St Margaret's CE Primary School

Behaviour and Attitudes Policy
2022

Written by:	Alison Spears Mike Jee Mary Dark		
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Contents:

- Aims
- Purpose
- Definitions
- Roles and responsibilities
- St Margaret's Golden Rules
- Rewards and sanctions
- Off-site behaviour
- Behaviour management
- Pupil support
- Safeguarding
- Monitoring
- Links with other policies

Aims of the policy:

This policy aims to:
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how we expect pupils to behave, promoting good relationships and ensuring that all learners are treated fairly and shown respect
- Build a community that values kindness, love, teamwork, friendship, resilience and respect
- Summarise the roles and responsibilities of different people in our school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Ensure that excellent behaviour is an expectation for all

This policy is based on advice from the Department of Education (DfE) on:
- Behaviour and discipline in schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting children with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice

Purpose of the policy:

To provide simple, practical procedures for staff and learners that:

- Recognise behaviour expectations
- Positively reinforce behaviour expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interactions and interventions

Definitions

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude or manners to others

Serious misbehaviour is defined as:
- Repeated breaches of the school expectations (including the golden rules around our school values)
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature
- Disrespect to school or others' property
- Taking things that do not belong or without asking
- Physical aggression
- Discrimatory behaviours: racist, sexist or homophobic
- Possession of any prohibited items:
  - Knives or weapons
  - Stolen items
  - Any article a staff member reasonably suspects has been, or is likely to be, used to hurt someone or damage property

Bullying

Bullying behaviour is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying behaviours can include:

Type of bullying behaviour	Definition
Psychological	Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, religion, sexual orientation, disability, family circumstances, appearance or any other feature of their lives which can be used to wound or humiliate them
Physical	Hitting, kicking, pushing, punching any use of unprovoked violence
Prejudice-based and discriminatory, including: racial, faith-based, gendered, homophobic/biphobic, transphobic, disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race)
Sexual Harassment	Unwanted behaviour of a sexual nature which violates a person's dignity, makes them feel intimidated, degraded or humiliated and creates a hostile or offensive environment
Direct or indirect verbal	Using language in a derogatory or offensive manner
Cyber	Using mobile phones or the internet to deliberately upset someone.

Details of our school's approach to preventing and addressing bullying behaviours are set out in our anti-bullying policy.

Roles and responsibilities

The governing body
The governors are responsible for reviewing and approving the written statement of behaviour principles. They will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher
The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the governors. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff
Staff are responsible for:
- Implementing the behaviour policy consistently and across the school
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents accurately

The senior leadership team will support staff in responding to behaviour incidents. Where appropriate, the Pastoral Lead will use the Restorative Approach to Behaviour Management to enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right with support and guidance.

Parents
Parents are expected to:
- Support their child in adhering to the behavioural expectations of the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

St Margaret's Golden Rules linked to our School values.

- Love
  Be gentle, don't hurt anybody
- Friendship
  Be friendly and helpful, don't hurt anybody's feelings
- Kindness
  Be kind and truthful, think of others before yourself
- Resilience
  Work hard, don't give up or waste time
- Respect
  Look after property, don't waste or damage things
- Teamwork
  Listen to others and show good manners, don't interrupt

Rewards and sanctions
Positive behaviour will be rewarded with:
- Praise
- House points (whole school system)
- Daily incentives like stickers
- Postcards or phone calls home to parents
- Referring the pupil to a senior member of staff
- Special responsibilities/privileges
- Harry Cheeseman Kindness Cup

The school may use one or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand
- Moving the child within the classroom
- Expecting work to be completed at home, or at break or lunchtime
- Timeout in another classroom
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Blue Book with stepped sanctions

Managing and modifying poor behaviour
Learners are responsible for their behaviour. Staff will use the steps in behaviour for dealing with poor conduct and will do so without delegating. Where appropriate, they will work alongside the Pastoral Lead in using the Restorative Approach to Behaviour Management.

Redirection	Comment on the good behaviour of others who are close to the learner. *'Look how nicely these children are sitting. Thank you.'*
Reminder	A clear verbal reminder of the expectations, delivered privately (if possible) to the learner – state behaviour, redirect and give the learner time to do this. *'James, you're talking, you need to get on with your work. Thank you.'*
Warning	A clear verbal warning delivered privately (if possible) to the learner. Outline the consequences if they continue (time spent during break or lunch completing work, moving to a different classroom). The learner has the choice to do the right thing. *'James, you're still talking, that's a warning. If you continue you will have to move. You need to get on with your work. Thank you.'*
Moving within the classroom	The learner is moved to a different seat within the classroom.
Blue Book with Time Out	The teacher speaks to the learner away from the other children. Boundaries are reset. Learners are reminded of their previous (positive) conduct/attitude/learning. Learners complete their time

	out (a different position in the classroom, in a different classroom or area of the school where they can be monitored by an adult). Behaviour is recorded in the **Blue Book.** Parents are informed by the adult teaching the class either at the gate or a phone call at the end of the day.

Should a teacher require immediate assistance in dealing with a behavioural issue as a matter of safety, they should send a child to the office, or send a green 'help required in _____ class' so a member of the SLT team can support.

Off-site behaviour

Expectations for behaviour are equally for children who are not on school site. Sanctions may be applied to where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part on any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Behaviour management

Classroom management
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
They will:
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the St Margaret's Golden Rules
- Display the focus half-termly value of the school
- Develop a positive relationship with pupils, which will include:
    - Greeting pupils in the morning
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day as a fresh start
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

Physical restraint
In some circumstances, staff may use reasonable force to restrain a pupil to prevent them…
- Causing disorder
- Hurting themselves or others
- Damaging property

These adults will have received the appropriate up-to-date **Team Teach** training

Incidents of physical restraint must:
- Always be as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a learning need from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of the pupil.

The School's Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Monitoring

This behaviour policy will be reviewed by the headteacher and governors annually. At each review, the policy will be approved by the headteacher.

Links with other policies

This behaviour policy is linked to the following policies:
- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy