



## St Margaret's Anfield CE Primary School

NAME OF POLICY: Behaviour Policy

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PRODUCED BY: H. Cragg

### DOCUMENT STATUS

Version	Date	Action	Review Date
Version 1		Adopted by Governing Body	PENDING



## **SMA Positive Behaviour Policy.**

Good behaviour is central to all that we do in SMA. High Standards are expected and promoted through positive reinforcement. Our school motto “**By Faith and Work**” underpins all that we do in our school community. Through this we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve and reach their full potential. At all times, we ensure that our school community values kindness and compassion.

At SMA, our policy is to work in partnership with parents, carers and other agencies to ensure that the school’s Christian values of Truth, Fairness, Justice and Joy become central to the lives of our learners. Maintaining an atmosphere of honesty and courtesy and ensuring that all are treated fairly.

### **The SMA Policy Aims To:**

- Establish a positive, supportive learning environment and an ethos of good behaviour throughout the school
- Encourage all pupils develop a positive attitude to their own learning and that they respect the right of others to learn
- Ensure that children are aware of expected boundaries which help them feel happy, safe and secure thus enabling them to be ready to learn
- Maintain an atmosphere of honesty and courtesy ensuring that all are treated fairly
- Help the children understand that being a good citizen is based on positive relationships and respectful behaviour

### **Key Principles**

Our key principle is to promote positive behaviour in all of our pupils. Children need to feel secure, happy and valued; helping them to develop self-esteem, confidence and a positive self-image. Adults should aim to develop secure relationships with them which promote positive behaviour through the consistent applications of:

- Rules
- Routines
- Rewards
- Sanctions

In order to achieve our Key Principles, SMA follows the Assertive Discipline approach to managing pupil behaviour. Through this approach, all members of the school community will aim to encourage our pupils to develop high standards of behaviour by:



- Setting clear routines, boundaries and expectations
- Applying a consistent approach to sanctions
- Engaging in dialogue with all parties – establishing a fair approach
- A respect for all others - staff aim to influence behaviour rather than control

Through the Assertive Discipline approach, members of staff are expected to present themselves as positive role models and to set high standards for our pupils giving clear, consistent guidance on what is expected of them. Staff must remember that respect is a two way process.

Adults in the school have the right to establish boundaries and set an agenda so that:

- A focus on learning is possible
- Pupils can feel safe both physically and psychologically
- Everyone is treated in a dignified and respectful way
- In establishing clear boundaries children will feel secure, happy and valued thus boosting their self esteem

### **Legislation and Guidance**

St Margaret's Anfield CE Primary School endeavours to comply with the legal requirements placed on schools and the Governing Body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that 'encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils' (Education and Inspections Act 2006, section 89). The schools will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

This policy has been made in accordance with 'Behaviour and discipline in schools Advice for Headteachers and school staff' January 2016.

### **In line with the DfE guidelines, schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts



## **The Teaching Standards (DfE 2013)**

The Teaching Standards requires all teachers to ‘uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
- having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others

## **Rules**

Rewards, rules and consequences should be applied consistently by all members of our school community (**See Appendix 1 – Hierarchy of sanctions**).

Class rules are developed and agreed by pupils with their class teacher at the start of each academic year. They will reflect the one school rule, ‘Be Sensible and Think First of Others.’

Class Rules are clear, concise formulated with our pupils and are clearly displayed in a prominent place in each classroom.

All rules are positively phrased, expressed simply and relate clearly to daily routines.

When rules are enforced by staff, clear, positive language is given to children to guide their behaviour.

On failure to comply with a rule, pupils are reminded that rules are in place and that failure to adhere to them will result in a consequence.

‘Being SMA’ – Behaviour Expectations - are displayed in the communal areas of SMA so that pupils are reminded of how they can contribute to our calm and positive learning environment.

‘Being SMA’ was developed with the School Council and is reviewed annually.

