



St Mary's Church of England Primary School
Fowler Road, Islington, London N1 2EP

'Believe and Achieve'

Positive Behaviour Policy

Policy Purpose

This policy is intended to promote consistently high standards of behaviour which create a positive school ethos and ensure successful learning.

Aims of the school

We aim to provide a safe and caring environment, which promotes the positive growth of self-esteem, self-discipline and respect for others.

We aim to encourage self-discipline by exercising positive behaviour management and help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others.

The most effective way to encourage good behavioural standards is through a clear set of rules reinforced by a balanced combination of rewards and sanctions held within a positive, caring Christian atmosphere.

"Love one another as I have loved you."

Christ is our model in this school. His message to His followers is clear and uncompromising, our care and love for each other is the touchstone of our Faith and it includes everyone.

Agreed Procedures

A positive school ethos

We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the children are able to achieve their full potential.

This involves clear expectations for behaviour on a whole school and classroom level. It likewise involves the promotion of an environment where mistakes are regarded as a normal part of life, where children are given the support and encouragement to get their behaviour back on track.

The Golden Rules

At St. Mary's we expect everyone to follow the Golden Rules (see following). We make expectations very explicit, so that children are very clear as to what is expected. In situations where we need to speak to a child or number of children for

breaking the Golden Rules, we endeavour to praise the children who are doing what is expected. This provides the other children with an opportunity to reflect on and amend their behaviour. We seek to highlight children exhibiting positive behaviour while encouraging collaborative learning.

Golden Rules

Do be gentle.	<i>Do not hurt anybody.</i>
Do be kind and helpful.	<i>Do not hurt peoples' Feelings.</i>
Do work hard.	<i>Do not waste your or other people's time.</i>
Do look after property.	<i>Do not waste or damage things.</i>
Do listen to people.	<i>Do not interrupt.</i>
Do be honest.	<i>Do not cover up the truth.</i>

The phrase 'Following the St. Mary's way' is used to describe a child who is following the 'Golden Rules'. The St Mary's Steeple display in every classroom, (consisting of green, amber and red zones) is a visual way of helping the children to celebrate their good behaviour; and where necessary to help some children adjust their behaviour back to following the Golden Rules. Each child's picture/ or name will be on the display and will start in the green zone at the start of each day. Children may be moved to amber for negative behaviour, then to red if negative behaviour persists. If a child is on amber, then they still have the opportunity to improve their behaviour and earn their way back to 'being green'. Once a child moves onto the red zone then the school Reminder System is followed.

It is vitally important that an atmosphere of positive reinforcement, motivation and achievement is fostered in the school; we seek to achieve this through a variety of ways.

Golden Time

We motivate children towards positive behaviour by timetabling every class within the school for Golden Time. Golden Time is a special time that children have at the

end of each week, where they get to take part in activities of their choice. It is cross phase (Key Stage 1 & 2), allowing children across the whole school to interact and participate in activities together. Golden Time is available to all children (although children can lose minutes from Golden Time for inappropriate behaviour).

Every child receives Golden Time (30 minutes) which takes place on Friday afternoons, if they keep the Golden Rules throughout the week. Children sign up for a golden time activity of their choice and many of the activities on offer are exclusive to Golden Time which acts as a powerful incentive for them to abide by the Golden Rules.

Head teacher's Award

Either the Head or another member of staff may nominate a pupil who has shown outstanding behaviour or an achievement for a Special Head teacher's award.

Showing Good Work

Children who have achieved something worthy of special commendation may be sent to the Head/Deputy/Assistant Head, where they may be praised and issued with a special sticker or certificate.

Assemblies

A Celebration Assembly is held each Friday where a child from each class receives a certificate of merit for a commendable action, attitude or piece of work. These children are called the **Star of the week**.

Teacher Praise

All staff are encouraged to look out for opportunities to reward good behaviour and positive attitudes. It is our most powerful tool. Being specific with your praise makes it even more valuable: e.g. "I like the way that you. . ."

Pupils are highly considerate and very supportive of each other in lessons

Classroom rules

Children have a right to learn and teachers similarly have a right to teach. It is therefore vitally important to ensure that there is a clear classroom agreement in place, so as to uphold the rights of individuals.

Children are expected to recognise the classroom as a shared learning environment, where they are to conduct themselves in such a way that makes learning possible for all. Teachers need to create a learning environment that is fun and engaging, where the curriculum is relevant to the class and accessible, so as to ensure maximum engagement and minimal off task behaviour.

