

St Mark's C of E Junior School Behaviour Policy

This policy was agreed by the LGC on: 17.1.22 (and supersedes all previous policies relating to this area)		LGC #3 January 17 2022
Signed by: Jenny Baylis (Chair of the LGC)		
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At St Mark's, we believe in better: better learning; better behaviour; better opportunities.

Our school values of love, hope, wisdom, dignity and community are embedded in everyday life.

What are the aims of this policy?

- To create a culture where all children feel safe, respected and happy
- To develop positive learning behaviours
- To enable children to take control of their own behaviour
- To help children accept responsibility for their choices
- To empower children to be assertive yet respectful
- To create well-rounded, respectful, responsible citizens

Our high expectations of behaviour apply at all times, with all people and in all places; not only during the school day but beyond in the wider community and whilst online.

At school, staff will actively teach all children that if they are being subjected to unwanted behaviour to say, "Stop it, I don't like it." to empower children to be assertive yet respectful. The expectation is that offending behaviour will cease immediately following this response. If this behaviour continues, the child will then be expected to tell an adult about their concerns.

What is behaviour?

The dictionary defines behaviour as:

"the way in which you act or conduct yourself, especially towards others"
"the way you behave in response to particular situations."

At St Mark's, we view behaviour as having two main factors:

1. Behaving well as a member of our school community is important as it gives all children the best chance of learning and fulfils their rights as detailed below. How we conduct ourselves not only applies inside school but outside – being a member of the St Mark's community means being a respectful and responsible citizen wherever you may be.



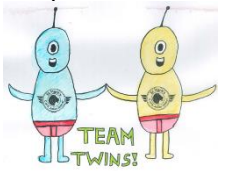
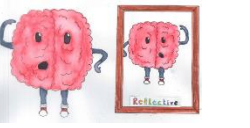

Rights and Responsibilities

As a member of St Mark's, all children have the	
right to:	responsibility to:
Feel happy, safe and confident	Respect and care for others
Focus on their learning	Allow others to focus on their learning
Express their views and know they are listened to	Listen and empathise with others' views

Be treated fairly and with consideration	Be always honest and truthful
Be proud of their achievements	Work to the best of their ability
Be able to tell any member of staff if someone or something is making them unhappy	Tell a member of staff if they see or hear anything that could jeopardise others' safety or happiness

2. Behaviours for learning are important for children to become lifelong learners. As a staff, we created the Learning Characteristics which we believe are integral in enabling children to become active learners and developing these skills for life:

We aspire for our children to be:

<p>Curious</p> 	<ul style="list-style-type: none"> • Ask questions and actively seek answers, showing genuine interest in the world around them • Be motivated to understand and achieve • Question and challenge - do not accept things at face value
<p>Thinkers</p> 	<ul style="list-style-type: none"> • Be able to solve problems • Be creative and challenge themselves • Practise and master subject-specific skills and knowledge • Make links across different areas of learning
<p>Responsible citizens</p> 	<ul style="list-style-type: none"> • Collaborate and contribute as part of a team • Be able to work with autonomy • Be a respectful, understanding and honest member of the community
<p>Reflective</p> 	<ul style="list-style-type: none"> • Evaluate and explain learning • Apply learning and makes links between concepts • Focus on the process, not just the outcome – explore and learn from mistakes
<p>Resilient</p> 	<ul style="list-style-type: none"> • Have positive attitudes to challenges • Be courageous – take risks in learning and do not be afraid of making mistakes • Persevere and keep trying different strategies

What is misbehaviour?

Misbehaviour

Misbehaviour is defined as low-level poor choices that have a negative impact on learning, both for the individual and the whole class.

Misbehaviour can therefore include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Rudeness towards others
- Use of poor language or swearing

Serious Misbehaviour

Serious misbehaviour is defined as ill conduct that has a negative impact not only on learning but on mental well-being or causes danger or harm.

Serious misbehaviour can therefore include:

- Repeated misbehaviour (as detailed above)
- Defiance or refusal to follow reasonable instructions from a member of staff
- Any form of bullying (as in table below)
- Vandalism
- Theft
- Possession of any prohibited items such as weapons, alcohol, drugs, stolen items, tobacco, cigarettes, inappropriate images and any article a staff member suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can therefore include:

Type of bullying	Definition
Emotional	Being intentionally unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, fighting
Discriminatory	Treating people differently or less fairly than others e.g., racist, sexist or homophobic behaviour
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Peer on peer abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer-on-peer abuse within our school and beyond, in line with KCSIE 2021.

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up” and we understand that non-recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology being used for bullying and other abusive behaviour.

In cases where peer on peer abuse is identified, we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy.

Partnership with parents

A strong partnership between home and school benefits everyone; staff, parents and children. We aim to share good news and achievements as well as any concerns or details of incidents in a timely manner. This may be through Arbor, face-to-face communication, telephone calls or written communication. On occasion, we work together with parents to write an individual behaviour plan where required for specific behaviour needs. We would ask parents to use and share this plan regularly with their child at home to enable us to work together in a consistent approach in supporting positive behaviour.