**(See Appendix 2 –Being SMA)**



## **Classroom Rewards**

Our model of behaviour management starts from a positive reinforcement model through:

- Non-verbal praise
- Name first verbal praise –acknowledgement of making the correct behaviour choice
- Dojo Points – Points are awarded to individuals/ groups that have behaved well. All staff can award up to 5 dojos
- Stars and certificates – these are awarded at the discretion of the teacher during or at the end of lessons for consistently good or improved behaviour. Each class teacher is encouraged to develop their own reward system which promotes positive behaviour and good work, for example, this could be through the use of raffle tickets and a prize box
- Visits to the SLT to show good work/improved behaviour

## **School Wide Sanctions**

Please refer to Hierarchy of Sanctions (**Appendix 1**)

All classrooms display the SMA Hierarchy of Sanctions

### **In the event of a fight**

- The child is brought immediately to a member of the SLT or a member of SLT sent for (use internal phone if necessary)
- Incident logs are completed, saved electronically and shared with relevant staff
- Extreme violent conduct will result in a minimum of a One Day Fixed Term Exclusion

## **Daily Behaviour Management**

Low level disruption will not be tolerated in any lesson and must be addressed by the teacher immediately (The SMA Hierarchy of Sanctions displays the expected teacher response).

Members of staff must explain clearly to the pupil if they have made the wrong choice with their behaviour. The child will be reminded of the Hierarchy of Sanctions and where they are up to in the process.



A visual behaviour aid is displayed in all classes: Red/Amber/Green circles.

The system works as follows:

**Green** - indicates the names all pupils behaving in line with expectation

**Amber** - is a visual warning to pupils, regarding a consequence to their continued unacceptable behaviour

**Red** - once a pupil's name has been moved into the red circle, then the agreed consequence must be actioned by the teacher e.g. Name top of the red the pupil misses 5 mins of their own time. If the pupil's name is moved to the bottom of the red circle they miss all of their playtime).

Teachers will at times implement a 'restorative justice' type sanction, e.g. tidying up the classroom if they were proven to have been throwing a pencil.

### **B4L (Behaviour 4 Learning)**

If higher level or persistent disruptive behaviours are demonstrated by a pupil a referral must be made to B4L.

B4L sessions are available for Y1 – Y6.

During a B4L session the pupil will consider their actions and future responses to a similar situation if necessary. Pupils will consider which part of 'Being SMA' they have not adhered to (see **Appendix 2 and 3**).

On attendance of a B4L session, a warning will be given or a behaviour point/points allocated.

**It is the class teacher's responsibility to inform parents/carers of their pupil's B4L attendance.**

### **1 Behaviour Point will be allocated for**

- Aggressive conduct
- Unwanted physical contact
- Offensive language (Swearing, Homophobic and Racist language)
- Wilful damage to school property
- Wilful defiance/refusal
- Bullying and harassment



- Threats to a pupil or adult
- Bringing the good name of our school into disrepute
- Ignoring adult instruction
- Persistent Disruption.

Attendance at B4L and subsequent points allocated are logged by the AHT Behaviour Lead. It is expected that the child's tally of behaviour points will reduce term on term.

The AHT Behaviour Lead will telephone/hold a meeting with a parent whose child is at risk of being allocated 3 or more behaviour points in a term.

Behaviour points are monitored by the AHT Behaviour Lead. If a pupil receives 3 or more behaviour points in any term and they fail to demonstrate a willingness to improve their conduct, then they will not attend end of term treat events e.g. discos, films, trips etc.

In a persistent case, the AHT Behaviour Lead will expect the pupil's parents/carers to attend regular update meetings on the child's progress with their behaviour (class teacher may also be present).

A serious assault on a pupil or staff member will result in a minimum of a One Day Fixed Term Exclusion.

