

FOUNDED 1789



'Learning for life with God as our guide'

St. Mary's CEP (VA) School, Dover

Behaviour for Learning Policy

Including policy for suspensions/exclusions from school

Date : January 2025

Reviewed and Ratified By: Governing body on: 21st January 2025

Review Date : September 2027

Signed _____ Rev'd Melissa Carter, Chair of Governors

Signed _____ Helen Comfort, Executive Headteacher



ST MARY'S
Church of England Primary School
"Learning for life with God as our guide"

Equality

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

Introduction

The purpose of this policy is to provide a framework for everyone in the St Mary's CEP community to promote and maintain positive behaviour which will contribute to our school ethos and help us to be a more effective learning community. We believe that **every** person has the right to feel safe, feel valued, be respected and have their needs met.

The development of positive relationships throughout the school is central to the effectiveness of this policy. The school uses the curriculum to support the teaching of emotional development, with a focus on developing positive relationships. All adults support the development of learning behaviour and recognise and reinforce good learning behaviours through positive relationships throughout the school. "It is the positive relationships and a sense of belonging that a good school culture provides that give children the comfort, confidence, competence, and motivation to learn," (Dr James P Comer, Professor of Child Psychiatry, University of Yale, 2005).

Our school ethos and aims are summarised by our motto "Learning for life with God as our guide" and our St Mary's CEP Rules and Values, to which everyone is committed to. Behaviour management is the responsibility of all staff.

School rules: Be Kind, Be Safe, Be Ready to Learn

School values: Peace, Friendship, Trust, Perseverance and Respect

We expect:

Learners to	Adults to
Contribute to the warm and positive St Mary's CEP ethos, centred around the school's Christian Values of Peace, Friendship, Trust, Perseverance and Respect.	Contribute to the warm and positive St Mary's ethos, centred around the St Mary's Values of Peace, Friendship, Trust, Perseverance and Respect.
Feel welcomed into the school on a daily basis.	Greet each child individually at the start of every day, including having regular check-ins.
Assess and manage risk appropriately and to keep themselves safe.	Ensure that learners are safe and secure in the school environment, and that they feel safe.
Behave positively and calmly towards others in our school community showing respect and ensuring freedom from bullying, harassment, and discrimination.	Behave positively and calmly towards others in our school community showing respect and ensuring freedom from bullying, harassment, and discrimination.

<p>Use consistently positive language towards others in our school community, ensuring freedom from shouting and abuse.</p> <p>Have good attendance and punctuality at school and in lessons.</p> <p>Respond to adults' high expectations by being enthusiastic, persevering and self-motivated, and by accepting mistakes as a learning experience.</p> <p>Engage in all lessons and learning experiences, so that good progress is made, avoiding disruption of others' learning.</p> <p>Support and encourage others.</p> <p>Walk calmly, orderly and respectfully on the left around the school.</p> <p>Demonstrate positive behaviour on any part of our school site, and offsite, at any time when they are representing St Mary's CEP.</p> <p>Respect and work within our behaviour management systems.</p> <p>Be a good role model for others.</p>	<p>Use consistently positive language towards others in our school community, ensuring freedom from shouting and abuse.</p> <p>Have good attendance and punctuality at school and in lessons.</p> <p>Understand the needs of a child and that behaviour is a form of communication.</p> <p>Have high expectations of pupils to ensure that all pupils have an equal and fair chance to flourish and learn in an atmosphere of respect and dignity.</p> <p>Plan and teach interesting and engaging lessons that enable all learners to make good progress.</p> <p>Be supportive and encouraging.</p> <p>Walk calmly, orderly and respectfully on the left around the school.</p> <p>Adhere to the Teachers' Standards, Part 2 regarding Personal and Professional conduct and the St Mary's CEP Staff Handbook.</p> <p>Apply our structured, consistent, fair and transparent behaviour management systems</p> <p>Be a good role model for others.</p>
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Positive Behaviour Management

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices. All staff are responsible for promoting positive behaviour through our agreed school rules and values.

Each class will display the school rules and values. These will be revisited regularly through the school year. These will be taught through circle time, PSHE and Religious Education.

At St Mary's, staff have studied the work of 'behaviour guru' (speaker/author): Paul Dix. We understand the need for staff to consider their own response to dealing with behaviour issues in order to best support children's behaviour. Behaviour is a form of communication. Through effective continued professional development, staff have the ideology and strategies to unpick the underlying factors that could cause negative behaviour. A restorative justice approach, opportunities for reflection and the importance of building a positive, healthy rapport with the children, are key drivers that help staff manage behaviour at St Mary's. The high levels of expectation and credibility amongst staff help to create a positive, safe environment for the children.

