



Rationale

"Behaviour Policies are about enabling all members of the school community to feel valued, to have their achievements valued and to behave appropriately towards each other". (Lund)

A consistent Behaviour Policy will provide security for the children and increase their opportunities for development and learning. Children should know the school rules and the reasons for them and what sanctions are applied. Parents / carers too should know what the school expects and what will happen when behaviour falls below an acceptable level. Children need to be given opportunities to exercise self-discipline and they need to be positively encouraged and rewarded when they achieve this.

This policy is based upon advice from the Department for Education on: Behaviour and Discipline in Schools (2016), The Equality Act (2010), Searching, screening and confiscation at school (2018) and Use of reasonable force in schools (2013) and based on the Special Educational Needs and Disability Code of Conduct (2014).

Aims

St. Mary's School aims to:

- Provide the children with a positive learning environment permeated by Gospel values, as detailed in the mission statement.
- Have high expectations of the children's potential for achievement.
- Encourage respect between children and towards adults.
- Develop self-discipline in our pupils.
- Communicate and consult with parents / carers regularly on all matters relating to their child's learning and behaviour.
- Promote and encourage values and attitudes, which reflect care and tolerance towards others.
- Have a whole school approach to behaviour.
- Enable the development of high self-esteem by building upon strengths rather than accentuating weaknesses.
- Maintain consistent rewards and sanctions.

Roles and Responsibilities

" Good behaviour is a necessary condition for effective teaching and learning to take place". (Elton)

i) Staff

"The most central influence on pupil behaviour is the teacher/pupil relation.



- Staff welcome and respect pupils and their parents / carers.
- They set good example to pupils, in their attitude towards each other and to the pupils.
- Pupils are warmly greeted by staff and expect a response.
Staff reinforce good behaviour and build up a positive self-image for each child.
- Children are encouraged to forgive each other, by staff setting an example of forgiveness.

Good behaviour in the classroom is brought about by:

- A well-planned programme of learning.

- High expectations of achievement.
- Belief that all pupils can learn.
- A warm learning environment.
- Using a variety of strategies for teaching, including an awareness of learning styles.
- Each child being valued as individuals.
- Care, patience, humour and understanding.
- Praising and encouraging those who are working and behaving well.
- Describing the effects of the behaviour not the behaviour itself.

A teacher/teaching assistant has many strategies for coping with their class, some of which are listed below:

- Cope with children's anger without becoming angry yourself – this may involve asking a colleague to take the lead in a situation, using agreed strategies to alert colleagues to this.
- Listen closely to children.
- Encourage self-reliance and resilience.
- Ensure the children understand the rules and expectations of good behaviour.
- Address inappropriate behaviour with the child and discuss target setting.

Each year, the Class Teacher will establish, with the children, class rules for their class.

Examples of these rules might be:

- Enter quietly and be ready to start their learning.
- The classroom belongs to everyone. Everyone must play his or her part in keeping it tidy.
- Allow other pupils to get on with their learning.
- Leave the classroom in an orderly manner when dismissed by the teacher.
- Respect other people and their property.

The class rules outlined above are a guideline only and may be modified to meet the needs of each class.

ii) Headteacher

The headteacher is also responsible for reviewing and approving this policy and will ensure that the school environment encourages positive behaviour. He/ she will also ensure that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

iii) Governing body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the teacher to account for its implementation.

iv) The Role of the Parents

Parents / carers play a vital role in shaping the attitudes which produce good behaviour in school. As a staff, therefore, we aim to develop an active partnership with our parents / carers through good communication, which goes beyond the provision of formal parental interviews.

If a pupil is experiencing behaviour difficulties, it is important that the parents / carers are involved early to enable them to work with the teacher to help the pupil modify the behaviour.

If a specific programme of rewards and sanctions needs to be introduced, it is important that the pupil, parent / carer and teacher are working together for the good of the child. This approach helps the pupil to develop sound values and attitudes. The child will appreciate the need for fairness and self - discipline and respect authority at home, school and within the wider community. (Please refer to the home school agreement).

Parents / carers will be given a summary of the Rewards and Sanctions included in the Positive Approach to Behaviour Policy and any changes to the policy will be advised. In addition, the policy is always available through the school website or a hard copy available from the school office on request.

