



Behaviour Policy

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Core Principles

The academy has a moral and statutory duty to ensure all members of St. Mary's community feel safe and are able to flourish. Our policy ensures children attend a caring school which is underpinned by our Christian Values so that all of God's children flourish. Everyone is expected to maintain the highest standards in being Safe, Ready and Respectful. Our behaviour policy guides staff to teach pupils how to behave, to understand that we can all make mistakes and to learn how to get along with others even when we disagree.

School Charter

The school charter reflects the core principles of the school. These are displayed in the corridors, classrooms and in the playground. Children are taught to see this as a source of help to everyone and themselves. Teachers will refer to the school charter throughout the day and when managing any behaviour and relationships in the school.

As a member of our school family, I will ...
Be ready to try my best.
Be safe with my words and actions.
Be respectful to everyone and my school.
To help others when I can.
To forgive others and myself if things go wrong.
Wear my uniform with pride.
Thank God for all I have...

We believe that:

- High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.
- All children have the right to learn and play in a safe and respectful environment, free from disruption.
- All staff are responsible for modelling the values, behaviours and systems underpinning this policy.
- Parents are an equal member of the St. Mary's community and have a responsibility to ensure their children are ready for learning each day.
- All children experience an environment in which everyone flourishes.
- All members of the academy have the right to be free from any form of anti-social behaviour, bullying or prejudice.
- Any pupil with a diagnosis of ADHD or another disability which can affect behaviour, must have appropriate and reasonable adjustments made to their provision and procedures in the classroom to meet their needs. If, despite their provision, behaviour is still unacceptable then the policy will be applied in the same way.
- Consistency is fundamental to the success of this policy.

Consistency in delivery

A culture of positive behaviour management is achieved through consistent application of the policy and principles underpinning it. All staff are expected to fulfil their role in the application and ensure we hold each other accountable to these.

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

- Consistent, good lessons, expectations promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent respect from the adults: Even in the face of disrespectful learners.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support all staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour information and assess the impact of the behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around their phase and the site, particularly at times of mass movement, where practical and possible.
- Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

All staff at the Academy will:

- Welcome children to the classroom.
- Be accountable to teach and support all children in developing good behaviour habits
- Create a physically and emotionally safe and stimulating environment
- Refer to being 'Ready, Respectful and Safe' and use these as opportunities to teach the children to behave well. These must be displayed in all classrooms and actively used.
- Model positive behaviours and build relationships with children and parents in line with the Christian values of the school
- Plan and adapt lessons that engage, motivate, challenge and meet the needs of all learners.
- Be accountable for deploying staff to meet the needs of children as a priority.
- Praise frequently all children and recognise those who continually do the right thing.
- Use the recognition board throughout every lesson, promoting core values and learning behaviours.
- Be calm, consistent and objective when working to re-regulate children in line with the 5 pillars approach.
- Follow up every time, communicate with parents and record incidences in line with policy
- Never ignore or walk past learners who are displaying mis-behaviour.

We expect all parents to ensure that:

- Their child attends everyday unless in exceptional circumstances when they will contact the academy.
- Their child arrives on time to school every day with the necessary equipment and clothing.
- Their child is in the correct uniform.
- Their child is ready for learning by having sufficient sleep and a good breakfast.
- Their child has completed their home reading with a record of this in their journal.
- The Academy is informed promptly of any reason that their child may not be ready for learning so that support can be put in place.
- Parents work collaboratively with school to reinforce behaviour expectations at home.

Rewards and sanctions

Applying the learning from the Prodigal Son, we recognise some children need more than others to modify behaviours but equally must recognise those who always do the right thing.

The academy reward system is based on consistency rooted in our core values with the same response and same boundaries applied by all staff. Rewards and praise must be meaningful and appropriate to the effort put in by the child so that expectations and authenticity of any reward are maintained.

Our policy aims to routinely advertise the behaviour we wish to see, which is supported by our recognition board with pupils recognising the good behaviours of their peers. This is a tool used to help build responsible, self-confident and conscientious children.

Rewards for good behaviour:

- Verbal praise and recognition by the class teacher.
- Stickers or other class-based initiatives
- Dojo Points
- Name on the Characteristics of Learning (Animals) Board
- Name on the Excellent Eagle
- Digital Postcards emailed home.
- Positive phone calls home.
- Golden Time for the Class (eg Pyjama Days, Board Games, Trips to the Park etc)
- Certificates in Celebration Worship.
- Time with Senior Leaders or the Head Teacher – e.g. Hot Chocolate Friday.

Recognition for going above and beyond can be given for both conduct and academic successes including:

- Consistently choosing to do the right thing.
- Exceptional progress as a result of increased effort, home learning or classwork and friendships.
- Perseverance and the development of other behaviour for learning skills.
- Consistently playing well, sharing and helping.
- Modelling the Christian values in and outside of school.
- Consistently good behaviour.
- Going above and beyond and seeking more responsibility.

The Academy Reward System

Children in the school are divided into Blue House, Yellow House, Red House or Green House.

The Characteristics of Learning Board celebrates effective learning behaviours and the Christian values of friendship, service, forgiveness and compassion. Children earn dojo points to mark their achievements. We seek to promote intrinsic reward for good conduct, attendance and achievement. To encourage this, pupils move their names onto the Excellent Eagles themselves, which promotes outstanding work and behaviour. The house with the highest number of dojo points in the school will earn a tag day in their house colour. There are three days a year for this.

Definitions of mis-behaviour:

- Persistent disruption in lessons, corridors, break and lunchtimes.
- Persistent non completion of work in lessons or homework
- Persistent poor attitude to staff, peers or work.
- Persistent use of swear words or other unsafe language

- Persistent incorrect uniform / equipment without reasonable explanation.

Definitions of serious mis-behaviours

- Refusal to follow school rules
- Any form of bullying / cyber bullying or intimidatory behaviours
- Any form of sexualised behaviour or harassment
- Vandalism of school or other person's property
- Theft
- Arson
- Verbal abuse of peers or staff
- Physical assault on peers or staff
- Fighting or any form of physical attack on another child.
- Any use or possession of prohibited substances or items.
- Racist, sexist or homophobic language or discriminatory behaviours.

Steps taken to manage persistent mis behaviour / serious misbehaviour

In all cases a child's needs and their best interest will be at the forefront of all decisions and interventions. The following staged approach will be used to manage the child's behaviour and communication channels with the parents and wider stakeholders. It is expected that regular communication to parents of praise and encouragement and catching children doing the right thing are frequent and consistent in all classrooms all of the time. Where a child's behaviour becomes misbehaviour, the following stages will be applied.

Stage 1:

- Class teacher contacts parent to outline expectations and concerns.
- Catch me cards put into effect and reviewed after 2 weeks
- Meeting arranged with parent where catch me card criteria is agreed and letter handed to parent outlining expectations and intervention.

Stage 2:

- Pastoral Team assess the need and suggest actions
- Pastoral team and Class Teacher/SENCO meet with parent.
- Review Meeting with Parent and letter handed, outlining next steps
- Alternative break and lunchtimes if appropriate.

Stage 3

- Report card for conduct
- Class teacher /TA regular communicates with parents
- Letter home outlining concerns and intervention.
- Senior Teacher signs report card at the end of every day
- Parent signs report card every day
- Possible involvement of external agencies

Stage 4

- Small steps target card set by Headteacher/SENCO from IBMP (for a maximum period of 10 days)
- Separation from peers during break and lunchtimes
- Suspension / exclusion or a managed move
- Involvement of attendance and inclusion service and wider services

Positive Handling

When a child is at risk of hurting themselves, others or seriously damaging property then positive handling may be an appropriate strategy. Team Teach or similar de-escalation strategies should always be applied and the positive handling form completed by the adults involved after any incident. This should be signed by the supporting SLT and recorded in the behaviour file. See separate policy for positive handling.

If a child has had an incident requiring positive handling, they should be given appropriate time to calm down and discuss their actions. It may be necessary to keep them out of class for a longer period of time.

Exclusions

St. Mary's will only use short term suspension or permanent exclusion as a last resort where other sanctions and supports have proven unsuccessful or where a 'one off' incident warrants such actions. Where a child's behaviour or conduct indicates that s/he is in danger of exclusion, the parents/carers will be informed and an individual behaviour management plan (IBMP) put in place involving the academy and home in trying to prevent such a severe outcome.

The length of a suspension will usually be one or two days on the first occasion, although for repeated or the most serious incidents such as premeditated violence, the exclusion may be for a longer period. Our behaviour policy is underpinned by our Christian Values. Children are taught the importance of forgiveness. We endeavour to support individual needs so that pupils are successful at St. Mary's and are equipped with the skills and values needed throughout their education and in the wider world.

Where a child is excluded for more than 5 days, a meeting of the Governors' Disciplinary Committee will be held to discuss the matter with an LEA representative and the child's parents/carers.

For any period of suspension, the child will be provided with work that they will do whilst away from the Academy and which they will return for assessment on their return.

At the end of the period of exclusion, the parent/carer and child must have a reintegration meeting with the Head Teacher or a member of the Senior Leadership Team to review and set expectations and support for re integration. An agreed timetable of reporting to parents will be set up.

In very rare circumstances, the Academy may take the action to permanently exclude a child where their conduct continues to pose a serious and continuous threat to the safety of themselves and others and where all strategies available to the Academy have been exhausted or become ineffective. In such an event, the Head Teacher will advise the parent/carer on how to appeal the decision and of the role of the Governing Body and LEA in drawing up the most suitable future provision for the child. During this time however, the Academy will continue to support the parent/carer and child while the child is at home.

The decision to fix term or permanently exclude children in care or under the supervision of social services is not taken lightly as the Academy recognises the vulnerable circumstances of these children and the level of impact this may have on their future, should they leave the academy.

Reduced Timetables

Occasionally, if a child has severe SEMH needs and is finding school overwhelming, and at the parent's or carer's request, we may consider a reduced timetable as a means of re-integrating a child back into school life. The parents and carers will share why they think this is the best course of action for their child, in agreement with the Head Teacher or Deputy Headteacher, and the Local Authority will be informed. A re-integration plan will be put in place and the school will supply work for that child while they are off site. This is not a behaviour sanction, but rather a means of supporting a child with their education and wellbeing.

Recording and Monitoring

In light of the policy, the senior leadership team will continually monitor the behaviour throughout the school.

Class teachers and teaching assistants are required to record incidences which may evidence bullying or incidences which may lead to evidencing underlying issues.

Behaviour incidences and internal exclusions are recorded centrally on to CPOMS and shared with phase leaders within 24 hours of occurring so that actions can be implemented quickly.

This will allow SLT to regularly review any patterns of behaviour, and consider a range of factors that may be influencing the behaviours, to inform discussion with the child and/or their parents.

For children presenting persistently negative behaviours, a chronology will be kept and can also be used to inform discussions with parents and outside agencies. The incidents are analysed termly to determine the number issued and the reasons. Actions based on this analysis will then be determined. This allows us to be reflective of our practice, make changes to and ensure the best provision is in place for all pupils.