



Behaviour Policy

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Bredbury St Mark's CE Primary School Behaviour Policy

Rationale

To achieve **high standards of behaviour** at Bredbury St. Mark's we must have **high expectations** from every adult and we must insist our children have high expectations of their own behaviour.

A positive relationship between classroom adults and our children is essential for effective behaviour management.

There will naturally be some differences in the use of rewards and consequences as the age of the children will have to be taken into account. However, all children are entitled to be treated fairly, with respect and with understanding. Therefore, we aim to promote an environment where everyone feels happy, safe, valued and secure.

Core principles

We have a caring Christian community. The following 6 principles form the core of our ethos and approach to managing behaviour and ensure effective learning.

They are **non-negotiable**:

- 1 **CONSISTENCY** – everyone must comply with this policy and follow up every behaviour in accordance with the policy expectations. This must include adults modelling the expected behaviours to children and each other.
- 2 **RESTORATIVE APPROACH** – all staff to help children through restorative conversations to understand the importance of making good choices. All behaviour towards children, parents and each other must be respectful.
- 3 **CLEAR RESPONSIBILITIES** – all staff, children and parents to be clear of their own role within the remit of this policy.
- 4 **EQUALITY and DIVERSITY** – one size won't fit all; there will be some differences in the use of rewards and consequences as the age of the child will be taken into account.
- 5 **POSITIVE APPROACH** – a well-developed reward system in place to reinforce, build on good behaviour and boost children's self-esteem through the use of praise and encouragement to enable children to become increasingly independent members of the school.
- 6 **CONSEQUENCES** – must be related to the behaviour; must follow the agreed procedure; must be used to improve behaviour rather than punish.

School Rules (The St Mark's Way)

1. **Manners**
2. **Attitude**
3. **Respect.**
4. **Kindness**
5. **Smile**

Roles and Responsibilities

School adult role:

- All adults in our school to have high expectations of all the children with regard to behaviour and children working to the best of their ability.
- It is the responsibility of the person in charge of the class to discuss the school rules frequently.
- All adults must ensure that the school and classroom rules are enforced and they are consistent with rewards and consequences.
- If a child misbehaves repeatedly the adult dealing with the incident will inform the class teacher. It is the responsibility of the adult in charge of the class to record the incident (CPOMs) and the class teacher is to speak to the parent/carer the same day (by phone if necessary). This is to prevent the behaviour escalating. If the inappropriate behaviour continues, the class teacher will seek help and advice from the SENDCo and Phase leader.
- The SENDCo will ensure that all IBP'S and de – escalation plans (My Plans) have been followed. They will liaise with outside agencies and parents to ensure that the child is given the right support.

- The class teacher will contact parents if there are any concerns about the behaviour or welfare of the child before the behaviour escalates.
- It is the responsibility of the senior leadership team to implement the school behaviour policy consistently throughout the school, to ensure the health, safety and welfare of all children in the school and to report to governors, when requested, on the effectiveness of the policy.
- Records of all reported serious incidents of inappropriate behaviour will be tracked through CPOMs by the senior leadership team.
- It is the responsibility of the head teacher and other school leaders (AHT, SENDCo, Phase leaders, Pastoral staff) to support staff in their implementation of the policy.
- All staff should avoid restrictive physical intervention with children unless it is deemed to be reasonable, proportionate and necessary and in the child's best interest. If a child needs to be restrained staff must follow the Control and Care policy using Team Teach methods.
- All adults to follow all the principles of the Safer Working Practices document.
- The Governing board to review the policy annually

Rewards

We praise and reward children for good behaviour in a variety of ways. We do this to support the children's development of the St Mark's Way:

1. **Manners**
2. **Attitude**
3. **Respect.**
4. **Kindness**
5. **Smile**

The **Learning Ladder** system must be followed:

- Each child has their own named peg which is placed on the green card each morning. If a child has displayed the appropriate behaviour, attitude, conduct around school then their name will be moved to the bronze card. If the child continues to display the desired behaviours then their name can be moved further up the ladder. If a child reaches Platinum (the top of the ladder) a text is sent home that night to the parent / carer.
- Every child will have an individual house point chart. Each time they achieve 10 house points on their chart, they will receive a dip in the box (teacher's prize box). Each half term the house points for each house will be counted and the team with the most house points will receive a reward e.g. jeans and trainers for the day.
- At the end of term, each child's individual house point card will be counted. If they have earned more than 50 (over the term) they will enjoy a special afternoon with their class teacher- this could include events like an in class movie, trip to the park or other fun activities. If they have earned more than 100 they will be taken off site with the other children who have earned over 100 for a special trip out.
- Making it to 100 house points is for children whose behaviours are always over and above.

Other rewards systems:

- Achievement certificates – presented in half termly assemblies and parents informed
- Any adult can congratulate children both verbally and in writing in their books
- Stamps may be used in books or stickers awarded
- Class teachers are expected to inform parents/carers of a child's good behaviour by either speaking to them personally, making phone calls home, sending notes or texts
- The school acknowledges all of the efforts and achievements of children, both in and out of school. Certificates, badges, trophies or medals awarded outside of school may be presented during Key Stage / Achievement assemblies and displayed on the Wall of Fame.

Consequences

The school enforces the school and classroom rules to ensure a safe and positive learning environment by using a number of consequences. Each consequence must be used consistently and appropriately to each individual situation.

All teachers/ TA's / MDA's must follow the consequences when dealing with unacceptable behaviour.

In Early Years:

- First, two warning are given to encourage the child to improve their behaviour.
- If the inappropriate behaviour persists the child will be asked to spend 3 minutes on the thinking chair.

- After the 3 minutes a class adult will speak to the child about the behaviour expectations. This may include use of Makaton symbols and picture cues.
- The class teacher will speak to the parents / carers on collection. This is done with a view to improving the behaviour.
- Social stories will be used as a key strategy and positive role modelling.

In Years 1-6:

- The peg system is used.
- First, a verbal warning is given.
- If the unacceptable behaviour continues the child will move their peg down to yellow. They will be reminded that if their behaviour improves they will move back up but if they continue to make poor choices it will down.
- A further incident will result in them moving their peg further down the ladder to orange. Again, they will be reminded of the positive and negative options they have.
- A third incident will result in the child moving their peg down to red and being sent to another class for 10 minutes or in some cases until the child has demonstrated that they are ready to return to class and work sensibly. When a child is sent to another class the adults in that class will not engage in any in depth conversation with them about their inappropriate behaviour.
- On return to class it will be the responsibility of the child's own class teacher to engage in discussion about appropriate behaviour and expectations. This is to be carried out in a calm and unthreatening manner.
- Once back in class if the child complies with school rules their name can be moved up but only one colour at a time. If the unacceptable behaviour continues there will be a further exclusion to a paired class. If there is a further escalation then they will be sent to visit the Headteacher or appropriate member of the senior leadership team.
- If a child reaches red twice in a week they will spend time with a member of the leadership team. If the child reaches red on three occasions then the parents / carers will be contacted by a member of the leadership team. This is done with a view to improve behaviour.
- A text is sent to the parent / carer to inform them their child has reached red for unacceptable behaviour. Where possible this is followed up with a face to face conversation.

Other agreed strategies / consequences to support good behaviour:

- Loss of playtimes/ lunchtimes over longer periods of time
- Restitution if appropriate e.g. payment if there are acts of deliberate damage, picking up of litter etc.
- Exclusion (see below)

Higher Level Behaviours

As a school, we will ensure that the reason(s) behind the behaviours are thoroughly investigated in order to uphold our duty under the Disability Equality Act 2010 to "make steps to meet disabled people's needs, even if this requires more personalised treatment", in line with their individual plan.

My Plans

- My Plans will be generated for children showing persistent higher level behaviours where the universal school consequences are having no impact.
- The My Plan will be generated by the SENDCo after a class teacher has sought their advice about a child on a number of previous occasions
- The My Plan generation should involve all key adults for the child, and agreed copies provided for the key adults

Internal Exclusion

- Internal exclusion may be an agreed strategy as part of a My Plan

Care and Control

- All teachers, TA's and MDA's will be Team Teach trained and the school will follow the SMBC Care and Control policy regarding restraints, guides, holds etc.
- Reasonable force may be used to physically separate children fighting, keeping a child safe if they are at risk of hurting themselves or others, removing a child from of classroom where learning is being

significantly disrupted and they refuse to leave. It will be deemed as reasonable, proportionate and necessary and the child's best interest.

- All restraints will be reported to the LA using the Stockport Physical Intervention Reporting form. These will be completed by the SENDCo in liaison with the adults involved in the restraint and given to the headteacher for processing. The timescale from restraint to completed paperwork must be within 48 hours. All physical intervention paperwork will be recorded in a bound book.

Formal Exclusions

Bredbury St. Mark's has a clear process in place for exclusion which follows the CDAT Exclusion policy. Additional information:

- Exclusions can only be authorised by the Head (Assistant Head in Head's absence). They will occur in rare cases where there has been a very serious incident. The decision to exclude will be reasonable, fair and proportionate and will take account of whether the child was in crisis.
- Following an exclusion, a child will be reintegrated with the support of a member of staff e.g. TA or Pastoral mentor.

Bullying

It is our moral and professional duty to protect children and preserve their right to an education.

Bredbury St. Mark's has therefore produced an Anti-bullying policy, and follow its principles.

Racist Incidents

Racist incidents must be followed up in accordance with the Equal Opportunities Policy.

- Incidents are recorded on an electronic Hate Incident form and returned to CDAT. A record and a copy of the form will be kept in the School Incident file in the Head's Office and recorded on CPOMs. Serious incidents will be reported to the parents of the victim and the offender.

Equal Opportunities/ Disability

All children will be treated equally regardless of gender, ability, ethnic background or home circumstances. In recognising each individual's worth and uniqueness, we take a positive stance against prejudice and racial intolerance in accordance with our Equal Opportunities Policy.

- In alignment with the Equality Act 2010 we will "make steps to meet disabled people's needs, even if this requires more favourable treatment.
- Children may not be excluded from aspects of the curriculum, swimming, trips etc unless it on the grounds of health and safety for themselves and others.

Incidents to and from School

The school may take action over incidents that occur outside the school, especially where these affect children's safety or the reputation of the school.