Rewards and sanctions

Appropriate behaviour is rewarded with praise. It is important that all children see the system as fair and that every child is rewarded at some time. The rewards and sanctions are included in Appendix 1, attached to this policy.

When a child's behaviour is considered to be 'consistently' inappropriate, and the normal procedures for modifying behaviour are ineffective, then a My Plan / Individual Behaviour Plan (IBP) will be drawn up. This should involve the child, parents / carers, class teacher and SEND Co-ordinator of the school. The specific behavioural problems must be identified and SMART targets should be developed. Full teacher, parent / carer and child involvement should be encouraged to help create and fulfil the targets set.

It is useful to discuss the rewards that a child will receive if the target behaviours are achieved in the agreed time limit. It is important that, particularly where there are a number of behaviours that the child needs to change, it is beneficial to focus on just 3 or 4 at a time. Therefore there should only be three or four targets at a time to be achieved.

If a child is not responding to the targets on the My Plan / IBP, then advice and support from external agencies, for example, the Behaviour Support Team, should be sought. The Educational Psychologist will help identify the child's difficulties and will help to draw up a programme to support their needs. Full staff support will also be provided to assist the class teacher. Parents / carers will be involved throughout the process.

In some circumstances staff may use reasonable force to restrain a pupil, for example to stop them from hurting themselves or others. Incidents of physical restraint would always be used as a last resort and recorded and reported to parents, in line with our 'Touch' policy.

In very extreme cases the Head teacher may decide to exclude a pupil (see statutory DfE guidance *'Exclusions from maintained schools, academies and pupil referral units in England 2017'*).

Anti-bullying

The school approach to dealing with bullying is included as Appendix 2 to this policy. As part of the PSHE curriculum, pupils have the opportunity to discuss the issue of bullying. Older pupils are also involved in creating and reviewing an Anti-Bullying policy for pupils, which is written in child friendly language (see Appendix 3).

Training

Behaviour management forms part of continuous professional development. Staff in school have also been provided with training in Passive Intervention Strategies (PIPs) through Devon Local Authority.

Monitoring arrangements












This behaviour policy will be reviewed by the head teacher and local governing body every year.

Appendix 1

BEHAVIOUR POLICY – REWARDS AND SANCTIONS

REWARDS

- The school uses an electronic system to keep track of awards given to pupils during the course of a week. This online system is called 'Class Dojo' and the possible awards are listed below.

 Ant Building Learning Power	 Beaver Building Learning Power	 Rhino Building Learning Power	 Tortoise Building Learning Power	 Showing Initiative	 Spellings
Working as a team.	Being resourceful in their learning – using what is around them and the support of others.	Being resilient – being absorbed in their learning and having a go, especially when it is challenging.	Reflecting on what they know to help them in their learning.	Being prepared to make a decision about what they could without having to be asked.	Getting all of their spellings correct.
 Being Considerate	 Being Prepared For Learning	 Golden Book Award	 Home learning	 House Point	 Reading
Thinking of others – having integrity, manners – being courteous.	Having their PE kit, having letters signed and in on time, being ready in class with resources to learn.	Exceptional work or effort for them personally. A true step above the norm.	Completing all of their homework and having it in on time.	These are awarded for work in books – neat, great effort in the learning objective.	This one is every day a child reads and has that signed by an adult – only one per day.

- All pupils at St Mary's are assigned a House Group when they join the school. Points can be earned during the week for a number of reasons, e.g. for good work, extra effort. Each week house points are totalled in each class and the winning house announced in the Achievement Assembly. At the end of each half term, the House with the most House points have a non-uniform day in recognition of their achievement.
- Pupils who have shown particular effort may be written into the Golden Book for their class. Names of these pupils are read out during the weekly Achievement Assembly.
- Teachers may also use stickers to reward pupils for good work and behaviour as a matter of course during the school day.

