



St Mary's Hampton

Church of England Primary School

Culture and Behaviour Policy

Review Frequency:	Annual
Review Committee	Teaching and Learning
Next Review:	Summer 2025
Agreed:	Summer 2024

A handwritten signature in blue ink, appearing to read 'M. White'.

Signed:

(Headteacher)

SCHOOL RULES

We have 3 school rules, which are agreed visible consistencies. We encourage, and expect, our whole school community to be: Ready, Respectful, Responsible

REWARDS

Children will always be praised for following the school rules. In particular, for the effort that they put into being ready, respectful and responsible.

Rewards are given for behaviours that go 'above and beyond' expectations.

Rewards include Dojos and going on the 'extra mile' board.

SANCTIONS

At St Mary's we know that school behaviour systems should not be obsessed with control and punishment. Also, that children need empathy, understanding and kindness, alongside the tough message and consequence. (Paul Dix, 'When the Adults Change, Everything Changes')

Sanctions are always discreet, proportionate and designed to be small inconveniences to the child e.g. missing 5 minutes of play to reflect on their behaviours (please see appendices).

RESTORATIVE APPROACH

Following an incident, staff use a restorative approach to chat to the child, once everyone is calm. Rather than sitting face to face, we walk and talk or engage in a collaborative activity.

These are the questions that we ask:

What happened?

What were you thinking at the time?

Who has been affected and how?

What can we do to put things right?

How can we do things differently in the future?

Any secondary behaviours are dealt with separately.

FEEDING FORWARD

It is important that children have time to reflect, however we don't want to dwell on poor choices. Rather than feeding back, which focuses on the unchangeable past, we talk to children about the behaviours that we want to see in the future (feed forward).

CLASSROOM STAFF AND SENIOR LEADER RESPONSIBILITIES

At St Mary's, we work as a team and support each other. This can involve working as part of a 'tag team' if someone recognises that they are finding a particular situation tricky.

Having said this, we know that the best people to build relationships with vulnerable children are the staff in their class. Passing children on can result in teachers and TAs being undermined, as the child feels they only have to answer to the Senior Leader.

If Senior Leaders become involved, they support the classroom staff to have the restorative conversations with the child.

HELPING CHILDREN TO UNDERSTAND EMOTIONS AND BEHAVIOURS

As part of our curriculum, we actively teach children to better understand why they are behaving as they are e.g. lessons about the brain and how we react in fight, flight, flock and freeze mode. We also teach them strategies that they can use to self-regulate.

Much of this is done through PSHE lessons, Zones of Regulation and FLIP It Thinking sessions.

HELPING ADULTS TO UNDERSTAND AND SUPPORT CHILDREN'S EMOTIONS AND BEHAVIOURS

We have weekly staff training sessions, as well as INSET days. These might look at: attachment, unconscious bias, Team Teach training.

Staff also meet, at least once every half term, in Teaching and Learning Communities (TLCs) to coach each other on a range of situations – managing behaviour being one of them.

LINKS TO OUR VISION AND OTHER POLICIES

Ready, Respectful and Responsible are St Mary's 3 main rules.

We also work hard to encourage children (and staff) to be resilient, risk-taking, resourceful and reflective (see Teaching and Learning, Assessment and Feedback policies).

We also want everyone in the St Mary's community to embody the Fruits of the Spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (see Vision, SMSC and RE policies).

Appendices – behaviour management in practice

ENCOURAGING POSITIVE BEHAVIOUR

We will aim to reward both effort and success in all aspects of school life. This will support the children in:

- feeling worthwhile
- feeling good about themselves (body, mind and relationships with others)
- feeling valued
- knowing they have done their best
- looking for the positive
- fostering tolerance
- understanding difference
- self-respect and awareness of own strengths and weaknesses
- respecting the environment
- being self-motivated
- treating others as they would like to be treated
- listening to peers and adults and responding positively
- being listened to
- being open-minded
- being helpful and friendly
- accepting correction and not feeling threatened by others.

REWARDING POSITIVE BEHAVIOUR

All adults will encourage and reward positive behaviour in a variety of ways:

- give praise – private and public; thumbs up
- encourage dialogue with children
- use stickers, certificates and other rewards (eg. 'DOJOS')
- support and give positive comments on children's work
- prominently display children's work
- show or read out children's work
- hold celebration/achievement assemblies – "sharing " assemblies each Friday
- Tree of Friendship (see appendix)
- communicate with parents, both formal and informal
- develop personal logs or diaries to encourage self-assessment, with adult guidance.

