



Together we love to learn
and learn to love

St. Mary's CE Infant School

Behaviour Policy

St. Mary's Infant school is committed to inspiring every individual. We embed the Christian value of love across school life because we believe that a person who feels loved, secure and happy can flourish. We encourage everyone to achieve their potential, develop their talents, celebrate their uniqueness, and rejoice in their relationships with others.

'Do everything in love'
1 Corinthians 16:14

Reviewed: October 2022 by Julie Atkinson
Date for next Review: October 2023





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The Behaviour Policy underpins the vision statement of the school. It should be used by all to ensure that everyone feels loved, secure and happy and can flourish.

Aims of the Policy

- To ensure that our vision is at the heart of our approach to behaviour
- To develop children's self-confidence
- To ensure children's behaviour is treated fairly
- To ensure high standards of behaviour
- To provide children with life skills

Promoting Positive Behaviour

To promote positive behaviour adults need to:

- Establish positive and respectful relationships with children based on our vision
- Treat children fairly and consistently
- Build children's confidence and self-esteem
- Value children's ideas and opinions and make time to listen to what they have to say
- Use a consistent approach at all times

Enabling Positive Behaviour

For children to be able to learn to use positive behaviour they need to:

- Know that they are loved
- Feel secure and happy
- Feel they are being treated fairly
- Have respect for adults and other children
- Know they are respected
- Have the confidence to speak
- Know the importance of good listening

Ensuring Positive Behaviour

There needs to be a consistent approach using rules, rewards and sanctions. So adults may:

- Signpost and promote the Happy School Rules linked to our value of love
- Use our system of certificates to celebrate good choices
- Use praise to reinforce good choices
- Use pompoms to reward positive behaviour in EYFS
- Use ClassDojo points in KS1
- Use 'Reflection Sheets' to reflect on choices made
- Have clear and well-established routines
- Have a well-organised environment and resources

Happy School Rules

- Be kind
- Be helpful
- Listen
- Take turns
- Be welcoming



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For children to know and understand the school rules they must be taught them regularly and reminded frequently or whenever necessary. So adults should use every opportunity share our vision throughout the school day including:

- Circle Times
- PSHE lessons
- Collective Worship
- RHE lessons

Using School Rules

For children to learn positive behaviour, adults must continually refer to our value of love and our vision. So adults need to:

- Model the 'Happy School Rules'
- Be relentless in ensuring that good behaviour is positively reinforced throughout the school
- Ensure children know the consequences of their behaviour choice
- Ensure a positive learning environment

Using Praise

Staff should consistently use the school reward systems. For behaviour management to be effective it must be reinforced with constant praise. So adults will:

- Refer to the Vision statement when praising positive behaviour
- Reward good choices with verbal praise, smiles and/or stickers
- Repeat our value of love and the Happy School Rule when praising a good choice
- 'Catch them Being Good' – Where possible praise good choices

Using Sanctions

When a child has not followed a 'Happy School Rule' adults will consistently use the following:

- A reminder: Repeat the Happy School Rule with the reminder. 'I am reminding you to.... The rule is.... This is your reminder
- 'Timeout' areas for pupils to reflect on their behaviour
- Loss of some playtime
- Behaviour incidents will be recorded on CPOMs
- Parents may be phoned and asked to come into school to discuss their child's behaviour

Supporting Behaviour

- Children who have persistent difficulties with self-regulation will be discussed with the SENCO and an Individual Behaviour Plan will be drawn up identifying triggers to difficult situations as well as strategies to support this. The focus of these plans is to catch any signs of a child's potential distress quickly, in order to prevent escalation in the first place. These will be shared with parents and staff and reviewed termly to celebrate success and identify changes to support that may need to be applied.
- When a lesson is being disrupted significantly and children become unsafe, the class should be taken by an adult to a separate area, leaving the child to be supported in the class.



Restraining children

Staff at St Mary's will not restrain a child unless the safety of the child or of other children/adults is threatened. A child will only be restrained as a last resort and if the child is a danger to themselves, other children or an adult. All members of school staff have a legal power to use reasonable force, however it is preferable for a member of staff who is Team Teach trained to do this. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Parents will be actively involved in supporting their child and the school throughout this process. If needed the school will use the Local Authority guidance with regard to suspension and exclusion from school.

Working with Parents/Carers

To ensure that the relationship with Parents/Carers is effective in supporting behaviour, parents will be informed of the 'Happy School Rules' during Parents' Welcome Meetings, in the school newsletter, on the school website and via the home/school contract. In addition, staff will:

- Inform Parent/Carers if their child has an Individual Behaviour Plan
- Use certificates to praise positive behaviour
- Inform Parents/Carers of concerns
- Inform Parents/Carers if a child is sent to the Assistant Headteacher
- Meet with Parents/Carers for children not responding to the school's behaviour policy.

Classroom Management

- Happy School Rules must be displayed in the classroom
- Adults should be positioned so that they can monitor the class and have good eye contact with the children
- All adults must be fair with all children
- Class rules and routines must be clearly established to support behaviour management
- The children should be regularly reminded of these rules and routines and praised for following them
- The learning environment must be well organised to support routines
- Children should be taught to keep learning areas tidy
- Resources should be labelled and organised so that children can use them independently

Lunchtimes

- All Lunchtime Supervisors are responsible for monitoring children's behaviour
- All adults can award pompoms or ClassDojos for good behaviour
- Lunchtime Supervisors can award weekly certificates to reinforce good behaviour
- If behaviour gives cause for concern the child/children will be placed in 'Timeout' for 5 minutes
- The Lunchtime Supervisors may inform the Class Teacher if a child has not made a good choice
- Serious incidents are reported to the Assistant Headteacher/Office



Racist Incidents/Discrimination

- A racist incident can generally be identified when a child has been victimised for membership of an ethnic or religious group
- The victim is supported and the child displaying racist behaviour given sanctions
- Parents are informed of incidents
- Racist incidents are not tolerated and there is a procedure for reporting to Governors
- There are regular assemblies and planned RE, PSHE sessions devoted to respecting different religions, ethnicities and cultures

Suspension and Exclusion

Senior Leaders may consider giving pupils an internal exclusion before a suspension is given. The needs of pupils with an Individual Behaviour Plan and/or pupils with SEN will be taken into account before a suspension or exclusion is given.

Suspension or exclusion is seen as a last resort, after all other attempts to modify behaviour have failed. It can be used as punishment for a one off serious incident such as a physical attack on a member of staff.

A child who commits a serious breach of the behaviour policy, or whose behaviour is consistently at odds with this behaviour policy may be given a suspension for a fixed period of one day in the first instance. Parents/Carers will be given a letter identifying the time and reasons for the exclusion. When the child returns there will be a meeting with the Parents/Carers and Assistant Headteacher/Executive Headteacher. The child will be reminded of acceptable behaviour at school.

Permanent exclusion runs against the school's commitment to inclusion and is reserved for the most serious cases. Permanent exclusion will therefore be used sparingly and only in response to serious breaches of school policy or law. Detailed guidance regarding the procedure for permanent exclusions is set out by the DfE and will be adhered to fully in the event of any permanent exclusion.

Suspension or exclusion serve several purposes, including:

- • To secure the well being and entitlement of other children and staff in school;
- • To maintain high standards of behaviour in school;
- • To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour

This policy links to the following documents:

- Anti-Bullying Policy