

Trimley St Mary School Behaviour Policy



Introduction

The following policy has been written with due regard to the statement of principles in conjunction with the Governing Body of Trimley St Mary Primary School.

Trimley St Mary is an inclusive school. The basic belief on which discipline stands is the right of the children to learn and the teacher to teach. This policy, shared with all members of the school community, is a statement of the clear aims and strategies for achieving and maintaining positive standards of behaviour. We are committed to raising the confidence and self esteem of all pupils, respecting every child as an individual, and helping each one to achieve his or her full potential across all areas of the school's broad and balanced curriculum. This takes account of the needs of all pupils at our school and covers behaviour and discipline both on the school site and outside the school during educational visits.

There is an effective management strategy to support high standards of behaviour which enables a culture of learning to be established. A clear system of rewards to celebrate good behaviour and sanctions for use in cases of unacceptable behaviour are used consistently across the school.

PROMOTING GOOD BEHAVIOUR, SELF DISCIPLINE AND RESPECT

Aims of the Policy

The aims of our policy are:-

To promote, secure and maintain high standards of behaviour within a safe and caring yet stimulating environment

To raise awareness about appropriate behaviour and distinguish between appropriate and unacceptable actions.

To make boundaries of acceptable behaviour clear so children follow class, playtime and lunch time rules

To provide a calm, secure, purposeful and happy atmosphere within the school.

To foster positive caring attitudes towards everyone where all children respect, tolerate, share and co-operate with each other.

To raise self-esteem and encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

To ensure that positive behaviour is always acknowledged and valued.

To have a consistent approach to behaviour throughout the school with involvement and co-operation whose shared values and approaches reflect that of society.

Expectations of the School Community

The maintaining of good behaviour within the school is a shared responsibility. All members of the school community promote/develop empathy and respect for themselves and others. Through assemblies and the modelling of good social behaviour from all adults within the school community the ethos of the school is promoted.

Bullying of any form is unacceptable. The school has an anti bullying policy to

encourage the appreciation of diversity and respect, but also covers the procedures that will be followed where incidents of bullying occur.

Our school principle is

An effective school behaviour policy requires close partnership between parents, staff and children.
The role of pupils.

We encourage our pupils to;

- Be polite to all children and adults.
- Act responsibly and respect property.
- Walk around the school in a calm, purposeful manner.
- Always do one's best in every possible way at school.
- Respect, support and care for each other both in school and in the wider community.
- Come to school on time each day with everything needed and with a positive attitude.
- Be a good friend to others helping them when they have problems.
- Take responsibility for settling their own disagreements using the strategies taught.
- Be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. They are given advice on aspects of behaviour in assemblies, PSHE lessons and informally by adults in school.

The duty of staff is to;

- To be excellent role models and consistently model appropriate behaviour.
- To have high attendance expectations and create an enjoyable learning environment that encourages pupils to come to school.
- To meet the educational, social and behavioural needs of the pupils through a stimulating and challenging curriculum creating a positive learning and teaching environment.
- To be consistent and fair in dealing with pupils.
- To encourage the aims and values of the school among the pupils.
- To have high expectations of children and encourage them to do their very best in all aspects of their school life.
- Use consistent positive behaviour management so that learning and teaching can take place.

The role of parents/carers

When joining school, a home-school agreement is signed by parents which, parents and carers are encouraged to visit the school to discuss any relevant issues.

However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers proper time to discuss their concerns. Parents will be involved at the earliest possible stage if behaviour problems are persistent or recurring.

We encourage parents/carers to;

- Actively support good communication with the school, e.g. keeping the school informed of personal circumstances which may affect their child in school.
- Encourage regular communication between home and school.

- Share any concerns and problems they have in school and at home so that they can be resolved.
- Support the school in the promotion of positive behaviour.
- Ensure children regularly attend school on time and are well prepared.
- Reinforce at home the aims and values of the school and the community.
- Take an interest in their children's school life, by talking to them about their work and friendships.
- Attend Parents Evenings or parents' functions and by developing informal contacts with school.

There is a Parent Support Advisor whom parents may call and meet in school where other services for support as appropriate. The support adviser co-ordinates a local parental club, which the school sign- posts regularly.

Strategies used to promote good behaviour.

We recognise that by consistently applying certain structures, we can help to minimise opportunities for unacceptable behaviour. The following are designed to create a calm, ordered learning environment.

- **Class Code of Conduct**

At the beginning of each year the children in each class are given the opportunity to devise their own class code of conduct, in line with the school behaviour policy. The code of conduct belongs to the class and is adopted by staff teaching that class. Each code sets out expectations for the classroom environment, procedure for resolving conflicts, responsibilities and safety.

