



St. Mary Magdalene

C of E Primary School

Love to learn, learn to love

ACHIEVEMENT AND BEHAVIOUR POLICY

1.1 OUR SCHOOL MISSION STATEMENT

Here at St Mary Magdalene C of E Primary School we aim to educate and develop all children in a happy, caring community, nurtured by Christian values that places individuals at its heart and allows everyone to shine. We are committed to the welfare and safety of every child.

1.2 SCHOOL MOTTO: 'Love to learn, learn to love'

1.3 VALUES:

We believe that values are at the heart of our school and are essential if St Mary Magdalene is to be a safe learning environment. Therefore, it is important to clarify the values that are most important to us. When discussing behaviour choices and sanctions with children we will talk about our Loving Three.



1.4 SUPER 6:

Our Super 6 behaviours are what we believe children should display in school when dealing with challenges. Our discussions with children about their achievement and behaviour will relate to their use of the Super 6:

- Collaboration
- Risk Taker
- Inquisitive
- Enthusiasm
- Nurture
- Aspiration

1.5 AIMS:

The aim of our Achievement and Behaviour policy is to help children grow up into confident, considerate young people, with an emphasis as a Church of England school, on the teachings of the Bible.

Jesus taught that all rules can be summed up by these two commandments.

“Love the Lord your God with all your heart, all your soul, and all your mind.”
“Love your neighbour as you would love yourself.”

We want them to listen to others and be listened to, to respect others and be shown respect. We teach them to care for the school environment so that it is a pleasant, safe and worthwhile place to learn and grow.

We see children’s education as a partnership between home and school and we therefore present this policy as a balance of rights and responsibilities for children, parents and staff.

1.6 SCHOOL RULES AT ST MARY MAGDALENE:

At St Mary Magdalene Primary School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards.

We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency which is tightened through **three simplified core rules**:

Ready

Respectful

Safe

Greeting Pupils and Parents

At the start of every day, pupil and parents are greeted by staff on the school gate. Pupils are greeted into class by a good morning with Makaton signs and a personal moment/comment to form the bedrock of trusting relationships. Pupils see how their hands can be used positively through consistent adult behaviour. Mutual respect will ensure that for pupils who do not wish to return the greeting this is accepted.

Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and all efforts are valued.

At St Mary Magdalene CE, we recognise that children's attitudes to self, school and learning as well as their social, emotional and mental well-being are fundamental foundations to successful learning. We want children at here to take responsibility for their actions and understand that positive behaviour is intrinsically rewarding.

High expectations of behaviour are routinely promoted by staff these include:

- **Verbal comments** of specific praise are given regularly by all teachers, learning support staff and other members of staff. We aim for them to be clear and sincere.
- **House points** can be awarded by any member of staff or a visitor for effort, achievement, manners and kindness. They will be awarded for any child who stands out as an outstanding role model.
- **Phone Calls Home** – staff in class decide on 3 phone calls home to chosen children's parents/carers to let them know how well their child is doing in school or about something specific that their child did that day/week.
- Pupil's name placed on the **You've Been Famed Board**
- **Lunchtime Award** - Each week, the lunchtime staff choose children to receive a certificate in assembly for their behaviour and conduct at lunchtimes
- **Attendance** - Those children with 100% attendance each term are presented with a special certificate and badge.

Each week the class with the highest attendance in KS1 and KS2 is given a certificate to display and a house point each.

An individual award of £5 Amazon voucher is given weekly for 100% attendance to two lucky winners.

However, where pupils go above and beyond expectations there is further recognition through:

- **Teacher's Award** - Each week staff choose one pupil from their class to receive a certificate for Learning Behaviours, Values and Reading in Celebration Assembly. These pupils will receive a certificate stating what they have done to achieve this award and the teacher will give a brief talk about/show some of the pupil's work.
- **Celebration Assemblies** are held weekly to celebrate achievement and effort. Parents are invited to attend.
- **Other celebrations** – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

