



# **St. Mary's R.C. Primary School**

‘A man took a grain of mustard seed, and sowed it in his field. Indeed, the seed is smaller than all seed but when it is grown, it is greater than the herbs, and becomes a tree, so that the birds of the air come and lodge in its branches’ (Matthew 13.31)

*(School Mission Statement)*

## **Behaviour Management Policy**

Adopted by the Governing Body: March 2019 and adapted in May 2020 in light of pupils returning to school after closure due to Coronavirus Pandemic.

## St. Mary's RC Primary School Behaviour Management Policy

At St. Mary's we respect each person as a unique individual with something to offer and something to learn, and we value positive relationships between staff and children, based on courtesy and respect, which we believe are vital to the development of self-esteem as well as self-discipline. Developing such relationships relies on the good behaviour of our pupils, which we encourage and reward. Everyone expects the very best behaviour and we work together to achieve it. We treat children fairly and consistently by valuing and taking account of their individual needs. We also teach values, attitudes and skills which foster mutual respect and care and use collective worship, class circle times, and PSHE lessons to discuss and respond to such values. By rewarding and reinforcing examples of good behaviour, we increase children's esteem.

### **We expect children to:**

- Move quietly around the school, not running inside the building
- Walk on the left of the corridor, close to the wall, to allow a 2 metre gap between another person walking in the opposite direction.
- Walk leaving a 2 metre gap between yourself and another and using markers in corridors as guidance.
- Follow new guidelines, which will be taught in relation to social distancing.
- Be silent in the hall before the start of worship and when walking in and out of the hall
- Allow others to speak without interruption
- Remember, when addressed, to stop, look, listen and answer using the person's name
- Open doors, hold doors for adults as well as for each other-touch limited surfaces e.g. doors-all internal doors that will be used will be propped open.
- Take care of their own and school property and value other people's property-not touching other's property and only bringing in a lunchbox, if required. No further objects to be brought in to school, other than water bottles.
- Be on time-at the new entrances, as detailed in letter to parents dated 21 May 2020.
- Display good table manners at lunchtime
- Treat each other with respect and care and not coughing or spitting towards another person.
- To follow adult guidelines about sneezing, coughing, tissues and disposal ('catch it, bin it, and kill it') and avoiding touching your mouth, nose and eyes with hands.

- Tell an adult if you are experiencing symptoms of coronavirus-these symptoms will be explained daily by the class teacher.
- Follow rules about sharing any equipment or other items.
- Follow school instructions on hygiene, such as handwashing and sanitising.
- Follow instructions on who you can socialise with at school and remain in your 'bubble'.
- Move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing).
- Ask to use toilet and be patient after toilet areas are sanitised after each use e.g. door handles and taps disinfected.

#### **We expect adults to:**

- Listen to children when they speak to us-particularly around their emotions around lockdown and the changes at school and also their health in relation to coronavirus symptoms.
- Give them an opportunity to explain their actions before responding.
- Be punctual for lessons and duties.
- Address children by name.
- Set an example for the children to follow in their behaviour towards both adults and children - particularly around social distancing and keeping safe and staying alert.
- Be professional responsible and accountable – i.e. of displaying any symptoms to alert SLT immediately. Be alert do not put others at risk.

#### **Behaviour is unacceptable when:**

- It stops teachers/learning support assistants/lunchtime staff carrying out their duties.
- It prevents children from learning.
- Children are rude and use unacceptable language.
- Children show verbal and physical aggression.
- Racial or religious incidents occur.
- It stops others from remaining safe from the possible spreading of coronavirus after a new rule has been explained and intentionally broken.

#### **Strategies used to promote good behaviour**

- Each class should set up their own class rules which are relevant to the children and behaviours in the classroom. Rules can and should be revisited over the course of the school year. New rules in relation to returning to school after lockdown will be shared daily and explicitly and displayed around the school in the specific bubbles.