- **Movement around the school**

Children are expected to move around the classroom and school in a sensible and considerate manner. From an early age the children are encouraged to go to the toilet at playtimes. As the children progress through the school, the times they need to go during lesson time should decrease.

- **Movement in the class**

While we encourage the children to be independent, we recognise excessive movement in classes causes unnecessary distractions. Teachers organise their classrooms and set up for activities so that movement in lesson time is kept to a minimum or is appropriate to the activity.

- **Noise levels**

It is recognised that noise levels vary depending on the age of the children and the type of task in which they are engaged. However, quiet children tend to be calmer, more reflective and easier to manage. In the same way adults talk calmly, so children are encouraged to communicate quietly with each other.

- **PSHE and Citizenship**

Every class has regular PSHE and Citizenship sessions. Personal, Social, Health Education (PSHE) and citizenship are taught using a variety of methodologies, and address our ethos and expectations. This is an important opportunity to develop shared class expectations on how individuals should behave and to discuss issues which may arise, e.g. bullying, teasing, children excluded from groups on the playground.

- **The Language of Choice**

Making children aware of their own behaviour in order for them to take responsibility for it and correct it themselves, uses positive language which emphasizes how children are responsible for their own behaviour. It uses the language of choice where children are made aware how they have behaved inappropriately and reviews the choices they had and have. Children always have a choice of action and need to be encouraged to choose appropriately.

- **Rewards- extrinsic**

Trimley St Mary promotes, acknowledges and rewards good behaviour, as we believe that this develops an ethos of kindness and co-operation. Incentive schemes are in place to recognise attendance and achievements. We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:
Frequent verbal praise and encouragement. This is personal, genuine, descriptive and specific to each individual.

House points:

Children are members of one of four houses and earn house points for positive affirmation in terms of attitude, effort, social awareness, behaviour and academic success.

House points are accumulated on a weekly basis from across the school and rewards are allocated to individuals, groups and teams.

An achievement assembly celebrates this success as well as exemplary behaviour and half termly awards are given to those children who have demonstrated all round

Awarded "Believe and Achieve" pencils.

Commitment to completing the reading challenge outside of the school day is rewarded independently by teachers and weekly prize draws result in 3 books being awarded.

The 8 C's

In addition to this all children collect stickers to demonstrate the 8C's i.e. using the skills required of an effective learner. These include:-

1. commitment,
2. communication,
3. collaboration,
4. craftsmanship,
5. capability,
6. creativity,
7. critical thinking
8. curiosity.

Much of our teaching pedagogy reflects 5 Co-operative Learning standards. These standards support effective learning and include:-

1. Active listening,
2. Helping and encouraging others,

3. Everyone participating, explaining ideas and tell why,
4. Completing tasks.

Further positive forms of praise include:-

Individual reward schemes for specific pupils, charts and

Stickers and sticker cards

Children to show work to Head Teacher, Deputy Head or partner teacher.

Messages to parents including use of Marvellous Me APP

Positive letters / phone calls made by the child home to parent.

Developing Intrinsic Rewards sharing British Values

At Trimley St Mary we encourage children to develop their own sense of worth and their responsibility within the community.

We share values of "lesson time being learning time" and that everyone has the right to learn and be safe in our school.

Our School rules:-

1. Follow instructions. 2. Keep your hands and feet to yourselves 3. Respect the school environment, property and property of others. 4. Think about others, showing kindness and caring.
2. Our school rules reflect those of our society and British Values

Through our PSHE curriculum, School Council and assemblies for example, we promote the values of democracy, tolerance, love and respect. The school fosters the development of children's spiritual, moral, social and cultural understanding through a wide range of activities including marking of specific acknowledgements, such as mental health week, Children in Need, Performances, visits, Crucial Crew, learning Together sessions with families and the use of resources that support the development of children's social and emotional capacities for self-regulation and understanding.

We empower Yr6 particularly to carry out a number of responsibilities across the school as peer mentors eg. Golden Mile P.E. Ambassadors, Reading Partners. Lunchtime helpers etc.

Consequences

There will be times when behaviour is inappropriate. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. Our school rules reflects those of society and our aim is to promote children's development and growth as responsible citizens of the future.

There are three levels:

1. Low Level

These will be dealt with by the class teacher, teaching assistant, midday supervisor depending on the time of day, and will be discussed with the child. Examples are:

Constant chatting

Shouting out in classrooms or corridors

Unfinished or unacceptable work due to time-wasting

Not looking after resources carefully

Not sharing or co-operating

Thoughtless 'rough' play

Interrupting the teacher

Running in the corridor

A range of strategies and consequences are used by staff. E.g. a positive comment to another child nearby. We also take into account the age of the child and the context of the incident/misbehaviour. The aim of all consequences is that the child will understand what went wrong and why, and the expectation is that behaviour will improve as a result. When challenging and correcting inappropriate behaviour it is important to restore positive working relationships quickly.

Phase Leaders will be informed of persistent misbehaviour involving the same child(ren).

Consequences:

Following an initial reprimand for a first or minor offence a record of behaviour is initiated

- Time-out for a limited time in another class or area with an activity where the child has thinking time about their behaviour and how they are going to improve.
- Missing a break time or part of a break time (supervised) and to include
- Discussion about choices and consequences of the behaviour
- If considered appropriate the teacher will talk to parents
- Phase Leader intervention, which might involve talking to the child, offering advice
- tidying up or cleaning graffiti.
- An apology from the child and recognition that a rule has been broken will also be expected.

2. Regular repetition of low level behaviour

Unacceptable behaviour will be reported to one of the members of the Senior Leadership Team.

Racist remarks or behaviour

Swearing/bad language

Dangerous behaviour (e.g. throwing stones, climbing high railings, walls)

Spitting

Biting and other forms of physical assault

Inappropriate touching of other children's bodies (this could be a child protection issue)

Preventing other children from learning

Fighting

Stealing

Bullying

Deliberately damaging the property belonging to the school or to a member of the school community.

These incidents will be dealt with by the SLT. Parents will be informed. If parents are not available at the end of the school day, contact will be made by telephone. Racist incidents are recorded and the victim's parents are informed as well as the perpetrators.

Consequences are:

Loss of playtime(s)/lunchtime(s)

Home-school contact sheet/book to show good behaviour.

External 'Time-out' of class of up to a session to work supervised by a senior member of staff.

The child contributes to the cost of repair/replacement of item that has been deliberately broken or damaged.

In addition the child may be asked to write a letter of apology or some other form of restorative justice involving the victim should this be appropriate.

3. Where behaviour is very serious.

- Regular repetition of incidents
- Refusal to accept school rules or school authority
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare
- Violent behaviour towards other children which does not improve after adult intervention
- Physical aggression towards a member of staff
- Extremely violent behaviour resulting in injury
- Repeated racist behaviour

Very few children will ever reach this stage at Trimley St Mary. Outside agencies are frequently involved e.g., Education Welfare Officer or Educational Psychologist.

The primary aim of such agencies is to provide support and expertise in order to help the child to change his/her behaviour pattern. Parents will be fully involved in the strategies to improve the child's behaviour. These incidents will be dealt with by the Head Teacher (or the Deputy Head in her absence) and the action taken will be recorded. A meeting will be arranged at the earliest opportunity between the parents and the Head Teacher/Deputy Head to agree a period of regular communication, during which an agreed support programme is followed at home and school. The class teacher, the Head/Deputy Head will be fully involved in setting appropriate targets for the child.

Pastoral Support Programme

For pupils at risk of exclusion, a Pastoral Support Programme (PSP) is drawn up. A PSP is a school-based strategy designed to help the pupil to manage his/her behaviour more successfully. A PSP is particularly important for those pupils whose behaviour is deteriorating rapidly, and will identify clear and realistic behavioural outcomes for the child to target. The programme needs to be agreed with parents. It will usually last for 16 weeks with a review after 8 weeks. The Head

Teacher/SENCo will be the school's representative in matters relating to the implementation of a PSP.

Exclusion from school

Fixed term exclusion

A fixed term exclusion may be a final step in the process of dealing with disciplinary offences when a wide range of other strategies have been tried and have failed. It is particularly rare that an exclusion will occur when there has been no previous history of serious inappropriate behaviour and where parents are not already involved in dialogue with the school. However, the Head Teacher will use the sanction of exclusion for a first offence if the incident is sufficiently serious to merit this.

Permanent exclusion

Permanent exclusion from Trimley St Mary is exceptionally rare. Occasionally, despite a high level of investment, supporting and encouraging a child to modify his/her behaviour, is not proving effective in bringing about the desired change. The decision to permanently exclude a child will take into account the impact of the child's behaviour on the other pupils in the school, and whether the entitlement of the majority to an education without disruption, is being put at risk. Permanent exclusion is always seen as the last resort and the school will follow all protocols to ensure that any child at risk of exclusion is given every possible means of support through pastoral support planning, the involvement of agencies outside of the school including Camhs, CYP, educational Psychology Service and access to the YFAP s/n year Fair Access Protocol Procedure working in partnership with other schools in the Area, in order for a child to gain access to education.