<p>LOW LEVEL (Class based support)</p> <p>No low level behaviour to go to Reflection Zone – these are not to be recorded</p>
<ol style="list-style-type: none"> 1. Use a verbal warning, also strategies to de-escalate e.g. distraction, “What should you be doing?” etc. 2. Use of school rewards. Notice your child/ children making the right choices. 3. Use Chill out box, Regulation stations and time out areas in the classroom. 4. Use Mindful resources/techniques. 5. ALWAYS refer to the Ready/Respectful and Safe Rules and Behaviour Policy in your classroom. All classes have these displayed.
<p>MEDIUM LEVEL (Class/Phase based support)</p> <p>Please refer to Medium level criteria in order to make best decision. This will be recorded on One Drive under Behaviour by the class teacher</p>
<ol style="list-style-type: none"> 1. Use a verbal warning, also strategies to de-escalate e.g. distraction, “What should you be doing?” etc. 2. Keep pupil/pupils in the classroom to miss part of their playtime/lunch time to catch up on missed learning (class teachers responsibility). 3. Make sure all attempts have been made to support the pupil to be successful and make good choices. E.g personalised reward chart/system, proud book and home/school book (class teacher responsibility). 4. If persistent behaviours continue, class teacher to liaise with the PHASE LEADER. (To support class teacher with next steps). 5. Class teachers must inform pupil’s Parents/Carers as soon as possible during or at the end of the school day. 6. If you feel that a pupil is displaying these medium level behaviours on a regular basis then you may require a STAR chart to help to show patterns in behaviour (see SENCO). 7. Referral for pupil support through in school or Reflexions service.
<p>HIGH LEVEL (Senior Leader level support)</p> <p>This will be recorded on My Concern under Behaviour by the class teacher</p>
<ol style="list-style-type: none"> 1. Reflection Zone – visit 1 - with the Reflection Time Form (see Appendix 4) - Letter 1 issued to Parent/carer. 2. Reflection Zone visit 2 - Letter 2 – Parent/ carer invite for meeting (Calm Zone to be used if child persistently breaks the rules supported by Year group TA with learning). SENDCO to initiate Individual Behaviour Plan (IBP) including STAR charts -sent to SENDCO at the end of each week to be processed. (Evidence gathering commences) 3. Head teacher or Deputy Head Parent Contract Meeting: Serious pre-suspension/exclusion incidents will be dealt with by Mrs Robinson/Mrs Tooth who will discuss the incident with the Parent/Carer and the child. Early Help to be offered where appropriate. 4. Inclusion Support/PPE level of support 5. Suspension/exclusions Refer to Head Teacher (admin team to support with paperwork)

Lunchtime Behaviour**Behaviour Guide for Lunch Time Staff****LOW LEVEL**

- Use verbal warning, also strategies to de-escalate e.g. emotion coaching and Pivotal scripted language. Always refer to school rules READY RESPECTFUL SAFE.

**MEDIUM LEVEL**

Not showing respect or keep safe, hurting others intentionally

- Miss part of playtime, standing by LTS or identified area of playground for Time Out. (Use professional judgement and consider the age of the child) Use language of "What could you have done?/How do you feel?"
- Class teacher to be called upon (one LTS to go to staff room and ask for class teacher for that child) *
- Fill out Lunchtime incident form to be handed to the class teacher at the end of lunchtime.

**HIGH LEVEL**

Repeated hurting others

Running from staff

Racist incidents

- Fill in Lunchtime incident sheet to be handed to the class teacher.
- Phase Leader to be called upon (one LTS to go to Phase Leader and ask for their support with the child).
- Action taken by SLT

* If the class teacher has been called upon regularly, then try to use another adult or SLT to support.

Positive Handling Strategies

All staff use positive reinforcement to encourage positive behaviour. A range of de-escalation strategies are used to attempt to defuse extreme disruption or violent behaviour. These include but are not limited to:

- Pivotal Training strategies
- Emotion coaching
- humour
- verbal advice and support
- firm clear directions linked to school Rules
- limited choices
- distraction
- reassurance
- adult swap
- success reminders
- reminders about consequences

If these strategies do not work staff who have received Positive Handling training will be called upon to keep children and adults safe from harm.

These strategies may involve positive handling or 'holding' techniques. These are a last resort. If a child needs positive handling by a trained member of staff, a dynamic risk assessment is carried out prior to any action. Once the incident is resolved it is recorded in a bound and numbered book which is monitored regularly. Parents are also informed.

Trained staff keep up to date with all developments and correct strategies and holds on a regular basis. All incidents are followed by a 'debrief' in order to adapt practice for the future.

Behaviour and Special Educational Needs (SEND)

The SENCO/ School may need to draw upon specialist support and advice from external agencies e.g. Educational Psychologist, School Nurse, GP, CAMHS.

We understand that some children may need additional support with their behaviour and will work with them and their families and outside agencies to support these pupils. Where necessary the SENCO, who leads on behaviour will ensure that individual support plans are in place and reviewed regularly.

SEN code of Practice

Children with serious or repeated behaviour difficulties may need to have an Individual Behaviour Plan in accordance with the SEN code of practice.

The plan is designed with the child and the SENCO/Class teacher and parents so that there is a mutual understanding about any "individualised" sanctions or agreements that are put in place. The consistency of approach should reach beyond school and include how such behaviours impact on home life.

We may ask for an assessment from the Educational Psychologist or for support from the Inclusion Team through targeted Behaviour Support input.

If a child has had a series of fixed term suspensions and is at risk of permanent exclusion then school can call on the support and advice offered by the Preventing Primary Exclusions (PPE) Team who work within the setting with school staff, parents, Behaviour Support Teachers and Educational Psychologists.

A multi-agency meeting should be set up by the SENCO to formulate a plan to prevent permanent exclusion.

The principal aim of the PPE Team is to provide positive, nurturing and consistent support for children. A part time timetable may be appropriate to ensure that a child's needs are being met safely in school.

Suspensions/Exclusions

The school follows the DfE guidance.

Only the Head teacher can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned.

A decision to suspend a child will be taken if:

- The pupil seriously breaches the school discipline policy in a violent way;
- A range of alternative strategies have been tried and failed;
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff

Suspension can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time. Before reaching a decision the Head teacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration
- If necessary consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the suspension period in line with the DfE recommendations. Fixed term suspensions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of suspension the child is required to follow an education programme at a school. If a pupil has been suspended for this length of time in one school year.

If a child has been suspended, a reintegration meeting with parents will be arranged before the child restarts school and where appropriate an Individual Behaviour Support Plan will be drawn up in **collaboration with parent, teacher and pupil.**

Bullying

Our school is a safe and caring environment, but like all schools we sometimes have to deal with bullying and harassment. We then apply the Anti-bullying policy and procedures.

We will do our utmost to prevent and deal effectively with bullying with the support from governors and parents. We have anti-bullying weeks each term and use school council, SEAL resources, assemblies and circle time to deal with issues.

Children usually tell someone at home first. Please let us know if you are worried about your child so that we can help.

Safeguarding

Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area. They have a number of statutory functions under the 1989 and 2004 Children Acts. This includes specific duties in relation to children in need and children suffering, or likely to suffer, significant harm, regardless of where they are found, under sections 17 and 47 of the Children Act 1989.

Whilst local authorities play a lead role, safeguarding children and protecting them from harm is **everyone's** responsibility.

Everyone who comes into contact with children and families has a role to play.

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

In September 2022 the Government published a new edition of 'Keeping Children Safe in Education'.

Part 1 being the statutory guidance for **ALL STAFF**, placing a duty on the individual to promote the welfare of children.

In April 2018, the document "Working Together to Safeguard Children" was revised. *Its fundamental principles are a child centred approach based on collaboration between agencies.*

It is based on research about the wishes and feelings of young people who have experienced harm or neglect.

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, healthy, enjoy and achieve, contribute positively and achieve economic wellbeing

St Mary Magdalene School strives to promote the welfare of our pupils by:

Creating and maintaining a safe learning environment.

Identifying child welfare concerns and taking appropriate action.

Using the curriculum to enable our children to develop keep safe strategies

Creating a listening culture to hear the child's voice

Operating safe recruitment and selection procedures to prevent unsuitable people working with our children.

The school has a suite of policies designed to meet these needs and are available on request or via the school website.

This policy applies mostly to points 1, 2, 3, 4 and 5 above and reflects current legislation, accepted best practice and complies with Government guidance: 'Keeping Children Safe in Education' September 2022 and "Working Together to Safeguard Children" 2018.