- Maintaining calm body language at all times and making polite silent gestures
- Praising good behaviour and ignoring bad behaviour, as far as is possible
- Focussing on the future, e.g. what should you do next time?
- Giving children time to respond when adults ask them to do something
- Making choices and consequences clear to enable the child to make the right choice. Use of age appropriate material to explain the possible consequences if social distancing and good hygiene not followed.
- Breaking down 'big problems' into smaller manageable steps
- Defusing situations by discussing issues in private, whilst socially distancing, so that there is no public humiliation
- Using positive language, e.g. 'Look this way please' instead of 'how many times have I ....'
- Reminding children about the rules-on a daily basis when they arrive in class.
- Praise, stickers, Headteacher awards, sharing good work with class/buddy class, positive marking, Star of the Week, informing parents, etc. All rewards given to respect the social distancing guidelines.

### **The Sun, Cloud and Rainbow Behaviour System**

Age appropriate alternative behaviour management systems will be in place as directed by the class teacher, to ensure behaviour is managed within the class bubble. SLT will be asked for advice if it is felt this is not manageable and parents will be informed.

The Sun, Cloud and Rainbow Behaviour System is used consistently by all members of staff across the whole school to encourage good behaviour. In year 6 an adjusted version is used, to help prepare the pupils for taking on further responsibilities as they prepare for the year 6/7 transition. The aim is for the children to recognise their behaviours themselves and self regulate. The system is to encourage positive behaviour and act as a reminder for all pupils. The clear steps are there to support children in making the correct choices, so that they are aware of what is acceptable and what the consequences for poor behaviour are.

Every classroom has classroom rules displayed that have been agreed by the class.

Each classroom also has prominently displayed a sun, cloud and rainbow. Individual name labels for all of the children are displayed on the behaviour system. The children start every morning with their names on the sun. It is important that all names are moved back to the sun for the start of each day to encourage the children to behave well and act as a positive incentive.

**The system is as follows:**

- Every child starts the day on the sun
- An informal oral warning is given to a child as prompt for the first incident
- If the behaviour is repeated the child’s name is moved to warning 1
- If the behaviour persists the child’s name is moved to warning 2
- If the behaviour continues the child may be asked to take a time out card (see appendix 1) and take this time out in another class (see table below)

During the period of returning to school after lockdown, pupils will be expected to take timeout in their own classroom, as directed by the adult and following social distancing guidelines.

Nursery	Year 1.
Reception	Year 2.
Year 1	Nursery.
Year 2	Reception.
Year 3	Year 5.
Year 4	Year 6.
Year 5	Year 3.
Year 6	Year 4.

- If the behaviour persists further the child’s name would then be moved onto the black cloud (which indicates length of time at 5 minute intervals.)
- For serious or aggressive behaviours (yellow and red cards- see appendices 2 and 3) the child will be sent to the Headteacher or SLT at any point in the process.
- The same system/expectations are in place for lunchtimes and playtimes. During lunch times pupils are referred to Mrs Cadden for time out cards, yellow and red cards.

Detentions will not take place during this period of return after lockdown, to ensure there is less risk of cross contamination.

**Detention** is held every Friday lunch time for pupils whose names were on the black cloud. The maximum length of detention is 30 mins. If a child’s amount of time on the black cloud exceeds 30 mins then they will have an additional sanction agreed by the teacher and SLT.

A record is kept of which children have attended detention and for how long each week.

If a child attends detention for 20 minutes or longer a letter is sent home to inform parents.

If a child attends detention more than three times in a half term a formal letter will be sent home to the parents to inform them of the detentions and the school's concerns. This is deemed as serious behaviour issues. The next steps could be:

- Formal meeting with parents
- An Individual Behaviour Report Card
- The child being placed on an "in school exclusion."
- Referral to external services for support e.g. Behaviour and Learning Support Service
- The child having a lunch time exclusion (parents will be given prior notice.)
- The child having a fixed term exclusion (parents will be given prior notice.)

### **Individual Report Card**

If an individual Report Card is set up for a child it will be used daily for a fixed period of time (2 weeks) and then reviewed.

