



*'Loving to Learn, Learning to Love'*



## **Behaviour Management Policy**

**Last Approved:** September 2021

**Review Date:** September 2022

## **Behaviour Management Policy**

At St Mark's CE 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 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.

We expect all members of our school family to follow the values and to work together to make school a happy and safe place for everybody to learn in.

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education September 2021](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice.](#)

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

## **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. The following list contains some examples of school rules and guidelines for children:

- Follow the school values
- Always work hard, give your best in school and finish tasks you have been given.
- Wear the 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.
- We have kind hands, kind feet and kind words.
- Walk at all times, when inside the school building and off-site.

## **3. Uniform**

The wearing of correct uniform is considered 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 earrings 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 earrings.

## **4. Roles and Responsibilities**

It remains the overall responsibility of the Executive Headteacher, the Head of School, Assistant Headteacher and the Senior Leadership Team to ensure that high standards of behaviour are maintained on a daily basis. However, at St Mark's CE 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**

One representative from each class in Years 1 - 6 meet with Mrs Goodwin each half term 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 are elected democratically. They are expected to gather the views of the children in their class on issues to be discussed at the half termly meetings and are 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. They also work on raising school attendance, represent the school at events and raise funds for the school and for agreed charities.

## **4.2 Eco Council**

One representative from each class in Years 1 - 6 meet with Mrs Colclough each half term to discuss matters on an agreed agenda and any issues relating to eco matters in school, 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 Eco Council are elected democratically. They are expected to gather the views of the children in their class on issues to be discussed at the half termly meetings and are expected to provide prompt feedback to their class.

## **4.3 Prefects and Monitors**

Prefects and monitors are selected from children in year 6. Applicants who wish to be a prefect or a monitor need fill out an application and have a reference provided by an adult who knows them well and is willing to vouch that they would be suitable for the position applied for. Prefects have a range of duties around school including, monitoring the doors during break/lunch times, helping class teachers and tidying shared areas around school.

## **4.4 Playground Leaders**

Children in years 3 & 5 can apply to be Playground Leaders. Playground Leaders are selected following discussions with the SLT, class teachers and Mrs Davies. The role of the Playground Leader is to help set the equipment on the school playground and to support children on the playground when playing with equipment. There is an expectation that Playground Leaders lead by example on the playground.

## **5. Classroom Management**

Teachers and support staff are to:

- Follow the staff Code of Conduct
- Adhere to the Behaviour Management policy at all times
- Adhere to the Anti-Bullying policy at all times
- Promote good behaviour by using praise and rewards
- 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
- Ensure that children complete assigned tasks
- 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
- Refer any children who are continually disruptive to the Learning Mentor

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

Teachers, support staff and prefects are 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
- Know our school values and make sure that they 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 or acts of good citizenship;

- Positive acknowledgement or comments to individuals or groups.
- Visual prompts within classrooms to highlight individuals for good behaviour, e.g. Badges, stickers.
- The use of stickers or team house points on class record.
- Years 1-6 to have a Star of the week award displayed in the classroom. Children in EYFS to have daily special helpers 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. The following are given out:
  - One child from each class is awarded a certificate and a 'golden jumper or t-shirt' by their class teacher for their achievements.
  - Timetables Rockstars certificates are given out for years 2-6. These are for the three children in each year group who received the highest number of coins during the previous week.
  - Good Samaritan badges are given out weekly to one child in each year group for something they have done to help others.
  - Attendance awards for the class(es) with best overall attendance each week and for individuals each half term and at the end of the school year.
- Pupils are awarded 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 certificates, awarded on a half-termly basis.
- Children who read every day during a school week are placed into the Star Readers prize draw. This draw takes place every week during whole school worship and a child from each phase is drawn out. They then get to choose a brand new reading book.
- In the nursery class, a child from each key worker group takes home their group soft toy as a reward for good behaviour or demonstrated the school values at school.
- The "Sheila Pye Trophy" is awarded at the end of each academic year to one child from the school each year for outstanding progress during their school life.

- Class awards are distributed at the annual prize-giving ceremony, for outstanding attainment & progress, sporting achievement and other achievements e.g. representing the school football team.

## 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:
- Follow the consequences in the behaviour policy
  - Refer to the school values where appropriate
  - Discuss the inappropriate behaviour with the child and discuss the impact of their actions on others, where appropriate
  - Involve the child in negotiating their own sanctions
  - Remain calm and non-emotive
  - Help the child to 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 <sup>st</sup> warning	Verbal, no additional consequences
2 <sup>nd</sup> 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 <sup>rd</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 playground, the range of consequences are as follows:

1 <sup>st</sup> warning	Verbal, no additional consequences
2 <sup>nd</sup> warning	Child stands out of the game, on the side of the yard for five minutes.
3 <sup>rd</sup> 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 and summarised at the end of the academic year. It is reported to the Local Governing Board at termly St. Mark's committee meetings.

### **8.3 Behaviour Reviews**

If a child has been in the behaviour book, their behaviour is reviewed by the Head of School or Assistant Headteacher after two weeks. In the review, the class teacher and the child are asked how the child's behaviour has improved (see appendix 3) and the child is praised if their behaviour has improved. If it has not improved, the child is asked what they need to do to improve it and parents may be informed.

### **8.4 Learning Mentor**

For a very small minority of children, these sanctions will not be appropriate due to behavioural, emotional or social difficulties. The SENCo is then informed and a Learning Mentor referral may be made. These children are then assessed using a Boxhall Profile and an individual behaviour plan may be put in place. The SENCo and Learning Mentor track the progress of the children and report back to the Head of School and parents/carers.

### **8.5 Outside Agencies**

If a child is persistently disruptive, support from outside agencies, for example Inspire SEND services or CAMHS, may be sought.

### **8.6 Exclusions**

Fixed term or permanent exclusions are only used as a final straw when all other avenues have been exhausted. We follow the Local Authority policy on fixed term and permanent exclusions.

### **8.7 Physical Containment**

On rare occasions there is 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 into consideration. 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. All instances of physical restraint are recorded and reported to the Executive Head Teacher/Head of School. Please see our Physical Restraint policy.

## **9. Leaving the premises without permission**

School is secure and gates are locked at all times. However, 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**

- Have high expectations for behaviour and behaviour for learning
- Follow the staff code of conduct; model good behaviour and respect to others
- Adhere to the Behaviour Management policy and display the behaviour prompt chart (appendices 1 and 5)
- Make school values and classroom rules, rewards and sanctions clear to pupils from the first lesson and explain why they are necessary
- Avoid the punishment of whole groups
- Use PSHE and RE lessons to promote desired behaviour and to open discussions about negative behaviours
- 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, effort and acts of good citizenship as well as work
- Know that the school has a zero tolerance policy to bullying, be alert to signs of bullying (including cyber bullying, prejudice-based bullying and discriminatory bullying) and take action based on clear rules established to help and protect children (see Anti-Bullying Policy)
- Know that the school has a zero tolerance policy to peer on peer abuse, be alert to signs of peer on peer abuse (including sexism, sexual harassment and sexual violence,) and take action based on clear rules established to help and protect in time (see Peer on Peer Abuse Policy)

- Involve parents/carers at an early stage rather than as a last resort
- Report improvements in behaviour to parents/carers
- 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/carer consultation evenings to work in partnership to ensure positive behaviour

## **10.2 Responsibilities of the Leadership Team**

- Ensure that the school's behaviour policies are communicated clearly and fully to parents/carers, are published on the website and that regular reminders are given as well as informing them of any major changes
- Ensure an effective induction system for parents of new pupils, including setting out behaviour expectations
- Use all means to build up a sense of community in the school which encourages the active participation of the Local Governing Body 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
- Use assemblies to promote desired behaviour and to praise good 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 and praising their efforts and achievements
- Have a clear system for reporting any staff not adhering to the Code of Conduct, referring any safeguarding concerns into the Local Authority designated Officer if needed. Keep a log of low level incidents which do not meet the LADO threshold, including actions taken
- Follow HR advice for staff accused of misconduct, providing pastoral care if needed and/or appropriate
- Inform the Local Governing Body on the standards of behaviour in the school through termly behaviour analysis reports by the Head of School to the Etruscan Committee
- 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 community
- Develop an active partnership with parents/carers and staff as an aid to promoting good

behaviour

- Inform parents/carers of their child's positive behaviour and work
- Complete behaviour reviews 2 weeks after a child has been put in the behaviour book