- Each week a pupil from each class will be awarded with a learning certificate based on the number of Building Learning Power (BLP) points that they have achieved that week. Children who are presented with certificates are also mentioned in the school newsletter each week.
- A pupil in each class is also awarded a maths certificate each week by the class teacher for their achievements. This usually relates to their efforts in maths relating to reasoning and being able to explain their thinking in maths.
- Occasionally, a member of staff will nominate a child for a Headteacher's award for work, effort or behaviour.
- Each child who achieves 97% attendance or above receives an Attendance Certificate at the end of each half term.
- The names of the children who have 99 – 100% attendance at the end of each term will have the chance to win a family day ticket for Woodlands Leisure Park. Each term will be a new start for this reward.
- One pupil from each class is selected as 'Pupil of the Term' for exceptional effort. These are presented in the Achievement Assembly at the end of the Autumn, Spring and Summer term.
- At the end of each academic year, there are a number of awards given to Year 6 pupils in the form of trophies. These include the Sheila Cocks Award, Helen Foundation for the Arts, Curriculum Award, Sportsperson Awards and Spirit of Devon.

SANCTIONS

Initially sanctions are for the duration of one lesson only.

- A child receives a verbal warning from an adult.
- If behaviour continues child is asked to move place.
- If behaviour still continues a child may be asked to take their work to another classroom for a short time or to the Headteacher (or senior member of staff in the Headteacher's absence) who will speak to them about their behaviour.
- A child may be asked to complete any unfinished work as a result of his / her behaviour at break times or parents / carers may be informed and the work sent home.
- Any problems involving behaviour which are referred to the Head teacher are recorded.
- If a child is spoken to by the Headteacher three times in one week, parents / carers will be contacted by the Head teacher.
- For the rare occasions when a child's behaviour becomes severe or unacceptable, the child's parents / carers are contacted. In these circumstances, the child may be removed from a particular situation for his or her own safety or for the safety of others. On such an occasion, trained staff will use positive handling techniques as outlined in the Passive Intervention Procedures course (PIPs) and recommended by Devon Local Authority and a record of this behaviour will be made.
- The Headteacher will always become involved if any behaviour issues become persistent.

A very few children have specific behaviour problems and these children will be My Plans or an Individual Behaviour Plan (IBP). Where an IBP is given, the rewards and sanctions may be slightly adjusted to accommodate the child's needs.

Appendix 2 - Anti Bullying

Statutory duty of schools

Head teachers have a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents / carers and pupils.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying is defined as the persistent, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Physical (hitting, kicking, theft)
- Emotional (being unfriendly, excluding, tormenting)
- Racial (racial taunts, graffiti, gestures)
- Sexual (explicit sexual remarks, age inappropriate comments, inappropriate touching)
- Direct or indirect verbal (name calling, sarcasm, spreading rumours, teasing)
- Online (through social media, networking sites, messaging apps, gaming sites)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils are encouraged to report bullying in schools.

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Implementation

School

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be acted upon immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the class teacher (see attached form)
- The class teacher will interview all concerned and will complete the incident form
- The head teacher will be kept informed and if the behaviour persists she will take a lead in the process from that point onwards
- Parents / carers will be kept informed throughout the process
- Support (e.g. counselling, circle time) will be put in place for all concerned following consultation with all parties involved

Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their class teacher / member of staff of their choice
- Reassuring the pupil that the matter is being dealt with and taken seriously.
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or carers to help change the attitude of the pupil

The following sanctions can be taken:

- Exclusion from certain areas of school premises or activities
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

Appendix 3



Children's Anti-Bullying Policy (reviewed by St Mary's School Council)

We want every child in the school to feel happy. It doesn't matter who they are, they need to feel that school is a safe place to be.

What is bullying?

Bullying is deliberately hurting someone's feelings or physically hurting someone. This goes on week after week, constantly.

What sorts of bullying are there?

Physical – hurting someone's body.

Emotional – hurting someone's feelings.

Some examples of physical bullying:

Kicking	Smacking
Punching	Slapping
Pushing	Scratching
Chinese burn	Tripping
Throwing things	Pinching
Stamping on people's feet	Biting

Some examples of emotional bullying:

Making fun of someone's family

Being shouted out in your face

Name calling

Giving someone nasty looks

Telling tales

Making fun of someone's clothes

Sending nasty messages

Being ignored on purpose

Online bullying

Talking behind someone's back

Starting rumours

Ganging up on someone

Continually pointing out mistakes

Continuous 'spying' on someone

What might make someone bully someone else?

They think they look tough.

They think they're powerful.

They may have been bullied themselves.

They may be jealous.

They may feel upset or angry.

