Learning, Growing, Achieving – TOGETHER

# St Meryl School
# Behaviour and Relationships Policy

At St Meryl School, we have high expectations of behaviour from both our pupils and adults and strongly believe that all behaviour is a means of communication; a way of expressing an emotion/emotions.

Our *Behaviour and Relationships Policy* ensures that within a framework of expectations, routines, rights, and responsibilities, we guide, encourage and teach pupils to form positive relationships with all that are around them which in turn, allows teachers to teach and pupils to learn.

To ensure that the school community operates fairly, everyone is expected to participate in making and agreeing the expectations by which we work.

To create and maintain a positive classroom and school environment we encourage:

- Having respect for the rights and beliefs of adults and of other pupils
- Working co-operatively
- Honesty and fairness
- Self-regulating behaviour (self-control/self-discipline/self-management)
- Taking responsibility for the choices we make and the consequences of these choices)

This is achieved through a clear and shared set of expectations, rights, routines, and responsibilities.

## Expectations

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations.

Our school expectations are clear and simple. They are displayed around our school, are used consistently and are linked with consequences. They are:

| Ready | Respectful | Safe |
|---|---|---|

## Rights

Every person in the school has rights. Every child has the right to learn without interference. Every teacher has the right to teach without disruption. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking. *(Article 28)*
- The right to feel safe in, and moving around the school, classroom, and playground. *(Article 19)*
- The right to express themselves, ask questions and, share opinions and ideas. *(Article 12)*
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled. (Article 13)
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after. (Article 24)

## Consistent Adult Behaviour

At St Meryl School, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

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| **We Do Not Shout** | There is never a valid reason for shouting at a child.<br>The only exception might be if a child was in danger, for example shouting “Stop!” across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm’s way. |
| **We Refer to the Behaviour and Not the Child** | When we are speaking to children about negative behaviour, we always talk about the behaviour so that they understand they have a choice in how they behave. |
| **“It Takes a Whole Village to Raise a Child.”** | Beyond the school gates, we encourage children to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community. |

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| **Non-Confrontational Approach** | We use a non-confrontational approach when speaking to the children and the rest of the school community. |
| **Behaviour Outside of School** | If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school, it will be dealt with appropriately. |

## Positive Recognition

We work on the principle that for most of our children they will respond well when their efforts are recognised and rewarded. At St Meryl School we use a range of rewards:

| Reward System | Who for? | Why? |
|---|---|---|
| **Meryl's Marvellous Marbles Stickers** | Individual<br><br>Reception to Year 6 | We use Meryl's Marvellous Marbles Stickers to promote positive behaviour. These also include our 6 core values: Enthusiasm, Respect, Friendship, Creativity, Resilience and Independence<br><br>Midday Supervisors (MDSs) are able to reward children using the stickers to children exhibiting behaviour that reflects our core values.<br><br>The class with the most marbles at the end of each week receives 10 minutes extra break time. |
| **House Points** | Individual/ House Groups<br><br>Nursery to Year 6 | House Points are awarded for positive behaviour seen outside the classroom, such as excellent movement around the school or kindness and helpfulness to others.<br><br>The House Trophy is awarded at the end of the year. |
| **Top Table** | Individual<br><br>Reception to Year 6 | Our Midday Supervisor Team nominate children each week, whose behaviour at lunchtime has been exceptional. These children sit at The Golden Table with the Head Teacher/ member of SLT as a reward. The Golden Table is laid with a tablecloth, flowers and squash. |
| **Celebration Assembly** | Individual<br><br>Nursery to Year 6 | A weekly assembly celebrating the achievements of all our children. Classmates choose a child/children in their class who have worked really hard or who have demonstrated our school values, for example resilience to complete a piece of work. |
| **Golden Time** | Individual<br><br>Reception to Year 6 | Every class has Golden Time between 2.30pm and 3.00pm every Friday. At this time, those children who have behaved well during the week will have thirty minutes to engage in an activity of their choice with other children across the school as a reward for good behaviour and as a means of developing a particular interest eg. drama, art, sports, gardening, cooking or working on a project |

| | | |
|---|---|---|
| | | of their choice. Every child starts off with 30 minutes at the start of the week and will keep the full thirty minutes if they behave well all week. |

## Pupil Support

### Classroom Support

**Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.**

**Reminder**

Take up time
……..

**Warning**
Take up time
……..

**2 mins + last chance**
Script

Lots of take up time
……..

**Time outside with adult**
Removal from lesson is a sanction

**Teacher's choice**
(Quick catch-up, restorative conversation or natural consequence)

### Serious Breaches

**Students who commit a serious breach will be removed immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence or homophobic behaviour.**

For the vast majority of pupils, a gentle reminder or "nudge" in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Although there are occasions when it is necessary, every minute a pupil is out of a lesson is one where they are not learning. Steps should always be taken with care and consideration, individual needs must be taken into account where necessary. All pupils will be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A **reminder and warning** of the expectations for pupils referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

A clear, verbal, final **last chance warning** should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

**Pastoral Support Plans/ Risk Assessments**

Some children may need a pastoral support plan which could include an individual risk assessment to help and support them in modifying their behaviour. This would be set up and written by the Head Teacher, class teacher and or SENCO and parents. At this stage it may be necessary to involve outside agencies.

**Consequences**

Consequences are not intended to humiliate or make an example of any child. The aim is to help the child think about his/her choices and take responsibility for changing their behaviour(s).

At St Meryl School, we use a variety of consequences. They are tailored to suit the needs for each child within our school. These may include:

- Verbal reminders
- Involvement from home
- Discussions with an adult
- Coaching
- Spending time out in another classroom. This must be agreed by a member of SLT and the receiving class teacher
- SLT involvement
- A non-verbal reminder
- Restorative conversation
- In school exclusion (please see below for further guidance)
- Fixed Term Exclusion (please see below for further guidance)
- Visual cues
- Time Out – 5/10 minutes, either in the classroom or in the playground dependant on location of incident
- Permanent Exclusion (please see below for further guidance)

We record all behaviour incidents which enables us to have a clear picture of the choices our children are making and how we can best support them.

Support will be tailored to suit the needs of each child. This support may include:

- Verbal praise
- Circle times and/or PSHE sessions
- Open communication with parents and carers
- Support from SLT, including Wellbeing Lead and SENCO
- Behaviour / Well-Being Support Plan – formulated with the child and family
- Where appropriate, referrals may be made to CAMHS, EP, Social Care in conjunction with our AHT for Inclusion and Assistant SENCO

**In School Separation/Fixed-Term Suspension**

The separation or fixed term exclusion may be used for incidents of:

- Physical harm caused on another child or an adult
- Offensive verbal abuse towards another child or an adult
- Racial/homophobic abuse
- Bullying
- Being in possession of drugs at school
- Being in possession of a weapon at school

The following can be applied:
1. In-school separation in which a child is removed from her/his class and placed with another teacher for a given period of time.
2. Fixed term exclusion where a child is not permitted to attend school for a fixed period of time.
3. Permanent exclusion whereby a pupil is no longer permitted to attend St Meryl School.

Consideration will be taken of the age, knowledge and understanding of the child/ren involved in the incident when determining whether an in-school or fixed term exclusion will be used.

**Reintegration of Suspended Pupils**

All pupils being reintegrated following exclusion will have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school. These could include allocation of a Key Worker, clear systems of rewards and sanctions, communication procedures and liaison with parents. All reintegration meetings are to have minutes taken.

**Complaints**

In accordance with policy, any complaints regarding how an incident involving poor behaviour has been managed should be directed to the class teacher. The next step would be to discuss the concern with the Head Teacher. After this there is a procedure which can be followed. This complaints procedure and policy is available to parents via the website or from the school office.

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