Lunchtime Procedures

At Trimley St Mary we have empowered children to have "Positive Playtimes" by equipping them with resources and strategies to enable them to socialise and remain safe. Part of this empowerment encourages active playtimes and a large number of personnel and coaches carry out a range of different activities for children to experience at this time. All classes have been taught playground games which are shared across the school community.

Midday supervisors are responsible for ensuring high standards of conduct are maintained over lunchtime both in the hall and outside on the playground. Children are encouraged to eat neatly and quietly. When pupils are playing, staff are vigilant and intervene before misbehaviour occurs. Children are encouraged to approach a supervisor when they have a problem which they are unable to resolve.

Through discussion, the children are encouraged to resolve the problem. The adult serves as the facilitator ensuring turns are taken and that each party has an opportunity to put forward how he/she feels. If the children cannot resolve the conflict;

A child is asked to have a short period of timeout close to the supervisor.

For more serious incidents, the supervisor takes the child/children straight to the Head Supervisor. She will deal with the incident or pass it on to a member of the Leadership Team or class teacher.

Class teachers and Midday Supervisors liaise closely each day. There is guidance for 'wet playtimes' when younger children are supported by older pupils in addition to their Mid-day Supervisor or class teacher. If lunchtime concerns need to be shared with parents, this will usually be undertaken by the child's class teacher.

PREVENTION OF BULLYING

Our school anti bullying statement

At Trimley St Mary School we do not accept bullying, but appreciate that it does very rarely occur. We strongly disapprove of any form of bullying and will act swiftly and firmly to investigate and deal with any situation where we believe this to be happening. Since bullying thrives on secrecy, we actively encourage victims, parents or observers of bullying to inform a member of staff. We believe that early intervention is important and that sanctions should be used where bullying behaviour is clearly identified.

- ❖ Through PSHE, assembly and regular events and up- dates pupils are taught what bullying is by definition.
- ❖ Revisiting whole school anti- bullying statement and whole school focus during national anti- bullying week
- ❖ Equipping children with skills-Children are taught that is unacceptable and know the responsibility they have to share information with adults should they see it.
- ❖ Home school Partnership Parents will be contacted when bullying incidents are identified.
- ❖ Incidents of bullying are recorded and reported to the Governing Body.
- ❖ Sanctions are agreed where restorative practice can take place.
- ❖ Regular reference to our schools values respect, kindness.
- ❖ Victims of bullying will be supported and encouraged with strategies and systems in order to prevent future bullying.
- ❖ Emotional well-being-Children are supported how to recognise and interpret situations and emotions including anger jealousy in order to utilise their own emotional self-regulation and resilience.
- ❖ Children are equipped with understanding of peer pressure and stereotyping
- ❖ Encouraging children to play co-operatively at playtimes.
- ❖ Through our PSHE curriculum and anti-bullying events and awareness sessions.
- ❖ Discuss whistleblowing and reporting looking out for each other.
- ❖ Providing different types of play areas and activities s quiet areas, areas for football and other games and small apparatus sports coaches and Yr6 Ambassadors.
- ❖ Equipping children with skills and games to play called "Positive Playtimes"
- ❖ Vigilance in the supervision of corridors, toilets etc.

Peer to Peer Abuse and Bullying

Children are vulnerable to abuse by their peers. At Trimley St Mary Primary School such abuse is taken as seriously as abuse by adults and is subject to the same child protection procedures. We do not dismiss abusive behaviour as normal between young people.

When an incident of bullying occurs clear reporting and fact finding procedures are followed:-

- Interview with victim -completion of Incident form.
- Interview with perpetrator- completion of Incident form.
- Both parents informed, sanctions, action and restorative justice.
- Reporting to Governing Body
- Reporting the Local Authority in terms of bullying associated with an individuals characteristic.
- Sanctions including pro-longed individual learning space away from class and playground. Carrying out range of reflective tasks and actions to demonstrate making a positive contribution, promoting self-esteem and building relationships.
- Restorative justice- involvement of victim in formulating sanction or action to re-address situation. Pastoral support programmes, and monitoring of both victim and perpetrator.
- Zero tolerance in regards to repeat behaviours/ targeting.

Where however, at the information gathering stage, or when further information suggests that either party involved is at risk of significant harm, peer to peer abuse is explored and safeguarding protocols are followed.

