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Marlborough St Mary's CE VC Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Behaviour Policy

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Behaviour Policy

Behaviour Principles Statement

Governors and Stakeholders agree that it is a primary aim of our school that everyone feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. As a Christian school, we believe that every child should know that they are valued. The school behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We apply this behaviour policy in a consistent way throughout the school community to encourage children to become positive, responsible and increasingly independent.

- Our school values of respect, love, perseverance, friendship, fairness, and courage have been chosen by the children and other stakeholders at the school and form the basis of our school collective worship programme.
- There is a positive attitude based on sense of community and shared values. Qualities and emotions such as anger, sharing, forgiving, bullying, respect, trust, kindness, honesty and perseverance are explicitly explored and taught in PSHE, assembly, collective worship and circle times.
- Social skills and emotional literacy support groups assist children who need extra help.
- Our behaviour code is shared with the children so that they know what is expected of them.
- The children are valued and encouraged in a positive manner.
- All members of the school community recognise that they have a part to play and are committed to developing good behaviour.
- There is a consistent approach throughout the school.
- Parents are involved in the school community and understand the principles and aims of the school. The behaviour policy will be clearly communicated to parents, volunteers and any clubs connected to the school.
- The development of self esteem, self awareness and independence are encouraged.
- Children are encouraged to take responsibility and behave in a responsible way.
- Children's achievements {both in and out of school, academic and otherwise} are recognised and celebrated.
- The children's individual needs are recognised and catered for.
- In line with the Equality Act 2010 the school promotes equality of opportunity, welfare of pupils and good relations across the whole school community
- We are committed to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying
- We recognise that staff have the power to discipline pupils, confiscate property and to use reasonable force to prevent a pupil committing an offence, causing personal injury or damage to property or prejudicing good order and discipline

Good Behaviour in Practice: Organisation

- The class teacher has responsibility for the class in the classroom at all times; teaching assistants who will be supporting individuals or small groups in various locations around the school will use the known behaviour system, using sanctions in the agreed order.
- The classrooms will be well planned with clear routines and systems. Furniture will be arranged to facilitate ease of movement and good vision.
- The atmosphere will be calm and purposeful.
- Materials and equipment will be labelled and accessible to the children and they will be trained to set up activities and to tidy away.
- The class teacher discusses the school expectations with each class and these are displayed in class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during ‘circle time’ or structured conversation time.
- There are clear logistical procedures for moving sensibly around the school, entering and leaving assembly and the dining room, stopping for the bell and lining up on the playground, going to the toilet and using cloakrooms sensibly.
- Good manners are actively taught; children are taught to greet people appropriately, wait to speak to adults without interrupting, open doors for people who are carrying things, say “excuse me” if people are blocking their way, wait if necessary/ walk behind them.

Behaviour Management Skills

Staff need to be skilled at:

- Exhibiting the kinds of behaviour we want from the children: being polite and courteous, patient, fair and tolerant.
- Being consistent and predictable and show pleasure and care for the children.
- Encouraging and praising positive behaviour.
- Spotting disruptive behaviour in the making and diverting it.
- Making it clear that it is the behaviour they disapprove of – not the child.
- Knowing what is going on behind their backs {class teachers teach in their classrooms; they have overall responsibility for their class and plan for teaching assistants to support individuals or small groups in or outside the classroom. }
- Using an appropriate voice and stance; avoiding sarcasm, threats, loud reprimands, aggressive reactions and confrontations.
- Managing situations so that children lose attention rather than gain it through negative behaviour.
- Giving very clear instructions to the children and maintaining the “broken record” strategy of repetition to achieve the desired effect.
- Allowing a child who has had poor behaviour to have a clean slate.
- Allowing the child to express their own feelings about a situation.
- Utilise opportunities during circle time and school council meetings to explore behaviour issues.
- Talk to the rest of the class if there is a need for special allowances to be made and enlist their help {possibly when the child is out of the room }

The Curriculum

Each child has different needs which must be considered at all times, so that the learning experience will be satisfying rather than frustrating and challenging rather than boring. The curriculum must be relevant, varied and interesting.

Teachers plan collaboratively at whole school, termly and weekly levels, activities which are stimulating and meaningful to the children.

Differentiated tasks are given to meet the needs of groups and individual children.

If observations reveal a pattern of poor behaviour during certain activities or at certain times of the day then we need to examine our curriculum and organisation to resolve these problems.

Rewards

We are trying to build intrinsic pride and responsibility in every child and we realise that the most powerful reward is recognition of effort/ achievement. This does not have to be constantly awarded with stickers; it can be frequently conveyed through eye contact, a thumbs up or a pat on the back. Some children like public acclaim, some prefer more private recognition.

The school has a system of House Points to reward good behaviour. All children are divided into one of four houses and points are given for kindness, respect, hard work, good behaviour, excellent work etc.

