



**St. Mary's R.C. Primary School, A
Voluntary Academy
Behaviour Policy
(updated Sep 2021)**

Vision: 'A Journey to Excellence'

We believe that each child is made in the image and likeness of God therefore we develop the 'whole child' to reach their individual potential. We have high expectations and celebrate success both academically and socially. We aim to provide an outstanding Catholic education so that we can make a valuable contribution to the community in which live and serve.

Mission statement:

'We are happy living and learning in God's Friendship'

St. Mary's R.C. Primary School

BEHAVIOUR POLICY

To be read in conjunction with the school's Behaviour Principles Written Statement

1. INTRODUCTION

The purpose of the behaviour policy is to enable everyone – parents, pupils, staff, governors and other members of the school community to share responsibility for creating an atmosphere, which enables children to manage and self-regulate their own behaviour. It is particularly important that positive behaviour is encouraged, and behaviour strategies are discussed and implemented with pupils, after returning to school in September 2021.

2. STATEMENT OF INTENT

At St. Mary's, we seek to promote a happy, caring and secure learning environment through high standards of behaviour. Every child has the right to learn and every teacher has the right to teach in a secure and positive environment. All staff are responsible for implementing positive behaviour management throughout the school. This applies to all adults, teaching and non-teaching, who work with or come into contact with the children in the school. If a child displays unacceptable behaviour, it is the duty of the school staff to support that child, to help them learn how to behave in an acceptable way. A sanction may occur if appropriate, but there must also be some education and support for future behaviour. Extra PSHE and nurture sessions have been put into place to help children transition from home to school during the COVID pandemic.

We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

3. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996

Education Act 2002

Equality Act 2010

Educations and Inspections Act 2006

Health Act 2006

The School Information (England) Regulations 2008

DfE (2016) 'Behaviour and discipline in schools'

DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

DfE (2018) 'Mental health and behaviour in schools'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2013) 'Use of reasonable force'

Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

Anti-Bullying Policy

Special Educational Needs and Disabilities (SEND) Policy

Safeguarding Policy

Physical Restraint and Reasonable Force Policy

Complaints Procedures Policy

4. ROLES AND RESPONSIBILITIES

The **governing body** has overall responsibility for:

The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The **Headteacher** is responsible for:

Establishing the standard of behaviour expected by pupils at the school.

Determining the school rules and any disciplinary sanctions for breaking the rules.

The day-to-day implementation of this policy.

Publishing this policy and making it available to staff, parents and pupils at least once a year.

Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **Pastoral Lead** Assistant Head is responsible for:

Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.

Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.

Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.

Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.

Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

Establishing and implementing mental health support for pupils including nurture groups, specific interventions and the Thrive approach.

The **Mental Health Lead** is responsible for:

Collaborating with the Pastoral Lead, SENCO, Headteacher and governing board to outline and strategically develop behavioural and SEMH policies and provisions for the school.

Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.

Leading CPD on mental health and behaviour.

Monitoring pupil and staff wellbeing and ensuring staff have opportunities to attend Mental Health First Aid training.

The **SENCO** is responsible for:

Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.

Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.

Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

Being aware of the signs of SEMH-related behavioural difficulties.

Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.

Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.

Being responsible and accountable for the progress and development of the pupils in their class.

Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.

Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: Pastoral Lead/SENCO/headteacher.

All members of **staff, volunteers and support staff** are responsible for:

Adhering to this policy and ensuring that all pupils do too.

Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

As authorised by the headteacher, issuing sanctions to pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

Their own behaviour both inside school and out in the wider community.

Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

5. DEFINITIONS

For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation;

Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals;

Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation;

Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual;

Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature;

Possession of legal or illegal drugs, alcohol or tobacco;

Possession of banned items;

Truancy;

Refusing to comply with disciplinary sanctions;

Theft;

Swearing, racist remarks, homophobic remarks and/or threatening language;

Fighting or aggression.

For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

Persistent low level disruption and talking in class;

Refusal to finish a task;

Rudeness (answering back);

Deliberate damage to school property.

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

“Challenging behaviour” is defined as:

Discriminative abuse;

Persistent verbal abuse;

Homophobic and racist abuse;

Bullying including peer on peer abuse;

Persistent disobedience or destructive behaviour;

Serious deliberate damage to school property;

Extreme behaviour – e.g. violence, running away from school, vandalism;

Any behaviour that threatens safety or presents a serious danger;

Any behaviour that seriously inhibits the learning of pupils;

Any behaviour that requires the immediate attention of a staff member.