### **Break times, Lunchtimes and Other Outdoor Supervision**

- It is essential that high expectations for behaviour are reinforced consistently by **all** staff throughout the whole school day including break times and lunchtime
- All staff must maintain a neutral/calm stance when discussing a behaviour incident with a child
- TAs/Supervisory staff are expected to be focused on the children, ensuring that they are alert and able to intercept and prevent a negative situation developing where possible
- TAs/ Supervisory staff are assigned to zones
- TAs / Supervisory staff are responsible for the equipment in their zone
- Hi-vis jackets will be worn by staff when supervising outdoors
- TAs may deem it necessary for a pupil to have 'time out' from play for a short period (no more than 5 minutes)
- If a pupil persists with the unacceptable behaviour after 'Time Out', they should be referred to B4L
- If pupils indicate a pattern of negative incidents during periods of free play, it may be necessary for a class teacher to set zones for these pupils/limit their time on the yard.



### **Persistent Negative Behaviours**

- If a pupil displays persistent, low-level behavioural concerns or unusual behaviours the class teacher will share this information with parents/carers and the Phase Leader
- It may be necessary to send a pupil for time out of class with a colleague or Phase Leader depending on the severity of the behaviour/incident
- In line with the Hierarchy of Sanctions, it is expected that a class teacher alerts a parent, early, if a decline in a pupil's conduct occurs. Teachers can seek the support of the Phase Leader/ SLT member, if required, during a parental meeting.
- The Phase Leader may deem it necessary to lead a 'Behavioural Concern' meeting with the parents to support the class teacher.

### **Isolation and Internal Exclusions**

- A pupil may be isolated from the rest of the class by a member of the SLT.
- Internal Exclusion is a removal from social aspects of the school day for example, playtime, lunchtime, and class treats etc. A Key Stage 2 pupil may also be sent to the KS1 lunch hall to eat their lunch. This is actioned by a member of the SLT.

### **Formal Exclusion**

The Headteacher (or in her absence, a member of the SLT) may exclude a pupil for a lunchtime, a fixed term or permanently. When a permanent exclusion is necessary the school follows the guidance of the local authority.

### **Roles and Responsibilities**

Promoting positive behaviour and good attendance is the responsibility of the school community as a whole. We will hold all individuals, pupils and staff to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for.

### **The Headteacher Will:**

- Frame a policy that encourages positive behaviour, discourages bullying and promotes respect, diversity and equality
- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Keep records of all reported serious incidents of misbehaviour



- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Report to/meet with parents/carers when necessary
- Have the responsibility for issuing fixed-term exclusions to individual children for serious acts of misbehaviour
- Permanently exclude a child for repeated or very serious acts of anti-social behaviour. This action is only taken after seeking the advice of the LA Inclusion Co-ordinator and the school Governors.

#### **All Staff Will:**

- Address children with positive language e.g. 'Walk please' rather than 'Stop running'
- Ensure that when a behavioural incident is investigated, it is essential that all sides of the story are considered (this is reinforced through the B4L process)
- Ensure that this policy is consistently and fairly applied to ensure safeguarding and wellbeing for all
- Offer a curriculum that enables pupils to engage
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Ensure the pupils in their class know the class and school rules.

#### **Pupils Will:**

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school and class specific rules
- Resolve disputes positively
- Value and take responsibility for the environment
- Be aware of their own emotions and actions and take ownership of their behaviour



### **The Governing Body Will:**

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy
- Contribute to Behaviour Learning Walks

### **Families Will:**

- Support the school when reasonable sanctions to address/improve a child's behaviour/conduct have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being

### **Pupils with Additional Needs**

Rewards and sanctions will be applied sensitively to ensure a child's specific emotional needs are taken into account. Children with a specific Behaviour Plan may not always be referred to B4L – reasonable adjustments can be made.

When there is an ongoing decline in a child's behaviour and repeated visits to B4L are evident, the AHT (Behaviour), in conjunction with the child's class teacher and SENDCO, will establish an Individual Behaviour Plan for the child and may seek the support of internal talking therapy sessions or the help of outside agencies as deemed necessary.

