

# St Margaret's C.E. Primary School

## Behaviour Policy

Ready to Learn

Respectful

Responsible



*"I am able to do all things through the one who strengthens me." Philippians 4:13*

In the context of our Christian foundation we manage behaviour in a spirit of forgiveness, repentance and reconciliation, recognising God's act of saving grace for everyone. As God embraces a painful world for its fulfilment, so we acknowledge it can be painful for all involved when managing distressed behaviours and attitudes.

Policy Date	September 2023
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## Policy Statement

St. Margaret's Church of England School has a living Christian foundation following the teaching of Jesus and claiming His promise of 'life in all its fullness' for everyone including those of us who are vulnerable. We live out this faith by thinking and acting with love and compassion. Everyone's God-given uniqueness is welcome and important here. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. We are committed to providing a safe environment in which children and adults can flourish.

## Christian Values

These principles are put into practice through the daily living of the following values:

### Faith

**Hope** Trust in God's promise for our future; aspiration to spiritual fulfilment and academic achievement for all

### Love

## At St Margaret's we aim to:

- Foster excellent relationships between all members of our St Margaret's community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models kindness, good humour, tolerance and empathy for others.

## Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms;

- Positively reinforces behavioural norms;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive interventions.

### **Fundamental principles**

All members of our school community have the right to:

- Feel secure and safe;
- Feel happy and be treated with kindness and understanding;
- Be treated fairly and consistently;
- Be listened to (at an appropriate time);
- Be treated with respect and politeness;
- Be treated with empathy.

### **The fundamental principles which underpin our Behaviour policy are:**

- Unconditional positive regard for all pupils;
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).
- Ensuring that sanctions / consequences are applied fairly, proportionately and reasonably. SEN and disabilities and the needs of vulnerable children are taken into account on a case by case basis

### **Consistency of approach**

The aims of this policy will be met by everyone observing our 3 agreed rules. These are:

## **1. Ready to Learn**

## **2. Be Respectful**

## **3. Be Responsible**

**By displaying behaviours linked to following these 3 rules we will create a safe and positive learning environment which leads to a culture of excellence and success.**

### **All staff every day will:**

- Meet and greet children at the classroom door.
- Refer to Ready, Respectful, Responsible- the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Be calm and “give take up time” when going through the steps, prevent before sanctions.

- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record incidents on CPOMS.
- Never ignore or walk past learners who are making / displaying poor behaviour choices.
- Using 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- Using 'Circle Time' activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.
- Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

**Senior leaders will:**

- Meet and greet learners at the beginning of the day.
- Be a visible presence across the school and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Appropriate risk assessments are put in place following any violent incident to ensure the safety and well-being of staff and pupils
- Work closely with the designated safeguarding lead, the special educational needs lead and the attendance lead as required to ensure a whole child overview is maintained, and consistency in support and planning
- Liaise with other agencies including mental health, youth inclusion support service, as required
- Early help is provided to support pupils with behaviour difficulties, and that there is clear oversight of this work, within the Solihull multi-agency threshold criteria, so that there is no drift and delay, and interventions are timely and effective
- The police are contacted in the event of a crime being committed, including serious violent incidents

**Pupils will:**

- Be ready
- Be respectful
- Be responsible

**Parents / Carers will:**

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Support home learning and ensure that pupils respect school resources

### **Recognition and rewards for effort**

We recognise and reward learners who go “above and beyond” our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

#### **Classroom level**

- Praise for choice
- House points
- Mention/Note/phone call to parents
- Each class teacher will have their own individual strategies to manage behaviour in their classroom (eg. star of the day, table points)

#### **Whole School level**

- Weekly certificates chosen by peers,
- Children receive a certificate.
- Afternoon tea half term (each teacher nominates 1 child – star of the half term)
- Positive cards sent home.

#### **Head Teacher’s Stickers / Certificates**

These are awarded to individuals for especially good work, effort and achievement and behaviour. They may also be given when extra encouragement may be appropriate, e.g. fulfilling a behaviour contract, achieving a target, making an exceptional contribution.

#### **Celebration Assembly**

There is a Celebration assembly each week when a member of staff presents certificates for achievement, effort and progress and other contributions including living out our Christian values. We aim to recognise each child once a year in this way.

## Managing Daily Behaviour in the classroom – House Points

Pupils will be awarded house points for behaviour / work which is exceptional. Pupils will collect house points and these will also go towards house rewards at the end of each half term. Pupils house points will accumulate over the year and they will be rewarded:

1 sticker chart complete - certificate

2 sticker charts complete – lucky dip

5 sticker charts complete – end of term reward afternoon

### Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should **always and consistently in every lesson be praising the behaviour they want to see.**

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given “take up time” in between steps.