#### **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 and inclusive environment for parents
- Using parents/carers as helpers in the classroom for individual and small group work, subject to DBS checks

### **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. Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **12. Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

### **13. 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.**

### **14. 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:**

- a. Name calling
- b. Being teased
- c. Being hit, punched, pulled or kicked
- d. Having possessions taken
- e. Receiving abusive messages via text, email or other forms of technological communication
- f. Being forced to hand over money
- g. Being forced to do things they don't want to do
- h. Being ignored or left out
- i. Being attacked because of religion, gender, sexuality, disability, appearance or racial origin.

### **15. Role of the Local Governing Board and Board of Trustees**

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

### **16. Links with other Policies**

This Policy links closely with other school policies as follows:

- Anti-Bullying
- Single equality scheme and accessibility plan
- E-Safety
- PSHE
- Dealing with Aggressive Parents/ Carers
- Physical Restraint
- SEND
- Attendance

**Signed:** .....

**Executive Headteacher**

**Signed:** .....

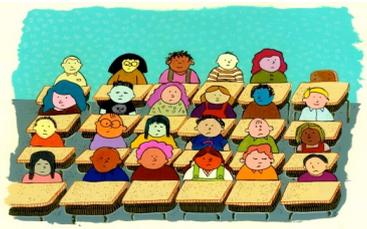
**Co-Chair of the Local Governing Board:**

**Date:**

**Review date:** September 2022

Appendix one - Behaviour prompt sheets

**If you make the wrong choices, this is what will happen:-**

<p>1st Warning</p> <p>1<sup>st</sup> warning!</p>	<p>Your teacher will give you a warning.</p>	
<p>2nd Warning</p> 	<p>You will work at a different place in your classroom for 5-10 minutes, then return to your place.</p>	
<p>3rd Warning</p> 	<p>You will take work to another classroom for the rest of that lesson.</p>	
<p>4th Warning</p> 	<p>You will go to the Executive Headteacher or Head of School. If you make the wrong choice, again your parents will be told.</p>	
<p>5th Warning</p> 	<p>Your parents will be informed. You may be asked to make a phone call.</p>	

***EACH DAY IS A FRESH START***

	<p>St Mark's Nursery Class Behaviour Chart</p>	<p>Child's name</p>
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1 <sup>st</sup> Warning	We've had a little chat and I am going to improve my behaviour.	
2 <sup>nd</sup> Warning	 <p>I need to sit in the yellow hoop and spend some time thinking about how I can improve my behaviour</p>	
3 <sup>rd</sup> Warning	 <p>I need to take my hoop to another key worker area and spend some more time thinking about how I can improve my behaviour.</p>	
4 <sup>th</sup> Warning	 <p>I need to take my hoop to Mrs Malik's office and spend some more time in there thinking about how I can improve my behaviour.</p>	
5 <sup>th</sup> Warning	 <p>Mrs Malik needs to ring Mummy and Daddy and ask them to speak to Mrs Bradbury and Mrs Johnstone.</p>	

**Appendix 2 - Behaviour  
Review Form**



**Behaviour Review**

<b>Date</b>	<b>Name</b>
<b>Any further incidents?</b>	
<b>Child's view:</b>	
<b>Class teacher's view:</b>	
<b>Any interventions and impact:</b>	
<b>Next steps:</b>	

## Appendix 3 - 3 warnings form



Year \_\_\_\_\_

### Children receiving 3 warnings/ removal from class

Date	Name	Reason	Follow up