



## Behaviour Policy



### How do we ensure high standards of behaviour?

#### 1. High quality teaching and learning

Teaching is well planned and appropriately differentiated. As a result, children are engaged in their learning and disruptive behaviour is rare. Good 'behaviour for learning' is expected by everyone. The quality of teaching is rigorously monitored by the Leadership Team through the monitoring of weekly and medium term planning, in-class teaching support and observation, discussions with children, scrutiny of books and folders and analysis of class attainment and progress.

#### 2. Consistency

Children's behaviour is positive if routines, rewards and sanctions are adhered to consistently. In the EYFS (Nursery & Reception), disruptive behaviour is dealt with using immediate sanctions, such as spending time on the 'time-out chair' and positive behaviour is consistently praised. Daily communication with parents, including the modelling of effective behaviour management, is vital at this stage. In Year 1 to Year 6, a reward chart is used in each class. The rewards and sanctions are appropriate to the age of the children.

#### 3. Focusing on the positive

Children who behave well and appropriately are praised. At St Margaret's we believe that praise is the most powerful tool in maintaining high standards of behaviour. Praise is freely given and is targeted to actions. The praise is given in a number of forms for example: verbal, written, friendly word or gesture, referral to another adult, certificates, assemblies, shared with families

#### 4. Communication with parents and carers

If a child's behaviour is a cause for concern, parents and carers are informed. We strongly believe that if parents and carers are kept informed, we can work together to address the issue.

#### 5. Ensuring children take responsibility for their actions

We take time to ensure children are made aware of how their actions impact on others. This may involve saying sorry, writing a letter of apology or carrying out a helpful act to make amends.

#### 6. Anti-bullying

We ensure every child fully understands and follows the anti-bullying policy.

#### 7. Effective monitoring & playground support

During lunch breaks, children are away from the structure of the classroom environment and into an environment in which they make their own choices about what to play. Sometimes, this can lead to disagreement, arguments and loss of self-control. Mrs Bushell and Mr Wilson are also a regular presence in the lunch hall and playground, praising children who have eaten their greens or refereeing a football match! As well as this, we have a team of Lunchtime Supervisors who ensure children are safe, and currently include four Paediatric First Aiders.

#### 8. Clear communication of expectations

We have clear guidance for behaviour in the playground before, during and after school. (*Appendix i*)

We have clear expectations of behaviour around the school – following the St Margaret's Way. (*Appendix ii*)



## 9. Supporting children with challenging behaviour

We recognise that some children may have challenging behaviour that requires more specific guidance. In such cases, a targeted behaviour plan would be put in place. This would involve the child, parent or carer, class teacher and senior school leader and, if appropriate, external agencies.

## 10. Special Education Needs & Disabilities

We have high expectations of all children's behaviour. For any child with a specific learning difficulty that impacts on their behaviour, an Individual Education Plan would be in place to ensure that they can be included safely with the learning environment.

## 11. Pupil consultation

Children are involved in the agreement of class rules and the behaviour policy is shared at an age appropriate level in all classes.

## 12. Attendance

There is a strong correlation between poor attendance and behaviour. Poor attendance and punctuality are followed-up systematically, following the guidance in our Attendance Policy

## What if a child's behaviour is seriously disruptive?

We are an inclusive school and will work hard to develop strategies to ensure children's learning is not disrupted. However, sometimes exclusions are necessary.

### ***Sent to the Headteacher***

Sometimes children are sent to the Headteacher or Deputy Headteacher because they are disrupting the learning in class or because they need time and support to reflect on their actions.

### ***Internal exclusions***

Internal exclusion will be at the discretion of either the Headteacher or Deputy Headteacher and will be in response to a serious incident, when removing the child from his or her class is the best course of action. Parents will always be informed.

### ***Behaviour contracts***

If a child is following pattern of poor behaviour, a behaviour contract may be implemented. This will be age-appropriate and will involve parents and carers to ensure both home and school are working together.

### ***External exclusions***

Very rarely it may be necessary to exclude a child.

Exclusion from school may be:

- for a lunchtime only
- for a fixed period (e.g. 3 days)
- for an indefinite period
- permanent

Parents are always notified of the reason for and length of an exclusion and have the right to appeal against an exclusion to the Governing Body. The Headteacher is responsible for decisions regarding exclusion from school. A child who has been excluded for a period will be brought into school by their parent/carer to attend a reintegration meeting with the Headteacher. The child will then be permitted to rejoin the class.

## Department for Education guidance:

[Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](#)

**This policy was agreed by governing body in October 2018 and supersedes all previous policies relating to this area. Implementation is with immediate effect and review is at the Headteacher's discretion.**

*Signed: Maria Parker, Chair of Governors*



## Appendix i

### Playground Use Agreement For Before and After School

- Parents should be responsible for their child until the bell rings at 8.55am and from when they collect their child from the class teacher at 3.30pm
- The Junior trim trail (top playground/blue surface) should be used by children from Year 3 to Year 6.
- The Infant trim trail should only be used by children up to and including Year 2.
- The Infant trim trail may be used by younger children (siblings etc.) but parents and carers should take full responsibility for their safety.
- We do not wish to prevent children from using the trails but the school cannot take responsibility for children's safety before 8.55am and after 3.30pm. The supervision of the child is the responsibility of the parent or carer during this time.
- The trails are not to be used in wet or icy conditions.
- Children should dismount from bikes and scooters before entering the school gates and walk their bike to the parking rack.
- The school trikes and scooters are not for use before or after school.
- Playground equipment (skipping ropes, hoops, balls etc.) should not be used before and after school, except for balls in the football cage. If any equipment is found, it should be placed next to the green storage shed between the bike racks.

**This user agreement will only be effective with your support and we encourage you to reinforce this agreement with your child(ren) or the children in your care.**

## Appendix ii

### The St Margaret's Way

- The first in line hold the doors for the rest of the class.
- We say thank you to those who hold doors for us.
- We hold doors for adults and children.
- We walk quietly and calmly along the corridors and around school.
- We keep to the left when walking up and down the stairs.
- We are respectful towards all adults and children working in school.
- We remember to say please and thank you.
- We enter and leave the hall for worship time quietly and in line.