



# **St Mary's Church of England Junior Academy**

## **Whole School Behaviour Policy**

**Approved By:**  
**Approval Date:**  
**Review Date:**

**Local Governing Body**  
**October 2023**  
**October 2024**

## **Our Vision**

St Mary's Church of England Junior Academy is an inclusive learning community, which is based on our Christian values:

We **nurture respectful** and **responsible global citizens** who contribute to their communities with **compassion and courage**.

Young minds grow with God's love and an ambitious curriculum for all, to enable everyone to flourish as they 'soar on wings like eagles' and 'live life in all its fullness'.

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards throughout a child's life both in and out of school. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to respect each other, the adults in the school, the wider community and their family.

We see the ultimate purpose of education as the promotion of "life in all its fullness". Our children feel safe and valued within a creative and supportive environment. Every child is encouraged to be independent and to reach their full potential in all areas of the curriculum.

St Mary's Church of England Junior Academy expects the very best standards of behaviour and recognises that the best way to ensure that these standards are maintained are through a belief in 'reflection, forgiveness and reconciliation'.

Staff, governors, children and parents have been involved in the formulation of this policy.

## **Aims of the School**

- We teach children to be responsible for their own actions and behaviour and to understand how these affect other people and the world around them.
- We encourage children to make caring choices in their lives that respect others.
- We help children to understand that through reflection we can consider the

- feelings of others and decide on alternative paths of action in the future.
- We provide a supportive and effective learning environment, which helps to promote positive behaviour, through the implementation of a consistent approach to child discipline.
  - We believe that every child has the right to learn and no child has the right to disrupt the learning of others and as a result our emphasis is on fostering and reinforcing good child behaviour.
  - Ensure fair treatment of all regardless of age, gender, race, ability and disability.
  - We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

At St Mary's Church of England Junior Academy we build on the positive patterns of behaviour the children have already learnt, and we talk to the children about what it is to be a St Mary's child.

#### A St Mary's child:

- shows respect and gains respect from others
- is kind and caring to others
- considers and celebrates difference
- takes care of other people's property
- listens to others
- tries their best
- is proud to belong to the school community

#### Good behaviour is most likely to be achieved when:

- There are clear and consistent expectations of appropriate behaviour in and around school
- All the children and adults in the school are treated as individuals and their rights, values and beliefs are respected
- Children learn to say how they feel and are supported in making things better
- Children are provided with appropriate tasks in lessons that stimulate their interest and challenge their intellect
- Children's efforts and successes are regularly praised
- There are a clear set of rules and sanctions, developed and agreed by children and adults
- Staff act as positive role models
- Parents and teachers work closely together to develop a positive partnership that promotes good behaviour.

#### Our school rules are based on the rights we all have at school:

- to learn
- to feel safe
- to feel respected

- to enjoy school
- to pray

Everyone in school should:

- Keep everyone safe
- Be polite and kind
- Follow adults' instructions
- Be a good learner

These whole school rules are displayed in classrooms and discussed with children throughout the year.

General Rewards:

We believe that rewards have a motivational role, helping children to see that their actions and hard work are valued.

- Each week, teachers choose two children for exemplary work or other such efforts that merit a special mention and a star certificate which is presented in the hall.
- Each child is in a House, and children can earn house points by following the school rules. Each week the points are counted up and the winning House is recognised in the celebration assembly. At the end of each term the winning House's colour is tied to the Cup.
- Children also receive stickers, take their work to the headteacher, subject leader, secretary or other staff.
- Midday supervisors can give children stickers for finishing their lunches and good behaviour.
- In Year 6 children are given roles, including House Captains, Eco Leaders, Site Managers and Prefects.
- Children with 100% attendance, or who have met their attendance target, are given a certificate each term.

A range of strategies are used throughout the school to promote positive behaviour such as:

- verbal praise
- annotated stickers referring to specific achievement
- head teacher stickers
- allocation of responsible tasks
- Behaviour plans, IEPs and star charts for individual children where appropriate
- Providing a positive and nurturing environment using praise to reward caring choices
- Encouraging relationships based on kindness, respect and being

understanding of the needs of others

Adults are positive role models and always emphasise good behaviour.

A 'Give me 5' approach is used to focus children's attention and is displayed in every classroom and indoor teaching area. (**Appendix A**)

Each class in school follows an agreed system of behaviour management based on a traffic light system with additional silver and gold rewards for children showing better than expected behaviour (green traffic light) consistently and over a longer period of time. (**Appendix B**)

#### **Silver reward**

- Children who achieve silver will receive a sticker.
- Names will be recorded in the Gold/Silver book in each class.
- A text will be sent home.
- Children will receive a special mention in Celebration Assembly (held weekly).

#### **Gold reward**

- Children who achieve gold will receive a sticker.
- Names will be recorded into the Gold/Silver book in each class.
- A text will be sent home.
- Children will receive a special mention in Celebration Assembly (held weekly).

#### Sanctions

Sanctions are in the form of warnings, consequences, 'time out' and verbal or written reports to parents. Verbal disapproval/disappointment should be expressed in a calm manner, reinforced through the expectations of a 'St Mary's child'.

Children are expected to behave well and keep their name on the green traffic light. However, if a child breaks classroom or school rules, hurts another child or disrupts lesson the stages in behaviour management are:

**Stage 1:** Low-level disruptive behaviour – a look or a verbal reminder of expectations.

**Stage 2:** If the behaviour continues or is more serious – Use positive statement scripts (**Appendix C**)

**Stage 3:** If previous stages have not worked or behaviour deemed to be more serious - Move child to an alternative part of the classroom and repeat warning and state next sanction will be to move onto Yellow traffic light with parents being

informed.

**Stage 4:** Child's name is moved on to Yellow traffic light. The child will need to stay in with the teacher (adult) issuing the sanction for a rebuild conversation, either at break or lunch. If this is during an afternoon, then this rebuild conversation can happen at the end of the day and the adult collecting informed.

**Stage 5:** Child's name is moved to Red Traffic light. The child is removed from class and sent to a member of the leadership team .

***Any Yellow and Red consequences are recorded on our online reporting system CURA and parents are made aware.***

Verbal disapproval/disappointment should be expressed in a calm manner, reinforced through the expectations of a 'St Mary's child'.

If behaviour escalates quickly or is of a serious nature, stages can be bypassed, and the child be removed from the classroom for time out with a member of the leadership team, including the Headteacher. The child's name will be moved directly to the red traffic light.

This may result in a further sanction such as internal exclusion where the child will work out of the classroom initially for either a half or a full day. The child will have a separate play time and lunch time. In some cases, the child will lose privileges such as having their responsibilities taken away or miss out on any school trips/visits etc.

This will be followed by a reintegration meeting with the child's parents/carers and the child before they can return to the classroom.

### **Children with Special Educational Needs or other difficulties**

Children who have social, emotional and behaviour difficulties are usually supported with an individual behaviour plan written in conjunction with headteacher, the school SENDCo and the child's teacher. The child's parents or carers will be informed that the behaviour plan is in place and will be asked to sign the plan to acknowledge this. The plan will be reviewed regularly and may run alongside some other intervention in school. The stages in this behaviour policy will not normally be followed for children with a behaviour plan in place.

### **Right to Search**

The school follows the DfE advice on Searching, Screening and Confiscation ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf))

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Management of Serious Behaviour**

If a child is violent or in danger of harming themselves, others or damaging property restraint may be appropriate using the minimum force for the minimum amount of time needed until the child calms down. Any use of restraint must be documented and parents informed.

An alternative and preferred option to restraint in these situations would be to remove other children from the classroom to minimise injury or damage.

Children who deliberately damage property may be asked to contribute towards the cost of the repair.

If a child is excluded for any reason the school will follow its Exclusion Policy which is in line with the DfE guidance on school exclusions.

(<https://www.gov.uk/government/publications/school-exclusion>)

# Give Me 5

5. Eyes



4. Ears



3. Hands



2. Mouth



1. Body still





## Appendix B

Gold	You have shown over a long period of time that you make the right choices, set an example to others and make the classroom a great place for you, your classmates and the adults who work there.
Silver	You are setting a great example to the rest of your class through your excellent behaviour. Your teacher will give you extra praise because you are showing everyone the St Mary's way.
Green	You are following all the class rules and helping yourself learn. Your teacher will have noticed how sensible you are being.
Yellow	The teacher has had to remind you for a second or third time about the choices you are making. You have been moved and there will be a consequence which may mean missing some of your free time to complete the work you have missed or talk with an adult about the choices you have made. You may need to sit in the thinking area in your class to help you think about the right choices.
Red	You have continued to make wrong choices. You will need to leave the classroom

## Appendix C – Examples of Positive Statement Scripts

<p><b>Positive Phrasing:</b></p> <ul style="list-style-type: none"><li>● Stand next to me</li><li>● Put the book on the table</li><li>● Walk in the corridor</li><li>● Switch off the computer</li><li>● Walk beside me to the kitchen</li><li>● Stay seated in your chair</li><li>● Please/Thank you</li></ul>	<p><b>Limited Choice:</b></p> <ul style="list-style-type: none"><li>● Where should we talk – here or in the kitchen?</li><li>● Put the pen on the table or in the box</li><li>● Are you going to sit with the group or on your own?</li><li>● I am making you a drink – would you like orange or lemon?</li><li>● Are you starting your work with the words or the picture?</li></ul>
<p><b>Disempowering the Behaviour:</b></p> <ul style="list-style-type: none"><li>● You can listen from there</li><li>● Come and find me when you come back</li><li>● Come out from under the table in your own time</li><li>● Now you are in my office you can use those swear words to express your feelings</li></ul>	<p><b>Positive Scripts:</b></p> <ul style="list-style-type: none"><li>● Classroom language</li><li>● Walking feet</li><li>● Listening ears</li><li>● Kind words</li><li>● Kind hands</li></ul>

## Appendix D - Consequence Ladder

### Levels of Behaviour

Action	Responsibility
<ul style="list-style-type: none"> <li>• Permanent Exclusion</li> </ul>	Headteacher
<ul style="list-style-type: none"> <li>• Suspension</li> <li>• Internal Suspension</li> </ul>	Deputy Headteacher & Headteacher  SLT to inform parents
<ul style="list-style-type: none"> <li>• Removal from class to SLT office - must be taken by an adult</li> <li>• Kept inside at break(s) with SLT.</li> </ul>	SLT Parents informed by class teacher
<ul style="list-style-type: none"> <li>• Class teacher to invite parents in if child is on yellow three times in a week</li> <li>• Restorative written statement during next break or lunch time.</li> <li>• 5 minutes inside with an adult for restorative conversation.</li> <li>• Child to stand with an adult outside at break for a given period if teacher is on break duty.</li> </ul>	Teachers & Teaching assistants  Parents informed by class teacher
<ul style="list-style-type: none"> <li>• Norfolk 'Step On' Script</li> <li>• Verbal reminder x 3</li> </ul>	All adults

- Proximity praise

