

ST. MARY'S BRYANSTON SQUARE

BEHAVIOUR POLICY 2010

1. GENERAL POLICY STATEMENTS

Rationale for Good Behaviour

The staff, Governors, Parents and children of St. Mary's seek to promote good behaviour throughout the school in order to provide a safe and happy environment in which everyone is valued.

Aims of Implementing the Policy

At St. Mary's we aim to ensure that:

- a positive approach to behaviour and discipline is maintained
- the children develop a strong sense of self esteem and respect for others
- the children have a clear understanding of the behaviour expected of them
- there are high expectations of behaviour which all children should aspire to
- there is a consistent approach towards discipline and behaviour throughout the school
- we continue to maintain a culture which is based on consensus, reached through discussion
- everyone is treated equally and with fairness and respect
- children and adults feel secure within the school environment
- there are clear systems of rewards and sanctions in which everyone at school is involved
- all adults connected with the school are aware of their roles and responsibilities

A Statement of Equal Entitlement

Within our school community there are children from a wide variety of cultures and backgrounds that helps to create a stimulating learning environment. We firmly believe in equality of opportunity and treatment for all children irrespective of their gender, ethnicity, culture, religion or ability. The positive ethos and procedures that underpin our behaviour policy applies equally to all children within St. Mary's school.

2. EXPECTATIONS

St. Mary's Golden Rules

We have high expectations of behaviour at St. Mary's and encourage the children to be an active member of a community which respects, cares for and helps others. The children have worked together to produce our school 'Golden Rules' which are to remind them of the foundations of good behaviour.

1. We respect and value each other, treating others as we would like to be treated.
2. We value our school and keep it safe and tidy.
3. We come to school ready to work and to help each other work.
4. We show we belong by wearing the correct school uniform

Behaviour We Strive to Attain

These are the characteristics of good behaviour which we will promote at St. Mary's:

- respect and value for other people as individuals
- respect and value for all beliefs and backgrounds
- respect and value for the property of other people
- alertness, attention and enthusiasm
- willingness to take part

- concentrated listening
- thinking before action
- self control
- taking responsibility for our own actions
- making good choices
- politeness
- obedience
- honesty
- helpfulness to peers, adults and visitors

Unacceptable Behaviour

Whilst we aim to take a positive approach towards discipline at St. Mary's, there are some types of behaviour that the staff, parents, children and governors feel are unacceptable, these include:

- bullying (see Anti-Bullying Policy)
- abuse based on gender, race (see Race Equality Policy), culture, religion, disability or sexual orientation
- answering back and questioning discipline
- roughness and physical aggression - we do not allow the children to retaliate
- disruption to other children both in the class and outside
- using language or actions that causes offence to other children or adults.
- any behaviour that may have a detrimental effect upon the education of the other children
- any behaviour that puts other children at risk
- influencing or initiating other children to take part in inappropriate behaviour

3. PROCEDURES AND SYSTEMS

Please remember that, for health and safety reasons, KS1 children should always be accompanied by another child when they are walking around the school (eg: delivering messages).

As a general principle this also applies to KS2 children, though teachers may use their discretion depending on the circumstances.

Whole Class/School Incentives Used to Help Promote Positive Attitudes and Appropriate Behaviour

The staff at St. Mary's strive to highlight good behaviour and achievement through positive reinforcement, good role models, descriptive praise and, thus raise the profile of good self discipline. In order to help promote an ethos of respect, calmness and hard work we have devised strategies that are used throughout the school.

- **St. Mary's Rainbow Rewards**

This is a merit system that recognises an individual's significant achievement in all areas of school life. It is not dependant on academic ability nor should it be used for comparing children. Children work their way along the silver certificate rainbow cycle then the gold certificate rainbow cycle. There are 30 stars to be gained in each level. The system is a long term record of achievement with short term incentives.