### **School Trips**

Prior to school trips staff carry out risk assessments regarding the specific venue and the group of children they plan to take.

Children will be excluded from school trips if their participation would jeopardise their health and safety or that of others (this does not include pupils with medical needs).

A parent or carer may be asked to attend a trip or residential in order to ensure the safety of the pupil and indirectly the others in the group.

As much as possible, measures are put in place to avoid any exclusion from a trip, this is only ever used as a last resort.

The attendance of the end of Year 'treat trip' (not an educational trip) will be dependent on good or improved conduct.



### **Pupils Conduct Outside Of the School Gates**

Staff may discipline pupils for non-criminal poor behaviour or bullying which occurs off the school premises which is witnessed by a member of staff or reported to the school.

Pupils may also be disciplined for misbehaviour when travelling to or from school, wearing school uniform or is identifiable as a member of St. Margaret's, Anfield, CE Primary School.

### **Parents' Responsibility and Behaviour**

Parents are responsible for supervising their own children at the beginning and end of the school day. Whilst on site, representing school, in close proximity to school or during telephone communication, parents are expected to set a good example to our children adhering to the Parent/Carer Code of Conduct at all times.

Parents must never approach a child other than their own in order to question or chastise them.

Parents are also advised not to approach other parents regarding issues between children.

### **Links with Other Policies**

This policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs
- Child Protection
- Anti-Bullying
- Attendance Policy
- Staff Code of Conduct
- Positive Handling
- Parent/Carer Code of Conduct

### **Complaints**

It is important that all parties are clear about the difference between a concern and a complaint. In most cases, our aim is to try to resolve any concerns quickly and informally, to avoid concerns becoming complaints. Formal procedures will need to be invoked when the person raising the concern remains dissatisfied and wishes to take the matter further.

