



## **Positive Behaviour Policy**

St Mary's Church of England (A) Primary School promotes the safeguarding and welfare of all students in its care: all policies support the "Safeguarding Policy", are fully consistent with the "Every Child Matters" agenda, and fully support the principles of equal opportunities for all.

### **(To be read alongside the School's Anti-Bullying Policy)**

#### **Our Values Statement**

At St Mary's Church of England (A) Primary School, we believe that setting high standards for behaviour is an integral part of having positive attitudes to learning and raising attainment. We also believe that good manners, good behaviour, respect and thoughtfulness, are important qualities for all our children to develop throughout their lifetime. We believe that we have a duty to help the pupils of St Mary's C of E (A) Primary School, to nurture these qualities and values during their time with us.

We also believe that an appropriately structured and creative curriculum and good standards of teaching and learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

At St Mary's C of E (A) Primary School, we focus on generating and nurturing positive behaviour through a range of specific, targeted whole class teaching and learning activities, such as PSHE; as well as through our whole school Collective Worship, where we actively promote the Christian values of "thoughtfulness, kindness and forgiveness". We routinely encourage children to be responsible for their behaviour and recognise and reward good conduct.

We believe that young children, especially, have to learn how to get on with each other – to share resources, ideas, friends, and adult attention. Teaching children these positive behaviours is an integral part of our work, which starts as soon as a child starts at our school.

It is in Early Years, that the foundations for positive behaviour are created and nurtured. Much of the teaching and learning at this stage, through the prime areas of learning, is focused on helping children understand what is acceptable and unacceptable behaviour and what it means to be a valued member of the school and broader community. We encourage children to try to understand how their actions can affect others and help them to begin to develop feelings of empathy and sensitivity towards others.

As adults throughout the school, we continue to model co-operative and respectful conduct and attitudes, supporting all children in their learning journey through the school, to develop positive and successful relationships and sense of citizenship and community membership during their time with us at St Mary's.

### **Aims**

Our school aims state that we will:-

- Provide an environment where learning is enjoyable.
- Care for and value everyone in our school community.
- Provide a secure environment where everyone is respectful to each other.
- Encourage children to share responsibility for their own education.
- Promote good relations with others at school and in the community.
- Help each individual to discover and develop new skills and abilities.
- Help pupils to develop lively and inquiring minds, to question and argue rationally and to apply knowledge to new situations.
- Encourage children to be moral, self –disciplined, hard -working and caring.
- Provide challenge and support to achieve high standards.
- Make the best use of our environment and cultural heritage by enabling children to benefit from educational visits and visitors.

### **Objectives**

To meet these aims through our Positive Behaviour Policy, we have set the following objectives:

- All members of the school community will be involved in implementing this Positive Behaviour Policy.
- Staff, parents and children will behave towards each other with mutual respect, consideration and tolerance.
- We will celebrate positive behaviour through rewards.
- The school will involve parents at an early stage, if their child is persistently behaving in an unacceptable way or if a serious incident has occurred.
- The school may ask parents to pay for damage to property that is the result of their child's misbehaviour.

### **Our Golden Rules**

St Mary's C of E (A) Primary School takes pride in, and works hard to preserve (perseverance being one of our Christian values), the strong sense of community and kinship, evident amongst the children and adults at our school. To reflect this, we have developed an overarching set of principles, which everyone at the school is to expect of themselves and of each other.

These whole school principles are articulated as 'rules' that everyone at St Mary's follows. These have been drawn up by the children, in consultation with parents/carers and all staff working at our school.

- We always try our best
- We are gentle – we don't hurt others
- We are kind and helpful – we don't hurt anybody's feelings
- We listen – we don't interrupt
- We are honest – we don't cover up the truth
- We work hard – we don't waste our own or others' time
- We look after property – we don't waste or damage things
- We come to school on time, organised and ready to learn
- We are pleasant and polite to everyone we meet

Teaching Teams (Class Teacher and Teaching Assistants) may decide to develop, with the children from their class, a set of their own class rules to supplement these Golden Rules and support behaviour management within the classroom environment. In September each class have a class charter which is developed by the children. This is at an appropriate for the children for the children and based on 'what good learning looks like.' These are displayed in classrooms and can be used as part of the homeschool agreement.

### **Good to be green**

We follow the 'Good to be green' behaviour management system in all classes. Each child begins each new day on green. After a verbal warning a child is given a yellow card. (See behavior checklist and supporting documents). 2 yellow cards result in a red card or a red card can be given straight away if the behaviour response is severe enough. Parents are informed when red cards are given to children to discuss further. Consequences of coloured cards are detailed in additional information.

### **Incentives**

As well as the many varied incentives operating in each class by the teacher e.g. smiley faces, praise and a sticker, we have "whole school" incentives and rewards to recognise and celebrate good behaviour and achievement, helpfulness to others and representing the school in a team or at an event.