The report card will have one specific target linked to the negative behaviour and one target linked to the class rules. The class teacher, learning mentor and child agree the targets together. The report card will run on a traffic light system. Green for target achieved, yellow for almost achieving the target and red for not achieving the target.

### **Rewards (see appendix 4 for full list)**

- Name moved to the rainbow on the class behaviour system for exceptionally good behaviour and citizenship in school
- Individual praise and encouragement
- Appropriate written comments on child's work
- Awarding of certificates, stickers, star pupil, green cards etc
- Work shown to members of SLT
- Head teacher's award
- Public commendations for good behaviour and work in class and assembly
- Positive communication with parents to share success
- Recognition of public successes in the community

## Sanctions

We believe that a child should normally take on a positive role in school. If, however, the child does not respond there are a series of sanctions that can be used. An effective sanction is one that most often stops or discourages careless/poor work or behaviour.

- Teachers follow the Sun and Cloud behaviour strategy which has a clear sanction process. This is consistent across the whole school. [See above-not applicable during period after lockdown.](#)
- A child can be seated individually away from the group to complete work, [always following social distancing guidelines.](#)
- A child can be sent to an adjacent classroom for a short period of time for time out-[not applicable during period after lockdown.](#)
- A child can be sent to a member of SLT-[only as and when agreed by SLT in advance \(and all other behaviour management strategies' have been exhausted\), to try and ensure pupils are not removed from their bubble.](#)
- A child can miss a playtime-[but will need to remain with bubble.](#)
- An individual behaviour chart
- Working with School Learning Mentor
- For continuous misdemeanours there is a Friday Detention at 12.00pm. Children can attend for 5, 10, 15, 20, 25 or 30 mins [see above-not applicable during period after lockdown.](#)

At all times, parents should be kept informed of any issues or problems with behaviour and learning by the class teacher. [This may take place over the telephone as parents are currently not able to enter school premises, to reduce risk of infection for all.](#)

If the child continues to make the wrong choices and behaviour does not improve despite a range of rewards and sanctions being used, the child will be sent to the Headteacher. It could result in the following:

- The child being placed on an “in school exclusion” (yellow card)
- Referral to external services for support e.g. Behaviour and Learning Support Service
- The child having a lunch time exclusion (parents will be given prior notice.)
- The child having a fixed term exclusion (red card)

## **The use of Exclusion**

A decision to exclude a child for a fixed period or permanently should be taken only:

- In response to serious breaches of a school's behaviour policy
- Once a range of alternative strategies has been tried and failed
- If allowing the pupil to remain in class would seriously harm the education and welfare of the pupil or others in the school.

Only the Executive Headteacher or Associate Headteacher can exclude a child from the school. In their absence authority may be delegated to a member of the SLT.

Before a decision is made the Headteacher takes the following steps:

- Consider all relevant facts
- Allows the child to give his/her version of facts
- Speak to any witnesses individually and consider written accounts from all pupils and staff involved.

Parents do have the right to appeal against the decision to exclude the child if the child is excluded for more than five days. Parents should contact the school to ask to speak to the Chair of Governors.

## **Behaviour at lunchtimes**

Time out cards are recorded each day and monitored by the Senior Midday Meals Supervisor. If a child received 3 time out cards the parents is contacted. If there is no improvement in lunchtime behaviour a member of SLT will meet with the parent (**potentially over the telephone**) and sanctions may be put in place (see sanctions list).

## **Dealing with Conflict Resolution**

All children from time to time have conflicts over a range of issues. It is vital that these are dealt with in the proper way. Bullying will also be dealt with using the procedure set out below. Members of staff will:

- Decide upon a good time to deal with the issue.
- Listen to all parties concerned individually and record in brief or report important details.
- Use open questions and deal with the primary behaviour.
- Assure the children that the situation will be dealt with until it is resolved.

- Make the children aware of the consequences of their actions and the rules they have disregarded.

### **Control and Restraint**

Staff are required to wear full PPE and ensure their own and pupil's safety regarding infection, if physical intervention and/or restraint has to be used.