- **The Golden Book**

The Golden Book records outstanding exemplars of our Golden Rules. If a child has achieved something particularly significant then they will be recorded in the Golden Book. This is used as a record of both effort and result. It is displayed prominently in the front lobby of the school for the whole school community to admire.

- Classroom Stamps and Stickers

Each teacher has a range of stamps and stickers in their room for highlighting good progress in learning, behaviour and achievement. These are used at the teacher's own discretion. Teaching Assistants, Support Teachers, the Learning Mentor and other support staff also use these rewards to reinforce good behaviour. These rewards may, at the class teacher's discretion, accumulate towards a 'class reward' agreed by the class and teacher.

- Golden Time

At the end of the teaching time (at the end of the week) all children who have respected the 'Golden Rules' are entitled to 'Golden Time.' The exact form of this is at the class teacher's discretion, but should be no more than 30 minutes.

- Sharing Successes

Class display boards and verbal praise help to raise the profile of success and positive behaviour throughout the school

Feedback is also shared with parents - either by talking to them at the end of the day (in KS1 and lower KS2) or by the use of praise certificates/merit cards in upper KS2.

Each class may, by arrangement, send a child to the year group above to have good work or behaviour acknowledged and praised.

All teachers are encouraged to send children to the Headteacher or Deputy Headteacher to have notable work, attitude or behaviour acknowledged and praised.

- Playground Stickers

These are awarded by the midday meal supervisors at the end of lunch time for children who show pleasing behaviour eg: eating lunch quietly, playing sensibly or for a general improvement in behaviour. These are particularly effective when used for children who find the playtime environment difficult. Stickers are awarded daily at the end of the lunch break when the children have been gathered together as a class.

- Privileges

These are just some of the ways in which children can be rewarded by being given privileges:

library responsibilities	teacher tracker	a special seat
plant watering	register	Role model for Early Learning 'Buddy' support system
messenger	class monitors	working with younger children/events co-ordinator
stamp monitor	cup monitor	going out first to play
game monitor	helping to give out certificates/stickers	

- School Council

A school Council, made up of representatives from Years 2 to 6 meets regularly throughout the term under the guidance of the Learning Mentor. The Chair of the Council is one of the junior children, as are the Vice-Chair and Secretary. This valued forum enables children to raise and discuss issues of relevance to them at a whole school, rather than class, level.

Class representatives are elected at the start of each school year by the other children in their class and this is a peer-endorsed privilege.

Sanctions Used to Discourage Poor Behaviour

- We believe that positive examples and rewards are the most effective in developing an ethos of respect and fairness. However, we do realise that there will be times when sanctions are necessary to discourage poor behaviour in school. The staff feel that a whole school approach is the best way to tackle repeated inappropriate behaviour and have devised a series of procedures to be used should a child's behaviour give cause for concern.

Class Behaviour Management Procedures

- The class teacher and support staff use a variety of strategies in the everyday management of behaviour within the classroom: these may include ignoring the attention seeking behaviour; non verbal direction, such as using eye contact; rearranging seating positions; asking children to stand up; discussing the problems in circle time or individually with a child; asking the child to work separately from the other children in the class room.
- Children may also be asked to finish work at lunch time, playtime or at home in order to make up for wasted time.
- Each class displays prominently a chart, upon which the names of children whose behaviour is deemed inappropriate is displayed. The exact form of this chart is up to the class teacher and should be appropriate for the age group of the children.
 1. The first stage of dealing with inappropriate behaviour is to alert the child to this informally through verbal comments, body language, gestures, etc.
 2. The second stage is to apply the class/school formal procedures. This will certainly involve the use of the class behaviour chart.
 3. The third stage is to remove the child to a partner class and parents/carers are informed at the end of the day.
 4. The fourth stage involves the involvement of a member of the Senior Management Team, parents being informed and the child having a Friday lunchtime detention.
 5. The fifth stage involves the formal involvement of the headteacher, a meeting between the parents and headteacher, Formal Learning Mentor support and, possible, the drawing up of a behaviour support plan (behaviour IEP).

This procedure is explained in more detail in the following chart.

