



FOREWORD TO ST. MARY'S POLICY FOR THE PROMOTION OF GOOD BEHAVIOUR

If children learn from example then the world in which we live may sometimes give a very mixed message. None of us are perfect, none of us always get it right but the challenge of the Christian Life is to keep getting up and trying our hardest to be the people we know we can be. Anything which seeks to promote this must be a good thing and this can often involve recognition of our failure, a positive response to our mistakes. The example, therefore, that we give as adults in this regard should never be underestimated.

Jesus uses the word 'love' frequently. This is a word over-used perhaps in our society in the sense that it is used as a word to replace like, prefer, enjoy, am intrigued by, etc. The community of St Mary's School is seeking by this Policy to place love back where it needs to be: at the centre of all we say and do and to assist all those who contribute and belong to our community or are affected by it; whether the staff or the pupils, the parents or the Governors, the wider parish community and indeed the wider local community, to enjoy respect, support, encouragement and welcome - to enable us to be Jesus' presence to and for each other.

Some practical hints: get to know the families of your children's friends and support and encourage. Should there be problems between children let them not become problems between parents, unless they be shared problems. Make use of the school when disputes arise; a third party and an experienced viewpoint can be very useful. Prepare others for the need to talk; arrange a suitable time and place. Don't buttonhole, especially in public places. Seek to find out what happened. Do not react in anger.

Father John Webb

ST. MARY'S POLICY FOR THE PROMOTION OF GOOD BEHAVIOUR

Policy Leader – Mrs. H. Armstrong

Policy Monitor – Fr. John Webb

Our values **SPIRITUALITY, CREATIVITY, RESPECT** and the overarching value of **LOVE**, are at the heart of all we do in school (and beyond) to enable all pupils to thrive in school and achieve the very best that they can.

This document is a statement of the aims, principles and practices for the promotion of good behaviour.

Our aims are

- to promote positive abilities and attitudes - nurturing the affection, sensitivity and spirituality of all our pupils
- to help develop self-awareness, self-regulation and self-esteem in each us
- to help each of us to take responsibility for our actions/decisions
- to ensure our differences and disputes are resolved non- aggressively
- to provide high quality and creative learning opportunities which engage learners and which actively promote kind and considerate behaviour
- to provide and maintain a caring, safe and appropriately equipped learning environment for all staff and pupils.

Roles and responsibilities of staff

- All staff at St. Mary's are responsible for promoting good behaviour in line with the school's policy
- The Pastoral Care Worker, Phase Leaders and SLT have an extra responsibility for dealing with behaviour when incidents that cannot be resolved at class teacher level occur
- All staff are expected to use a common and consistent method of gaining attention. This involves raising a hand and counting up or down until communication can be established.

Teaching and Learning

- We follow the Jigsaw programme in our lessons to foster the development of social and emotional skills but these skills are also developed across the curriculum and during extra-curricular activities
- We work to include all the children. We work to identify underlying additional needs, ensuring appropriate differentiation, extension and support in the classroom

- We will create a stimulating learning environment with an appropriate organisation of the school's curriculum (New National Curriculum 2014). Our curriculum will provide opportunities for pupils to succeed in fields other than the academic. Progress will be closely tracked to help all children to strive towards their potential. Work will be shared and celebrated (displays, exhibitions, performances)
- The school will consider our duty under section 175 of the Education Act 2002 requiring us to make arrangements to ensure that our functions are carried out with a view to safeguarding and promoting the welfare of pupils and our general duty to eliminate discrimination under section 149 of the Equality Act 2010.

We seek to foster good behaviour and self-esteem by:

- Setting a consistent example
- Helping our pupils understand and know the boundaries of acceptable behaviour
- Providing an exciting, creative and appropriately challenging curriculum
- Helping pupils recognise their abilities as they progress through the curriculum
- Employing a full time Pastoral Care Worker and encouraging (where appropriate) a peer mentoring system
- Nurturing self and collective discipline:
 - teaching strategies for problem solving differences and disputes
 - celebrating progress (encouragement, assessment, reporting, rewards)
 - consistently challenging misbehaviour through the progressive development of collective responsibility (discussion, teaching, peer support and where necessary sanctions)

Rewards

We aim to create a climate where praise and encouragement far outweigh the need for sanctions.

