

BEHAVIOUR POLICY



St Mary's C of E School

"DON'T LET ANYONE LOOK DOWN ON YOU
BECAUSE YOU ARE YOUNG. BE AN EXAMPLE TO
ALL BELIEVERS IN WHAT YOU SAY, IN THE WAY
YOU LIVE, IN YOUR LOVE, YOUR FAITH AND YOUR PURITY."

1 TIMOTHY 4:12

THE SUNRISE CURRICULUM

Approved by:	Mrs Nicola Bray, Headteacher, April 2023
Next Review Due By:	April 2024

BEHAVIOUR POLICY

'My thoughts and feelings are important to me; But how we treat others is our responsibility'.

Ethos:

At St Mary's, we believe that positive relationships and a nurturing environment are essential to promoting good behaviour and helping all children thrive. We are committed to creating a school culture that values empathy, respect, kindness, and responsibility, and that encourages every child to develop their full potential. We believe that all children have the right to feel safe, valued, and supported, and that positive behaviour is best achieved through a whole-school approach that involves staff, parents, and pupils.

Class Charter:

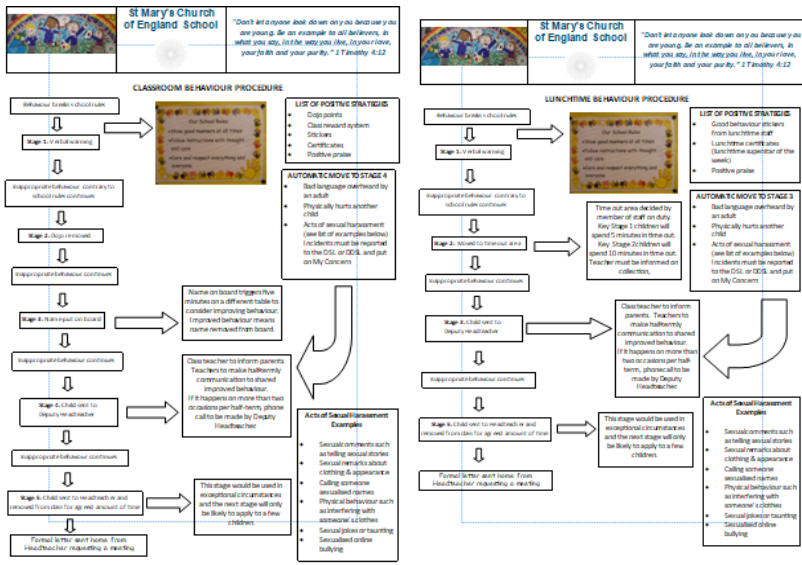
At St Mary's we have three rules that we all agree to as part of our Class Charter

- show good manners at all times.
- follow instructions with thought and care.
- respect everything and everyone.