We are aware of the potential uses of information technology for bullying and abusive behaviour between young people. We are also aware that peer to peer abuse may present as emotional/sexual abuse within peer to peer relationships.

We are also aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging) and gang culture, including the risk that they may respond to this by abusing younger or weaker children.

Equally the alleged perpetrator is likely to have considerable unmet needs. We are aware that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, significant harm and in need of protection.

In both instances the school appreciates the need to support the perpetrator and victim and follow child protection procedures accordingly.

ENSURING THAT PUPILS COMPLETE ASSIGNED WORK.

At our school, children are taught that the school does not tolerate negative behaviour which prevents children from learning. Our school policy reflects this as its main purpose. Children are expected to complete all work set with support as necessary including "Homework Club" for those children who find carrying out learning at home difficult.

Support mentors are available at lunch and playtimes for children to access in order to maximise every opportunity to learn.

The power to use "Reasonable Force" and other physical contact.

At our school staff conduct themselves in a professional friendly and approachable manner.

Appropriate touch is used to calm children seeking reassurance, praise and congratulate children and by escorting them in a trusting and supportive manner such as hand holding. Shaking hands shoulder /back patting etc.

Reasonable force will be used to prevent children from committing an offence; injuring themselves or others, putting themselves at risk, damaging property and to maintain good order and discipline in the classroom.

The schools Physical intervention policy details this including risk assessment and register of logged incidents. The use of reasonable force at our school is through the application of "SchoolSafe" training protocol.

Reasonable force may also be used without consent for knives weapons or articles that have been or could be used to commit an offence or cause harm. However, the school would consult the police should they suspect this to be the case and take due care to keep other children and staff safe until such times as they were able to attend the premises.

Stop and Search Detention and Confiscation

The school will use the above powers to search without consent should a child bring to school prohibited items including knives/ weapons, drugs fireworks etc.

Harmless, but inappropriate items will be placed in the child's bag or tray to take and leave at home. Some confiscated items deemed inappropriate or of high value that are not allowed will "be looked after" by a member of staff and then returned at the end of the same day. Some items will be given directly to the child's parent or indeed police if appropriate.

At Trimley St Mary Primary School the loss of time other than learning/lesson time is used to sanction, investigate and question incidents that involve unacceptable behaviour. Any child unable to learn in the classroom during lesson time will be asked to learn during their recreational time to ensure that they have completed work requested.

These detentions take place during the school day. At Trimley St Mary Primary School, it is not usual for detentions to take place outside of the school day, although this may be a planned

response used on an individual basis with the support of the child's family should this be necessary.

Multi-agency working Child Protection.

The school will always consider the behaviour under review of any child in terms of cause including unmet need, or that symptomatic of a child that is suffering or likely to suffer significant harm. The school's Safeguarding Policy, Child Protection section, clearly identifies the procedure and protocol should this be the case. However, early intervention and multi-agency work including parental engagement, the role of the Schools Home School Liaison Officer, behaviour support services and access to therapeutic counselling form part of the wider network accessible to children and families. This whole school policy provides the scaffold around which pupils and staff identify what is or is not acceptable behaviour. However, it is not a tick list exercise and needs to be responsive to individual pupils /situations. Reasonable adjustments and flexibilities are necessary to support the inclusion of all pupils, when working alongside other agencies whose advice needs consideration.

Discipline beyond the school gate.

The school has the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable in the following circumstances. For example: taking part in any school-organised or school related activity, travelling to /or from school, wearing school uniform or in some way being identifiable as a pupil from the school. However, behaviours at any time that could have repercussions for the orderly running of the school or pose a threat to another pupil or member of the public or could adversely affect the reputation of the school would also be considered within the School's Behaviour Policy.

Allegations made against staff

A separate policy covers the procedure for managing allegations against staff. School staff will be pastorally supported when such allegations are deemed to be malicious.

At Trimley St Mary the behaviours of all children are managed in open spaces, which in themselves can be used as quiet calm down positive places for individual children to use should they need to. Individual rooms are not used for isolation/ seclusion purposes.

Monitoring and Review

Behaviour management will be under constant review throughout the school that will monitor and evaluate the effectiveness of the policy by:-

Analysis of incidents within school as well as those brought to the attention of the school.

Categorising incidents and timescales to identify patterns/triggers. Evaluate the impact through pupil and parent perceptions particularly when a specific issue has arisen or an initiative introduced.

The Head teacher reports to Governors on a termly basis about the Behaviour, Safety and welfare of pupils generally. Reporting specific data categorising any bullying related incidents. Report to the LA any such incidents of bullying involving a protected characteristic.

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