Children are placed in a house when they enter the school and remain in this house throughout their time at school.

House points of the appropriate colour can be awarded for a range of positive behaviours including work, effort, attitude and behaviour. These house points are recorded in the Headteacher's office in order that this positive behaviour is recognised and commented upon by the Senior Leadership Team (this interaction is carried out at defined times so that children are not leaving lessons to record their house points).

Foundation Stage and Key Stage One

- A star of the week will be selected for each class in Foundation Stage and KS1, focusing on children who are consistently displaying green behaviours. The stars of the week will be shared and celebrated in the weekly key stage assembly. Children will receive a certificate and their star with their name on it will be displayed on the 'Star of the Week' board in the KS1 area.

- In Foundation there will be a six stage reward system where a small reward will be given at the end.
- In Year 1 and 2 there will be a 10 stage reward system where a small reward will be given at the end.

Key Stage Two

- A worker of the week will be selected in KS2, focusing on children who have created quality pieces of work, or who have shown exceptional progress within a subject. These children will be nominated by their class teacher and their achievement will be displayed on the celebration wall in the hall. Certificates are sent home and the child will receive a special mention in that week's bulletin.
- House points are awarded for examples of good work, behaviour and progress.

Range of problems

Name calling: remaining positive and polite we use the following three-steps:

- To avoid any confusion that it as an acceptable joke tell them you do not like it and ask them to please stop
- Advise them an adult will be told if they carry on
- Having given two opportunities to stop, tell an adult. (You will be supported and you do not need to retaliate).

Physical aggression is totally unacceptable and should be reported to an adult immediately. Such intimidation fundamentally undermines our Christian mission.

Racism

All incidents that might be construed as racist are fully investigated and, where necessary, sent to the Borough of Poole for recording purposes.

Bullying

Bullying involves taking away people's right to safety and dignity. Bullying is unacceptable. Bullying can take many forms:

- Physical – hitting, kicking, stealing
- Verbal – name-calling, insulting remarks
- Indirect – spreading rumours or not including a pupil

We encourage pupils to tell an adult as soon as bullying takes place. This could be a teacher, Pastoral Support worker, HLTA, teaching assistant or lunchtime supervisor. Where bullying occurs outside the school environment, the matter will be dealt with by the class teacher, Pastoral Care Worker, Phase Leader or SLT member as appropriate. With regard to cyber-bullying, the school may also use the advice of outside agencies such as the Police's digital school team.

Sanctions

At times, the children may behave in a way that is not in keeping with the expectations of our school. When this happens the following sanctions must be adhered to:

- Using respectful language, talk to the child about the behaviour that is not appropriate
- Keeping positive, explain to the child that it is the behaviour that we do not like and not the child themselves
- Explain why the behaviour is not appropriate and remind them of the agreed Rights and Responsibilities.

Sanctions for Key Stage 1

Types of Behaviour

Green:

- Sharing
- Being helpful
- Kind hands/feet/words
- Working hard
- Trying your best
- Good listening
- Being respectful of resources
- Tidying up
- Good sitting
- Following instructions
- Walking inside
- Keeping safe
- Being polite

Amber:

- Calling out
- Out of seats
- Talking when the teacher is talking
- Not listening
- Not looking
- Not following instructions
- Being unkind
- Not being friendly
- Not tidying up
- Running in school

Red:

- Biting
- Unkind words
- Kicking
- Hitting
- Punching
- Tantrums
- Spitting
- Pushing
- Fighting
- Ignoring warnings
- Saying no to the teacher
- Being rude
- Pinching
- Deliberate damage to school property/resources

In KS1 the school uses the '1, 2, 3 time out system'. If a child is displaying amber behaviours they will have two warnings before a 'time out' and then on the third occasion the child will have to do 'time out' using an egg timer. If a child displays red behaviours they will be sent straight to 'time out'. If a child is sent to 'time out' for physical violence, their parent will be informed by either phone call or spoken to when collecting their child at the end of the day on the same day of the occurrence. All parents of the children involved, including the victim of the incident will be informed.

Length of timeouts will be age appropriate – Foundation = 3 minutes, Year 1 and Year 2 = 5 minutes and children will be expected to sit quietly and complete the whole timeout. At the end of the timeout the child will be expected to apologise.

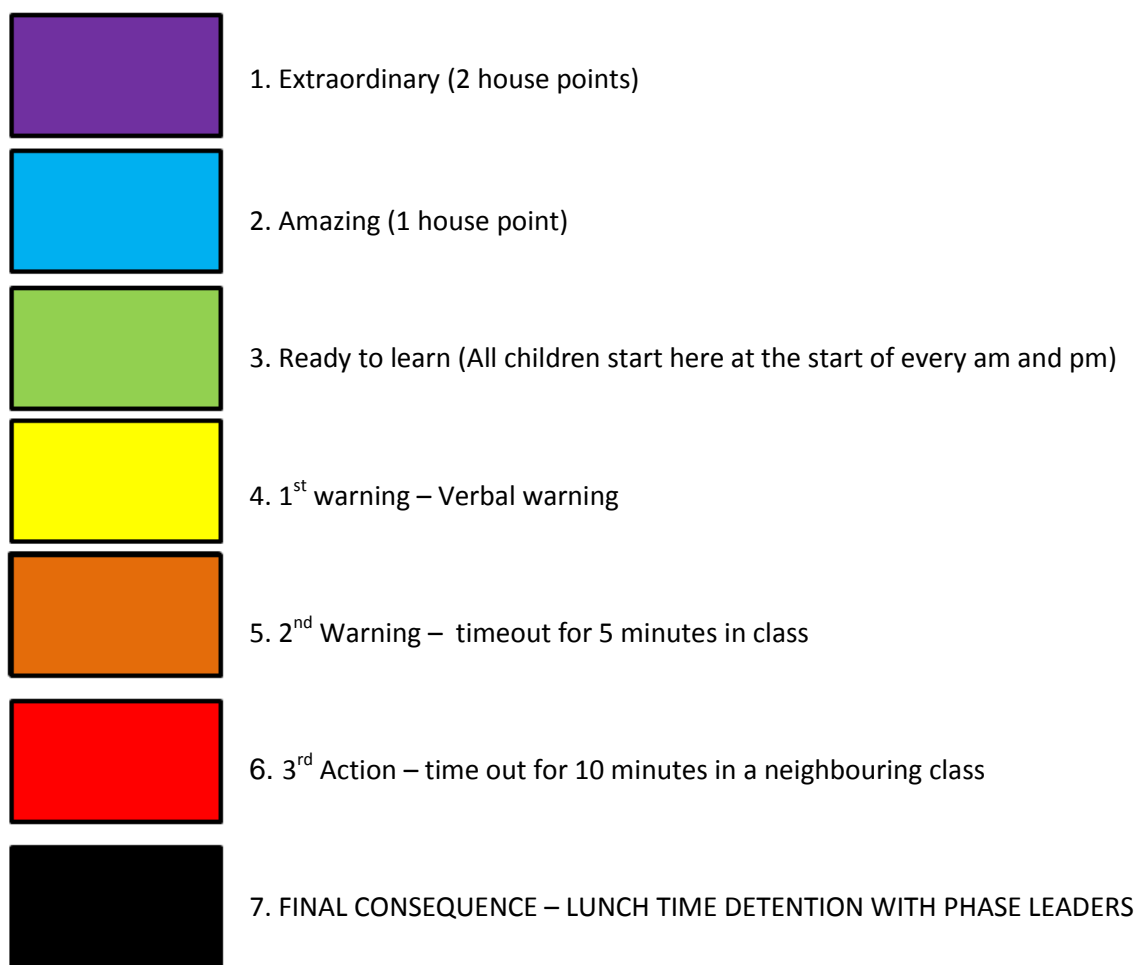
Within a day:

- On the first time out – children sit in class with an egg timer
- On the second time out – children go to the other class with an egg timer and are spoken to there
- On the third time out – children to go to Phase Leader. If this occurs then parents will be informed by the class teacher.

Each day will be considered as a new day and a fresh start with regards to warnings. Behaviour incidents that need to be shared with SLT and the PCW will be recorded on the "My Concern" system in order that a chronology of a child's behaviour can be established.

Sanctions Key Stage 2

Every child will start on green. They can move up or down the chart according to their behaviour, work produced and progress shown:



If a child moves onto the black marker they will go to the designated classroom at lunch for their detention.

Examples of moving up to Blue or Purple - being helpful, kind hands, feet and words, sharing, working hard and trying best, listening, being respectful of resources and tidying up, good sitting, following instructions, walking inside, keeping safe, being polite.

Examples of behaviours that will cause a child to move down the behaviour chart – calling out, out of seats, talking out of turn, not listening, not looking, not following instructions, being unkind, not being friendly, running in the building.

For more serious misconduct, for example, inappropriate language, physical violence, racist language or sustained defiance towards a member of staff- Phase Leaders and SLT will deal with these incidents directly and this may result in a half day reflection.

This will be at the discretion of the appropriate Phase Leader and judged on a case by case basis.

Within a lesson

Each child will be given the same verbal warnings in the following format or with words to the same effect:

- On the first incident- "That is your first warning because you did x ...you now have 2 more warnings."
- On the second incident-same format and wording with change to numbers. There is also the possibility to move the child from their place to another seat in the classroom at this point
- On the final warning "That was your final warning so now you will go to (name of) Phase Leader."

Each day will be a new day.

Rules will be amended appropriately for children with additional needs.

Where a child has formally recognised behavioural needs, '**reasonable adjustments**' may be made to the application of measures as outlined in the guidance document (more detailed guidance is currently being developed in collaboration with external agencies).

Organisation and facilities

Behaviour sanctions, where necessary, will be escalated as described. When a child is displaying poor behaviour the following locations may be used in order to de-escalate conflict and return the child to their classroom:

Areas outside the classroom.

The Space - managed and staffed by the Pastoral Care Worker.

The Sensory Room-this is used as and when necessary in order for children to be successful in managing their behaviour. The Sensory Room is staffed by the PCW and can also be used by Teaching Assistants on a one-to-one basis.

SLT or Phase Leaders may use the SLT office in order to remove a child from their class. In instances of violence towards pupils or staff it is expected that the child in question be brought either to this office or the Space.

Fixed Term Exclusions will only be used for the most serious breaches of discipline. The use of physical aggression will be regarded as a serious breach.

We will make every effort to maintain placements of pupils on SEN statements, including seeking LA and other professional support as necessary – including an 'interim' annual review of the statement if other processes have been exhausted.

Restraint

Where the child is putting themselves or others at physical risk, causing significant damage, significantly disrupting good order and other de-escalating strategies are not effective, physical restraint may be employed. For those pupils who display continuous disruptive behaviour, a formal 'Multi-Agency' meeting will be considered. All uses of physical restraint will be recorded officially.

Every member of staff has the authority to deal with inappropriate behaviour, including incidents outside the school gates. We will strive to apply our expectations consistently. Unacceptable behaviour will be addressed no matter how minor it might appear. The first person dealing with the incident will ensure it has been followed through to a satisfactory end.

Staff development and support

All staff are inducted into the school's policies and practices upon commencement of employment at St. Mary's.

Behaviour management is commented upon and monitored as part of the regular self-assessment carried out by SLT, Phase and Subject Leaders.

Support and advice with regard to the promotion of good behaviour is achieved in a variety of ways including (but not limited to): INSET training from St Mary's staff, advice given via weekly staff notes, INSET from specialist providers such as Longspee Outreach, advice from SENDCO, SLT, Phase Leaders and Pastoral Care Worker, opportunities to observe teachers in local partnership schools, training in Attachment Awareness and opportunities for year teams to observe and work collaboratively with regards to behaviour in their year group.

Confiscation

If inappropriate items are brought into school they will be confiscated and placed in a nominated drawer within the SLT office. The child may then collect their item at the end of the school day on the understanding that it will not be brought back into school again.

The pastoral needs of the pupils are catered for in the following ways

- Class teachers meet with parents /carers and where necessary external agencies and record the child's particular pastoral needs and strategy for meeting them
- The pastoral support worker works with individual children, groups of children and parents. She works with different outside agencies including social workers, play therapists and counsellors
- Pupils are encouraged to have confidence in all staff, so that they may confide in a trusted adult if there is a need - every class has a **"Listening Ear"** box, where they can confidentially place any concerns to be followed up by the class teacher or teaching assistant
- Our curriculum celebrates diversity and promotes reaching out to others in need
- Speakers from the wider community are regularly invited to give presentations including the Community Police Officer and groups advising on safety aspects, including staying safe online
- Extra-curricular activities are offered as they have a positive effect on the pupils and allow for wider social and academic experiences.

To foster the vital relationships between parent / carers and class teacher:

- Regular parent evenings are organised and opportunities afforded for parents/ carers to share their insight into their child's needs and interests
- Staff will be available for further consultations at a mutually agreed time as the need arises
- Parents / carers are advised of their child's achievements and areas of concern as soon as possible and they are encouraged to help in solving any problems
- There is regular communication through the pupil's school diary, reading record, weekly bulletins and updates and the school's newsletters and website
- The PTA acts as a positive link between staff and parents/carers and contributes to school newsletters and website.

Concerns/ complaints – see separate policy:

- In the first instance any concerns should be raised with the class teacher
- If it is felt the issue is not being addressed appropriately the concern can be referred onto to the Phase Leader and/or Assistant/Deputy Head
- If it is still felt the matter has been mishandled in can referred onto the Headteacher
- Beyond this a formal complaint can be made to the governing body.

The pastoral care of staff that have had allegations made against them

In line with guidance from the Department for Education, St Mary's will take seriously any allegation of abuse by staff and will ensure that such allegations are dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension of a member of staff will not be used as an automatic response when an allegation has been reported. Pupils found to have made a false allegation against a member of staff could be subject to exclusion.

Managing Pupil Transition

Pupils are supported at all times of transition within and between their milestones at St. Mary's.

Foundation children receive a home visit from the foundation teaching staff in advance of their start at St. Mary's.

Children in all year groups are provided with a scheduled handover to their next year group. This involves carefully structured activities, handover time for staff members to liaise with each other and an opportunity for parents and carers to make appointments to meet new teachers.

For those children transitioning within the school from KS1 to KS2, a separate meeting for parents and carers is held in the Summer term. A meeting is held at various times before,

during and after the school day in order for parents and carers to help their child adjust to the expectations of KS2.

Children complete the PASS survey and these findings are then used by SLT and Phase Leaders to determine where support may be required.

Children involved in the transition to High school may be offered extra visits in advance of starting at their new school and staff from High school visit St. Mary's. The Parish Youth Worker also engages in work on ensuring a smooth transition between schools. Y6 staff take part in the Borough's formal handover process between feeder and High schools in order that pastoral and academic concerns can be shared successfully.

St. Mary's has been involved in shaping the Borough of Poole's action research project on successful transition from Y6 to High School and the findings from this report have been shared with Y6 staff within and beyond the school.

Signed

Signed

Date November 2017

Review Date: September 2018