They may want to impress everyone.

What sort of person could become a victim of bullying?

Anyone could become a victim of bullying – it is not their fault.

How do you think a victim feels?

Ill	Tearful
Lonely	Empty
Like no one cares	Scared
Embarrassed	Angry or wants revenge
Depressed	Doesn't want to come to school
Unsafe	

So...what do we do about it?



TELL SOMEONE!

In this school we want you to tell someone – never keep it a secret.

You could tell:

An adult

A friend

A buddy or peer mediator

A school councillor

A prefect

Someone who you trust

Every child in the school should be able to name the person they would talk to if they were being bullied. Once they have spoken to that person, they will tell the head teacher.

The head teacher will:

1. Talk to the person who is being bullied to find out what has happened. They will be offered help and support so that they feel safe and know that the bullying will stop.
2. Talk to any witnesses and write down what is said.
3. Talk to the class teacher.
4. Talk to the person who has been bullying to find out what happened. They will be asked to talk about why they have been bullying and given some help them to stop.
5. Parents/carers of the person being bullied and the person who has been bullying, will be spoken to by the head teacher.
6. The head teacher will talk to those involved a week later to make sure that the bullying has stopped.

If the bullying is still carrying on, then the parents/ carers of the person who has been bullying will be asked to come into school for a further meeting and a plan will be made to make sure that the bullying stops.

Report Form for Bullying Incidents

EXAMPLES OF BULLYING INCIDENTS

- Refusal to co-operate with others
- Assault
- Graffiti
- Remarks or jokes
- Name-calling

NB This is not an exhaustive list.

This form should be used by a student, or member of staff with pastoral responsibility on behalf of a student, to report any bullying incidents including any that are directed at her/him on school/college premises or on journey to and from school by any member of the school community.

Its purpose is to provide information about bullying incidents that occur so that preventive action can be taken.

In cases of personal injury an accident form should also be completed.

Students for whom English is an additional language may complete the form in their own language and must be given help with translation.

PUPIL/STUDENT (to fill in this side of form, with help if necessary)

Forename and Surname _____

School/College _____

ALLEGED ASSAILANT(S) OR PERPETRATORS (Please tick appropriate boxes)

Member of school staff	<input type="checkbox"/>	Visitor	<input type="checkbox"/>
Pupil	<input type="checkbox"/>	Student teacher	<input type="checkbox"/>
Intruder	<input type="checkbox"/>	Parent/carer	<input type="checkbox"/>
Other:	<input type="checkbox"/>		

Name (s): _____

Note: The identity of the assailant/victim is not needed for the report, but the school must keep a record of the name or have a description of the person involved which may be required in the event of court proceedings.

To be filled in by investigating staff:

School/College _____

School/College Address _____

DESCRIPTION OF INCIDENT (tick all that apply)

Verbal	<input type="checkbox"/>	Being excluded	<input type="checkbox"/>	Sexual harassment	<input type="checkbox"/>
Physical	<input type="checkbox"/>	Incitement of others	<input type="checkbox"/>	Disability related harassment	<input type="checkbox"/>
Graffiti	<input type="checkbox"/>	Threat with a weapon	<input type="checkbox"/>	Other (state below):	<input type="checkbox"/>

Date of incident: _____

Time: _____

Location: _____

Brief description of events, including those leading up to the incident:

WITNESS(ES) (Only record addresses if not in school records)

Name	Age	Male/Female	Address

OTHERS WHO NEED TO BE INFORMED (BUT DO NOT NEED THIS FORM)

Parents/Carers of Victim	<input type="checkbox"/>	Police	<input type="checkbox"/>
Parents/Carers of Perpetrator	<input type="checkbox"/>		<input type="checkbox"/>
Other (please state):	<input type="checkbox"/>		

ACTION TAKEN

Action taken against assailant/perpetrator:

Support for victim:

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Is the victim/family satisfied the matter has been dealt with effectively?
Please indicate that you have completed a PO3 (the Corporate Incident form)
and forwarded it to the appropriate centre for recording on-line.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Outcomes/further action required (including Whole School Action/Recommendations):

What support/training did/could the local authority or other agencies provide that helped you with this matter?:

Signed by
student/parent/carer:

Date:

Signed by head
teacher/pastoral member of
staff:

Date: