



St Mary's Church of England Junior School

In association with



Behaviour Policy

Policy Type:	Academy Policy
Approved By:	Board of Trustees
Approval Date:	05/10/2020
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Review Date:	July 2022
Person Responsible:	Chair of Governors

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change

Roles and responsibilities

The Diocese of Norwich St Benet’s Multi Academy Trust and St Mary’s Trustees are accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust’s policies.

Policy Statement

This policy sets out the framework for a clear and consistent assessment of the overall performance of all staff, including the Principal, and for supporting their development within the context of the academy’s plan for improving educational provision and performance, and the standards expected of all staff.

The policy applies to all staff employed at the academy, except those on contracts of less than one term, those undergoing induction (*i.e.* NQTs) and those who are subject to capability procedures. (See Capability of Staff Policy)

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude or defiance
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physical assault
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful (physically or emotionally harmful)
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

- Children, parents or staff should report all incidents of suspected bullying the class teacher.
- Class teachers (or staff under the direction of class teachers) should ensure to record these on CPOMS labelling the incident as 'bullying' and ensuring to notify both SLT and the Pastoral Support Officer.
- The Senior Leadership will ensure that a fair and unbiased investigation is carried out. This may include support from other members of staff and may include all children involved and additional persons who may have been witness to said allegations.
- Sanctions will be in line with behaviour sanctions, Section 7.
- Support for children having been bullied is provided by the class teacher, support staff and Pastoral Support Officer.
- Whole-school proactive strategies to prevent bullying include:
 - Whole-school mission and values creating an ethos of 'positive relationships'
 - Anti-bullying Collective Worship and class assemblies, external provider assemblies, lessons and events
 - Year 6 Playground and Sports Prefects for mentoring and supporting younger students with support from teachers, teaching assistants, the Pastoral Support Officer and mid-day supervisors
 - PSHE curriculum links, class culture, collective class rules, partner work and class roles and implementation of the PATHS programme, class buddies for new pupils or those requiring peer support
 - Restorative behaviour strategies
 - Adult modelling of the school's mission and values, which build positive relationships, communication and a restorative ethos and culture that supports the development of social and emotional skills.

- Whole-school reactive strategies to bullying include:
 - Communication with parents
 - Restorative approaches including children involved
 - Stepped sanctions
 - Pastoral Support Plan

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

5.2 The principal

The principal is responsible for reviewing and approving this behaviour policy.

The principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents through CPOMS
- Proactive and supportive of the implementation of Pastoral Support Plans, where applicable

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Supportive of the implementation of Pastoral Support Plans, where applicable

6. Pupil code of conduct (Home-school agreement)



The School will:

- * Give your child the opportunity to achieve his or her full potential as a valued member of the school community
- * Provide a balanced curriculum to meet the individual needs of your child and help him or her to discover his or her special talents
- * Promote good relationships and developing a sense of responsibility
- * Provide opportunities for the development of the whole child including the chance to take part in a residential visit, represent the school or house in sporting activities and participate in drama and musical activities
- * Encourage high standards of behaviour and achievement
- * Inform you of your child's progress each term and more frequently if there are particular concerns
- * Set, mark and monitor homework
- * Be open and welcoming and offer opportunities for you to become involved in the life of the school
- * Enable your child to work and play in a safe, happy environment, developing self-respect and respect for others

Signed _____ **Principal**

As Parent, I will:

- * See that my child goes to school regularly, on time and properly equipped
- * Ensure my child wears the correct school uniform and adopts an appropriate hairstyle and has a smart appearance.
- * Provide a note or telephone call of explanation if my child is absent
- * Let the school know about any concerns or problems that might affect my child's work or behaviour
- * Encourage my child with their homework and other opportunities for home learning, and sign my child's homework book
- * Support the school's policies and guidelines on behaviour
- * Attend parents' evenings and discussions about my child's progress
- * Help my child to develop a positive attitude to school and to his or her work

Signed _____ **parent**

As Pupil, I will:

- * Show courage by taking on new challenges
- * Show pride by attending school regularly, on time, in the correct uniform, looking smart with an appropriate hairstyle and properly equipped.
- * Put my best efforts into all my classwork and homework
- * Build positive relationships by being polite and helpful to others
- * Help keep the school tidy
- * Take care of my possessions and those of others
- * Keep to the school's Code of Conduct
- * Demonstrate determination by putting on my best efforts towards my learning.
- * Build my resilience by understanding that mistakes are okay as long as I learn from them and challenges are how I learn

Signed _____ **Pupil**

7. Expectations, procedures, rewards and sanctions

This applies to all behaviours with-in school, as well as whilst in educational visits. Sanctions will also be applied to malicious allegations. The school may deem it suitable to support out-of-school bullying incidents within the school context of behaviour expectations, as well as incidents whereby children are seen outside of school, in the school uniform, as they remain a representation of the school's ethos and values. **Updates due to Covid restrictions*

<u>GOLDEN RULES</u>	<u>VISIBLE CONSISTENCIES</u>
<p>In St Mary's we are...</p> <ol style="list-style-type: none"> 1. Ready to learn 2. Respectful 3. Safe <p>Practice with your classes, to what each of these look like. In class; in assembly; in PE; quiet, straight lines whilst walking around the school; in the playground, line up, etc – all following clear and rehearsed routines, procedures and expectations.</p>	<ol style="list-style-type: none"> 1. 30 second check in (visual display or verbal reminder) 2. 5 4 3- Stop 2- Look 1- Listen 3. Greeting at the door at the beginning of the day. 4. Walking on the left, smooth transitions eg. 1,2,3 lining up. 5. Wait for 100 %
<u>ABOVE AND BEYOND RECOGNITIONS</u>	<u>SANCTIONS</u>
<p>Above and beyond display in each class.</p> <ol style="list-style-type: none"> 1. Teacher's to daily praise students for their above and beyond behaviour relating to school's rules (above and beyond board started from 'clean/fresh' every day. Children to be told what they are getting above and beyond for specifically.) 2. Golden tickets to be handed out during break and lunch by MSAs. Above and beyond behaviours will be reported to teachers via MSAs, support staff or via email. 3. Star of the week given out to outstanding pupil on Friday's celebration assembly, linked to school's mission and values. Names and reasons to Andrea by 3pm Thursday. 4. House points given out for academic achievements. 5. Principal will at times select children for a Principal's Award Certificate. 	<p>First reminder</p> <p>30sec 1:1</p> <p>Give a private 2nd verbal reminder of the Golden Rule you expect to see through micro-script.</p> <ol style="list-style-type: none"> 1. <u>ANCHOR</u> - "Do you remember ... 2. <u>REMINDER OF EXPECTATIONS</u> - "I expect 3. <u>CLOSE</u> - "Thank you." 4. If behavior is not corrected, then 'Time-out' (in their own class) for reflection and a further opportunity to correct behaviour. <p>If behaviour persists, follow up with a suitable consequence: time out in class, if severe time out in neighbouring class for the year group intervention room for no longer than 10 min, if involving verbal or physical (1h), Obama suite. Please note, that due to current Covid restrictions, physical altercations could result in immediate FtE. Phone call home to inform parents of sanctions taken. SLT must be informed of any homophobic or racist behaviour. See NCC Guidance for Supporting Positive Behaviour during Covid-19.</p> <p>If further support is needed, call for SLT support. PSP (Pastoral Support Plan) to be implemented if undesirable behaviour is reoccurring. Parents must be informed of ongoing behaviour before a PSP can be issued.</p>

Behaviour procedures

CONSISTENT SCHOOL ENVIRONMENT

- **We walk on the left**, making eye contact when ten steps away and speaking at two steps away.
- Children are met by the teacher with a **greeting** every morning and afternoon as they enter the classroom.
- Adults consistently use **signals for silence**, such as: a hand in the air and wait; a clapped rhythm; standing silently.
- Adults consistently use strategies to get student's attention: 30 s check in; 5,4,3,2,1 countdown; Wait for 100%.
- The first **behaviours drawn** attention to by adults are always positive.
- The **Golden Rules** of ('*We are ready to learn,*' '*We are respectful,*' '*We are safe*') are displayed clearly for all to see.
- **Praise boards** are used to reinforce above and beyond behaviours within the Golden Rules.

STRATEGIES

- Ensure learning activities **meet the needs** of all children.
- Children are **seated/grouped** to maximise behaviours for learning.
- **Position** yourself around the room, standing near particular children.
- **SELECTIVELY ignore** low-level behaviours which are intended to gain your attention.
- **Praise the majority** for specific above and beyond behaviours.
- Use **silent gestures** such as eye-contact, touch the child's table, remove 'fiddles.'
- **De-escalate through distraction.**
- **Verbal reminder** to individual child, of the Golden Rule you expect to see.

STEPPED SANCTIONS

- Give a **private 2nd verbal reminder** of the Golden Rule you expect to see through **micro-script...**
- ...**ANCHOR** - "**Do you remember** this morning, when I praised you for working hard in English. You were quiet and focused on your learning."
- ...**REMINDER OF EXPECTATIONS** - "**I expect** you to work on your maths in the same way. Focused and working quietly on your learning because at St Mary's, we are always ready to learn."
- ...**CLOSE** - "**Thank you.**" Walk away and give the child time to choose the correct behaviour (eg. 30 sec to get back to work).
- If behaviour is not corrected, give the child a '**Time-out**' (in their own class) for reflection and a further opportunity to correct behaviour. **Children may NOT have timeout in another class at this time.**
- Call SLT with post it note with only the room where additional support is needed (eg '5 King Junior')

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged, including ensuring that work suitably challenges children at all attainment levels and needs
- Display the school rules and behaviour expectations and procedures, in addition own classroom rules which pupils' input 'what this looks like' in line with the school's rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Prising publicly and reprimanding or delivering consequences privately

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort with de-escalation always being the first response to any behaviour incident**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to SLT, on CPOMS, and to parents
- Following Norfolk Steps procedures

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Pastoral Support Plans (PSP) may be implemented, alongside teachers, parents and pupils, at any time deemed appropriate to support improving behaviour.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Additional transition support will be put in place to support individual pupil needs where appropriate.

10. Training

Our staff are provided with training on managing behaviour. Behaviour training is offered at least twice annually to all staff, or more often where required.

Staff are required to read excerpts from *When the Adults Change, Everything Changes*, Paul Dix. Further text to support behaviour and routines includes *Teach Like a Champion*, Doug Lemov.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the principal and governance annually. At each review, the policy will be approved by the principal.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: letters to parents about pupil behaviour – templates



St Mary's C of E Junior Academy

Swan Lane, Long Stratton,

Norwich, Norfolk,

NR15 2UY

Tel: 01 508 530459

Email: office@st-marys.norfolk.sch.uk

Website: www.stmaryscoejunior.co.uk

Principal: Ms Aziza Cranmer

First behaviour letter

Dear parent,

It is important that your child understands the need to follow our school rules:

1. Ready to learn
2. Respectful
3. Safe

Recently, we spoke regarding your child, _____, not behaving as well in school as they could be, specifically in that they are not following our school rule(s) of

I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____



[DATE]

Second behaviour letter

Dear parent,

It is important that your child understands the need to follow our school rules:

1. Ready to learn
2. Respectful
3. Safe

Following my previous call and letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our school rule(s) of

_____.

I would appreciate it if you could arrange to meet me so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____



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Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a plan with the class teacher to support improving your child's behaviour, _____, has continued not to adhere to the school's rules.

_____ would now benefit from a more involved approach to help improve their behaviour in school.

I would therefore be grateful if you could attend a meeting with the Assistant Principal, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

In this meeting, we will look to implement a formal Pastoral Support Plan. Please see the Pastoral Support Plan template attached.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher's name: _____

Class teacher's signature: _____

Senior Leader's name: _____

Senior Leader's signature: _____

Date: _____



Pastoral support plan

A pastoral support plan (PSP) is a school-based, time-limited plan of intervention to address behaviours which are having a negative impact on learning and/or social inclusion. A PSP should be considered at an early stage of concern to prevent the need for exclusion wherever possible. A PSP may therefore be put in place in order to prevent further decline in behaviour or exclusion. Any pupil returning from a fixed-term exclusion **must** have a PSP as part of their reintegration. A PSP must be under constant review with a formal review meeting with the parents and pupil invited after a period of no more than eight school weeks. At this point, the PSP should be updated and a further review date agreed or it must be closed.

Pupil's details	
Name	
Class/year group	
Home language	
SEND	
Parents' names and contact details	
School lead person	

Reason for the pastoral support plan

PSP meeting		Date:
Attendees		
Date of this meeting:		
Pupil's view		
Parents' view		
Agreed aims	<ul style="list-style-type: none"> • • 	
Commitments		Evaluation (to be completed at review meeting)
The pupil agrees to:		Date and time of review meeting:
The parents agree to:		
The school agrees to: <i>(support, rewards, sanctions and any external support)</i>		
Signed		
..... (pupil) (parents)
..... (teacher) (SLT)
Review meeting	Date:	Time:
Attendees		
Next steps	Further plan / closure (date of next meeting:	



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[DATE]

Dear ,

I am writing to inform you of my decision to exclude **(child's name)** for a fixed period of **(number of days)**. This means that he will not be allowed in school for this period. The exclusion begins on **(start date)** and ends on **(end date and time)**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **(child's name)** has not been taken lightly. **(child's name)** has been excluded for this fixed period because **(reasons)**.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for **(child's name)** to be completed on the days specified in the previous paragraph as school days during the period of his/her exclusion when you must ensure that he/she is not present in a public place without reasonable justification. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact Diane Perry Yates (Chair of Governors) at St Mary's Junior School as soon as possible. Whilst the governing body of the Academy Trust, has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

Exclusion guidance can be obtained from the Department for Education website at <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>. You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>.

Advice on the exclusions process can also be obtained from the Attendance and Exclusions Team, Norfolk Children's Services, telephone number 01603 303333 email exclusions@norfolk.gov.uk or the local Parent Partnership on 01603 704070 email parentpartnership@norfolk.gov.uk (for pupils with special educational needs)

(child's name)'s exclusion expires on **(date)** and we expect **(child's name)** to be back in school, together with a parent, on **(date)** for a return to school interview.

Yours sincerely,

Ms Aziza Cranmer

Principal

[Or name of SLT issuing FtE]