



## St Michaels CE Primary School

### Behaviour Policy

*'Learning together through love, friendship, forgiveness and faith.'*

Exceptional behaviour is at the heart of effective learning and at St Michaels we have three rules:

- We will be safe
- We will be ready
- We will be kind and respectful

The 6 R's underpin our expectations for the behaviour of ALL members of the school community. We celebrate those who have shown specific values during 'Achievement Assembly' each week. The 6 R's are:

- Respectful
- Resourceful
- Reflective
- Resilient
- Rational
- Responsible

These principles are woven together with our school mission statement:

*'Learning together through love, friendship, forgiveness and faith.'*

#### **Expectations of adults**

Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children. Routines for behaviour in the classroom and around the school are explained and reinforced.

Adults' expectations of behaviours for learning are a self-fulfilling prophecy, so at St Michaels:

- We have mixed ability pairs and tables, not children grouped or sat by notions of ability
- We expect that through expert teaching, great tasks are supported as appropriate, and given time, children, excepting those with a diagnosis of SEN can learn age related content;
- We articulate and, more importantly, act a growth mind set;
- We expect all children to attempt work independently. TPs do not sit with the same child or group of children each lesson, instead TPs are deployed to children or groups of children based on needs in each individual lesson. Our children who need the greatest support get it from the most experienced, skilful adult - the teacher;
- We (or our TPs) intervene on the day if children have not grasped a concept so that they are ready for the next lesson; and
- We talk about children who have quickly grasped a concept or those who are new to it. We do not label children or groups of children by their perceived ability.

Positive adult / child relationships are crucial.



We understand that to change children's behaviour or mood, we may need to change our own. We're pleased when they get it right and are calm if they get it wrong. Behaviour is functional, predictable and changeable, so:

- we show unconditional positive regard for all children;
- we influence children's moods to be more positive;
- we invest time in building trust and relationships with all children; and
- we embody Rob Long's mantras:
  - consistent to our principles, flexible in our practices;
  - it doesn't have to be perfect to be good;
  - behavioural mistakes are learning opportunities;
  - attitude is everything;
  - fight fire with water;
  - analyse, don't personalise; and
  - if we can predict it, we can prevent it.

See Appendix 1 for strategies for dealing with difficult situations.

### **Expectations of children:**

Through expert teaching, we encourage and expect children to develop behaviours for learning, including:

- engagement,
- collaboration,
- participation,
- communication,
- motivation,
- independent activity,
- responsiveness,
- self-regard / self-esteem, and
- responsibility.

**For a safe and happy school children are expected to:**

- 😊 **Arrive to school on time**
- 😊 **Wear our school uniform**
- 😊 **Show respect to everyone in school**
- 😊 **Be truthful well- mannered and kind**
- 😊 **Take pride in our school building**
- 😊 **Look after our books**
- 😊 **Walk sensibly and quietly in the corridors**
- 😊 **Keep our school litter free**
- 😊 **Set a good example to others**
- 😊 **Exercise self- control**
- 😊 **Line up quickly and quietly when the bell rings**
- 😊 **Do not behave in a way that prevents other children from learning**



## The Rights and Responsibilities of Everyone at St Michael's CE Primary School

### Our Pupils

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"> <li>☺ Be valued as members of the school community;</li> <li>☺ Get help when they seek it, whether with help or with bullying, or other personal worries, and to have a sympathetic audience for their worries or concerns;</li> <li>☺ Make mistakes and learn from them;</li> <li>☺ Be treated fairly, consistently and with respect;</li> <li>☺ Be consulted about matters that affect them, and have their views listened to and, as far as reasonable, acted upon;</li> <li>☺ Be taught in a pleasant, well managed and safe environment;</li> <li>☺ Work and play within clearly defined and fairly administered codes of conduct;</li> <li>☺ Experience a broad, balanced and suitably differentiated curriculum, and to have any learning needs identified and met;</li> <li>☺ Develop and extend their talents, interests and abilities;</li> </ul>	<ul style="list-style-type: none"> <li>☺ Come to school with homework done and suitably equipped for lessons in the day ahead;</li> <li>☺ Respect the views, rights and property of others, and behave safely in and out of class;</li> <li>☺ Co-operate in class with their teacher and with their peers;</li> <li>☺ Work as hard as they can;</li> <li>☺ Follow the 6Rs and do all they can to develop and maintain the unique Christian ethos of our school;</li> <li>☺ Conform to the conventions of good behaviour and abide by school rules;</li> <li>☺ Seek help if they do not understand or are in difficulties;</li> <li>☺ Accept responsibility for their own behaviour and learning, and to develop the skill of working independently;</li> </ul>

## The Rights and Responsibilities of Everyone at St Michael's CE Primary School

### Our Staff

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> <li>☺ Work in an environment where common courtesies and social conventions are respected;</li> <li>☺ Express their views and to contribute to policies which they are required to reflect in their work;</li> <li>☺ Adequate and appropriate learning environment and resources;</li> <li>☺ To be treated with care and dignity by all members of the school community;</li> <li>☺ A suitable career structure and opportunities for professional development;</li> </ul>	<ul style="list-style-type: none"> <li>☺ Behave in a professional manner at all times;</li> <li>☺ Act as role models for the 6Rs and contribute to the unique Christian ethos of the school by promoting the school's values and vision.</li> <li>☺ Ensure that lessons are well prepared, making use of appropriate resources, and that homework is appropriately;</li> <li>☺ Show interest and enthusiasm in the work in hand and in their pupil's learning;</li> <li>☺ Listen to the pupils, value their contributions and respect their views;</li> </ul>



<ul style="list-style-type: none"> <li>☺ Support and advice from senior colleagues and appropriate external bodies;</li> </ul>	<ul style="list-style-type: none"> <li>☺ Be sympathetic, approachable and alert to pupils in difficulty of falling behind.</li> <li>☺ Identify and seek to meet pupils' special educational needs through the identified SEN Code of Practice;</li> <li>☺ Share with the parents any concerns they have about their child's progress or development;</li> <li>☺ Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</li> <li>☺ Report suspected cases of bullying to the Designated Lead for Child Protection or in their absence to the Deputy Designated Lead. The headteacher must be kept informed</li> <li>☺ To report all suspected cases of racism and radical behaviour or sympathies to the headteacher.</li> <li>☺ Follow up any complaint by a parent about bullying and report back to the parent within one week of the action which has been taken;</li> <li>☺ To maintain confidentiality regarding any information about pupils and not to behave in any way that could bring the school into disrepute;</li> </ul>
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### Our Parents/Carers

Parents'/Carers' Rights	Parents'/Carers' Responsibilities
<ul style="list-style-type: none"> <li>☺ A safe, well managed and stimulating environment for their child's education;</li> <li>☺ Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently;</li> <li>☺ Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;</li> <li>☺ Be well informed about their child's progress and prospects;</li> <li>☺ Be well informed about school rules and procedures;</li> <li>☺ A broad, balanced and appropriate curriculum for their child;</li> <li>☺ Be involved in key decisions about their child's education;</li> <li>☺ A suitably resourced school with adequate and well maintained accommodation;</li> </ul>	<ul style="list-style-type: none"> <li>☺ Ensure their child attends school regularly and arrives in good time, with homework done and suitably equipped for lesson during the day ahead.</li> <li>☺ Be aware of school roles and procedures and encourage their child to abide by them;</li> <li>☺ Show interest in their child's class work and homework, where possible, provide suitable facilities for studying at home;</li> <li>☺ Act as positive role models for their child in their relationship with the school;</li> <li>☺ Attend planned meetings with the teachers and support school functions;</li> <li>☺ Provide the school with all the necessary information about their child, including telling the school promptly about any concerns they have about school, or any</li> </ul>



	significant changes to their child's medical needs or home circumstances.
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### **Encouraging desirable behaviour**

All adults:

- model and explicitly teach appropriate behaviour,
- acknowledge the meeting of expectations,
- praise children for exceeding expectations and not merely meeting them,
- use intrinsic rewards such as attention, praise, informing parents or granting privileges,
- are aware that extrinsic rewards can distract from learning and use them sparingly and with professional judgement and
- use class time to develop positive relationships with children over and above day to day interactions.