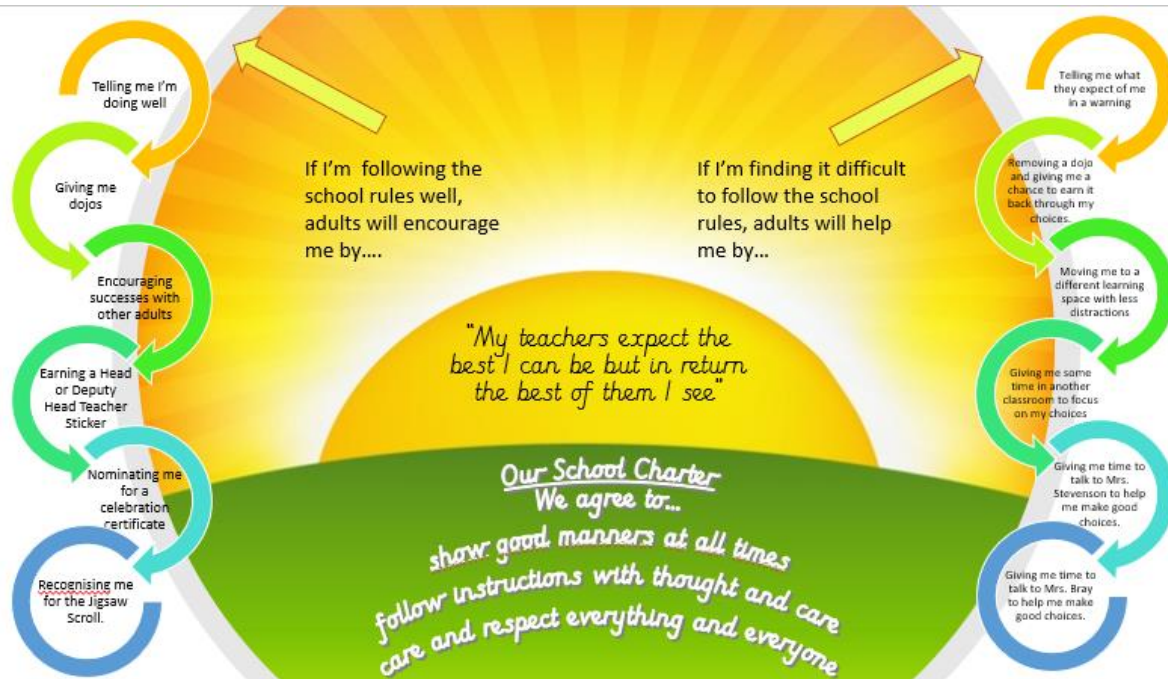
Behaviour Flowcharts:

In order to ensure that our school is a safe and positive learning environment, we have developed clear and consistent behaviour flowcharts that are designed to support teachers and pupils in managing behaviour in the classroom and on the playground. These flowcharts outline the expectations for behaviour, the consequences of breaking these expectations, and the steps that can be taken to resolve conflicts and restore positive relationships.

By using these flowcharts consistently, we aim to promote a sense of responsibility and accountability among pupils, and to prevent disruptive behaviour before it escalates. (Full page examples attached in appendix).



To make these more child friendly we have developed classroom posters that allow children to articulate the support they can expect in maintaining positive behaviour.



Playground Management:

We recognise that the playground can be a challenging environment for some pupils, and that good behaviour on the playground is essential to ensuring that all children feel safe and included. To support positive behaviour on the playground, we have developed a range of strategies, including peer mediation*, restorative circles*, and adult supervision. We also encourage pupils to develop their social skills through games and activities that promote cooperation, communication, and respect.

SEN Adaptations:

We understand that some pupils may have special educational needs (SEN) that require additional support in order to manage their behaviour effectively. To meet the needs of these pupils, we work closely with parents, outside agencies, and our SEN team to develop individual behaviour plans that are tailored to each child's individual needs. We also ensure that all staff receive regular training in strategies for managing behaviour in SEN pupils, and that all policies and procedures are designed to be inclusive and accessible for all.

Trauma-Informed Schools:

We recognise that some pupils may have experienced trauma or adverse childhood experiences (ACEs)* that can impact their behaviour and learning. To support these pupils, we have adopted a trauma-informed approach that prioritizes safety, trust, and empowerment. This approach involves understanding the impact of trauma on pupils, creating a supportive and predictable environment, providing opportunities for pupils to express themselves, and focusing on strengths and resilience.

Jigsaw PSHE Programme:

We believe that Personal, Social, Health and Economic (PSHE) education is essential to promoting positive behaviour and developing well-rounded pupils. To support our pupils in this area, we have adopted the Jigsaw PSHE programme, which is designed to promote emotional literacy, social skills, health education and to develop positive relationships. This programme includes a range of age-appropriate activities and resources that are aligned with the national curriculum, and that promote positive values and attitudes.

Child on Child Abuse:

We take the issue of child-on-child abuse very seriously, and we recognise that it can have a devastating impact on both the victim and the perpetrator. We believe that prevention is key to addressing this issue, and we have implemented a number of measures to promote positive relationships and prevent abusive behaviour.

*word or phrases that are included in the glossary with a more detailed explanation.