Step	Behaviour Management Strategy
1	<p><b>Re-direction / reminder</b></p> <p>Positive reinforcement of other children around them “X thank you for sitting so beautifully.”</p> <p>A visual cue to the child that you want them to make a good choice this could include:</p> <ul style="list-style-type: none"><li>• a ‘look’</li><li>• a visual point to what you expect</li></ul> <p>A reminder of the expectations <b>Ready, Respectful, Responsible</b> delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time)</p> <p>If appropriate, make links with the zones of regulation.</p> <p>Praise them when they positively change their behaviour, acknowledging the positive change</p>
2	<p><b>Warning</b></p> <p>A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.</p> <p>Scripted approaches at this stage are encouraged (see appendix)</p> <p>If appropriate, make links with the zones of regulation.</p> <p>Praise them when they positively change their behaviour, acknowledging the positive change.</p>
3	<p><b>Consequence</b></p>

	If the behaviour persists then the learner will be asked to take their work to another class as a time out and reflect on their behaviour. When they return to class, a conversation will take place around the choices made and expectations in class. Class teacher will make contact with parents
4	<p><b>Missed playtime / lunchtime</b></p> <p>If the step above is unsuccessful or an insufficient amount of work has been completed, the learner will miss part of their breaktime / lunchtime to complete work and further reflect on behaviour. This will be recorded on CPOMs by the class teacher and parents / carers will be informed.</p>
5	<p><b>Referral to SLT</b></p> <p>If the behaviour persist or in the case of one of the following happening, the learner will be referred to a member of SLT and will spend time out reflecting ion behaviour. SLT will speak to parents / carers and record on CPOMs.</p> <p>Immediate referral:</p> <ul style="list-style-type: none"> <li>• Deliberately not following hygiene rules in place eg spitting, wiping their hands on another person</li> <li>• Sexist / racist / homophobic comment</li> <li>• Swearing</li> <li>• Physical aggression towards a peer / adult</li> <li>• Verbal aggression towards a peer / adult</li> <li>• Rudeness towards an adult</li> <li>• Deliberate damage to school property</li> </ul>

### Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, staff will consistently 'catch children being good' and share this with them. Staff are encouraged to hand out 'stickers' to reinforce this message and will rotate weekly to identify a child from each key stage (EYFS/Key Stage 1/Lower Key Stage 2/Upper Key Stage 2) to be included in the 'golden book'. Each half term, lunchtime supervisors will award a star of the half term in each key stage.

Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'low level behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty.

### Behaviour Report

If behaviour is consistently poor as shown by internal referrals, lunchtime duty logs or becomes a cause for concern, a formal meeting will take place. This will be led by a member of SLT. There will then be agreed targets that will be monitored over the course of two weeks. This will be known as the child being placed on 'Behaviour report'. Parents will be informed at this stage and invited in to work with the school. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

## **Exclusions:**

In this school exclusion is very rare and a last resort when other measures have been exhausted or for a very serious incident.

Exclusions are administered in line with local and national guidance on exclusions:

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/suspension-and-permanent-exclusion-guidance-september-2023.pdf)

Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting. Exclusion is always a very last resort.

Further information regarding suspensions and permanent exclusions can be found in the 'Suspension and Exclusion Policy' on the school website - [suspension-and-permanent-exclusion-january-2024.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](https://prod-sorted.s3.amazonaws.com/suspension-and-permanent-exclusion-january-2024.pdf)

## **Behaviour outside school, including cyber:**

The school takes seriously its responsibility to set high expectations for pupil behaviour, including outside of school. If inappropriate behaviour outside of school is reported to a member of staff, they should inform a member of SLT. If a child's behaviour outside of school is impacting on behaviour and relationships in school, or is bringing the school into disrepute, sanctions will be applied as necessary and parents will be contacted. If appropriate, outside agencies will be involved.

## **Positive Handling**

Positive Handling and Reasonable force St Margaret's Primary School makes use of the DfE guidance: Use of reasonable force in schools (2013)

Any force used should always be the minimum needed to achieve the desired result. Key staff at St Margaret's Primary School have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

## **Procedure in the event of a child running away from an adult**

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones.

If a child leaves the school site, the police will be contacted for the safety and wellbeing of the pupil.



## **Equality**

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEND pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, Social, Emotional, Mental Health team (SISS), Social Services or CAMHS.
- A reduced timetable may be put in place in line with guidance BDMAT. Children on reduced timetables will be reported to the Governors and to BDMAT and the primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such eg. attending school trips but only if the behaviour is dangerous.

## **Supporting pupils with SEND**

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IEP - Individual Education Plans. Teachers need to use IEPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their IEP which will be monitored by the Inclusion Leader. A child's triggers for negative behaviour need to be on their IEP so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure IEPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- Work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- Focussing their attention on the adults- following and asking repeated questions this might be for more reassurance that they doing the right thing or that they are liked.
- Calling out- this might be so they feel noticed and to also feel reassured

### **Involvement of outside agencies**

The school works positively with external agencies to develop policy and practice relating to behaviour and also to support children with particular needs. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available - e.g. Specialist Inclusion Support Service, Emotional, Social & Behavioural Difficulties team, Educational Psychology, Social Services and Early Help/Engage

In order for the behaviour policy to be effective, it must be implemented with reference to other key policies including:

- Keeping Children Safe in Education 2022
- Child Protection
- Safeguarding
- Antibullying
- Equality
- Exclusion
- SEND
- Equal Opportunities
- Home School agreement
- Values booklet

### **Child on Child abuse**

Child on child abuse can happen both inside and outside of school and is most likely to include but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)

- Abuse in intimate personal relationships between children
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images
- Upskirting
- Initiation / hazing type violence

Whilst we accept that incidents of child on child abuse can take place, it will not be tolerated at St Margaret's CE Primary School.

In order to pro-actively discourage child on child abuse, we will explicitly teach how to treat each other with respect through some or all of the following:

- PSHE curriculum (Jigsaw)
- Circle time
- Collective/class worship time
- Social and Emotional support
- Social skills games / interventions
- Lunch Club – structured lunchtime provision

Any allegations, disclosures or incidents will be reported immediately to the Designated Safeguarding Lead / SLT who will conduct a thorough investigation of the incident. This will include some or all of the action below:

- Contact with both sets of parents by face to face meeting or telephone
- Speaking to the children with another member of staff and/or parents present and notes of the meeting taken
- Notes taken will be shared with the child and parent prior to ending the meeting
- Any witnesses (children or staff) to the incident will be asked to provide a written account or the conversation will be scribed.
- All accounts/witness statements and actions taken will be recorded on CPOMS
- If necessary, police and/or The MASH will be contacted for advice and/or support and may investigate the incident further
- Both sets of parents will be informed of the outcome and any action taken as a result of the incident

#### **Actions / Consequences:**

Following the investigation it is important that support and consequences are actioned in order to stop further incidents of abuse. The following outlines some examples of actions that might be taken by school:

For the victim:

- Restorative Justice – child to make amends for the abuse
- Emotional support – emotional check ins
- Explicit teaching of strategies / awareness of how to keep yourself safe
- Outside agency support – signposts for parents
- Referrals to outside agencies for direct work in school

For the perpetrator:

- Restorative Justice – the child can make amends with the injured party
- Small group interventions – friendships / dispute resolution / understanding differences
- Emotional assessment – Three Houses
- Emotional support – check-ins
- Explicit teaching around emotional literacy
- Outside agency support – signposts for parents
- Referrals to outside agencies for direct work in school

Consequences will depend on the outcome of the investigation and will be decided on a case by case basis. Consequences given will be at the discretion of the head teacher and parents will be informed.

### **Parent concerns**

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

1. Contact the child's teacher – either via email or call the school office
2. Arrange an appointment with the teacher
3. Arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

### **Accountability**

It is the responsibility of the Head Teacher to:

- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the policy and review the policy accordingly.
- Issue fixed-term and/or permanent exclusions to individual pupils.

Our school has a clear monitoring and evaluation cycle with engagement from school leaders. We collect data from the following sources and share this with governors each term:

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Use of pupil support units, off-site directions and managed moves;
- Incidents of searching, screening and confiscation; and
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff analyse the data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level.

Governors pose questions to drill down further to identify possible factors contributing to the behaviour, and analyse the data by protected characteristic and using those findings to inform policy and practice helping the school ensure that it is meeting its duties under the Equality Act 2010"

### **Governors**

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The Head Teacher has day-to-day responsibility to implement the school relationship and behaviour policy, but must keep governors updated.

### **Related policies**

- Child Protection
- Safeguarding
- Staff Code of Conduct
- Home School Agreement
- DfE - Keeping Children Safe in Education 2023  
[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Keeping_children_safe_in_education_2023.pdf)
- DfE guidance - Behaviour in schools  
[Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_in_Schools_-_Advice_for_headteachers_and_school_staff.pdf)
- DfE guidance – Beyond the School gate  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- DfE guidance – Searching, screening and confiscation  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching screening and confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)
- DfE Statutory Guidance - Exclusion <https://www.gov.uk/government/publications/school-exclusion>
- DfE Statutory Guidance – Reasonable Force <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>