A. Alert child to inappropriate behaviour

- Initial, informal stage

B. Formal warnings

- Formal class system used.

Ultimately, formal class sanctions would be applied, eg: loss of playtime, loss of golden time.

Final class sanction: child sent to partner class with a timer

C. Sent to partner class for extended period

- KS1: Parents informed verbally at end of day (recorded in teacher's records)
- KS2: pro-forma letter 1 sent home with child (photocopy and file letter)
- Formal meeting with teacher and child

D. SMT/Deputy involvement

- Child removed from class to SMT
- Parents informed, by a SMT member, of Friday lunchtime detention (*Pro-forma letter 2 could be sent home with child advising of lunchtime detention or a more specific letter written by teacher*)
- Formal Friday lunchtime detention
- Formal meeting between class teacher and parent(s)
- Appointment made with Learning Mentor to work with the child

E. Headteacher involvement

- Child sent to headteacher
- Headteacher informs parents in writing of their child's inappropriate behaviour and the consequences
- A meeting between the headteacher and parents is arranged
- Learning Mentor supports child and parent(s).
- Behaviour plan with specific targets is drawn up with support of LM and SENCO
- Outside support may be invited - eg, Behaviour Support Team, Young Offenders Team, Educational Psychologist

This process is not necessarily neatly sequential. It may be that a child skips some of the earlier stages depending on the severity of the situation.

The early stages may be extended, given the teacher's understanding of the child and their overall situation.

Teachers need to use professional judgment and respond in a way which is sensitive to the situation and designed to **MINIMISE** the chance of the next sanction being deemed necessary

Suggestions For Dealing With Persistently Poor Behaviour

The class teacher should consult a member of senior management to discuss strategies to support both the child and the teacher. These may include:

- a meeting between the class teacher and the parents to discuss the concern and its possible cause. A member of the senior management may be involved in the meeting if it is felt necessary. Parents should be informed of the problem and will need to know what has been done try and improve the behaviour. The parents should be encouraged to support their child and the school in the management of the behaviour. There may be home - school strategies suggested such as a daily record, a comments book / sheet, sticker charts, or a child diary of success. Whenever possible these strategies should be positive, encouraging the child to aim for improved behaviour.
- parents being invited in again to meet with the class teacher (and, perhaps, a member of the senior management team) to review progress and to discuss the next stages of action to be taken.
- parents regularly meeting with the class teacher to monitor and review progress
- another teacher or the Deputy Headteacher speaking to the child and being involved in the daily or weekly monitoring of behaviour.
- for repeated or severe disruption or dangerous behaviour the Headteacher will meet with the child to discuss the issue and make a record of this meeting in the behaviour file.
- withdrawing the child from class for a fixed period of time (which may, in some cases, take the form of an 'internal exclusion') or excluding the child either temporarily or in extreme cases, permanently.

4. THE ROLE OF PARENTS

One of our main priorities at St. Mary's is to make our school a safe and happy place where everyone feels valued. We strive to build a positive relationship with parents in order to support and monitor their child's progress in school, both academically and socially. We believe that parents play a vital role in supporting their child's education, praising good behaviour and working with the school.

St Mary's has a Learning Mentor (Sheelagh Leith) who supports the children's learning by being an extra bridge between home and school. Something sad that happens at home: the loss of a relative, a best friend moving away, or the separation of parents, for example, may mean that the child is not able to get on in school as well as usual. As an additional person for both parents and children to talk to, and an experienced professional in Family and Parenting support, the Learning Mentor can help to ensure that all possible help is available to all the family members, both from within school and from local or specialist agencies. The children will be more able to apply themselves to their learning if these channels of support are in place.

Parents are positively encouraged to seek the help of the Learning Mentor if they are at all concerned about their child's attitudes or behaviour at home or at school.

To help the children succeed in school, we hope that parents will work alongside the school in the following ways:

- if problems occur at school with work, behaviour or relationships with other children, we hope parents will come into school to talk this over with the class teacher and/or Learning Mentor.

- not directly approaching other children or parents: school issues are best sorted out by school staff.
- whilst we respect the privacy of parents it is most helpful if we can be informed of changes in family circumstances which may affect the child's behaviour or performance at school. This includes any health or medical concerns, or changes to medication.
- bear in mind that school can be tiring for children and that a good night's sleep and proper breakfast will give them a good start to the school day.
- supporting our policy on solving conflict peacefully: children are not allowed to hit back at other children, we do not accept fighting as a means of resolving problems that occur in school.
- ensuring their child is prepared to work and arrived appropriately dressed and equipped.
- being mindful of the health content of packed lunches and how additives and sugar can dramatically affect a child's mood and behaviour. The school nurse is available to advise on this for any parent.
- by setting a role model for their child, by for example, not using harsh or discriminatory language at home.
- by reading, considering and discussing with the class teacher (and child) the 'Home-School Agreement' which is presented at the first Parents' Evening of each new school year. This is then signed and a copy taken home for reference.

Communication with parents

We believe that clear communications with parents is essential and hope that a positive and trusting relationship can develop which will enhance the education of all the children. To this end there are certain systems of communication established which it is helpful to be aware of:

- parents are always welcome to come into school to discuss any worries which they may have, with a member of staff. Parents can make an appointment to meet their class teacher after school.
- parents are invited to two formal meetings with teachers (plus another possible meeting to discuss the end of year report) to ensure there is regular communication, but we hope that if there are concerns that parents will come and see us before this.
- an important line of communication are weekly school newsletters which inform parents of events - a copy of the latest one can be found in each class.
- The school website (www.bryanston.net) has copies of newsletters and lots of other information and policies for parents.
- Our school's publication scheme (also available on the website) lists all of the policies and documents available to parents.
- each half term the class teachers produce a curriculum web to enable parents to follow what is being covered at school.
- The Learning Mentor has parent appointment times several times each week, as well as an open 'drop-

in' in the parents'/music room, where parents can talk over any matters of concern to them. Other times, more convenient for parents to meet, can always be arranged.

- Parents' Information Boards. Noticeboards for parents are located in the playground outside the parents'/music room, as well as an extensive board inside the parents' room for a wide range of information on parent support groups, courses, homework clubs, holiday play-schemes, etc. The Learning Mentor keeps this board updated and can always be asked about related matters.
- each child has a homework and reading diary which enables parents and teachers to communicate regularly.
- We have a variety of strategies to support children who are experiencing difficulties in controlling their own behaviour, some of which are outlined in this policy, we would regularly keep parents informed of progress made in these circumstances.
- the Friends of St. Mary's represent all members of the school community, each class has a representative who acts as a line of communication between parents and the school.

5. THE ROLE OF THE GOVERNING BODY

The governors support the staff and parents in their efforts to maintaining a high standard of behaviour. They are aware of the procedures for disciplining and excluding children and aim to support the Head and Senior Management Team in implementing this policy.

1999: Compiled by all members of staff during the Spring of 1999 in collaboration with children, parents and Governors.

2003: Reviewed and revised in the Autumn of 2003 by a staff working party

2008: Reviewed by SMT and LM

2010: Autumn - reviewed and revised

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Deputy Headteacher: Sarah Taylor

Administrative Officer: Margaret Browning
Finance Officer: Bruce Manson

Dear _____ ,

I'm sorry to tell you that _____ was involved in a problem we had in school today.

We have dealt with this in school and hopefully it is now sorted out, but you're welcome to come and talk to me about this in more detail if you would like to.

Yours sincerely

Class Teacher

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Dear _____ ,

I'm sorry to tell you that _____ was involved in a problem we had in school today.

We have dealt with this in school and hopefully it is now sorted out, but I'd like you to come and talk to me about this in more detail. I'm available at _____ on _____ . If you can't make this time, please call the school to arrange another appointment.

Yours sincerely

Class Teacher