The establishment of clear classroom structure and routines is strongly promoted to significantly reduce low level disruptions and thus contribute to the smooth running

of lessons. Children must know what to expect at every juncture of the day, and in every lesson.

Classroom rules are on display in each classroom. They are displayed in a way which can be understood by all children. The pupils are involved in developing the classroom rules at the beginning of each academic year with specific examples for their class and related to the Golden Rules.

Pupils encourage others to conduct themselves well

Houses

All children are placed into four 'house' teams: Canonbury, Essex Road, Highbury and Angel. Year 6 pupils are nominated and voted to lead each house as a 'House Captain'. At the end of each week the Captains add up all the house points in each class for their team and the winning team is announced each week in the 'celebration' assembly. The overall winning house at the end of the term receives a prize.

St. Mary's Young Leadership Team

The children in Key Stage 2 apply for and are voted/ and or interviewed for roles as St. Mary's Young Leadership Team. This is a team of children who contribute to the day to day running and leadership of the school.

Playground Leaders

There are children who have the role of 'Playground Leaders'. These are children who encourage healthy relationships between the children. They ensure playtimes and lunchtimes are happy and safe, through leading on games and helping to resolve conflicts.

Thoughtful behaviour

SEAL - Social and Emotional Aspects of Learning

It is our view that strong social and emotional skills are key aspects of effective learning. Children's behaviour is underpinned by the stage they have reached in social and emotional development; we cannot assume that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour.

As a school we actively teach social, emotional and behavioural skills through the SEAL programme. This is a spiral curriculum for the whole school and topics will be revisited each year at a more advanced stage with lessons carefully tailored to suit the children's stages of development. Each new topic will be introduced to the whole school in assembly at the start of each half term. The skills that are taught, promote the state of mind and a school ethos, where children can identify and deal

appropriately with their feelings in a way that allows themselves and others to learn effectively. The lessons also teach children to overcome setbacks, practise persistence and work supportively and effectively with others.

Circle Time

Circle Time lends itself well to the reinforcement of positive behaviour. It provides a forum for children to engage in discussions about issues relating to peer relationships and feelings. The atmosphere is very much one of mutual respect with clear ground rules set to ensure that these discussions take place in a positive and safe environment.

All children are special and circle time aims to teach an emotional vocabulary so that children develop the language skills to help them recognise and understand their own and others' feelings. As well as promoting class membership, circle time can be used to teach and model the social skills of sharing, turn-taking, listening, giving and receiving compliments, giving and receiving criticism.

Pupils respond to consistent standards and expectations

It is necessary for us to both teach and model appropriate behaviour to the children in our care, while ensuring that there is a consistent approach from all staff.

A whole school responsibility for maintaining good discipline is expected, with all staff adopting a consistent and positive approach, supporting each other in the day to day management of children.

In order to achieve our behavioural aims, we recognise the need for a standard of behaviour from all members of the school community: pupils, staff, parents and volunteer helpers. These are stated in our Golden Rules which enshrine our whole school behaviour policy and which are displayed in every classroom and throughout the school.

Parental Concerns

Parents must not approach other children or their parents to 'sort things out themselves' (see 'Parent Code of Conduct'). Any concerns should be brought to the class teacher initially; then the Head Teacher, Deputy Head or Assistant Head. Parent/carers can contact the office to make appointments to see class teachers or the Head through the office.

Around the school, pupils' behaviour is orderly so that communal spaces are safe and calm

Playground

The expectations for behaviour in the playground are in line with our Golden Rules.

Playground Golden Rules

Do be gentle.	<i>Do not hurt anybody.</i>
Do be kind and helpful.	<i>Do not hurt peoples' feelings.</i>
Do play well with other.	<i>Do not spoil others' games.</i>
Do care for your things.	<i>Do not damage or spoil playground equipment.</i>
Do listen to people.	<i>Do not interrupt.</i>
Do be honest.	<i>Do not cover up the truth.</i>
Do keep to the playground safety rules.	<i>Do not break the playground safety rules.</i>

Assembly

As a church school it is a daily requirement that children gather for collective worship in the form of an assembly. Assemblies provide opportunities for shared reflection upon issues that relate to the more spiritual dimensions of life. It is a time when expectations for behaviour are particularly high, so that all children have the opportunity to learn and participate without disruption. To encourage the children to show appropriate reverence for this form of gathering, they are required to enter the hall in complete silence and maintain this silence for the duration of the assembly (unless otherwise directed by the adult in charge).