### **Dealing with unacceptable behaviour**

Adults ensure that children are given a chance to change undesirable behaviour through:

- using reminders of expectations, the 6Rs and the school/class rules,
- using private, firm disapproval, planned ignoring or non-verbal signals,
- using warnings, choices and consequences,

### **Letters Home to Parents:**

When the class teacher feels it is necessary, parents will receive a letter home requesting their support to remind children of the school's expectations for pupil behaviour. **See Appendix 2**

### **Reporting Behaviour to the SLT**

- The class teacher is immediately responsible for managing pupil behaviour
- If the pupil's behaviour continues to be undesirable, he/she should be taken to the Assistant Head/Phase leader.
- Persistent undesirable behaviour should be addressed by finally by the Headteacher.
- Parents will be informed of persistent, undesirable behaviour in school.

### **Behaviour Contracts**

On occasions, where adults in school feel pupils need extra support to make good choices about their behaviour, the pupils will enter into a 'Behaviour Contract' with the school. Pupils who sign a behaviour contract are aware that parents will be informed if the contract is broken.



## Sanctions for making poor choices and to avoid disruption of other pupil's learning

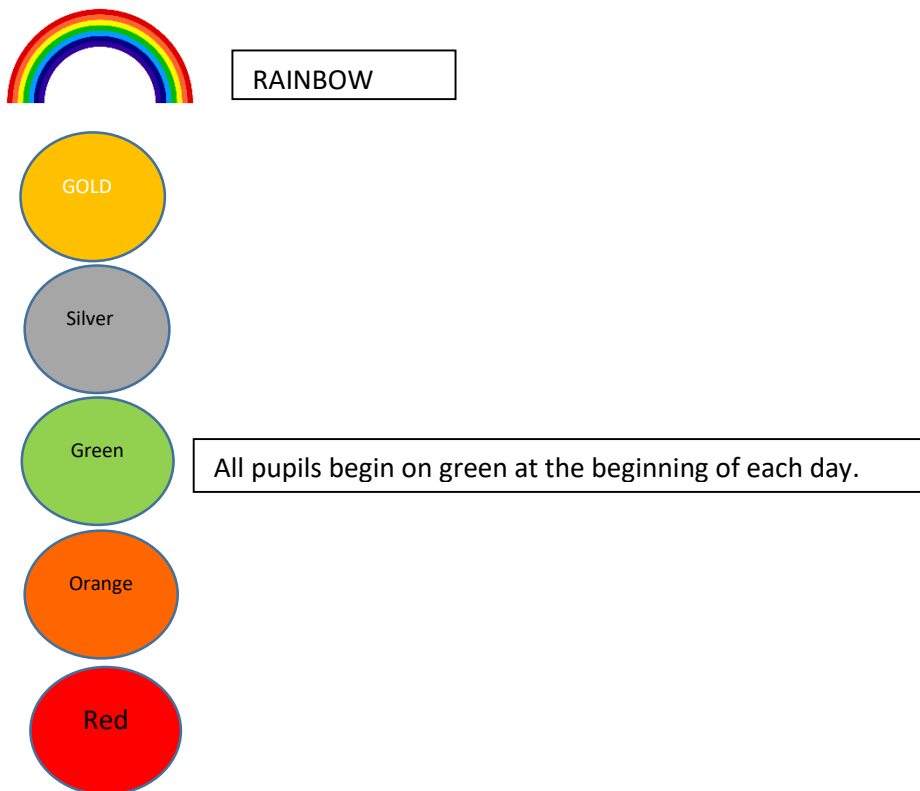
Adults may use the following sanctions, with the choice of sanction being made with the goal that it will make the undesirable behaviour less likely to recur:

- separation from a group within class,
- loss of privileges at school or at home,
- keeping children in at break or lunch time
- spot-visits to classrooms by leaders,
- supervised separation from the class / internal exclusion and
- physical guidance or restraint in potentially hazardous situations (see Reasonable Force/Safe Handling).

## Class Behaviour Charts

To ensure consistency, class behaviour charts are displayed in all year groups from Reception to Year 6. The purpose of the charts is to acknowledge those pupils who are making 'good choices' about their behaviour in school and to encourage those, who have made an unwise choice, to reflect and make better choices in the future.

### Chart Layout:



Pupils have named pegs that are moved at the discretion of teaching staff. All pupils begin the day with their pegs on 'green'. Pupils can be moved from 'green' to 'rainbow' immediately. However, if pupils are making poor choices about their behaviour, they are given a warning. If the behaviour persists they will be moved down to 'orange'. At this point, if pupils are still not able to manage their behaviour they will be given a further



warning. Pupils who choose to ignore all previous warnings will have their pegs placed on red. Pupils who continue to behave inappropriately will be sent to the phase lead and in some cases to the headteacher.