Please see Appendix 1 for details of our behaviour management procedures.

SUSPENSION/EXCLUSION

A decision to suspend/exclude a pupil externally, either for a fixed period or permanently, is seen as a last resort by the school. No suspension/exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

The decision to suspend/exclude a child from the school can only be taken by the Executive Headteacher/Headteacher. Suspension/Exclusion will not be used for minor incidents e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules.

The school follows the DfE documentation 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including movement (August 2024). The link to this document is :

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Temporary suspension

A temporary suspension will be for the shortest time necessary. Temporary suspension may be used for a single serious incident. In such cases the Executive Headteacher/Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Executive Headteacher/Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

Permanent exclusion

A permanent exclusion is a very serious decision. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence.

If the Executive Headteacher/Headteacher decides to exclude a pupil, she/he will comply with statutory procedures as stated in the document above.

Pupils with special educational needs, and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Executive Headteacher/Headteacher will ensure that reasonable steps and adjustments have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Other Policy Links

This policy should be read in conjunction with the Home-School Agreement, SEN Policy, Anti-Bullying Policy, PSHE Policy, Safeguarding Policy, Disability & Accessibility Policy & Plan and the Curriculum

Policy

Monitoring

The Senior Leadership Team and Governors will monitor behaviour throughout the school, and the effectiveness of this policy. Agreed changes to the policy will then be made as necessary.

APPENDIX 1 BEHAVIOUR PROCEDURES

Recognition of Positive Behaviours

Every class, and all staff, in the school operate the same systems to ensure consistently high expectations of all pupils, and to ensure that all pupils have the same opportunities to be successful. The main recognition for positive behaviours will be praise from all staff or other children.

In class the following system will be used. It has 5 levels. Each class must have the same wording but can personalise it with their own characters. This is focused on the class and the children's attitude and behaviour towards their work, **not the outcome of the work.**

Superstar
Good Choices
Ready to Learn
Think about it
Time Out

Each child starts on Ready to Learn.

Moving Up - Lots of praise to be used, positive comments and encouragement. Children can move up twice in a day and once they get to the top they will receive a reward (sticker in book, text home, class cheer).

Above and Beyond is for something very exceptional and might only be awarded once a week but not to everyone. This will be done without child knowing and communication made by the Head of School to parents. This can then be celebrated further the next week in class and mentioned in Celebration Collective Worship on the following Friday.

Moving Down - Teachers and support staff will give verbal reminders about choices of behaviour. If this behaviour is persistent, the child moves down to 'Think about it'; if it continues they are moved to 'Time Out'. 'Time Out' will be carried out in class, with a timer (in some cases, for children with complex needs, our Rainbow Room or Sensory Room may be used as a place of calming and reflection) – this is time to reflect and, when ready, to have a conversation with an adult about what they have done. The child will be encouraged to reflect why it was not a good choice and then be ready to return to their learning. The child's name will be moved back to the 'Ready to Learn' part.

The time is dependent on the child and age of the children.

Whole class systems may also be used to encourage the class to work together towards a shared experience, such as a class picnic, an extra games afternoon or similar.

Celebrating Positive Behaviour

Our aim is always to celebrate and highlight excellent behaviour choices. At St Mary's CEP, staff will regularly reward children who are making the right choices.

Whole-school rewards:

- House points
- Golden Manners
- Learner of the Week
- Shining Light

Some classes may have additional behaviour for learning strategies/incentives to help manage/contribute to a positive environment (e.g. individual reward charts, certificates, table points, stickers, etc.).

Pupils at St Mary's CEP are placed in one of 4 houses: Fisher (yellow), Temple (red), Ramsey (green) or Lang (blue). At morning and lunch break, staff on duty (class teacher; TAs; Midday Meal Supervisors; Sports Coaches) award House/Golden Manners' points for children showing good co-operation, our Christian Values and/or right choices. Teachers also select 'Learner of the Week' and certificates are issued. Shining Light awards are given to children who have demonstrated our Christian Values – to be a 'shining/beacon of light' closely resonates with our school's Christian vision.

During Friday Celebration Collection Worship, all awards are celebrated and shared as a whole-school community.

Managing Negative behaviour

There are times when children find it difficult to follow rules and routines, despite our positive and encouraging approaches. We use the following systems, including restorative techniques, to help them improve.