Transitions

There are a number of times during the school day when children have to move from one place to the next, for example for assembly, playtime or lunchtime. Owing to the high numbers of children moving around the building it is essential that children walk quietly, and in single file. In order to ensure adherence to these expectations, children will be accompanied at all times by an adult, including to and from the playground. This is necessary to ensure the safety of the children and so that they can be taught how to behave cooperatively within a school community. It is particularly crucial for staff to insist on a calm and controlled entrance into the building after playtimes and lunchtimes; learning times begins when the bell goes at the end of the play/dinnertime and it is at this point that the children need to prepare themselves for focused learning.

Equal Opportunities

Equal opportunities have a high profile at our school. Any behaviour which results in individuals or groups being discriminated against because of their race, gender, sexuality, class or disability is treated as a serious incident and is recorded. We will always tackle racism, sexism and stereotyping (please see Equality Policy).

We believe that achievement is affected by behaviour and that behaviour can likewise affect achievement.

It is therefore vital that every child receives appropriate support to maximise their chances of achievement and success at all levels. We also recognise that we have a joint responsibility with families to model and teach appropriate behaviour and, where necessary, help children to modify inappropriate behaviour.

Bullying

We recognise that bullying can be physical, verbal or emotional in nature. We will not tolerate any form bullying or violence towards any member of the school community. Bullying in any form or to any degree is treated as a serious incident and dealt with and recorded according to our procedures. Please see Anti-Bullying Policy.

Additional Support

In some cases children receive 1-1 or small group support, where the SEAL resources are used to help children to explore and manage emotions as well as looking at strategies to improve self-esteem and relationships.

Pupils' ability and willingness to manage their own behaviour
The extent to which pupils modify their behaviour in response to the school's
behaviour management strategies

Strategies for Children exhibiting negative behaviour

We have clear systems and consistently used procedures for dealing with inappropriate behaviour.

In all cases adults' model controlled, respectful verbal and non-verbal behaviours. Staff use the language of **choice** and **consequence**.

In order to help children to sort out disputes, staff will model the use of a non-judgmental **restorative script**:

What happened?
What were you thinking?
What needs to happen to put things right?
What are you going to do differently next time?

In the classroom

The consequences of choosing not to follow the Golden Rules in the classroom are clear and hierarchical. Plenty of non verbal reminders to follow a rule –such as pointing at the rule – a pause – a look – body language – are always used initially as well as praise to those who are following the rule.

The St Mary's Steeple, displayed in the classroom, gives the children a visual understanding of the fact that they have not followed a Golden Rule. Before a child receives a recorded 'Reminder' (see below), they can be helped by seeing their photo/name now on the Orange zone. They can work to have their photo/name restored to Green, or if negative behaviour continues they receive a Reminder and their photo/name moves to the Red zone.

Each class has a Reminder Folder. This folder is used to log incidents in which a child has chosen not to follow the Golden Rules.

Incidents recorded in the Reminder Folder must be reported to parents on the day by the classteacher or learning assistant.

These logs are monitored and are a useful tool to inform inclusion meetings, meetings with parents and discussions with individual children about their behaviour. These behaviour logs are analysed on a termly basis in order to track and monitor trends and patterns in behaviour incidents and provide targeted support for key children.

If a child receives a 3rd Reminder (or above) then an Incident Form must be completed by the child/ children involved. **Please send children with the Incident form and a pencil** when they go to another class. This form allows time to reflect on: which Golden Rule was not followed; what behaviour led to the breaking of the rule; how the situation could be handled differently next time.

Overview of Reminder System: in class and lunch/playtime

1st : Verbal & recorded	2nd : 5 minutes time out in class	3rd : Sent to another class for 10 minutes and complete Incident sheet	4th : Sent to HT/DH/ AHT who will discuss Incident sheet/ follow up: send to another class/location with work for set period of time	5th : HT/DH/ AHT action; letter, phone call or meeting with parents/carers	Comments on any action taken/ follow up / monitoring
	5 minutes on bench	Sent into dining hall/bench for 10 minutes and complete Incident sheet possible ban from use of equipment /loss of play/ restricted play			
5 minutes off playtime	10 minutes off playtime	15 minutes off playtime	HT/ DH/ AHT to decide		

Behaviour Incident Code	Examples
BB (Boisterous Behaviour) <i>Sent to AHT/DHT/HT</i>	<ul style="list-style-type: none"> • Fighting, pushing, play fighting • aggressive behaviour • Wounding
P (Personal Responsibility)	<ul style="list-style-type: none"> • Forgetting PE Kit • Forgetting Reading Record • Forgetting homework
A (Attitude)	<ul style="list-style-type: none"> • Challenging staff • Disrespectful attitude towards staff/others
D (disruptive)	<ul style="list-style-type: none"> • Challenging behaviour • Disobedience • Violation of school rules • Disrupting learning • Disrespectful towards others/staff • Disruptive noises
R (racism) <i>Sent to AHT/DHT/HT</i>	<ul style="list-style-type: none"> • Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
B (Bullying)	<ul style="list-style-type: none"> • Verbal • Physical • Racist bullying
V (Verbally offensive)	<ul style="list-style-type: none"> • Threats • Verbally aggressive • Swearing • Verbal harassment • Verbal intimidation

DP (Damage to Property)	<ul style="list-style-type: none"> • Vandalism • Arson • Graffiti
Th (Theft)	<ul style="list-style-type: none"> • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing
H (harassment)	<ul style="list-style-type: none"> • Name calling • Homophobic abuse/harassment • Disability abuse/harassment

In extreme cases of behaviour, child to be sent to AHT/DHT/HT

- Children may be banned from playtime or a playtime activity such as football, or using skipping rope etc for a specified number of playtimes if appropriate.
- Children are allowed in only one playground, usually applied to separate a child or children from others for a period of time.
- Child makes sorry card or writes apology letter.

General procedures for dealing with children who break the golden rules

- The nearest member of staff, focusing on which Golden Rule has been broken, should deal with any problem. The Reminder Record in the class should be filled in if behaviour occurs in the classroom.
- At lunchtime the Reminder Files are stored centrally for learning assistants.
- Racist/sexist/homophobic/bullying incidents, at any point of the day, should also be recorded on a **Harassment Sheet**.
- Significant injury should be recorded on an injury letter which will be logged in the First Aid File in the First Aid Room. A letter **must be sent home** with the child, via the class teacher, but the class teacher or learning assistant should also explain the incident/injury to the parents, where possible.

Outside school hours

Children are not the responsibility of staff before 8.55am and after 3.30pm, unless at a school activity, and should be supervised at this time by parent/ carers.

Information about incidents of misbehaviour reported to staff before or after school is reported to parent/carers by letter.

Procedures for serious and/or continuous misbehaviour

1. Detailed records kept of behaviour and strategies used to bring about change.
2. Head teacher informed.
3. Parent/ carer informed in event of serious incident or continuous unacceptable misconduct this would be via serious incident letter sent by leadership team staff. This letter has a reply slip for parent/carers.
4. Contract agreed / behaviour chart may be set up with specified targets and time scale. The child should be involved in analysing their behaviour and suggesting ways of improving it.
5. In the event of persistent negative behaviour the child may be excluded*. The length of the exclusion will depend on the circumstances of the incident and be decided by the head after consulting with relevant members of staff.
6. In the event of a very serious incident, particularly if another child or member of staff has sustained an injury due to deliberate attack, exclusion will be the first step*.

* In the event of exclusion LA/DfES procedures are followed.

These guidelines should be adhered to under most circumstances but staff will use their professional judgement in each incident of unacceptable behaviour, taking into account the prevailing circumstances of the incident. All relevant adults should be briefed of the behaviours and the action taken.

How the effectiveness of the policy will be monitored

- Do pupils consistently display thoughtful behaviour towards one another?
- Does a positive ethos permeate the school and actively allowing learning?
- Are pupils highly considerate and very supportive of each other in lessons?
- Is behaviour for all groups around the school exemplary?
- Are pupils encouraged to conduct themselves well?
- Is their behaviour welcoming and positive?
- Around the school, is pupils' behaviour orderly so that public spaces are safe and calm?
- Are incidents of poor behaviour uncommon?

Written by
Policy reference material, guidance or link policies
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Laura Mayende
• Anti-Bullying Policy
Children, Families and Community Committee Young Leaders
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