



St Mark's

CE Primary

School

Behaviour Policy

Policy Statement and Guidelines

Policy Date: Autumn 2018

Review Date: Autumn 2021



It is our responsibility, in accordance with the United Nations Convention on the Rights of the Child, to give all children the right to learn happily and safely in school. 'Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights of their parents, and education should aim to develop respect for the values and culture of their parents.'

Aims

- Our aim at St. Mark's C.E. Primary School is to be a place where children can become confident, resilient, lifelong learners achieving at or above national expectations.
- Children will learn about our core Christian values of love, equality, inclusion and respect within a challenging, aspirational safe and nurturing environment. The school talks about these values regularly and how these are reflected in a child's behaviour
- Every child can expect to be nurtured by the school, the church and the wider community to achieve their potential.
- This policy focusses on the promotion and recognition of good behaviour and helping children to develop self-discipline, respect, knowledge of their rights and responsibilities and those of others, not only in school but in the wider world.
- We aim to create a climate where every child has the right and responsibility to learn to the best of their ability and every member of staff has the right and responsibility to use and develop their professional skills and expertise to teach.
- Using these skills, we expect adults to find ways to promote children's rights, respect their dignity and help to equip them for the future
- Through the building of strong relationships and understanding between staff and children we aim to promote the belief in all learners about the value of positive behaviour for learning and managing behaviour appropriately.
- Staff will be role models in the building of relationships and in behaviour towards each other
- We will explicitly teach children how to behave
- We aim to understand the triggers underlying poor behaviour and to look for solutions, including the repairing of relationships
- We will teach children about choices regarding behaviour and make it clear as to the consequences of the choices they make.

- Our expectations of children will vary according to their individual need and support programmes will be tailored accordingly
- We will all actively seek to acknowledge children being good in class and around school
- Our behaviour policy will be delivered through PBS (Positive Behaviour Strategy) levels 1 and level 3 supported by use of the behaviour board and other reward systems which are sometimes individual to particular classes

Procedure for Level 1 PBS

- As a staff we collectively determine our behaviour expectations
- We explicitly teach all expected behaviour through PBS lesson plans
- All staff are supported in delivering behaviour plans
- Every class has a behaviour curriculum matrix displayed
- Every class has a PBS teaching folder
- All staff recognise the importance of having a well organised environment in class and around the school in which children can learn and behave
- All staff will actively praise children when they are seen to be demonstrating PBS
- Children will be encouraged to praise each other and influence peers positively
- Behaviour for learning in all above areas will be returned to regularly to remind children about expectations and to help them to practise these behaviours
- There will be staff training for the delivery of PBS and active supervision with lunchtime staff
- PBS lesson plans will be regularly revised and updated

Level 1

There are level one PBS lesson plans for:

- Classroom behaviour
- Behaviour in the cloakrooms
- Behaviour in the toilets
- Behaviour in the dinner hall
- Behaviour on the stairs
- Behaviour during transition
- Behaviour during assemblies

Management of persistent, challenging behaviour

St. Mark's believes that challenging behaviour is any behaviour that inhibits learning or is detrimental to the learning of an individual or peers. This can be overtly disruptive behaviour or overly passive introverted behaviour. Through active support we aim to minimise the impact on the other children as well as helping the identified children

Procedure for delivering Level 3

- Children who find it difficult to respond to the use of the behaviour board and who are persistently struggling with behaviour will be supported through IBPs (Individual Behaviour Plans) or through IBPs created using PBS level 3 procedures for particular identified children
- These are children who may have additional identified needs or conditions and who may be struggling with complex physical, social, emotional needs or life crises
- These children will already be known to SLT and will already be monitored through cpoms
- Using level 3 PBS the identified student will be observed by all key personnel through direct observations in a variety of situations. School will facilitate this procedure by releasing staff to observe and meet as a team
- The staff team will analyse these observations to generate an IBP (individual learning plan)
- The IBP will be implemented and behaviour will be monitored to see if there is a decrease in challenging behaviour and an increase in pro social/educational behaviour
- IBPs will be reviewed and new ones written if there is no change in behaviour and new approaches need to be considered
- IBPs will be shared with parents
- If necessary we refer children to outside agencies for further support and advice such as the educational psychology service, Children and Adolescent Mental Health Services, the autism panel, Primary Heads Inclusion Group (PHIG)
- Referrals will only be made with the consent and involvement of parents and carers

Encouraging positive behaviour strategies: the management of recognition and rewards to support Level 1 and 3 PBS and the management of poor behaviour