6. SMOKING AND CONTROLLED SUBSTANCES

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school’s Drug and Alcohol Policy.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.

The staff member will store the sample in a locked cupboard in the Headteacher’s office.

The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school's Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

7. PROHIBITED SEXUAL HARASSMENT

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity;

Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;

Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions;

Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.

Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body;

Taking, displaying, or pressuring individuals into taking photos of a sexual nature;

Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing;

Purposefully cornering or hindering an individual's normal movements;

Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

Accessing, downloading or uploading pornography

Sharing pornography via the internet or email

Creating or maintaining websites with sexual content

Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy and the Brook's Traffic Light Tool (guidance regarding age specific guidance); appropriate steps will be taken to stop the harassment and prevent any recurrence.

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will seek to provide counselling services for victims, or academic support services if the harassment has affected performance.

8. ITEMS BANNED FROM THE SCHOOL PREMISES

Fire lighting equipment:

Matches, lighters, etc.

Drugs and smoking equipment:

Cigarettes

Tobacco

Cigarette papers

Electronic cigarettes (e-cigs)

Alcohol

Solvents

Any form of illegal drugs

Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

Knives

Razors

Catapults

Guns (including replicas and BB guns)

Laser pens

Knuckle dusters and studded arm bands

Whips or similar items

Pepper sprays and gas canisters

Fireworks

Dangerous chemicals

Other items:

Liquid correction fluid

Chewing gum

Caffeinated energy drinks

Offensive materials (i.e. pornographic, homophobic, racist, etc.)

Aerosols including deodorant and hair spray

All members of staff can use their power to search without consent for any of the items listed above.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

The pupil will be informed of the search.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The headteacher will always be notified when any item is confiscated.

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

9. EFFECTIVE CLASSROOM MANAGEMENT

The school understands that well-managed classrooms:

Start the year with clear sets of rules and routines that are understood by all pupils.

Establish agreed rewards and positive reinforcements.

Establish sanctions for misbehaviour.

Establish clear responses for handling behavioural problems.

Encourage respect and development of positive relationships.

Make effective use of the physical space available.

Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school rules which are:

- Follow instructions.

- Always try your best.
- Respect for all.

These rules require pupils to:

Conduct themselves around the school premises in a safe, sensible and respectful manner.

Arrive to lessons on time and fully prepared.

Follow reasonable instructions given by staff.

Behave in a reasonable and polite manner towards all staff and pupils.

Show respect for the opinions and beliefs of others.

Complete classwork as requested.

Hand in homework at the time requested.

Report unacceptable behaviour.

Show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

Classroom rules

Routines

Praise

Rewards

Classroom rules

Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

Teachers ensure that classroom rules are always clear, comprehensive and enforceable.

Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.

Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.

Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Classroom Rules which they are required to read and sign – for younger pupils, teachers will read this with them. These must be revisited regularly (at least once each half term).

All rules outlined in the Classroom Rules are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers ensure pupils understand this.

Support is valued and expected from everyone in the school community, to promote the qualities of tolerance, politeness, good manners and respect for others and their property.

PLAYGROUND RULES

- We do not hurt anyone
- We line up sensibly, giving everyone enough space in the line
- We use and carry equipment sensibly
- We help other children
- We look after equipment
- Classes follow the timetable for allocation to the various parts of the playground (football pitch, climbing frame, etc) during lunchtimes
- All children have access to playground equipment at playtime.

Staff on duty **must** supervise the children and engage them in games, as appropriate. Staff **must** be strategically placed and move around so they can supervise all children. Although it is appreciated that staff may need to speak to each other briefly about the children they must not be 'chatting' and socialising with each other whilst on duty. If a member of staff has to undertake first aid duties, they must ensure that effective supervision is maintained by another member of staff. Staff **must** have high expectations and ensure that children line up silently and quickly at the end of playtimes. They must approach their class line and expect the children to walk inside in an orderly manner.

LUNCHTIME

The provision of equipment for outdoor and indoor playtimes ensures that children are occupied as much as possible at these times and are therefore less likely to cause problems with inappropriate behaviour.