We actively encourage parents to keep the school informed of any concerns that they or their child may have. This includes changes or events at home that would have an impact on behaviour for learning in school. We will work together to support the child and put provision in place where necessary.

Physical intervention

As a school, we are committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We endeavour to explore and strengthen emotional responses to situations through our curriculum and pastoral interventions. Staff are trained and skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Staff will only use manual handling as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will only use manual handling when the risks involved in doing so are outweighed by the risks involved by not doing so. These are exceptional circumstances such as managing a child's misbehaviour or aggression where their behaviour is physically endangering themselves, others or causing significant damage to property.

Should a child's behaviour require regular physical intervention, the school will ensure that the necessary staff have access to appropriate training.

Links with other policies

Policy	Why?
Anti-bullying	Rewards and sanctions, codes of conduct
Safeguarding & Child Protection	Child protection
E-safety and acceptable use	Cyber-bullying and e-safety
Complaints	For parents who are unhappy with the school
Equality	Prejudice related to discrimination
Teaching & Learning	Learning Characteristics and values
Confidentiality	Reporting and recording
Exclusions	In case of need to exclude
SRE (Sex and Relationships Education)	PSHE - strategies to prevent discrimination

St Mark's Behaviour Procedures

Intrinsic motivation is the most powerful method of encouraging positive behaviour choices in children. We believe children should make choices because they are the right things to do, not because they will get rewarded for them. However, we also feel it is important to recognise children's effort and good choices, making them feel motivated, valued and cared for.

We use a house system so children are part of a team and are working towards a collaborative goal; to be proud of their house's achievements. It gives children a chance to interact with different children and teachers and therefore feel more connected and involved with the community around them. Every house is led by House Captains; Year 6 children who have demonstrated a commitment to their house and good leadership qualities throughout their time at St Mark's.

When children enter the school, they will join one of the house teams, which are all named after local 'rings' which are significant geographical features in our local community. Our houses are:

Avebury Archers (red)
Figsbury Ferrets (yellow)

Clearbury Colts (green)
Ramsbury Rams (blue)

How do children earn house points?

House points can be awarded at any time across the school by any member of staff for those children who are demonstrating our school values in all aspects of school life, choosing to work hard and behave well.

Children can receive between 1 and 5 house points at once (1 means 'good'; 5 means 'incredible'). For every 10 house points, they will receive a sticker which is recorded on the reward card. Once a child's reward card is full (100 points), they will receive a prize:

100 house points (yellow) = St Mark's pen
200 house points (green) = Lion pencil topper
300 house points (blue) = Lion bag tag

Rewards and Sanctions

Lion awards

Certificates are awarded every fortnight, during our celebration assembly, to those children who have demonstrated outstanding achievement.

Certificates of Merit

These are awarded termly in recognition of exceptional achievement, progress, effort, or attainment.

Progress Cup

At the end of each academic year, one child per year group is nominated to receive the progress cup. This is in recognition of outstanding, concerted effort throughout the year.

Learning Behaviour Chart

Superstar

Good Job

Ready to
Learn

Think About It

Partner Class

Reflection

Every classroom uses the behaviour chart to positively manage the learning environment. All children start the day on 'ready to learn.' When positive learning behaviour is identified, over and above 'being ready to learn', children move up the chart to 'good job' and 'superstar.' For behaviour that is not conducive to learning, children will initially be given a verbal reminder by a member of staff. If they continue to behave inappropriately their name is moved to 'think about' and they are given the opportunity to modify their behaviour and return to 'ready to learn.' In those instances where the inappropriate behaviour continues, the child will move to 'partner class.' They will be given a timer and sent to another class (in the same year group) where they will sit in a quiet area to reflect and consider what they will do to modify their behaviour to enable themselves and their peers to learn effectively. When they return to class, they move back to 'ready to learn.' For those children who persistently exhibit poor behaviour choices, a reflection is given.

Reflection

Reflection occurs during lunchtime, in the classroom with a teacher. Children will discuss their behaviour with the adult through key questions. Examples of questions include: How did this choice affect you and others? How can you repair the impact of this choice? This will help them to understand the consequences of their actions, identify the steps needed to 'put things right' and support them to make better choices in the future. The reflection is logged and parents informed via Arbor so that they can discuss the reflection with their child.

Exclusion

Internal exclusion (isolation in school)

In circumstances where a child's poor behaviour necessitates their removal from the classroom, the process of internal exclusion is used. This may be the result of a serious single incident or persistent disruptive behaviour. An internal exclusion takes place in the Head of School's office where the child will be supervised while they complete work set by their class teacher. During this period, they will be encouraged to reflect upon the reasons for the exclusion and develop ways to improve behaviour.

Fixed Term Exclusion (at home)

In the event of a serious, significant event or a cumulative series of events, a fixed term exclusion may be given (between 1-5 days). The Local Authority are notified and parents will receive an official letter. In exceptional circumstances, a fixed term exclusion may become permanent.