- We will recognise efforts made by children in promoting behaviours for learning, including respecting the right of other children to learn and teachers to teach.
- Recognition and praise should be rewards in themselves. Occasionally we will also reward children through the use of a variety of non-material rewards such as, phone calls/text messages home, special assemblies.
- Rewards will be age appropriate.
- Throughout the day all children can be praised individually in a variety of ways e.g smile, praise, thumbs up, showing work to class.
- The use of the behaviour board will not be used for non-negotiables e.g. sitting up straight, being ready to listen, walking in corridors. The expectation of PBS level 1 is that all children will do these as they are a part of school life and a part of being in a community. Verbal praise will be given to encourage children demonstrating these behaviours.
- A behaviour board will be displayed in each class.
- Every member of the class will have a clear understanding about the use of the behaviour board. (see appendix)
- The children need to know that moving a peg up must be properly earned.
- It is important that the child moving his/her peg up and the rest of the class know what good behaviour for learning has been displayed. This is important for children to begin to manage their behaviour
- Recognition of positive behaviour and academic achievement and effort will also be acknowledged through the use of 'Marvellous Me'.
- This is an app which will be accessible to staff and parents. It will be used to alert parents and carers to positive news about learning and effort and to give them news about forthcoming school events
- It will also be used to encourage good attendance
- It will be used in conjunction with the behaviour board
- Teachers can use 'Marvellous Me' to track the number of badges and rewards given to children in their class
- Parents/carers will only be able to see the progress of their child
- Children also need to know why their peg has been moved down and what can be done to improve poor behaviour
- If a child demonstrates poor behaviour his or her name will be moved to 'Reflect and Think' to give the child a chance to reconsider his/her behaviour choices.
- If poor behaviour continues the peg will be moved to 'Teacher Talk' where moving the child to a partner class may be considered or a short period of time out outside the classroom supervised by staff.

- Occasionally the poor behaviour may be moved to 'Critical Contact' and a red triangle will be sent to the office with a message sent to a member of the Senior Leadership Team.
- Depending on the nature of the poor behaviour the child may be removed to speak to staff and may lose time at break or playtime, discussing his or her behaviour and doing work which he/she has not completed in learning time.
- This will always be a time for the child to calm down and think about how to change their behaviour in a positive way. This behaviour will be logged on CPOMs.
- Parents will also be contacted if there is no change in behaviour and will be invited to come into school to work with staff to help the child with the behaviour issues.
- When the child returns to class apologies will be given and the child will be welcomed back and helped to settle with work. Praise will be given for good behaviour choices that are seen demonstrated on return to class. The child's peg can also be moved back up the board.
- Incidents of bullying will be investigated by the Lead Practitioner for Vulnerable Children and will be followed up with appropriate consequences. Parents and carers will be informed and cpoms will be used to log incidents.
- A poster describing good behaviours for learning and a class charter regarding rights and responsibilities will be displayed in each class. There will need to be regular discussions about these behaviours and the class charter.

The use of restraint

- There may be times when staff feel that physical intervention is needed to keep children or staff safe
- We will follow the Ofsted guidelines and legislation which requires us to consider whether the action was legal and necessary and was the action reasonable and proportionate
- Our starting point will always be the rights, needs and safety of the child and other children and adults if present
- We have staff trained in 'Team Teach' who will be used in situations where physical restraint is necessary
- Physical restraint will only be used if all other approaches have been used e.g. the use of IBPs over a period of time, understanding of triggers and finding solutions, giving a child time out, internal exclusion, defusing the situation, counselling, working with parents, taking advice from the educational psychologist, Camhs, a change of personnel

- Sometimes a child may be placed in a room away from other children to help the situation to de-escalate. This may be the Intervention Room or another room supervised by staff
- Any separate room should only be used when it is in the best interests of the child and other pupils
- As a school we will adhere to legislation in the Disability Discrimination Act
- Reasonable adjustments will be made to ensure that expectations of pupils who have special educational needs and or disabilities are developmentally appropriate and fair
- On extreme occasions we may need to respond to a crisis situation where none of the above have been applied
- After any situations of internal physical restraint, we will inform and meet with parents/carers
- Risk assessments will also be instigated when there is a heightened risk of physical intervention and will be shared with all key staff to ensure safe practice
- We will record all restraints in a bonded book and on Cpoms where actions will be explained
- This information will be used to inform future practice
- We will take into account the views of the child
- The emphasis will always be on repairing relationships

On-line Behaviour

- In school we monitor our children's on-line behaviour
- We also expect parents and carers to support us and also monitor their children's on-line behaviour at home
- Any on-line behaviour that compromises safety and brings the school into disrepute will be dealt with robustly. That may also necessitate contacting the police
- We will teach safe on-line behaviour and also support parents and carers in delivering this