The whole school incentives are:-

### **Lunchtime Champions**

Lunchtime supervisory staff award a lunchtime champion certificate each week, to children who have played co-operatively, shared, invited others to join their game or organised a game/activity for others to enjoy. Certificates are given out during 'Celebration Assembly' which takes place every Friday afternoon. The certificates are Winning The Battle Awards. Certificates are also awarded each week for classroom achievements or to acknowledge children who have displayed qualities that reflect our Christian Values, gratitude, thoughtfulness, forgiveness, kindness, perseverance and courage.

Success achieved outside school is also rewarded and children are encouraged to bring in awards for e.g. swimming, music, sport to be recognised within school.

### **House Points**

Every child is in a "House", house points are issued by any member of staff for being kind, helpful or achieving well. The House points are collected and counted every Friday and the winning house is congratulated in our celebration assembly every week.

### **Rainbow, cloud and sunshine (Class 1)**

All children start their week on the sunshine. If a child does something very good, either in work or behaviour they may move to the rainbow. If a child breaks one of our classroom rules they may move to a cloud. A child may move back from a cloud to the sunshine for good behaviour.

### **Support for pupils with SEN/ challenging behaviour**

In some cases a child may have special educational needs and have a specific difficulty linked to behaviour or concentration. In these cases a child may be given a behaviour card separate from the sunshine, cloud and rainbow system – appropriate to his/her needs. A child with specific challenges will be supported by the Class teacher and SENCO to modify and improve behaviour. Parents will be informed of the need for a behaviour card and be encouraged to support their child to achieve an improvement in behaviour.

### **Classroom/learning behaviour**

Key stage one children are given 2 warnings if displaying challenging behaviour. If the behaviour does not improve they spend 5 minutes outside the staffroom and part of their playtime or lunch time is missed. Key stage two – one warning is issued when pupils display challenging behaviour. If this continues the pupil is removed from their working area. If they continue to challenge one playtime or 15 minutes of lunchtime is missed, in order for the child to catch up on the learning they have missed.

### **Playtime behaviour**

Our children have special rules to follow when playing outside during morning or lunchtime break.

They are:-

- Play safely, always within sight of the adult on duty.
- Always follow instructions given by an adult.
- Use equipment with care and return play equipment to the shed.
- Share equipment and take turns.
- Don't do or say anything that would spoil a persons day. Everyone has the right to enjoy their school day.

### **Sanctions for breaking playtime rules**

1<sup>st</sup> incident – the member of staff will remind the child of the rule, the child will return to play.

2<sup>nd</sup> incident – the child will be asked to sit on the bench for 5 minutes to reflect on their behaviour.

3<sup>rd</sup> incident – the child will be sent in to sit outside the staffroom for the remainder of the break or lunchtime play. The class teacher is informed and if there is a serious behavior issue the Headteacher is informed. Incidents of poor behavior are recorded in the schools incident book.

The Headteacher will also contact the parents to discuss the behavior difficulties with them.

### **Severe Behaviour Incidents**

Fortunately these incidents are rare. However in the event of the following, parents will be contacted immediately and requested to remove their child from the school premises:

- Deliberate physical violence towards any member of the school community.
- Verbal abuse towards a member of staff
- Deliberate damage to school property.

This will be recorded as a fixed-term exclusion. A meeting will be arranged with the parents to discuss further action, which may be, depending on the severity of the offence, up to and including, permanent exclusion.

In cases of bullying we will follow the procedures laid down in our Anti- Bullying Policy.

The school will record racist behaviour and the LA will be informed in line with our Equality Policy.

### **Searching pupils for possibly harmful/ sensitive items.**

In rare circumstances if a pupil has brought a harmful item into school the Headteacher may ask the child to empty their pockets or bags. The Headteacher may also search a bag to look for harmful items with a witness present.

### **Methods of recording breaches in behaviour**

The Headteacher will keep a record of all actions taken with regard to serious or persistent breaches of the behaviour code.

### **Success Criteria**

- Entries in the whole school and class behaviour logs are minimal.
- Positive feedback from teachers, support staff, parents and pupils.
- Behaviour is excellent in and around school at all times.

### **Responsibilities**

**Staff** – The school staff, both teaching and non-teaching, share collegiate responsibility for consistently implementing school policy on positive behaviour. The Headteacher has overall responsibility for ensuring positive behaviour.

**Parents** – Parents have the responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

**Pupils** – Pupils must be responsible for their own behaviour and meet the expectations set out by the school in keeping the Golden Rules.

**Governors** - This policy will be monitored and reviewed regularly as an ongoing audit of good practice.

**This policy has been written in conjunction with Keeping Children Safe in Education 2019 – Statutory guidance for schools.**