

St Mary Magdalen's Primary School



*The family of St Mary Magdalen's is
Centred on Christ to create
Inquisitive individuals
Who feel empowered to
Engage in the world in which they live*



Behaviour for Learning POLICY

Date of Implementation: April 2024

Date of Review: April 2026

St. Mary Magdalen's is a welcoming Christian community providing a distinctive Catholic environment. Working in partnership with parents, parish and community, all are valued for who they are. We believe that everyone is unique, gifted and loved by God. Through affirmation and challenge, all members of our school community are nurtured and encouraged to grow and develop their full potential and self-worth. Our central rule is based around our school mission statement in that we are all centred on Christ and will act with consideration for others at all times.

INTRODUCTION

It is the responsibility of the headteacher and governors to establish and maintain a Behaviour for Learning policy for the school that promotes self-discipline, respect for others and a proper regard for authority.

RATIONALE

We believe all pupils should have access to a high-quality education in a safe and supportive environment. We believe that the ethos of the school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of the utmost importance to:

- enable teachers to teach and pupils to learn.
- raise self-esteem and promote pupil confidence.
- provide a harmonious atmosphere and co-operation between pupils and adults.
- to move sensibly and quietly around school and to speak politely and to listen to others.
- encourage self-discipline and responsibility towards caring for each other and looking after the school environment.
- develop understanding of, and a tolerance towards, various races, religions and cultures.
- to respect and value everyone and their ideas.

AIMS

As a school, we aim to establish clear understanding of our school mission statement, promoting Gospel values and encouraging consideration and respect for others. We work as a team to provide clear and consistent expectations and consequences relating to behaviour for learning, communicating this effectively to both children and parents. We aim to provide children with the tools to become self-aware in order to make considered decisions about behaviour and attitudes in order to become independent learners. Through growth mindset, we aim to instill a culture of 'trying our best' in every aspect of school life.

In order to learn effectively the following should be met:

Pupils need:

- regular attendance.
- to access a safe, calming and stimulating environment.
- to feel valued and respected.
- to be offered an appropriate, well-balanced curriculum with realistic expectations.
- to have good role models.
- to develop an understanding of right and wrong.
- to be rewarded for good behaviour and recognise consequences.

Staff need:

- to be able to teach without disruption.
- to be supported by a clear and consistent implementation of the Behaviour for Learning policy.
- to be consistent when dealing with behaviour
- to work in partnership with parents.
- to be supported by senior leaders, governors and other agencies.
- to be valued, consulted and informed.
- To always maintain a positive outlook to school life

Parents need:

- to know that their children are safe and are going to be treated fairly.
- to be welcomed into school as partners in their children's education.
- to be well-informed and involved with their child's life in school.
- to know that they will be expected to take responsibility for the behaviour of their child both inside and outside of school.
- To support school when strategies are put in place to improve their child's behaviour.

IMPLEMENTATION

To support the implementation of our Behaviour for Learning policy the school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:

- Weekly statements to live by / Rights Respecting articles
- Pastoral support
- Celebrating achievement and recognising social progress
- Celebration of the Word and class acts of worship
- Links with the community – Mini Vinnies work, parish partnership links etc.
- Rainbows sessions to support bereavement
- School Council involvement
- School buddies (Year 6 and Reception)
- Opportunities to maintain the kitchen garden
- Extra-curricular activities

PRAISE & REWARDS

Principles

A consistent whole-school approach should be used to reward high standards of behaviour in school. Opportunities should be readily available for staff to promote, reinforce and celebrate good pupil behavior. In relation to the specific needs of certain individuals, (SEND and SEMH - Social, emotional and mental health), a differentiated approach may be required for rewarding positive behaviour in school.

Rewards

- Non-verbal (thumbs up, smile).
- Verbal praise (use of name, specific praise).
- Tangible rewards (class stickers).
- House points linked to our local Saints (KS1 and KS2)
- Reception lighthouse (EYFS)
- School responsibilities
- Lunchtime stickers.
- Certificates – Good Work Awards – Wall of Fame – English/Maths awards.
- Headteacher awards / Friday Club
- Recognising achievement through celebration assemblies.
- Contact with parents (may occur at any stage).
- Sharing successes and achievements with others in school.
- Attendance awards – extra play time
- Rights Respecting awards

UNACCEPTABLE BEHAVIOURS

- Bullying; physical, verbal, sexual, cyber.
- Sexual violence and sexual harassment
- Violence of any kind (hitting, kicking, biting, shoving, spitting).
- Insolence / being cheeky or back-answering staff
- Persistent disruption of lessons.
- Persistent low-level concerns
- Racial, homophobic or verbal abuse (isolating, name calling, swearing, winding up, teasing or threatening gestures).
- Absconding, running out of school.
- Truancy – non-attendance with no valid reason.
- Damaging school property /equipment.
- Theft or damage of school property.
- Defiance.
- Not adhering to our 'British Values' – democracy, tolerance of those of different faiths and beliefs, mutual respect, rule of law, individual liberty.