Parents will be informed by the class teacher if their child's peg is placed on red or they are referred to a senior member of staff to discuss their behaviour.

**IF A PUPIL'S PEG IS PLACED BELOW 'GREEN' THEY WILL BE REMINDED TO MAKE GOOD CHOICES TO MOVE THEIR PEG BACK TO 'GREEN' BY THE END OF THE DAY.**

**In the event a pupil makes a very dangerous decision about their behaviour, they will be moved immediately to 'red'.**

**Pupils are also referred to senior members of staff and the headteacher for making responsible choices and demonstrating their commitment to making better choices about their behaviour in the future.**

### **Exclusion**

Exclusion from school is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England - A guide for those with legal responsibilities in relation to exclusion' (2015). Reviewed March 2016

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The purpose of exclusion may be to allow:

- a cooling off period,
- time for thought and discussion,



- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school

A pupil may be excluded for a maximum of 45 days in a school year.

Parents/carers/governors need to know the length of the exclusion and their rights to have their views taken into account. They will receive a letter containing all the information they need when a child is excluded. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the exclusion lasts for more than 5 days. An early meeting with the Headteacher may be requested, if that is not already proposed. Parents/carers have further rights to make representations to the school governors and to the Local Education Authority.

At the Headteacher's discretion, a case conference may be organised. The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

Parents/carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher, the Attendance Officer and a representative of the Chief Education Officer. Parents also have the right to request a meeting with the school governors. If they wish to do that, must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

### **Reasonable Force/Safe Handling**

Under section 93 of the Education and Inspections Act 2006, all school teachers were granted the power to use "reasonable force" in order to:

- Maintain discipline in schools
- Prevent criminal offences from taking place
- Prevent children and others from sustaining injury

Based on this legal framework the working definition of 'reasonable force' is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under duty of care, staff may use a physical intervention and when they do so, they should be clear that the action was:

- In the best interests of the child
- Necessary
- Reasonable and proportionate
- Last resort (where possible).





Staff have undertaken 'Team Teach' training in respect of the above.

### **Record keeping**

Class teachers keep records of inappropriate behaviour in a class book. On occasion, the Headteacher or other member of the leadership team may inform the parent of a behaviour incident by letter and a copy of this is kept in the pupil's file.

### **Home-school Partnership**

We believe in an effective and meaningful partnership between home and school. To this end, St Michaels School will:

- make contact with parents before serious situations develop whenever possible;
- at appropriate times involve parents in managing children's behaviour and

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies,
- co-operate with the school in maintaining good behaviour and
- be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Mrs Palmer is available to support parents with difficulties that they may be experiencing and the school is able to suggest local parenting courses to parents.

Approved by the governing body:

Signed

Date

Updated: June 2020

Review date: June 2022

Linked to policies:

Safeguarding

Class Plans for Learning

The Rights and Responsibilities of Our Staff, Pupils and Parents



Staff Code of Conduct

End of the School Da

## **Appendix 1**

### **Strategies for Dealing with Difficult Behaviour**

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- ❖ Stay calm
- ❖ Use a quiet voice
- ❖ Use neutral language and keep it to a minimum
- ❖ Avoid invading personal space unless necessary
- ❖ Avoid prolonged eye contact
- ❖ Stand still
- ❖ State expectations clearly
- ❖ Remind pupil of the consequences-use cautiously
- ❖ State what will happen next
- ❖ It may be necessary to remove the audience
- ❖ Withdrawal- move the child away from the group for a short period. This could involve a walk around the school grounds to provide a 'cooling off period' and time for reflection
- ❖ Always remember to give a thought driven professional response to a pupil's behaviour with a view to de-escalating the situation.
- ❖ All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour
- ❖ Consistency of approach from all adults
- ❖ Give the following message to all pupils:  
"I want you to achieve in my class."  
"You are responsible for your own behaviour."



## Appendix 2

### Letters to Parents

Dear-----

Date:

Recently your child....., has not been behaving as well in school as they could, for example.....

.....

It is important that your child understands the need to follow our Behaviour Policy, particularly 'Pupil Responsibilities', and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class Teacher

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### Behaviour Letter -return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of Child:.....

Parents Name:.....

Parent signature;.....

Date:.....