Classroom

- For inappropriate behaviour in the classroom, such as low-level disruption preventing own and others' learning, the child will be first given a private verbal warning and it will be made clear which behaviour needs to change.
- If the behaviour persists, the child is moved down the grid to 'Think about it'.
- If the behaviour continues, the child will be given 'Time Out' in the classroom (or Rainbow Room/Sensory Room), when appropriate.
- If the behaviour continues, the teacher may decide that the child needs to have a focused talk and 'thinking time' at the end of a session with an adult 1:1.
- Additionally, for KS2 children, the class teacher may feel it's appropriate for the child to have some time to work in isolation to help them re-focus and prevent them from disturbing their own/others' learning – this would always be for a short period of time, before they are included back into the classroom environment

Playground

- For inappropriate behaviour on the playground, the child will be given a quiet verbal warning and it will be made clear which behaviour needs to change (always referring to our school rules and Christian values).
- If the behaviour is repeated, the child will be given a second warning and reminded which school rule they are breaking.
- If the behaviour continues further, the adult will put the child on the 'Time Out'.
- Once 5 minutes has passed the adult speaks to the child before they return to play.
- In the case of a serious incident at lunchtime, a teacher must be called to deal with the issue.
- For serious incidents, the child may be removed from the playground to spend some reflection time inside, always accompanied by an adult.

Zones of Regulation

All staff have been trained in the use of the Zones of Regulation to support the building of safe, supportive environments that foster learning and well-being for all.

The Zones of Regulation are taught and used in school to enable the children to identify their own emotions and the emotions of others. Pupils are also taught tools that can help them to move between zones and ultimately learn to self-regulate.

Furthermore, it is used in conjunction with the Zones of Regulation and de-escalation. It is used to recognise and validate pupils' emotions and is then used to support a de-briefing and collaborative conversation, helping pupils to reflect on their emotions and behaviour and to identify beneficial strategies for responding to their emotions in an appropriate way.



Behaviour Record keeping

- For ongoing behaviour concerns, a **behaviour log** will be set up by the class teacher – within this time, support from the SENCo/FLO will be given regarding strategies to support.
- If the behaviour continues, a meeting will be set up with class teacher and parents.
- A small-step-target, along with behaviour for learning strategies, will be shared, established and a review date to meet with parent and child will be set.
- If there is no improvement, a meeting may be set up with teacher and FLO/Headteacher or Executive Headteacher present. An Individual Behaviour Plan will be created by the SENCo to support staff with strategies.
- For a serious incident, a phone call home will be made following the incident and a meeting with class teacher and a senior member of staff set up to discuss next steps.

Examples of negative behaviour:

- Ignoring adults' instructions
- Repeated interruption of others' learning or games
- Swearing/inappropriate language
- Dis-respectful mannerism
- Racist language/behaviour/actions
- Fighting

- Vandalism
- Threatening behaviour towards others
- Mis-using equipment

This list is not exhaustive. Some incidents listed may lead to more serious consequences depending on the severity of the issue.

The use of Reasonable Force:

On occasions staff may need to use “reasonable force”. The term ‘reasonable force’ covers the broad range of actions that involve a degree of physical contact with pupils, either to control or restrain them. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. This school will act in accordance with DFE guidance when considering and using reasonable force. The document can be found using the following link:

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Behaviour outside of school:

Pupils’ behaviour outside school on school business (e.g. on school trips, at sports fixtures) is subject to the school’s behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school. For behaviour outside the school, not on school business, the Executive Headteacher or Headteacher may address this if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole; or if it is deemed to be damaging to the reputation of the school. This includes unacceptable behaviour online.

Outside agencies:

For more significant/persistent behaviour concerns about any pupil there should be a discussion with the Special Needs Co-ordinator (SENCo), Family Liaison Officer (FLO) and the parents/carers. There are times when the advice of outside agencies will be required. This will be the result of discussion between the parents, class teacher, SENCo, FLO and Headteacher/Executive Headteacher. Any outside agency will need information. Therefore, teachers document evidence of behaviour carefully so that it can be collated when required.

Examples of Outside Agencies:

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| - Specialist Teaching and Learning Support (STLS) | - Teacher for Visually Impaired |
| - Local Inclusion Forum Teams (LIFT) | - Speech Therapist |
| - Specialist Teacher for Social, Emotional and Mental Health | - Physiotherapist |
| - Early Help Team | - Pre-School Advisor |
| - Educational Psychologist | - School Nurse / Doctor |
| - Behaviour Support Service | - Social Services |
| | - Police |
| | - Teacher for Hearing Impaired |