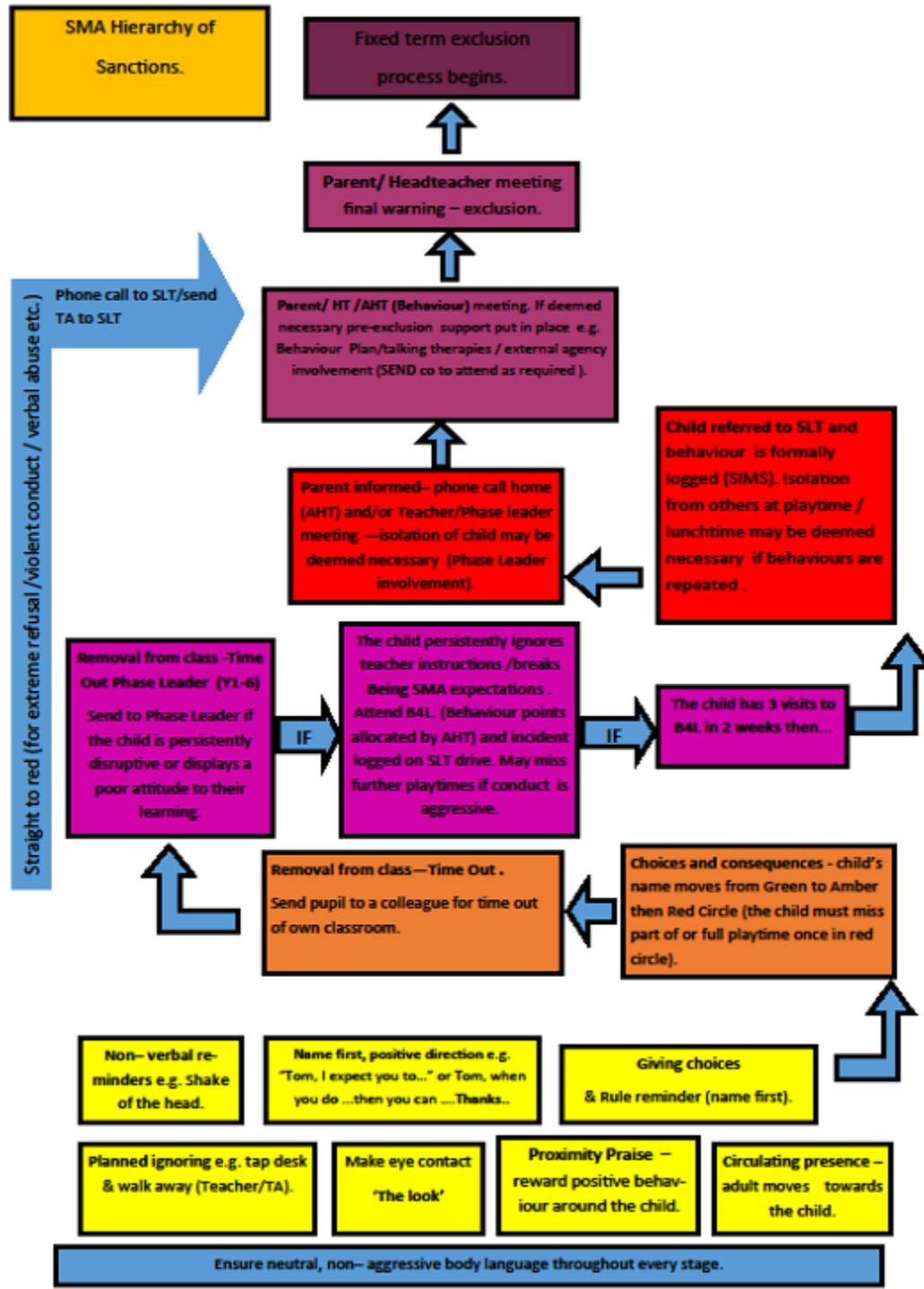


### **Policy Review**

The policy will be reviewed in line with the school's review cycle. However, the Governors may review the policy earlier if the Governing Body receives recommendations on how the policy might be improved.

This Positive Behaviour Policy will be reviewed annually.

It will be reviewed by the SLT, School Council, staff and other relevant stakeholders.





## **Appendix 2. 'Being SMA' - Behaviour Expectations.**

Our school Rule is: **Be Sensible and Think First of Others.**

It underpins a set of expectations that apply to everyone:

We are honest - we do not hide the truth or take things that do not belong to us

We work hard – we do not waste our time or the time of others

We are gentle and do not hurt others

We listen – we do not interrupt, shout out or disrupt the learning of others

We are kind, respectful and helpful to others (including the way that we speak to them)

We say 'please' and 'thank you' when speaking to both adults and children

When we answer our names during registration we reply with 'Good Morning/Afternoon' and the teacher's name.

When a member of staff says 'Good Morning/Afternoon' to us we return the greeting quickly – using their name if we know it.

We greet a visitor with 'Good Morning/Afternoon' when they enter our classroom

We look after school property – we do not waste or damage it

When moving to another part of the school, we walk quietly and in single file

We hold doors for others and when thanked politely respond with 'You're Welcome'

When walking in a line or on our own and an adult approaches we stand aside to allow the adult to pass first

We walk to the left-hand side of corridors.

**If a pupil attends B4L aspects of the above expectation will be discussed (B4L form Appendix 3).**



**Appendix 3 – B4L form**

		<h1>B4L</h1>			
<b>Name:</b>		<b>Class:</b>			
<b>Date:</b>		<b>Time:</b>			
<b>What did you do?</b>					
<b>What happened just before?</b>			<b>Was anyone else involved?</b>		
<b>Why did you do it?</b>					
<b>What rule did you break?</b>					
<b>What would be a better choice next time?</b>					



**What can WE do to stop you from doing this again in the future?**

**What can YOU do to make things right again now?**

**By the end of this session we are looking for Respect,  
Responsibility and Repair.  
YES/NO**

**B4L Staff Comments:**

**Signed: (B4L Staff)**

