss their children

  • Providing a welcoming environment for parents.

  • Using parents/carers as helpers in the classroom for individual and small group work.

10.3 **Responsibilities of Parents/Carers**

It is expected that parents/carers will share the School's desire to create a calm, orderly and caring environment in which children can develop and learn and that they will share and support the school's policy of courtesy and respect for others. The home-school agreement sets out parents'/carers' responsibilities towards developing good behaviour and positive attitudes in their children.

11. **Final Points**

Under no circumstances should:

  - A pupil be made to stand outside a classroom or the staffroom unsupervised

  - Any form of corporal punishment be used

  - A teacher leave a class unsupervised

  - A whole group be punished for the actions of a few

12. **Bullying and Harassment**

Bullying is defined by the DfE as *deliberately hurtful behaviour repeated often over a period of time*.

Bullying or harassment is unacceptable behaviour and this is made clear to all children and staff. Bullying affects self-esteem, well-being, happiness and mental health. It can affect children’s ability to concentrate and make them anxious about attending school. We encourage children and
parents/carers to tell staff of problems or incidents as they arise so that they can be dealt with appropriately. Children are regularly informed through work in the classroom and whole school worship of how to deal with situations if they feel they are being bullied.

**Bullying can include:-**
- Name calling
- Being teased
- Being hit, punched, pulled or kicked
- Having possessions taken
- Receiving abusive messages via text, email or other forms of technological communication
- Being forced to hand over money
- Being forced to do things they don’t want to do
- Being ignored or left out
- Being attacked because of religion, gender, sexuality, disability, appearance or racial origin.

13. **Role of the Federation Board**

The role of the Federation Board is to challenge and support the Senior Leadership Team in carrying out the roles and responsibilities outlined in this policy.

14. **Links with other Policies**

This Policy links closely with other school policies as follows:

- Anti Bullying
- Race Equality
- E-Safety
- PSHE
- Dealing with Aggressive Parents/ Carers
- Physical Restraint
- SEND
- Attendance

Signed Chair of Federation Board:

Date:

Review date September 2016

Appendix one - Behaviour prompt sheet
If you make the wrong choices, this is what will happen:

<table>
<thead>
<tr>
<th>Warning</th>
<th>Action Description</th>
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<tbody>
<tr>
<td>1st Warning</td>
<td>Your teacher will give you a warning.</td>
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<td>2nd Warning</td>
<td>You will work at a different place in your classroom for 5-10 minutes, then return to your place.</td>
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<tr>
<td>3rd Warning</td>
<td>You will take work to another classroom for the rest of that lesson.</td>
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<tr>
<td>4th Warning</td>
<td>You will go to the Executive Headteacher or Head of School. If you make the wrong choice again your parents will be told.</td>
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<tr>
<td>5th Warning</td>
<td>Your parents will be informed. You may be asked to make a phone call.</td>
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‘EACH DAY IS A FRESH START’
## Behaviour Review Form

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<th>Date</th>
<th>Name</th>
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**Any further incidents?**

**Child’s view:**

**Class teacher’s view:**

**Any interventions and impact:**

**Next steps:**
Appendix 3- 3 warnings form

Year____________

Children receiving 3 warnings/ removal from class

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
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