DISCOURAGING INAPPROPRIATE BEHAVIOUR

There will be an expectation of very good behaviour at St Mary's Hampton and these high expectations and clear structures will be communicated plainly and regularly to the children. Inappropriate behaviour is discouraged by:

- focusing on previous positive behaviour and not drawing attention to the negative
- having a quiet word or non-verbal signal with the child
- diverting to a different task
- the removal of privileges
- temporary confiscation of items causing distraction
- individual discussion with child
- verbal reprimand focusing on behaviour not pupil
- temporary isolation – sitting alone to re-focus
- removal from class – working in another location under supervision (paired locations)
- completing tasks during part of playtime – if appropriate
- consultation with headteacher
- parental involvement
- behaviour records/diary with targets for improvement
- exclusion for fixed term
- permanent exclusion.

These strategies will be used as appropriate, according to the behaviour, the situation and the severity of the incident.

BEHAVIOUR SUPPORT

The behaviour of children is primarily the responsibility of the class teacher and incidents should be reported to him or her. The class teacher will have a clear overview of the behaviour of the children in their class and will initiate meetings with the parents if deemed necessary. At these meetings a programme of behaviour support may be put into place and will be used to review and set targets, if appropriate. The headteacher or inclusion co-ordinator will be informed of these meetings.

SANCTIONS

Children will understand the strategies and will be reminded where appropriate. They will be listed and kept in the class file. This will be shared with individuals as necessary:

- sanctions must go “hand-in-hand” with rewards;
- persistent poor behaviour will have a cause. It is important to find out the reasons why and deal with the cause;

communication with parents will be on going and aimed at having an early intervention at their core;
and sanctions will be applied if there is a serious incident and particularly if there is any link with the Equalities Policy.

For exclusions see the Exclusions policy.

PHYSICAL RESTRAINT

Physical restraint (positive application of force with the intention of protecting the child from harming himself or others, or seriously damaging property) will only be used in emergency situations and as a last resort. Please see the school's Physical Restraint Policy for more information.

RECORDING BEHAVIOUR

If a child's behaviour is giving cause for concern, then the school will keep a record of positive and negative aspects of behaviour. This evidence can then be used to support the child by contributing to a planning/action/review cycle within the school. It will inform the discussion with the child's parents and the child at review meetings. This will also provide the child's new teacher with full information, either within the school or on transfer.

BEHAVIOUR FOR LEARNING

Children are taught the behavioural skills for effective learning throughout their time at St. Mary's. The characteristics of effective learning maybe summarised as resourcefulness, resilience, the ability to reflect, and to be responsive. These characteristics form an integral part of the curriculum building blocks and, together with clarity of behavioural expectations, formulate the building blocks of our approach to learning.

MONITORING

Behaviour is monitored for its impact upon promoting a safe, happy environment where children may thrive and learn together. The headteacher monitors behaviour throughout the school frequently and regularly through day-to-day observations and monitoring of record keeping logs. This is reported to the governing board termly in the headteacher's report.

The health and safety governor monitors logs half termly and reports to the Resources committee, and governors encompass monitoring behaviour for learning in their programme of governor visits, which are reported through the Teaching and Learning committee.

COMPLAINTS PROCEDURE

If anyone in the school community feels that this policy is not being followed then they should raise the matter first, with the headteacher and, if concerns persist, with the Chair of Governors who will facilitate the appropriate action. If there is a formal complaint then the school's complaints procedure will be followed.

Tree of friendship and Celebration / sharing our learning assemblies:

Weekly assemblies are held where children and adults share their learning, celebrate achievement in all aspects of learning, including behaviour, and acknowledge the contribution of role models. Positive behaviour is rewarded through the Tree of Friendship, which celebrates acts of readiness, respect and responsibility. Any member of the school family may nominate another member. Nominations are made by staff and then a leaf is added to the tree in a sharing assembly. During the year the bare trunk of the tree flourishes with an ever-increasing number of green leaves.