Individual and class rewards can also be very motivating and all staff use many strategies to reward good behaviour and effort:

- Verbal praise, applause, pat on the back, thumbs up etc.
- Stickers
- Individual sticker charts which build to a prize/privilege.
- Team/ class points {e.g. marbles in a jar} which earn a class treat, chosen by the class.
- Sent to the Headteacher, other teachers to share good work/behaviour
- Notes to parents
- Golden awards/Star of the week awards
- Weekly Headteacher's Certificate awarded to one child in the infant and one child in the junior school
- Participation in Golden Time activities/clubs.
- Recognition of children who take a major responsibility e.g. School Council, Play Leaders, House Captains etc.

Misbehaviour

It is natural for some young children to test the boundaries of acceptable behaviour. The answer to this testing is to confirm the existence of these boundaries firmly, unequivocally and immediately. Children should know and expect sanctions for poor behaviour which will be fair and consistent and reflect the seriousness of the incident.

However some flexibility will be necessary as some children will need more time and help to develop appropriate behaviour, just as some require more time to consolidate their intellectual learning. It must be remembered that individual circumstances are different and changing both at school and home.

When incidents occur staff will briefly discuss the matter privately with the child, in order to ascertain what happened. When investigating an incident ask "What happened?" rather than "Why did you do that?" Explore what the child could do next time so that a similar problem does not happen again.

Minor incidents should be dealt with on the spot by the staff as appropriate.

It should always be remembered that:

- The children should not be humiliated.
- It is the behaviour which has offended, not the child.

- Reprimands should be used sparingly and consistently, and should be firm rather than aggressive.
- Low verbal warnings often succeed (“I am surprised at you- that’s not like you.”)

The school does not tolerate bullying of any kind (see Anti Bullying Policy). If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Sanctions

The School uses a restorative approach to behaviour management, asking children questions such as

- What has happened?
- What the impact has been on those involved? Who has been affected and in what ways they have been affected?
- What needs to happen to put things right or to make things better in the future?

Sanctions can be instigated at the staff’s discretions and can take the form of the following:

- Re-focussing child on the task verbally with clear positively phrased instructions, using their name.
- Refer to visual behaviour warning system (happy, disappointed, sad)
- Working next to an adult
- Sitting alone to work.
- Time out- on a “quiet chair” indoors or on the playground
- Repairing any damage, apologising.
- Being sent to work in the partner class.
- Depriving the child of an enjoyed activity.
- Holding a supervisor’s hand on the playground.
- Loss of Golden Time - in small increments e.g. 2 minutes

In cases where children are fighting/ arguing they should be helped to resolve the problem themselves. They should be given the opportunity to discuss the situation alone and come to any decisions. They should then return to the adult who should ask them if there is anything that needs to be done as a result of their decision.

Parents should be involved by the class teacher in a low key way early on so that the child sees home and school working together.

In more serious incidents the Headteacher should be consulted early on to:

- Discuss strategies
- Talk to the child
- Involve parents
- Ensure that any background information is known.

Parental involvement may now need to be more direct with strategies such as a Home-School contact book or an individual reward system set up.

A child could be put on “Report” to the Headteacher to monitor behaviour over a day or week.

Children will need to be sent to the Headteacher immediately following one off serious incidents or repeated misbehaviours such as:

- Destruction of property or objects
- Violence towards others
- Bullying
- Racial teasing

Sometimes a child presents with very challenging behaviour. We hold collective responsibility for such pupils and all staff must know and use the specific behaviour management strategies agreed for such a child.

Incidents of bad behaviour which are serious enough to be referred to the headteacher or deputy headteacher will be recorded in the 'behaviour log'.

Restraint

Staff are entitled to use reasonable force if necessary to control or restrain pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances where a student needs to be restrained to prevent violence or injury.

Significant incidents requiring a pupil to be restrained are always recorded and parents informed. For more information refer to the Restraint Policy.

Safe Handling

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We use the minimum of force and follow the guidelines laid down by the DCSF. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force
- Using Social and Emotional Aspects of learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings
- De-escalating incidents if they do arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Risk assessments and positive handling for individual pupils

(See appendix: DCSF Guidance, The use of force to control and restrain children)

Special Needs

When implementing the Behaviour Policy, account is taken of each pupil's individual needs. The age and stage of the pupil must always guide any sanctions or support. (See separate Special Educational Needs and Disability Policy)

For children with behaviour as an additional need the guidance in Wiltshire Graduated Response to SEND Support Document (GRSS) is followed.

Related Policies

- Single Equalities Policy
- Restraint Policy
- Drug education and incident policy
- Exclusion Policy
- Home School Agreement
- Health and Safety Policy
- Special Educational Needs and Disability Policy