



# Behaviour and Expectations Policy

## Mission Statement:

*'In St Margaret Mary's School  
we welcome everyone into our community  
in order to live, love and learn  
together in the light and example of the life of Christ.'*

## Our Expectations and Standards

**At SMM we believe we should all be treated, child and adult, as individuals made by God in the image of God and with all the rights and responsibilities granted to us.**

At SMM we support and scaffold our children's choice and decision making through, for example, class discussions, School Council meetings etc, thereby developing each child's sense of responsibility to and ownership of their school. Children are rewarded in many ways and the positive reinforcement of behavioural choices lies at the heart of our Behaviour Guidelines.

An understanding of the child and he/she's current thoughts feelings and personal circumstances will clearly influence the professional judgement of all SMM staff in their dealings with all children. Our positive relationship with each child influences our entire decision making processes.

## Strategies to assist with the behaviour Management of our children

Staff adopt a variety of positive strategies to divert, diffuse or deal with poor behaviour choices. Some strategies that may be utilised in differing situations include:

- ✓ **Non provocative tone and gesture** – allow a child space and choose your words carefully. Body position and stance should be non-threatening
- ✓ **privately understood** – non-verbal signals negotiated between adult and child to encourage desired behaviour
- ✓ **tactical ignoring** – ignore behaviours when it is safe to do so, so that a child does not get attention for negative behaviours
- ✓ **distraction and diversion** – re-focus the child away from the problem behaviour
- ✓ **Partial agreement** – meet the child half-way. Agree with statements where you can
- ✓ **when...then direction** – state that when a child has complied with a request then they will be allowed to move on to the next activity
- ✓ **proximity praise** – praise those around the child who are behaving well and on task, rather than giving the child attention for negative behaviour
- ✓ **rule reminders** – ask the child to tell you the relevant school/class rule or remind him/her about it
- ✓ **Take up time** – allow the child time/space to follow an instruction. Try not to obviously 'wait' for them to follow an instruction
- ✓ **choices** – offer the child a choice of two acceptable alternative responses

- ✓ **cool-off-time** – give the child time away from the problem situation to cool off, allowing them to return when ready
- ✓ **label the behaviour not the child** – let the child know that it is the behaviour which you do not like, not them
- ✓ **Statement of reality** – state what is happening in a non-judgemental way. “Our school rule does not allow that.”
- ✓ **Catch them being good** – notice a child’s good behaviour and their successes and praise them!!!

**How we support behavioural choices of children at  
St Margaret Marys**

If our children do not meet the agreed behaviour expectations of the school they are reminded of a previously shared and agreed expectations and consequences. If poor behaviour and choices persists the child moves through the series of consequences noted below:

- **Rule Reminder**  
IF BEHAVIOUR PERSISTS...
- **Peer Group Discussion regarding behaviour choices**  
IF BEHAVIOUR PERSISTS...
- **Move child within the room**  
IF BEHAVIOUR PERSISTS...
- **‘Take up time’ - Loss of some of own time (playtime/dinnertime – child to stay with teacher on duty on playground)**  
IF BEHAVIOUR PERSISTS...
- **Move child to year band colleague**  
IF BEHAVIOUR PERSISTS...
- **Move child to member of Senior Leadership Team (with Behaviour File so SLT colleague can note comment) SLT Member may give child ‘Think Paper’ to be completed and signed at home**

Our youngest child in the Foundation Key Stage will follow similar expectations and consequences although at an age appropriate level. A variety of strategies will be adopted, children will be provided with a rule reminder, movement within their setting, ‘take up time’ (age +1 minute) etc Parents will be notified as appropriate with KS Leader, Deputy Head Teacher and/or Head Teacher supporting as appropriate.

### **Recorded Behaviour & Line Management**

Certificates, House Points, stickers and verbal praise are only a few of the examples positive reinforcement our children receive. Behaviour Files record behavioural issues and concerns, these files are collected at the first Staff Meeting of each half term, (staff to bring folders to the meeting). The files provide staff and parents, when required, with a valuable running record of instances where their child has made inappropriate choices

### **Home School Communication & Partnership**

Communication with a child's parents is of key importance. Parents are asked to support the guidelines and policies of the school and are informed of issues informally and formally dependant on the seriousness and repetitive nature of a behaviour. If persistent poor behavioural choices persist following meetings with their class teacher, the child will meet with their KS Leader, the DHT and finally the Head Teacher (line management structure noted below).

**Class Teacher** – The class teacher will inform a child's parent at end of the school day in school.

**Deputy Head Teacher** – As required, the DHT invites the parent(s) to attend a Behaviour Reflection Meeting in which the issues are discussed and a plan of action is agreed – this will include the introduction of a daily lesson and playtime 'Behaviour Log' booklet to be completed

**Head Teacher** – If inappropriate behaviour continues the Head Teacher will meet with parents and review the actions taken by the school, the support provided by the parents and consider further options available to the school and to the parent and child.

### **Playground Expectations & Behaviour Management**

Children are supervised and supported in their playtime by staff identified on the Playground Duty Rota. Dinner Supervisors and Teaching Assistants support and supervise dinnertime play.

Dinner supervisors hold half termly meetings with the DHT where policy expectations can be shared and management strategies refined. Teaching Assistants and Dinner Supervisors are encouraged to follow similar strategies as those adapted in class (noted previously), in addition use of 'time out stops' provides a cool off point for a child who is over excited or too caught up in a particular 'issue'.

A member of the SLT is on duty at 1.00pm everyday to support dinner supervisors and teaching assistants with any relevant incidents.

Children are encouraged to discuss issues arising at play and dinner times in their School Council Meetings, suggesting alternatives that can be discussed at the School Council Meetings and at Senior Leadership Staff Meetings.