In accordance with the Education Act 1997 the Headteacher can delegate all staff with authority to control and restrain children where necessary.

The law requires that force should only be used when other approaches have been tried and that all practical methods to de-escalate the situation have been employed. All staff within the school are trusted to use their professional judgement and the degree of force must be in proportion to the circumstance of the incident.

#### **Control and restraint can be used if:**

- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to the property
- A pupil is causing, or at risk of causing injury or damage by accident, rough play or misuse of dangerous materials or objects.
- A pupil running in the corridor in which he/she might cause an accident or is likely to injure him/herself or others.
- A pupil persistently refuses to obey a request to leave a classroom.
- A pupil is behaving in a way that is disrupting a lesson.
- A pupil absconds from a class or tries to leave the building/site.

#### **In any of these cases a member of staff should take the following steps:**

- Stay calm and attempt to keep their voice quiet/speak slowly
- Give time where appropriate for the situation to de-escalate
- Give the child clear instructions
- Call for assistance from the Headteacher or SLT

#### **Physical intervention will include:**

- Blocking a child's path
- Holding a child's hand
- Separating two children
- Leading a pupil away from a situation
- Shepherding a child out of a situation by placing a hand in the centre of the pupil's back
- Restraining a child from behind by holding their hands

A written record must be made of all incidents involving the use of physical restraints. The report should be handed/emailed to the Headteacher within 12 hours. The parent would be informed of the incident.

### **Special Educational Needs**

It is recognised that some children do have special educational needs, and this could affect their behaviour in school. Children with special educational needs will be treated fairly and in a manner which is suitable to their own individual needs, abilities and behaviours. SEN pupils are being prepared for their return to school with the use of social stories, visuals to explain how school may have changed and videos to show the new layout of classrooms and how to enter the building whilst socially distancing. These resources are being sent home and made available prior to half term.



# TIME OUT

## KS1

Playing in the toilets.	
Answering back to an adult.	
Calling out.	
Ignoring instructions.	
Not telling the truth.	
Distracting others from their learning.	



**YELLOW**

**CARD**

**KS1**

Ignoring an adult's instructions.	
Threatening another child with intent.	
Stealing.	
Swearing at someone with intent and understanding.	
Racial abuse.	
Hitting and injuring a child on purpose.	
Spitting at someone on purpose.	



# RED CARD

## KS1

Hitting an adult with intent to harm them.	
Purposefully physically harming another child and badly injuring them.	

Appendix 4: Rewards available at St. Mary's RC Primary School

Reward?	What and who for?	Recorded where?	Collated where?	Prize?	When?
Rainbow cards	All pupils-Showing good manners, being helpful, refusing to be drawn into a fight. Playing well with other children, queuing patiently, ask someone to join in a game.	Class total recorded in golden book.		Trophy for whole class with largest total and certificates given each day to individuals.	Friday celebration assemblies.
Star of the week	For making good choices – 1 child per class.	Display in corridor	Name recorded in Golden book	Certificate and afternoon tea with Mrs Mitchell on a Friday.	Friday assembly and session after assembly.
Pride in presentation award	Presenting learning well, with a particular focus on handwriting.	-	Name recorded in Golden book	Certificate	Friday celebration assemblies.
Class attendance award	Class with the highest attendance percentage for the current week.	Class percentages recorded in the Golden book and in the newsletter.		Class trophy (an extra individual treat is provided if a class achieves 100%)	Friday celebration assemblies.
Class punctuality award	Class with least amount of late cards for the current week.	Number of late cards recorded in the Golden book.		Class trophy (an extra individual treat is provided if a class achieves 100%)	Friday celebration assemblies.
Dojo points	Following class rules.	On the computer.	On line.	Treats rewarded by class teacher.	Fridays.
Golden Ticket	For one individual child per class per day (they also get to choose a companion to sit with them.)	In class	In class	Sitting at the golden table during lunch time. Children enjoy juice with their lunch.	Every lunch time.

\*Other rewards may be introduced during the year.