CONSEQUENCES

To support teaching and learning within school, we aim to deal appropriately and effectively with unacceptable behaviours and create an ethos of pupils taking responsibility for their own actions. Children are taught that all of our actions, good or bad, have consequences. When

children exhibit good behaviour our Praise & Rewards approach is implemented. If unacceptable behaviours are displayed then a range of consistent consequences will be issued in school.

Procedures for persistent low level unacceptable behaviour

The class teacher is responsible for managing pupil behaviour in class. Unacceptable behaviour should be addressed using the following procedures:

Low Level Unacceptable Behaviour	Consequences EYFS	Consequences KS1	Consequences KS2
First incident	Verbal warning	Verbal warning	Verbal warning
Second incident	Time out in class and discussion with class teacher	Written Warning	Written Warning
Third incident	If behaviour is persistent, parents will be contacted to reinforce expected behaviour in school / Sent to DSL Phase Lead	2 minutes of break lost	5 minutes of break lost
Fourth incident		4 minutes of break lost	10 minutes of break lost
Fifth incident		Pupil sent to DSL Phase Lead (Consequence issued)	Pupil sent to DSL Phase Lead (Consequence issued)

Procedures for higher levels of unacceptable behaviour

Serious misbehaviour, both inside and outside of school, which are deemed unacceptable, will be immediately dealt with by the SLT and headteacher. Consequences will vary depending on the severity of the incident:

Higher Level Unacceptable Behaviour	Consequence
<ul style="list-style-type: none"> • Violence and aggressive or intimidating behaviour (physical, sexual, emotional) • Repeated racist or homophobic abuse • Verbal and physical abuse of staff • Online bullying or abuse • Serious defiance or noncompliance • Repeated low level unacceptable behaviour • Sexual Harrassment / Sexual Violence 	<ul style="list-style-type: none"> • Missing break or lunchtime • Parents contacted • Positive behaviour card issued • In school exclusion • Reduced timetable • Exclusion • Fixed term or permanent exclusion

At this stage parents will be more formally involved and a written Code of Conduct may be implemented. Serious incidents will be logged and placed in the individual pupil CPOMs file.

TEAM TEACH

There may be times when a pupil's behaviour results in situations where the safety of themselves and others are put at risk. In these situations, a member of staff may need to make the necessary decision to physically intervene (restrictive physical intervention). This would only happen in situations where no other strategy would prevent injury. Team Teach strategies will only be carried out by members of staff who have received training. We currently have two members of staff who are Team Teach trained.

In the event where a child is at risk of harming themselves or others a Team Teach member of staff will:

- Restrain the child in a safe and non-threatening way
- Restraint techniques used should promote and protect positive relationships. Techniques that use pain compliance to control and manage behaviour are not acceptable in school.
- Incidents where physical handling has been used are recorded on our CPOMS system.
- Corporal punishment is NOT allowed.

Use of reasonable force

At St Mary Magdalen's we follow the advice given in the following guidance:
DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Physical restraint

Staff at St Mary Magdalen's follow the most up to date guidance in the event of having to use reasonable force to restrain a child. (There are also members of staff trained in Positive Handling restraint techniques to ensure pupils and staff are safe at all times.) **DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Power to search pupils

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils: **DFE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2022**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

SEND & SEMH

Sometimes behavioural difficulties in school are an indicator that a child has a special educational or emotional need. When concerns about behaviour are significant, we will establish whether SEND or SEMH needs may be a contributing factor and will ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate. This does not invalidate the behaviour and discipline policy but is an indicator that school takes account of need at the correct stage.

Where appropriate, an appendix will be added to this policy linked to specific strategies suited to a child with significant SEND / SEMH needs where the policy requires reasonable adjustments to ensure it meets the needs of specific children.

EXCLUSIONS (Suspensions)

Exclusions guidance is based upon DfE guidance and current legislation which sets out the responsibility of the headteacher, the governing body and the LA.

Exclusion will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move).

Only the headteacher has the authority to exclude and will notify parents/carers within one school day by telephone and letter.

For fixed period exclusions of more than five consecutive days, the school will provide full-time education. Details will be specified for pupils from day 6 in the note to parents if this is appropriate. Parents will be required to attend a reintegration interview regarding a pupil's fixed period exclusion.

Repeated sexualised behaviours will be dealt with under our safeguarding procedures and reported to the relevant authorities if required.

Permanent exclusions

Permanent exclusion is an extremely serious step and an acknowledgment that the school can no longer meet the needs of the pupil.

This can arise from an accumulation of fixed-term exclusion or as a result of a very serious one-off offence.

Serious one-off offences may include:

- Serious actual or threatened violence (physical, sexual, emotional).
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Deliberate and significant damage to school property.
- Serious and Deliberate breaches of COVID-19 safety measures in school.

Teaching Assistants and Learning Support

Our teaching assistants and learning support staff will follow our Behaviour for Learning policy and will work collaboratively with class teachers when issuing warnings and consequences for inappropriate behaviour.

MONITORING AND EVALUATION

This policy will be reviewed every two years or when deemed necessary.



Behaviour Policy

Low level behaviour

Low Level Unacceptable Behaviour	Consequences EYFS	Consequences KS1	Consequences KS2
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High level behaviour

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