



# St Margaret's Behaviour Policy

Ratified: Autumn 2021 Next Review: Autumn 2022

## Christian Values

Our Christian Values underpin our whole school approach towards behaviour. St Margaret's core values are: **love, joy, patience, kindness and self-control.**

## Aims/Expectations

We aim to:

- Develop in pupils, staff and parents a sense of self-discipline and an acceptance of responsibility for their actions.
- Create a safe, relaxed, happy and effective environment where there is mutual respect between all members of the school community. Adults show how to be a positive role model through their attitude and actions.
- Ensure children assume a positive role by: moving around school safely, calmly and quietly and taking care of the school environment and resources.
- Ensure staff have heard all sides of any dispute before taking action.
- Recognise that it is the behaviour which is not acceptable and not the pupil as a person.

## Parental involvement

Parents are prime role models of behaviour for children. We recognise the importance of and value of parental support: teachers will engage regularly and openly with parents. Parents accept their responsibilities by signing a Home School Agreement. Where appropriate, we use home/school books to encourage positive behaviour from children. Any parent who has a complaint should first talk with the class teacher, then the Phase Leader, then Assistant Headteacher and then the Head Teacher (HT). Unresolved matters should be put in writing to the Chair of Governors via the school office.

## Intervention groupings

Where children are withdrawn from lessons for intervention groups, the TA/teacher will use adapted resources to follow the Stay on Green procedure and their status (green, yellow, red) will be transferred to the whole class chart on return to class.

## Pupil Support

It may be appropriate to identify pupils with behavioural difficulties as requiring additional Special Needs support. The school will seek the involvement of a wide variety of outside agencies where appropriate. See **SEN Policy**.

## Rewards

The emphasis is on a positive approach of encouragement and praise. Teachers use whole school and class rewards, including 'Stay on Green'. All staff can send pupils to the SLT or another teacher to acknowledge good behaviour or work.

At weekly celebration assemblies, children from each class are nominated for Stars or progress cups in recognition of good work/behaviour. Parents are notified of these and are encouraged to attend assemblies each Friday. We recognise good behaviour with respect to the school's Christian Values by awarding special Values cards which children take home, signed with a note from the teachers/ other staff member. Children are recommended by their teacher for Child of the Term Award.

## Sanctions

We realise that sometimes children will behave inappropriately towards adults or other children. In all disciplinary actions, it is essential to understand fully that it is the behaviour which is not acceptable and not the pupil as a person. The school will seek the involvement of a wide variety of outside agencies where appropriate. See behaviour steps below.

Where pupils show they are unable to display behaviour for learning, they will spend some time reflecting their choices in a different classroom.

A member of the SLT team will be informed and the Parent/Carer will be called.

## 'Stay on Green' Behaviour steps:

- One formal verbal warning (following informal warnings and positive behaviour strategies as appropriate).
- Yellow card on 'Stay on Green' display - time out in class 5 minutes.
- Red card behaviour: 10 minutes in an office/intervention room under supervision with work, not with another social bubble.
- If a child continues to receive red cards, parents/carers will be contacted by the teacher – either in person, by phone or by letter – to arrange a meeting between parent, child and teacher to discuss behaviour issues.
- If 'red card behaviour' continues, then subsequent meetings will be called between parent, child, teacher and, subsequently, Phase Leader, Assistant Head, Deputy Head or Head Teacher, by letter, phone or in person.
- Where behaviour is an ongoing issue, the school may choose to provide a Pastoral Support Plan (PSP)/daily behaviour book. The behaviour book will be monitored daily with a view to ending this strategy when a suitable number of continuous 'green days' is judged to have been achieved. PSPs will be reviewed half-termly with parents/teacher.

### Minor inappropriate behaviour

Normally handled by the class teacher or support staff/MDA:

- Persistent inappropriate talking/calling out or interrupting/wasting lesson time
- Not following instructions – e.g. place in the classroom/entering the building at play/lunch time without good reason
- Behaving in a disorderly manner in lines
- Spoiling the classroom environment
- Play fighting
- Minor rudeness towards other children (except in cases of racism/sexism)
- Eating in the classroom during lesson time (except on health grounds)

### Sanctions/’Stay on Green’

Teaching/support/MDA staff may keep children in at break times/enforce time-out for a short period of time to reflect upon behaviour. Staff who are issuing the sanction are to record the behaviour on CPOMS, noting their name and misdemeanour.

Persistent issues will result in a phone call being made by the class teacher to inform the parents of the problem and to arrange to meet with them. If the behaviour continues, the Phase Leader, then Assistant Headteacher and then Headteacher will be advised by the class teacher of the difficulties and will remain involved as a member of SLT deals with the issue under ‘major inappropriate behaviour’.

### Stay on Green in the Playground:

- Duty staff will deal with any disputes and difficulties. This includes:
- Verbal warnings
- Yellow card - ‘time-out’ where children are asked to reflect on their behaviour.
- Red card – longer time out or sent to SLT if ‘major inappropriate behaviour’. Note, children can go straight to red card/SLT if this is case.
- The teacher/TA/MDA must inform the class teacher at the end of playtime/lunch of red cards. However, these will not be transferred to class ‘Stay on Green’ chart.
- MDAs must complete CPOMS notification for any misdemeanours at lunchtime. These are kept as a record and must be reported verbally to the class teacher, who will inform parents – except in the case of serious injury (e.g. head injury, significant cuts) where parents will be contacted by office staff.

### Trips:

Consideration must be made for those children whose behaviour may cause concern on trips. The child may be excluded from the trip on safety grounds. This decision can only be made by the HT. See *Educational Visits Policy*.

### Major inappropriate behaviour.

- Typically, these issues, which include persistent repetition of any inappropriate behaviour (having followed through on Behaviour Steps first), will be referred to SLT.
- Persistent issues of minor inappropriate behaviour/disruption during lessons (having followed behaviour steps/parent meetings)
- Deliberately ignoring adults, rudeness to adults or persistently refusing to follow their instructions.
- Putting themselves or other children at risk due to significant Health and Safety issues.
- Physical/violent abuse of another person, child or adult, staff member or visitor to the school or fighting. \*
- Any prejudice, discrimination or extremist views including derogatory language (**also see Anti-Bullying Policy and Preventing Extremism and Radicalisation Policy**)
- Vandalism/Theft.
- Any drug related issue. \*
- Physical or verbal bullying, racist/sexist/homophobic offensive comments/Harmful Sexual Behaviour \*

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Inform SLT straight away.
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

### Sanctions

The sanction for this type of behaviour is a letter sent home requesting parents to meet with the teacher and/ or EHT/HT/DHT/AHT to discuss the matter further. Playtime/lunchtime detentions will be set as appropriate. If the behaviour is repeated, a behaviour modification plan is agreed between the child, parents and class teacher. Extreme or repeated violence or racist/sexist/ homophobic abuse may result in temporary or permanent exclusion. See ***Exclusions Policy, Racial Equality Policy***.

Major inappropriate behaviour during lunch could result in the EHT/HT withdrawing consent for the pupil to remain at school for lunch when Health and Safety rules have been breached or such behaviour persists.

### \*Investigations

A thorough investigation of these offences will be carried out by the teacher and EHT/HT/ DHT/ AHT. If the offence is proven, the child may be suspended following the ***Exclusions Policy***. When the child returns to school, their behaviour will be closely monitored by the class teacher and Head teacher. If such conduct is repeated, parents will be asked to visit the school to discuss whether the school can continue to accommodate their child.