Preventative Measures:

We teach pupils about healthy relationships, boundaries, and consent through our PSHE programme, including the Jigsaw programme. In computing we have a comprehensive E-safety curriculum to ensure children can apply their knowledge of healthy relationships to the online virtual experience and know how and where to reach safe adults. We also have clear policies and procedures in place for responding to incidents of abuse, including a designated safeguarding lead and child protection policies that are reviewed and updated regularly.

In addition, we use a range of restorative approaches to promote positive relationships and address conflicts and misunderstandings before they escalate. These approaches include restorative circles, peer mediation, and restorative conferences*, which are designed to build empathy, accountability, and understanding.

Response to Incidents:

If an incident of child-on-child abuse does occur, we respond immediately, following our child protection policies and procedures. Our response is guided by a restorative approach that seeks to address the harm caused, promote accountability and understanding, and prevent further incidents.

We ensure that the victim is supported and that their safety and well-being is prioritised. We also provide support for the perpetrator, recognising that they may also need help to understand and address their behaviour. We may use restorative conferences* and other restorative approaches to help all parties involved understand the impact of the abuse, take responsibility for their actions, and work towards repairing harm and building positive relationships.

Health and Safety:

We recognise that health and safety are essential to promoting positive behaviour and creating a safe learning environment. To support these goals, we have developed a range of policies and procedures that address issues such as bullying, safeguarding, first aid, and emergency procedures. We also ensure that all staff receive regular training in health and safety, and that all policies and procedures are regularly reviewed and updated.

Banned Items:

At St Mary's, we have a duty of care to ensure the safety and well-being of all pupils and staff. As such, we have a number of banned items that are not allowed on school premises or during school-related activities. These banned items include:

- Weapons of any kind, including toy weapons that may cause harm or fear
- Illegal drugs or substances, including alcohol and tobacco and vapes
- Lighters, matches, or any other item that poses a fire hazard
- Glass bottles, cans, or any other item that may cause injury
- Knives or any other sharp objects that may cause harm
- Explosive devices or fireworks
- Inappropriate or offensive materials, including pornographic materials, violent video games, or hate speech
- Gambling materials
- Any item that disrupts the learning environment or the safety of pupils and staff
- Dogs are not permitted on site unless service dogs (Ref. Health and Safety Policy)

Mobile phones are permitted on the school premises but must be handed into reception on arrival and collected at the end of the day to help safeguard those pupils walking home.

Leadership and Management:

We are committed to providing strong leadership and effective management to ensure the safety and well-being of all pupils and staff. We have a number of systems and procedures in place to support this, including:

Roles of Designated Staff:

We have designated safeguarding leads (Mrs Bray, Mrs Stevenson and Mrs Spencer) who are responsible for ensuring that our safeguarding policies and procedures are followed and that all concerns are dealt with appropriately. We also have a designated member of staff who is responsible for online safety curriculum (Miss Vowles). Only the Headteacher can suspend a pupil. If the Headteacher is absent from school, then the Deputy Headteacher is acting for the Headteacher and in that capacity is able to suspend a pupil if the need arises.

Reporting System:

We use the MyConcern reporting system to ensure that any concerns about the safety or well-being of pupils are logged and responded to in a timely and appropriate manner. This system allows us to track concerns, share information securely, and take appropriate action to ensure that pupils are safe.

Engagement of Governors:

Our governors play an important role in overseeing our safeguarding procedures and ensuring that they are effective. They receive regular updates on our policies and procedures, and they are involved in the recruitment and selection of staff to ensure that all new employees are suitable to work with children.

Staff Induction, Development, and Support:

We are committed to providing our staff with the training and support they need to ensure that all pupils receive the best possible education and care. We have a number of programmes and initiatives in place to support our staff, including:

Staff Induction:

All new staff members are provided with a comprehensive induction programme that covers our safeguarding policies and procedures, as well as training on the specific needs of our pupils.

