



**St Mary's School**  
**Positive Behaviour Policy**



The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and classroom level through interactions between staff and pupils and between pupils themselves. The development of a positive ethos within schools is the foundation for better learning.

**Aims**

- To create an atmosphere of mutual respect, trust and corporate responsibility
- To promote a positive school ethos through positive behaviour strategies and celebrations of success
- To raise standards of attainment and achievement, behaviour and attendance for all pupils
- To get pupils to manage their own behaviour effectively while respecting the rights of others
- To provide information and guidance to staff when any discipline problems arise in the school, and ensure a consistent and proportional response.
- To inform parents and pupils of sanctions that will be taken for negative behaviour
- To develop social and citizenship skills through a variety of school contexts

At St Mary's, all staff and children recognise that we have the RIGHT to learn in an orderly community in which effective learning can take place; with our rights come RESPONSIBILITY for actions we take and the environment in which we work; that there is mutual RESPECT amongst all members.

Therefore we will:

- Build good relationships amongst teachers, pupils and parents;
- Have high expectations of all our pupils;
- Offer a broad and balanced curriculum with activities appropriate to the age and abilities of the pupils;
- Create an environment which supports and stimulates learning;
- Differentiate the learning for pupils of different abilities;
- Offer pupils frequent opportunities to influence and take control of their learning by contributing ideas and working collaboratively;
- Encourage pupils to be actively involved in their learning and in the wider opportunities that the school offers;
- Be good role models of adult behaviour with excellent cooperation and support for each other;
- Adhere to the School Charter which was agreed by staff and pupils;
- Emphasise praise and reward rather than sanctions and punishments.

## **Code of Conduct**

At the beginning of each new academic year, the pupils and staff agree the expectations of behaviours in a School Charter. These go hand in hand with the Class Charters. The importance of the rules is that they have been established through the staff and pupils working together, so that the pupils have ownership of them.

Common sense rules, stressing courtesy, respect and safety for all in and around the school. The School charter is displayed around areas of the school reminding pupils of the high standards and expectations the school has of them.

## **Good Behaviour**

Our emphasis will always be on the positive approach of encouragement and praise. This may include:

- Instant verbal praise;
- Comment written inside a pupil's book;
- Use of parental dialogue to comment favourably e.g. Quicknotes/ Parent Postcards;
- Use of stickers/stars for good behaviour, good citizenship or good work in the class;
- Personal/ class/ team awards.

## **Involvement of Staff in Celebrating Good Behaviour**

- A visit to the Headteacher or other members of staff for a bead;
- Displays of pupils work and showing their work in Celebration Assemblies on a Friday;
- Excellent effort award;
- Presentation of rewards in the above;
- Headteacher's note home to parents.

## **Dealing with Behaviour Issues in the Classroom**

- Stage 1 – a warning look/ verbal reminder of expected behaviour;
- Stage 2 – pupil's initials written on the whiteboard – discretely in the bottom right hand corner, or child's name moved to the cloud or yellow card.
- Stage 3 – a dot next to the pupil's initials, and a reflective discussion is held with the class teacher about their behaviour at the end of the lesson or a move to the red card.
- Stage 4 – Second dot next to their name. Time is deducted from play time (up to 10 minutes) for them to reflect on their behaviour. K.S. 2 children will produce a written response. (It is unnecessary for the school to inform parents at this stage, however, if it happens repeatedly (three times+) the child moves to stage 5.)

- Stage 5 – the class teacher will ask the parent/ carers to come into school to discuss strategies to support the school in managing behaviour of the child.
- Stage 6 – if behaviour does not improve a meeting is held between the Headteacher and parent, and it may be necessary for a behaviour plan to be drawn up.

### **Playground Behaviour/ Playground Matters**

- If a child behaves inappropriately at lunchtime or playtimes, they are given time-out from the activity. This may consist of sitting on a playground bench or accompanying the member of staff around.
- Children who repeatedly are unable to play appropriately, are sent in to talk with the ELSA or a senior member of staff.
- If all approaches are unsuccessful, the school will discuss further actions with parents and the child. This may include the restriction of time spent outdoors, the areas they play in or ensuring that they remain with an adult at all times. Our aim will always be to ensure a safe and satisfactory outcome for all concerned.

### **Serious Incidents of Behaviour**

- Any incidents of a serious nature (either in the classroom, at breaktime or at lunchtimes) are taken directly to the KS managers, or members of the Leadership Team if they are unavailable. In these cases, a child moves immediately to stage 4 and the child's parent/guardian/carer should be informed at the discretion of the senior team.

Serious incidents of behaviour include:

- Physical violence
- Racial comments
- Swearing/ foul language
- Bullying/ persistent name calling.

Serious incidents of behaviour in and around school are very rare. However, these incidents may warrant their removal from the classroom and result in internal exclusion.

### **Dealing with Children with Specific Behavioural Difficulties**

Very occasionally, a child requires specific support to help them overcome the behavioural problems they exhibit. Specific programmes will need to be put into place in consultation with the parents/carers, ENCO, and specialist agencies. Consideration will also be given to their support within the classroom.

Policy date: October 2014

Reviewed April 2016