Behaviour Policy

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We believe that everyone is precious and loved by God. We aspire to let our light shine in all that we do. We nurture and empower one another to flourish. Together we shine in our world by showing compassion and by serving others. Let God's light shine through us.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

Aim

At the heart of St Mary's is a culture of nurturing, forgiveness and reconciliation. We want our community to flourish in a way that is safe and promotes confidence. We believe we all have the opportunity to grow personally and as a community. It is central to our vision where 'we let your light shine before others.'

Supporting this is our commitment to the rights of all children as set out in the Convention for the Rights of the Child (CRC). As duty holders, St Mary's set outs to establish and maintain a climate that is safe for everyone. Central to this is behaviour.

Our children want a safe learning environment. It is how they can take learning risks and aim to excel to be the best versions of themselves. They have said good behaviour is:

- Respecting others
- Being tolerant and kind
- Doing more than what is expected
- Contributing and paying attention
- Being focussed at all times

As a result, St Mary's is committed to:

- Promoting a safe behaviour that is free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect for all within our community.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging misbehaviour.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Effective classroom management

St Mary's understands that well-managed classrooms:

- Start the year with clear class charters and routines that are understood by all.
- Give House Points, award Star of the Week and other certificates of recognition.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities that are reasonably adjusted to ensure all pupils are stimulated.
- Remind children of any sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.

Subject to reasonable adjustments, pupils will be expected to follow the class charter.

Positive relationships and approach

Positive relationships are key to combating challenging behaviour. St Mary's focuses heavily on forming these relationships to allow staff to understand their pupils and create a strong foundation from which behavioural change can take place. It is core to our vision: we believe that everyone is precious and loved by God.

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

- Welcoming pupils.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected; where personal dignity is upheld.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and break time.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes.

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

- Acknowledging and giving praise.
- 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.

- Everyone follows the St Mary's Way; which is a phrase to guide and promote good manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes or sorry notes.

St Mary's PSHE Curriculum (You, Me, PSHE) seeks to reinforce these messages by inviting children to explore different aspects about themselves and others including:

- Mental health and emotional wellbeing
- Keeping safe and managing risks
- Drugs, alcohol and tobacco education
- Physical health and wellbeing
- Careers, financial capability and economic well being
- Identity, society and equality
- Sex and Relationships

Positive mental wellbeing is promoted through:

- Teaching in health education and PSHE
- Positive classroom management (House Points, Star of the Week)
- Working with parents
- Peer support
- Time spent in reflection or prayer

The classroom environment

In order to support good behaviour, St Mary's understands that a well-structured environment is paramount.

The rooms are purposefully set out, clean and display is balanced between current learning and clear space to avoid clutter.

There is consistency in books and consistent expectations for marking.

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, which are made clear to pupils from the outset of the year and included in their class charter.

Record keeping

Negative behaviour is recorded on the school's online record keeping system (Arbor). This allows the school to maintain a central place for all records that all staff can contribute to. The system is 'rights protected' allowing staff access to only their class, though they can record a behaviour

incident for any child. This also allows the school to analyse behaviour, either for one child or for a group to look for patterns. This analysis of information can inform and support behaviour plans.

When a staff member is recording an incident on Arbor they will include:

- Date
- Location
- Behaviour type
- Children/child involved
- Report

In the log, the staff member will factually report what took place and include actions and outcomes as a result of the incident. This will help shape any discussion with parents.

The leadership team reports on behaviour to the full governing body.

Any suspensions are reported to the Chair and Vice Chair of Governors.

We expect all of our pupils to behave well, and that serious behaviour reports would be the exception. Our vision is that everyone can shine at St Mary's and if there is a risk that a child's behaviour is deteriorating, the school will seek to work closely with the family to support the child.

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
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport

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, playgrounds and the pavement outside the school.

Items banned from St Mary's premises

The following link details what the types of items that are banned from schools as set out by the Government that do not require permission for a search if suspected that they are on site:

- Government list of banned items

Intervention

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 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, St Mary's understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

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

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

Any violent or threatening behaviour will not be tolerated by St Mary's and may result in a fixed-term suspension in the first instance. It is at the discretion of the Head Teacher 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, St Mary's will recognise and consider the vulnerability of these groups.

Managing behaviour

Sanctions

Sometimes children behave inappropriately. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. This policy states the boundaries clearly and fairly to ensure a consistent approach from all members of the school community.

Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Children are made aware that they are responsible for their own behaviour and that breaking rules will lead to reflection.

Parents will be involved at the earliest possible stage, if problems are persistent or are recurring. A member of the senior leadership team, the class teacher and the parent will meet to discuss appropriate strategies for assisting the child make appropriate choices.

E-Safety Infringements

Whenever a student infringes the e-Safety Policy, the final decision on the level of sanction will be at the discretion of the school leadership and will reflect this behaviour policy. Children, parents and staff members are requested to agree to the school's acceptable user agreement.

Flow chart for behaviour management (the Arbor codes are regularly reviewed and updated by staff)

	Examples of unwanted behaviours
Sanction given by member of staff	**Arbor code 1**
	Running in school Rough / inappropriate play Wasting time out of class e.g. toilet Disturbing others by interrupting or chatting Grabbing or snatching from other children Inappropriate behaviour in assembly or in dining hall One off incidents of teasing or name calling Not listening to adults or each other Throwing rubbish on the floor Persistent calling out Not being on task or delay in starting work Swinging on chair or not sitting sensibly on the carpet Sulky attitude or rudeness Disregard for school equipment
Sanction given by member of staff and logged on Arbor – parent informed	**Arbor Code 2-3**
	Persistent non-completion of home learning Refusal to do as asked/ non co-operation Kicking, pinching, hitting, hurting others Swearing Taking things that don't belong to you Inappropriate behaviour on a trip/visit Mimicry of staff member Rude remarks about adults/others/family etc Getting up and leaving class without permission Persistent Level 1 behaviours
Incident logged on Arbor and parents informed	**Arbor Code 4-5**
	Fighting Stealing personal property Prolonged bullying Hurting, threatening or swearing at staff Threatening others with intent Possession or using an offensive weapon ABH & GBH Causing serious damage/vandalism Spitting Racist remarks or other prejudiced remarks with intent Bullying Homophobic comment

	Racist comment Child on child abuse

Anti- bullying Definition

Bullying can be described as being:

'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

At St Mary's staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical, indirect or cyber-bullying will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools (including homophobic bullying) is greatly underestimated.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other concerned people.

Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions with the victim. This will require patience and understanding. Remember – Listen, assess, act
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Deputy Head or Head Teacher
- Discussions with the bully/bullies. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at St Mary's whether in school or online
- If a pupil does not initially acknowledge their actions, conduct a further investigation. Where there is clear evidence of dishonesty, continue to gather and present relevant facts. Pupils are generally forthcoming when presented with a clear and accurate account of the situation.
- If the pupil acknowledges their actions, proceed in accordance with the procedure outlined below:
    - Separate discussions with parents of bully and victim
    - Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)
    - Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition

As the behaviour of the bully improves, then favoured activities etc. can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self- esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.

In order to prevent and identify incidents of bullying and the identities of bullies, at St Mary's we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, assess, act
- Playground Leaders are there as a child's first contact point, if they feel they cannot tell an adult. These are children in Year 5 and Year 6
- Worry boxes in Key Stage 2 where children can put written notes if they feel they cannot speak about their problem
- Teaching the PSHE curriculum and e-safety lessons.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without good discipline
- By remembering that staff deal with behaviour problems patiently and positively
- By recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- By NOT dealing directly with other children and parents and allowing the school to deal with them
- By speaking directly to the class teacher

Child on child abuse

Child-on-child abuse can take various forms, including (but not limited to):

- Bullying – including cyberbullying, prejudice-based and discriminatory bullying.
- Hate incidents and hate crimes – which may also include an online element.
- Physical abuse – such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Racism – occurs when a person is treated less favourably because of their skin colour, nationality, ethnicity, or cultural group. Racist behaviour can include verbal abuse,

physical attacks, exclusion from activities or opportunities and macroaggressions, which can be conscious and unconscious. It can occur in person or online.

- Initiation/hazing type violence and rituals could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.
- Harmful sexual behaviour (HSB) – is developmentally inappropriate sexual behaviour which is displayed by children and young people which is harmful or abusive.

HSB can occur online and/or face to face, and can also occur simultaneously between the two and includes, for example: causing someone to engage in sexual activity without consent such as:

- Forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Sexual harassment – which is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college can include (but is not limited to):
    - sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names, intrusive questions about a person's sex life, and spreading sexual rumours, sexual "jokes" or taunting, suggestive looks, staring or leering, sexual gestures, physical behaviour, displaying pictures, photos or drawings of a sexual nature, up skirting which is a criminal offence, and typically involves taking a picture under a person's clothing without their permission, online sexual harassment – this may be stand-alone or part of a wider pattern of sexual violence and/or harassment.

There is a climate of zero tolerance to any form of child on child abuse at St Mary's. Any incidents are immediately reported to the Deputy Head, logged on to the management information system and all parents involved are met with. The children will receive appropriate sanctions. Any incidences of this nature are reported to the Governing Body

Both our PSHE curriculum and online safety curriculum ensure our children are taught about keeping safe, understand what is not acceptable behaviour and what to do if they are victims of such behaviour. The community at our school is vigilant and all staff receive regular training on keeping our children safe.

In summary

By using a positive system of rewards, incentives and clear boundaries and by enforcing good behaviour we help children to develop confidence and a healthy self-esteem and a set of skills and strategies which will take them on to the next stage of their schooling and into adult life.