Training Opportunities:

We provide regular training opportunities for our staff to help them develop their skills and knowledge. This includes training in areas such as PRICE (Protection and Response in Case of Emergencies) and PACE (Playful, Accepting, Curious, and Empathetic) to support our pupils' mental health and well-being. Additionally, we engage with external professionals to provide training and support for specific SEN needs.

Continuing Professional Development (CPD):

We encourage and support our staff to engage in ongoing CPD to further develop their skills and knowledge. This includes opportunities for staff to attend conferences, workshops, and other training sessions.

Support for Staff:

We recognise that working in a school can be challenging, and we are committed to providing our staff with the support they need. We have a designated staff member who is responsible for staff well-being and mental health, and we provide access to counselling services for staff who need additional support.

We value our staff and are committed to providing them with the training and support they need to be effective educators and caregivers. Our staff induction program, training

opportunities, and support programs reflect this commitment, and we are proud to have a team of skilled and dedicated professionals working with our pupils.

Conclusion:

At St Mary's, we believe that positive behaviour is best achieved through a whole-school approach that emphasises positive relationships, clear expectations, and consistent strategies for managing behaviour. By working together, we aim to create a school culture that is safe, inclusive, and nurturing, and that supports all pupils in developing their full potential.

Glossary:

ACES are potentially traumatic events or experiences that occur during childhood (from birth to age 18) and can have long-term effects on physical and mental health, social functioning, and overall well-being. These experiences can include abuse, neglect, household dysfunction, and exposure to violence or other traumatic events. The impact of ACES can be cumulative and can lead to negative health outcomes such as chronic diseases, mental health disorders, substance abuse, and early death. Understanding ACES is important for identifying and addressing the root causes of health and social disparities, and for promoting trauma-informed practices that can support the health and well-being of individuals who have experienced adversity.

Peer mediation: Peer mediation is a process in which trained student mediators facilitate discussions and negotiations between peers who are in conflict or disagreement. The goal of peer mediation is to promote understanding, communication, and problem-solving skills among students, while also reducing the need for disciplinary action by teachers or administrators. Peer mediation typically involves a structured process in which the mediators help the parties involved to identify the issues at hand, explore possible solutions, and work towards a mutually acceptable resolution.

Restorative Circle: Restorative circles are a restorative justice practice that is used to promote communication, understanding, and healing among individuals and groups. The practice involves gathering participants in a circle and using a structured dialogue process to address conflict, harm, or other issues that have arisen.

During a restorative circle, each participant has an opportunity to share their perspective, feelings, and experiences in a safe and supportive environment. Participants are encouraged to actively listen to each other and to communicate their thoughts and feelings respectfully and honestly. The dialogue process is often guided by a facilitator who helps to ensure that everyone has a chance to speak and that the conversation stays focused on the issues at hand.

Restorative circles are often used in schools, community settings, and other contexts where conflict or harm has occurred. The goal of the process is to promote understanding, repair harm, and build relationships. By bringing people together in a circle and facilitating a structured dialogue process, restorative circles can help to build trust, promote empathy, and foster a sense of community and connection.

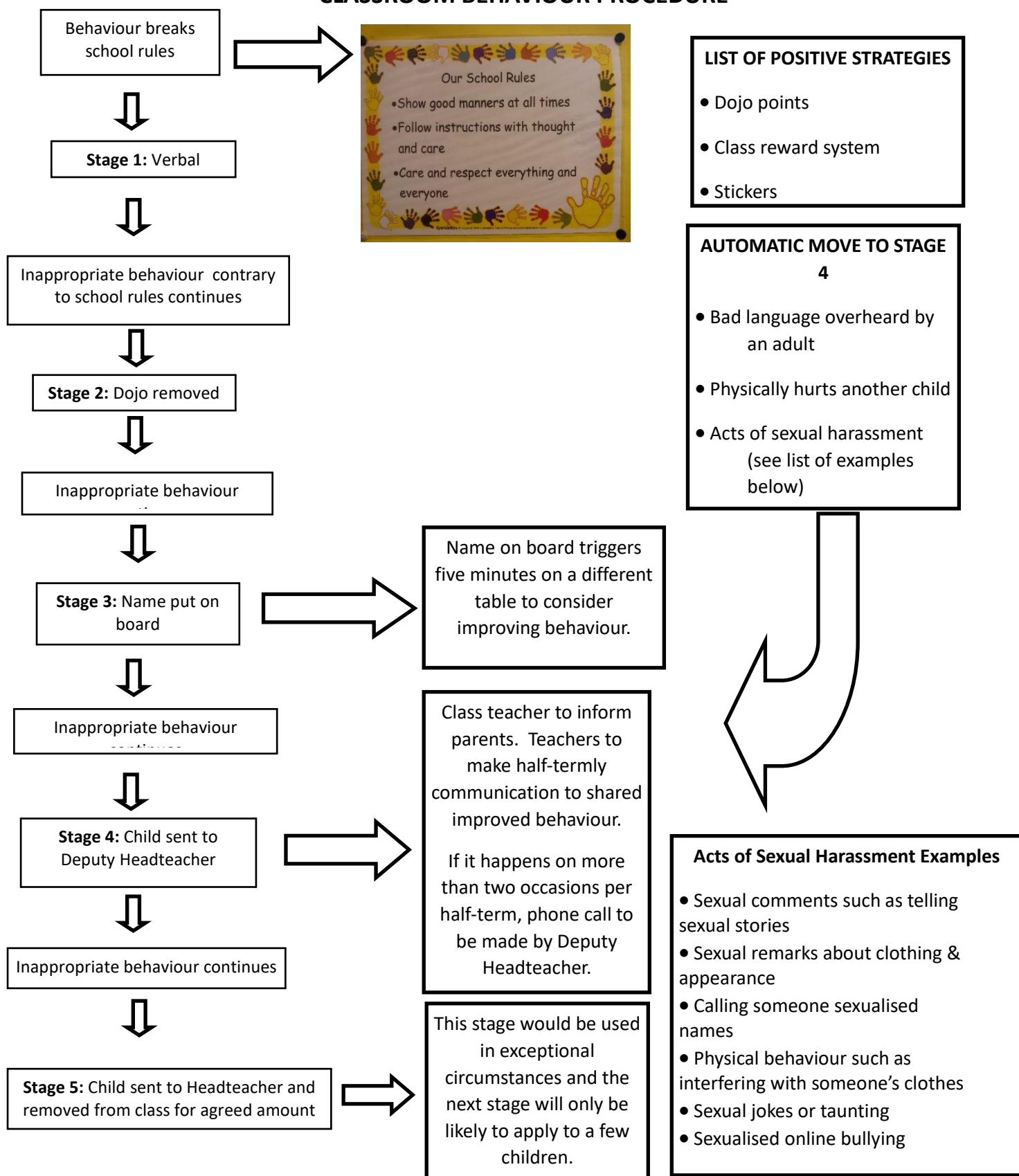
Restorative conferences can be used in schools and other settings to address harm and conflict among children. In this context, a restorative conference might involve bringing together students who have been involved in a conflict, along with their parents or caregivers, teachers, and other support personnel. The goal of the conference is to promote understanding, repair harm, and restore relationships. During the conference, participants have an opportunity to share their perspectives, feelings, and experiences related to the conflict, and to work towards finding a mutually acceptable resolution. Restorative conferences can be a powerful tool for promoting positive communication, problem-solving, and relationship-building among children and young people.

Related Policies that support our Behaviour Policy

- Health and Safety Policy
- Computing and E-Safety Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEN Policy
- Parent, Carer and Visitor Code of Conduct and Behaviour on School Premises Policy

	<h2>St Mary's Church of England School</h2>	<p><i>"Don't let anyone look down on you because you are young. Be an example to all believers, in what you say, in the way you live, in your love, your faith and your purity." 1 Timothy 4:12</i></p>
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CLASSROOM BEHAVIOUR PROCEDURE





St Mary's Church of England School



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LUNCHTIME BEHAVIOUR PROCEDURE