Teachers retain responsibility of children until transfer over to Welfare Staff takes place. All staff have a responsibility to respond to any incidents, which they may see, and to offer support to lunchtime staff when necessary. In order to begin lunchtime in an orderly manner, teachers are expected to maintain a high profile at the beginning of lunchtime and to deliver their children in a calm and orderly manner.

Welfare Staff are responsible for providing games and activities in the agreed areas, **ensuring they are in the right place at the right time to provide appropriate supervision.** Where a member of welfare staff has to temporarily leave their area i.e. to administer first aid, they must ensure that effective supervision is maintained by another member of staff.

Where a child is causing significant concern the child will be brought inside to a member of teaching staff or SLT. In the cases of a severe incident a member of SLT must be sought immediately.

Misbehaviour on the playground:

- The child will be **'instructed'** politely to stop their poor behaviour;
- Any incident should be referred to the classteacher to be dealt with and a consequence issued;
- There is CCTV provision on school grounds which can assist in establishing what has happened when an incident occurs.

Dining Room rules: During the pandemic, pupils are eating their dinner in their classrooms – due for review in October 2021

- We carry our trays with both hands and we look where we are going (currently the food is delivered to the children in their classes);
- We do not hurt anyone;
- We sit on our chairs with all 4 chair legs on the floor;
- We use good table manners:
 - we hold our knife and fork properly
 - we eat with our mouths closed
 - we don't touch other people's food
 - we eat our lunch
 - we take our litter home or clean our tray
- We talk to the people close to us;
- We put our hand up if we need help;
- We help other children;
- We remain seated in one place, we do not move around.

Routines

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

Routines may include activities such as the following:

- Standing behind chairs before the class starts and sitting down upon the teacher's instruction
- Handing out exercise books and pens/pencils at the beginning of the lesson
- Writing lesson objectives down
- Chairs being stacked at the end of the day

Once a routine has been established, the teacher models this for pupils to ensure they understand it.

Routines are displayed alongside the classroom rules on the wall so that they are clearly visible to pupils.

Teachers explain the rationale behind the routine to help pupils understand why it is needed, well as the sanctions that will be imposed if a pupil does not adhere to the routine.

Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.

Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

Praise that is given is always sincere and is never followed with immediate criticism.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded

The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. informing parents of a positive day.
- **Physical** – material rewards, e.g. house points, stickers or certificates.
- **Activity** – activity-based rewards, e.g. extra play, free time.

Teachers may implement different types rewards as they see fit with approval from the headteacher; as long as they do not take up a disproportionate amount of curriculum time and as long as they have a positive effect on behaviour. However, during the COVID pandemic, extra emphasis is being placed on positive behaviour, team work and rewards to help pupils to improve social skills and a feeling of unity. As a general rule, the following rewards are used:

- House Points and stickers
- Raffle tickets
- Certificates
- Free time
- Positions of responsibility, e.g. prefect
- Class celebrations
- Star of the day/Star of the Week
- Extra breaktime
- End of half term treat

There are various rewards in place to reward children for following school rules for their work and behaviour – see Appendix 1 for details.

10 **POSITIVE RELATIONSHIPS AND APPROACH**

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom;
- Pupils checking in at their class 'self-regulation' system;
- Staff reviewing and acting on the self-regulation system;
- Ensuring pupils understand what is expected of them;
- Creating a positive environment where every pupil feels comfortable and respected;
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family;
- Engaging with pupils during lunchtime and breaktime;
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners;
- Encouraging pupils to treat others with respect by modelling the desired behaviour;
- Informing pupils of the importance of treating others the same way they like to be treated;
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context;
- Establishing politeness to help pupils understand basic manners and respect;
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Counselling
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support
- Nurture Time
- Interventions
- Using the Thrive approach
- Promoting the use of the Reflection Room to help with self-regulation
- Focussing on Growth Mindset and the development of different qualities
- Use of a full time Family Support Worker to assist parents, carers and pupils.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures

that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

11. THE CLASSROOM ENVIRONMENT

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- Providing sensory support and 'brain breaks' for children needing this support.

Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

Teachers establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset and included in their Classroom Rules.

12. UNDERSTANDING BEHAVIOUR

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?

- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

A Behaviour Contract is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Contract and Behaviour Plan to ensure that staff are equipped to deal with instances of negative behaviour.

Pupils are involved in the development of the Behaviour Contract and plan, and an age-related sticker chart will be given to support the child. Parents are invited to contribute to the contract. This is then reviewed regularly by the pupil and the teacher – the contract will be reviewed sooner if it is not effective. Parents are given a copy of the contract and plan, and the teacher is available to discuss progress or concerns.

13. DE-ESCALATION STRATEGIES

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Using distraction techniques
- Offering sensory support and brain breaks
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil by showing empathy with the child's situation
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

Staff do not humiliate or intimidate the pupils, or put them down using rudeness or sarcasm.

Staff must be assertive and positive in giving instructions to children – children must understand what staff mean and that staff will stick to things that they say.

Staff must make clear to the children the standard of behaviour they expect.

Staff must make clear how good behaviour will be rewarded and the consequences for not following the school rules

Staff must be consistent in dealing with children's behaviour, although staff members can also take into account children's needs and reasons for the poor behaviour.

Classroom regimes must be based on agreed principles.

Staff must not punish the whole class when only a group or an individual have misbehaved.

When dealing with children, staff must give them a fair hearing and allow them to say what happened and how they felt.

Staff must never argue with disruptive pupils, but state clearly, and as often as necessary, their expectations of them.

Staff must always give the children a good example to follow.

Staff give children 'choices'. Such as "You can return to your place and do your work or you can miss a playtime". Or "Come with me, you can hold my hand or walk beside me, which one do you choose?"

Teachers form good relationships with parents/carers to ensure that everyone works together in the child's best interests.

If a teacher finds that it is necessary to raise their voice with a class for a large amount of the time, they could ask themselves the following questions and take appropriate measures if necessary:

- *Is the work set at the correct level?*
- *Are the children disruptive because the expectations are too high or too low?*
- *Has the work expected of the children been properly explained?*
- *Is the lesson content stimulating and challenging for the children?*
- *Does the child need support to access the work provided?*
- *Do any of the children need to be on the SEN register with an IEP with specific targets to support their behaviour?*
- *Has the child's personalised behaviour/sticker chart (Fab book) been implemented consistently?*

14. INTERVENTION

In line with the school's Physical Restraint and Reasonable Force Policy (use of Team Teach), all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property

- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the [de-escalation strategies](#) before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Any physical intervention used will be conducted in line with the Team Teach techniques employed by trained staff.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the headteacher will be informed and the pupil's parents will be notified by the class teacher at the end of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

15. MANAGING BEHAVIOUR

Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a specific process for handling incidents.

- 1) Red Spots
- 2) Reflection Room

Behaviour System

- All pupils start on green as a fresh start every morning and, if given behaviour warnings, move through to amber and then red on a 'traffic light' system. Each lesson gives the opportunity for children to start on green.*
- If a red spot is received in the morning, the pupil will complete 10 minutes of writing the school rules in the hall at 12.15 with a member of SLT. They then resume their dinnertime and return to class in the afternoon as normal as a fresh start and can still earn a chance of being rewarded at the end of the day. **Parents to be telephoned by the class teacher about the reason for the red spot.**
- If a red spot is received in the afternoon, the pupil will complete 10 minutes of writing the school rules in the hall with a member of SLT during reward time. **Parents to be telephoned by the teacher.**
- Children are able to redeem their red spot if their behaviour improves for the rest of the session, this is the decision of the teacher.
- Red spot incidents are logged in class behaviour books.
- If a serious behaviour has occurred – follow the reflection room policy (see below).
- Once time out of class has been complete – it is a fresh start.

*Some pupils have an individual behaviour plan which may have a different system for staff to follow.

Reflection Room

- For serious incidents and *persistently* disruptive and challenging behaviour, a child should be sent to the Reflection room accompanied by a member of staff.

- If a child needs support self-regulating before reaching the reflection room, they can do this on the chairs or benches in the allocated team teach zones with a member of staff.
- Once in the room, the member of staff on rota duty will be sent for and will supervise the child whilst they calm down in the reflection room and think about their behaviour and how to self-regulate.
- When they are ready to work, the child will complete 30 minutes of work.
- When this time is complete, the pupil will return to class and continue with their day – this is now a fresh start.
- If the pupil refuses to do the reflection time work and it is not completed by the end of the morning session the **pupil will be supervised by a member of SLT through lunchtime.**
- If work is still not completed in lunchtime, the **pupil will continue with reflection time in afternoon.**
- If work is not completed by the end of the afternoon session, **parents are to be informed and work is sent home to be completed and returned to school the next morning.**
- If work is still not completed and returned for the next morning, the **pupil will receive a half day internal exclusion that morning.**
- If pupil still refuses to complete work in this time they will automatically miss out on the end of term treat.
- If this pattern continues and the full process repeats once more during one half term the pupil will receive a half day fixed term exclusion and work from home.
- Every time a pupil is sent to the Reflection Room they will miss 5 minutes of their end of term treat.
- There will be a fresh start at the beginning of each new Half Term.

The school will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems – each class has a behaviour book which will be closely monitored by SLT.

If the behaviour is deemed to be challenging it will be recorded on CPOMS.

If a pupil already has an existing behaviour chart, this will be reviewed.

Victims of any challenging behaviour will be offered the opportunity for counselling from an appropriate member of staff.

Where challenging behaviour persists, or very serious incidents occur the following sanctions are implemented:

- The headteacher will consider whether the pupil should be excluded (for a fixed term) and determine the length of the exclusion.
- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

- Where a pupil is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget.
- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:
 - **Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
 - **Stage 2: Selected support** – the support and interventions delivered using the school's resources, led by the SENCO.
 - **Stage 3: Targeted support** – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.
- The SENCO will complete a common assessment framework, if multi-agency support is necessary.
- If behaviour is increasingly volatile, outside agencies will be informed, and a Pastoral Support Plan implemented.

Use of Exclusions

- The headteacher may enforce a fixed-term or permanent exclusion if an incident is deemed sufficiently severe.
- Following a fixed term exclusion, when the pupil returns to the school, the headteacher, pupil and parents will agree a strategy for identifying instances of challenging behaviour and how to avoid them.
- When returning to the school, the pupil will have an individual behavioural plan in place.
- Parents will be made aware that a further incident could result in permanent exclusion.
- Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.

For punishments to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.

- The decision to punish a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

16. INTERNAL EXCLUSIONS

The school may decide to move pupils to a separate room away from other pupils for a limited period – this is known as internal exclusion.

The school will use internal exclusion when they feel it is necessary, and where the process outlined above has been followed and has failed to resolve the behaviour issue or where fixed term exclusion would not be appropriate.

The school will ensure that pupil's health and safety is not compromised during their time in internal exclusion, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in internal exclusion is up to the school to decide. This could be for more than one school day.

The school will ensure that the pupil is not kept in internal exclusion any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in internal exclusion.

The headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

17. BEHAVIOUR OFF SCHOOL PREMISES

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the school rules applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can punish pupils for misbehaviour outside of the school premises.

Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

18. STAFF TRAINING

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on a regular basis.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are trained in the approved methods of physical intervention in line with the school's Physical Restraint and Use of Reasonable Force Policy (the Team Teach approach).

All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development, this includes staff undertaking Mental Health First Aid Training.

19. MONITORING AND REVIEW

This policy will be reviewed by the headteacher and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is September 2022.

Addendum due to the continuing pandemic

- Children will continue to follow school rules regarding hygiene and handwashing
- The one-way system will continue to be used in school and around the entrance/exit to school
- Deliberate coughing and spitting directed at another pupil or a member of staff will not be tolerated.

Appendix 1 – September Strategies 2021

Children will receive individual dojos in class, which will help them to build up working towards their bronze, silver and gold certificates.

For teamwork, children are placed in 'houses' and housepoints will be given throughout the week. The housepoints are collected at the end of the week, and the winning team will receive a reward (eg. extra play). The houseteam with the most wins at the end of each half term will receive another reward from the headteacher.

Each class teacher will choose a Star of the Week, who will receive a certificate from the headteacher, a prize from the prize box and acknowledgement in the school newsletter.

Other class teacher rewards may include raffle tickets and stickers.

For attendance, the class with the highest percentage each week receives a cash reward which goes towards their end of half term treat.

Children will be rewarded and named for their positive attitudes to learning on a Growth Mindset celebration board – eg. Showing resilience, collaborative work, developing confidence.

Daily Class Reward time

Every day from 3.00-3.15 each class will have 15 minutes reward time and how they spend it will be discussed at the beginning of the week. This means that all children every day have the chance for reward time if no red spots are received. Reward time can include class games, videos, interactive games, storytime, outside time, board games.

Pupils on a red will have the opportunity to join the class in reward time the following day.

September Strategies – Due to COVID restrictions, safeguarding pupil and staff mental health, and giving pupils the opportunity to make good behaviour choices, it has been decided that rewards need to be immediate so all pupils have a fresh start every day. All children start fresh at the beginning of each lesson on green, and there will be a star at the top to recognize excellent work/effort during the day

- Verbal warning
- Move to amber
- Verbal warning
- Move to red

EYFS

In EYFS, the class rules are 'Kind hands, kind feet, kind words'.

EYFS classes are also implementing the green/amber/red approach. For a red spot, EYFS pupils will have an instant 5-minute time out. Once calm, an adult will talk to the pupil and reflect on the incident. Then the child will move back to green and continue the session.

Staff will use the language of choice and consequences to promote good behaviour.

A behaviour sticker chart may be used if necessary.

Class rewards include:

Positive praise, praise pads, stickers and certificates;

Half-termly whole class rewards.

Appendix 2: St Mary's School Rules – Rights and Responsibilities

<p>We have the right to be safe... so</p> <p><u>Follow instructions.</u></p>	<p><u>In Class...</u></p> <p>We do not hurt anyone</p> <p>We use our classroom equipment and furniture sensibly</p> <p>We keep all of the 4 chair legs on the floor</p> <p>We move around carefully</p> <p>We keep everything in its place</p>	<p><u>On the yard...</u></p> <p>We do not hurt anyone</p> <p>We line up sensibly, giving everyone enough space in the line</p> <p>We use and carry equipment sensibly</p> <p>When the whistle is blown, we pack equipment away safely</p>	<p><u>In the dining room...</u></p> <p>We do not hurt anyone</p> <p>We sit on our chairs with all 4 chair legs on the floor</p> <p>When we are told to line up, we do it smartly and sensibly</p> <p>We carry our trays with both hands and we look where we are going</p>	<p><u>Around School...</u></p> <p>We do not hurt anyone</p> <p>We walk on the left of the corridor</p> <p>We walk at a sensible pace</p> <p>We hang coats and bags on hooks</p> <p>We put our lunchboxes in the tub</p> <p>If we are carrying equipment or furniture, we take care to look where we are going</p> <p>We open doors carefully</p>	<p><u>In the toilets...</u></p> <p>We do not hurt anyone</p> <p>We always ask if we need to go to the toilet</p> <p>We wash our hands</p>
<p>We have the right to be happy...so</p> <p><u>Respect for all.</u></p>	<p>We listen to others and respect their ideas and opinions</p> <p>We look after our own property and other peoples' property</p> <p>We do as we are asked, first time</p> <p>We follow class routines and rules</p> <p>We use good manners</p> <p>We use appropriate language</p> <p>We share and cooperate with other</p>	<p>We respect other people and their space</p> <p>We choose an activity or chat to a friend</p> <p>We share equipment</p>	<p>We use good table manners:</p> <ul style="list-style-type: none"> -we hold our knife and fork properly -we eat with our mouths closed -we don't touch other peoples' food -we eat our lunch -we take our litter home or clean our tray -we talk to the people close to us <p>We put our hand up if we need help</p>	<p>We use good manners to everyone</p> <p>We hold the doors open for the person behind us</p> <p>We 'give way' to people coming towards us</p> <p>We respect the resources and displays around our school</p>	<p>We use the toilet properly</p> <p>We flush the toilet when we have finished</p> <p>We use the toilet and then leave</p> <p>We respect other people and their privacy</p>
<p>We have the right to learn... So</p> <p><u>Always try your best.</u></p>	<p>We listen to other people</p> <p>We share</p> <p>We take turns</p> <p>We try our best</p>	<p>We look after equipment</p> <p>We help other children</p>	<p>We help other children</p>	<p>We are in the right place at the right time</p>	<p>We take turns</p> <p>We go to the toilet at the right time</p>