St Mary and St Margaret’s CE (Aided) Primary School

Behaviour & Attendance Policy

February 2014
Behaviour and Attendance Policy

School Values

Our Statement of School Values sets the ethos in which this policy is grounded:

“We believe that St Mary and St Margaret’s CE Primary School exists to enable every child to realise his or her potential to the fullest possible extent, whatever his or her particular needs and abilities.”

To this end we promote our agreed Values:

• Growing as a child of God.
• Loving learning.
• Caring.
• Achieving.
• Personal development.

1 Aims and objectives

It is a primary aim of our school that every member of the school community 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.

• Honesty
• Trust
• Respect
• Caring
• Understanding
• Sharing

The school's behaviour policy is therefore designed to support the way in which all members of the school regardless of gender, faith, ethnicity or disability, can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure in line with our Christian ethos. We use the SEAL resource to support the behaviour skills of the whole school community.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships and positive behaviour, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects each member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
The school rewards **positive** behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter **negative** behaviour; it also supports changing negative behaviours using rewards.

### 2 Roles and Responsibilities

#### Staff
It is the responsibility of staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. It is also the responsibility of staff to ensure positive behaviour in and around school including break times. Staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and enforces the classroom rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly or exhibits particularly poor behaviour, the class teacher keeps a record of incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. They may also call on the Phase Leader, Deputy Headteacher or SLT member of staff.

However, if negative behaviour continues, the class teacher seeks help and advice from the Headteacher, Child & Family Support Worker or SENCO.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA’s behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### Pupils
School Councillors believe that children should follow the school rules, follow the class codes and show respect to each other and to adults in school.

They see the value of rewards and are like the fact that there are a range of reward systems in place. Councillors believe that children should help each other to behave and take some collective responsibility in dealing with difficult issues.

#### Headteacher
It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The use of SEAL materials throughout school supports health, safety and welfare issues. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of negative behaviour, the Headteacher may permanently exclude a child. These
actions are taken only after interventions and support for the child have been made. In this case school governors would be consulted and notified.

Parents
The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Phase Leader, Deputy Head teacher or Headteacher. If these discussions cannot resolve the problem, the matter moves on to the school governing body. Either the parent or Headteacher may forward the concern to the governing body. If matters remain unresolved the final stage is a formal grievance procedure involving The Diocesan Board of Education.

Governors
The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

3. Procedures and Practice
Staff ensure that their classroom is a positive environment for learning.
All staff are expected to adhere to the behaviour policy and enforce it consistently and fairly.
Unacceptable behaviour is monitored and evidence is collected in written form by the class teacher and by other appropriate members of staff.
Information collected generates targets to be put onto an Individual Behaviour Plan where necessary. We always consult parents if we do this. Targets are discussed and reviewed on a regular basis with parents and child.

4. Outline of rules and Expectations
School Rules:
We walk around school.
We use good manners.
We always try to be the best we can be.
We are kind to others.

Classroom rules:
These will be agreed between the class teacher and their class. These rules will be:
• phrased positively to create opportunities for rewards and reminders
• acceptable to all
• kept to a minimum
• comprehensive and easily implemented
• supportive of the School Values and ethos
• communicated effectively to pupils, staff and parents

Playground rules have been developed by the KS2 children, staff and lunchtime supervisors:

• It is important that we keep ourselves safe. So:
  o Steps by the swimming pool door are for sitting on (not for jumping off or running over).
  o We treat trees with respect and do not swing on the tree branches.
  o We only use the metal hand rails by the outside store cupboard and the library door to hold onto to keep us safe.
  o We avoid walking up the ramp to the swimming pool door or playing on the rails.
  o We do not jump off the wooden supporting fence into the Quiet Area.
  o We keep away from the PE Storage Container and make sure that we can be seen at all times.
  o We only use benches for sitting on.
• Balls should only be used in the allocated area (unless you are using the basketball hoop in the Quiet Area for shooting). (Lunchtime only)

5. **Rewards and consequences**

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of negative behaviour, the class teacher may discuss these with the whole class during circle time.

We praise and reward children for positive behaviour in a variety of ways:

• Lunchtime supervisors distribute yellow cards to children, either for positive behaviour, or to acknowledge outstanding effort or acts of kindness during dinner time.
• Lunchtime supervisors run a raffle ticket reward system to reward good behaviour on a half termly basis.
• All pupils have an opportunity to participate in a half termly Achievement Assembly, when they each receive certificates for a specific positive reason identified by their class teacher. Parents are invited to attend this.
• Pupils are sent to see the Headteacher to show particularly good work, where they receive a ‘Headteacher’s Award’ sticker.
• Pupils nominated by lunchtime supervisors to sit on the ‘top table’ (for good behaviour) each half term.
Classroom rewards

**Foundation and Key Stage 1:**
- Verbal praise
- Claps
- Stickers
- Smiley faces on work
- Thumbs up
- Table ticks
- Share good work with other members of staff
- Share good work with Headteacher (and receive ‘Headteacher’s Award’ sticker)
- Given special jobs/ privileges

**Key Stage 2:**
- House points
- Stickers
- Praise
- Positive notes home
- Share good work with Headteacher (and receive ‘Headteacher’s Award’ sticker)
- Class teachers in Key Stage Two run individual raffle ticket reward systems with weekly prizes. Raffle tickets are given liberally to reward small acts of good behaviour and to encourage others to follow suit, e.g. ‘sitting nicely’ on the carpet, good listening, helping others etc.

The school acknowledges all the efforts and achievements of children, both in and out of school. Achievements out of school, e.g. music, horse riding or swimming certificates etc, are acknowledged during Worship, as are other school-linked achievements such as for Mathletics or Reading Eggs/Reading Eggspress.

Classroom Consequences

The following consequences are shared and used with children in all appropriate classes. They are more or less hierarchical, but depending on the nature of the incident (and sometimes the needs of a particular child), they will not all always be applied before moving to the next ‘stage’ (for example, it may be appropriate to involve the Headteacher or parents at an earlier stage if there are particular reasons to think such action would be beneficial to a child or due to the seriousness of any one incident).

**Foundation and Key Stage 1:**
- Verbal warning/ reminder
- Move places
- 5 minutes time out
- 5 minutes in another classroom
- Hold hand on playground
- DHT/HT is involved
- Parents told
Key Stage 2:
- Verbal warning and reminder
- Stay in class during break (2 mins)
- Stay in class during break (4 mins)
- Stand by duty member of staff on playground
- Time out / move places
- Note in planner
- Involvement of Key Stage Leader
- DHT/HT is involved
- Parents told

Consequences will be applied
- immediately and discreetly
- fairly and appropriately
- consistently (taking into account individual circumstances)

Our school defines bullying as “Behaviour by an individual or group, usually repeated overtime, that intentionally hurts another individual or group either physically or emotionally” (DCSF). The school does not tolerate bullying of any kind and takes it very seriously. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour, and work with both the perpetrator and the victim.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with current guidelines and advice on the restraint of children. The majority of staff have received ‘Team Teach’ training.

Fixed-term and permanent exclusions
We do not wish to exclude any child from school, but sometimes this may be necessary. This action will only be taken after supportive strategies and interventions have failed.

6. Working with Parents
We recognise the importance of working with parents in order to achieve positive behaviour. This includes
- Early intervention to support positive behaviours.
- Inviting parents to celebrate positive behaviour (e.g. Achievement Assemblies, through certificates/notes/phone calls home etc.).

7. Working with other agencies
We recognise and value the support and expertise of additional agencies and work in partnership with the following:
Child and Family Support Worker
Education Psychology Service
Education Welfare Service
Specialist Inclusion Support Service
8. **Attendance**

Good behaviour leads to good attendance. Where behaviour is good teaching and learning are optimised.
Please also see Attendance Policy.

9. **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on an ongoing basis. She/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of poor behaviour.
Class teachers record minor classroom incidents.
The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. For any incidents that occur at break or lunchtimes, lunchtime supervisors or staff on duty give details to the class teacher.
The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Other relevant policies:
- Ant-Bullying Policy
- Attendance Policy
- Equal Opportunities Policy
- Special Educational Needs Policy
- Inclusion Policy
- Child Protection Policy

Signed:

Date: