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.'

'St Margaret Mary School supports the Wellbeing for all Stakeholders.'

To be Reviewed July 2027

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. It is the responsibility of the staff to challenge poor behaviour and low level disruptions consistently using the tools outlined in the policy and following the tools of Beacon 360. Our positive relationship with each child influences our entire decision-making processes.

Strategies to assist with the behaviour
Management of our children based on Beacon 360 Training and resources embedded in our daily practices and policies

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:

- ✓ **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
- ✓ **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

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- ✓ **cool-off-time –** give the child time away from the problem situation to cool off, allowing them to return when ready

- ✓ **Mindfulness** – allow them ways to improve their mental resilience to overcome issues they are feeling and to use tools to help them calm down and refocus.

- ✓ **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…

- **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 or alternatively in class with teacher)**
  IF BEHAVIOUR PERSISTS…

- **Move child to member of Leadership Team (Assistant Head/Deputy Head/Headteacher)**

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, 'thinking cloud' . If behaviour persists then follow procedures for missing playtime and seeking a visit from LT team. Parents will be notified when behaviours become a concern at the end of the day or over a period of a week depending on the behaviours.

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Recorded Behaviour & Line Management

Certificates, stickers, badges, incentives and verbal praise are only a few of the examples positive reinforcement our children receive. Behaviour Files record behavioural issues and concerns that are positive and those deemed not positive, these files are collected and monitored weekly by the Leaders in school (Head teacher and SLT). 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 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 via the gate. Alternatively, a teacher will ask one of the SLT to contact parents on their behalf. If a child's behaviour has been recorded more than 3 times in one week this is reported to the SLT.

Key Stage Leaders – As required, the leaders will invite 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' Report to be completed for a period of 2 weeks then this will be reviewed with all stakeholders.

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. A pupils may remain on report for a longer period than 2 weeks if behaviour does not improve. Persistent poor behavior, may result in the pupil being excluded internally away from peers in the interests of the health and safety of the pupil and others. If behavior continues this could result in a suspension (fixed term) or permanent exclusion.

Playground Expectations & Behaviour Management

- **All staff are aware of the expectations set for all playtimes.**
- **Lines are to be in alphabetical order and quietly move around the building.**
- **Staff on duty must arrive promptly to ensure lines are asked to line up class by class.**
- **Children are supervised and supported in their playtime by staff identified on the Playground Duty Rota.**
- **Lunchtime Supervisors and Leaders in school support and supervise dinnertime play.**

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

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