Appendix 2

Consequences of negative behaviour

The Behaviour Policy has been formulated with the safety and wellbeing of the children in mind, and to enable our school to function efficiently as a place of learning. The purpose of this appendix is to make clear the boundaries for acceptable and unacceptable behaviour and conduct.

Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Children also need to know there are consequences to inappropriate behaviour. Following updates to statutory guidance, it is important that a behaviour policy outlines these boundaries, particularly in relation to grounds for exclusion. The following tables list examples of unacceptable behaviour which might arise and a wide range of suggested consequences, which may be used as deemed necessary. These behaviours, under circumstances of extremity, recurrence, etc., might cause exclusion. The list is not intended to be exhaustive, as no list could; however, principles such as honesty, respecting others, and respecting property, inform the entire list.

The school reiterates the operational principles laid out in the main part of the Behaviour and Anti-Bullying Policy; namely, that each case is individual and is handled as such, that all legal requirements and duty of care will be observed in relation to pupils and the causes of their behaviour, that sanctions will be appropriate to the child and misbehaviour, and that consultation with parents and other authorities will be undertaken where appropriate. The Headteacher will have discretion to act as needed in each disciplinary process, and in assigning sanctions.

Behaviours

Low level	Moderate level	Serious level
Fidgeting/ fiddling	Consistently shouting out	Serious assault
Telling tales	Poor effort	Throwing/kicking furniture or equipment
Dropping litter	Distracting others	Vandalism, e.g. extreme damage to school property
Being noisy	Poor attendance / punctuality	Serious physical/verbal threats made to staff or children
Failing to keep on task	Walking out of class	Violent outbursts, verbal or physical, to pupils or adults
Walking around the classroom when they should be working	Hurting others	Carrying an offensive weapon
Unkind remarks towards others or their families	Coming unprepared for work (continuously)	Carrying or using drugs
Bad language (one-off)	Fighting	Leaving school without permission
Time-wasting	Stealing	Sexualised behaviour or
Telling lies	Interfering with property belonging to others	
Spitting	Disregarding adults	
Being rude	Threatening/aggressive	

<p>Not having the correct uniform</p> <p>No PE kit</p> <p>Running in corridors</p> <p>Pushing in line</p> <p>Borrowing without permission</p> <p>Leaving the work area untidy</p> <p>Poor sportsmanship</p>	<p>behaviour</p> <p>Refusal to co-operate</p> <p>Vandalism—graffiti, etc.</p> <p>Outside of school, bringing the school into disrepute</p>	<p>language</p> <p>Racist abuse/incidents</p> <p>School refusal</p> <p>Bullying (including cyber-bullying)</p>
<p>Dealt with in class / by duty staff at playtimes / lunchtimes</p> <p>Any persistence of low-level behaviours would move into moderate level.</p>	<p>Repeated incidents of any moderate behaviours the Headteacher is informed. Parents may be informed.</p>	<p>Parents informed by the headteacher.</p>

Sanctions and Procedures

Low level	Moderate level	Serious level
<p>Thumbs down, frown</p> <p>Verbal check</p> <p>Withdrawing attention</p> <p>Related sanction, e.g. clean up mess, Repeat activity,</p> <p>Time out on designated chairs/spaces / buddy classroom</p> <p>Miss out on an activity</p> <p>Warning</p> <p>Letter of apology</p>	<p>Time deducted from own time (playtime, lunch) to complete work</p> <p>Time out in another class or designated chairs/spaces</p> <p>Buddy system</p> <p>Reflect and write / draw</p> <p>Attendance letter</p> <p>Loss of privileges (miss class trip/event, club attendance)</p> <p>Referred to Deputy headteacher / SENCo</p> <p>With continual behaviour at this level a behaviour support plan will be written NB the template is located on the R drive. This will be drawn up by the class teacher with the SENCo and shared with pupil and parents</p>	<p>Deputy or SENCo to inform Headteacher</p> <p>Involve parents</p> <p>Involve SENCo (who is also the inclusion manager)</p> <p>Involve outside agency to access support</p> <p>Weekly behaviour report home</p> <p>EWO referral</p> <p>Lunchtime exclusion</p> <p>Internal exclusion</p> <p>Modified timetable</p> <p>Fixed-term exclusion</p> <p>Permanent exclusion</p>