



St Mary's School
CAMBRIDGE

Pupil Code of Conduct & Positive Behaviour Policy

Junior School (Reception – Year 6)

This is a Junior School policy only. The aim of this policy is to assist you in your understanding of the school's approach to pupil conduct, positive behaviour, rewards and sanctions.

Primary person responsible for this document: *Olivia Buchanan*

Job title: *Head of Juniors*

Secondary person responsible: Deputy Head

Last review date: *July 2024*

Next review date: *July 2025*

Relevant ISI coding (if applicable):

For information on our EYFS provision, please refer to the EYFS policy.

Our School's remarkable foundress, Mary Ward (1585 - 1645), dedicated her life to providing educational opportunities for girls and attempting to open new opportunities for women who had a religious vocation within the Catholic church. She is a wonderful role model to our School community: a woman of integrity, discernment, courage and love.

There is much in her way of life that is still at the heart of all that we stand for today in the School community: mutual trust, honesty, respect for others and the environment, service, and care for others.

Our code of conduct is designed to promote harmony as well as a collaborative and effective learning community. All pupils of the School are expected to act with responsibility, courtesy, and consideration.

Aims and Code of Conduct

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy has due regard for its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and that reasonable adjustments are made for these pupils.

Aims

- To provide a Catholic education within a nurturing, caring, safe and friendly environment.
- To show a deep recognition and understanding of children, their behaviour and the making of mistakes such as incidences of unkindness.
- To understand that all behaviour is communication.
- To promote and develop the individual needs and talents of each child to their full potential.
- To foster positive, caring relationships within the whole school community by encouraging children to accept responsibility for their own behaviour through promoting resilience, persistence, self-esteem and increasing independence.
- By applying positive policies, we aim to create a nurturing atmosphere in which teaching and learning can take place in a safe and happy environment.
- To have a consistent approach to behaviour management throughout the school with parental co-operation and involvement
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

Code of Conduct

The staff, parents and girls adhere to an established routine and code of conduct, rather than to a variety of lists of rules, as detailed in the JS Rules Policy and Parent Contract. We see education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect girls to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Rules and Regulations and understand what is expected of them and why, as well as the consequences of poor behaviour.

Everyone at our school has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, sex, sexual orientation or physical disability.

We expect our girls to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's guidelines and timetables. They should care for the buildings, equipment and furniture. We expect our girls to behave at all times in a manner that reflects the best interests of the whole community.

Alongside our Mary Ward Values of Love, Freedom, Joy, Justice and Truth, we have created some additional principles and expectations for the girls to follow known as '**The 5 P's**'. We expect the girls to (be):

- Polite
- Prepared
- Positive
- Presentable
- Persevere

Promoting Positive Behaviour

Relationships are built on meeting the emotional needs that we all have for attention, acceptance, approval, comfort, security, encouragement, support, respect and affection. When our needs are met we feel happy and secure. When they are not met we can feel anxious, insecure and unhappy.

Young children can often display unwanted behaviour when they are in need of attention, tired or hungry or require something that someone else has. This may also be seen when they feel they can't communicate what they want, or that someone doesn't understand what they want.

Young children's understanding of concepts such as compromise, patience and conflict are not fully developed. A child might hear what we are saying, but may not yet have the knowledge or language skills to fully understand what we are saying, what this means or be able to negotiate with us.

Each child is an individual who develops at their own pace. Some children will pass through development stages with ease, whereas some children may need a little more support. As children go through a range of new and different experiences they begin to explore and test out boundaries. Young children may go through shorter periods of challenging behaviour where some behaviours may continue and may be due to other undiagnosed needs and where further long-term support is required.

Positive behaviour management is about using a positive rather than negative approach to encourage children to understand their behaviours, the implications thereof, and the impact they may have on themselves and those around them. This encourages us to focus on the positive areas and praise these rather than always focusing on the negative elements.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concerns about the behaviour of their child, or another, they should speak to the school directly

Parents should carefully consider how they speak about other children and should refrain from speaking negatively or unkindly about another child, to their children or other adults. Any concerns or comments should be directed to the school only.

If the school must use reasonable sanctions for a child, parents should support the school's actions. If parents are concerned about how their child has been treated, they should first contact the class teacher. If the concern remains, they should contact the Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Responding to Behavioural Mistakes

As a nurturing school, we understand children's learning developmentally. We also understand that all behaviours are communication, behaviour is learned in social situations and behaviour can be

taught/changed. We recognise that unacceptable behaviour is often a stress reaction, and we respond calmly and sensitively to diffuse difficult situations and try to understand what the child is telling us.

We use positive behaviour management strategies to remind and encourage pupils to behave positively and to repair damage to relationships. Addressing inappropriate behaviour will involve the teaching of appropriate behaviour and coping strategies, with the children reflecting on what they have done whilst being given opportunities to put it right and to develop and practice new behavioural responses. Staff encourage the children to try to resolve minor disputes themselves and to take responsibility for their own actions. Pupils are reminded of 'behavioural choices' i.e. the consequences of their continuing unacceptable behaviour. When responding to unacceptable behaviour staff will aim to reduce tension and then to enhance personal and interpersonal skills, by teaching and modelling skills in problem solving and conflict resolution.

With this in mind, we may respond to behavioural mistakes in the following way:

1. Child misbehaves
2. Ensure that other children are ok
3. Connect with the child using eye contact, getting to their level, and showing concern and compassion
4. Empathise with their feelings first – 'you must have been so angry to have said/thrown/hit/whatever'
5. Reinforce the boundary gently i.e. 'it is never ok to hit/throw/etc.'
6. Model empathy for others i.e. 'how do you think felt when you did that?' If you get a shrug, or no response – this is normal. Try asking 'how do you think you would feel if someone did that to you?' If you still get no response, suggest the feeling 'do you think you would feel happy or sad?' This has to be asked in a gentle voice or you will trigger the amygdala to react again. At this point we are trying to engage the child's higher brain function here.
7. Come up with a solution together i.e. 'what do you think you could do to make this all feel ok again?'

Appropriate consequences will be utilised where necessary. We believe that a system of logical consequences has a part to play in promoting positive behaviour and in helping pupils realise that there is a consequence for inappropriate behaviour. All consequences will be applied consistently and calmly with opportunities for reflection, reparation and learning.

Staff have the following strategies to choose from when responding to inappropriate behaviour:

- Non-verbal – look or tactically ignore.
- Providing redirection/distraction particularly for very young children.
- Proximal praise
- A Rule Reminder or Rights Respecting Script
- Direction/Re-direction-Expectation Discussion
- Change of seating arrangements
- Offer choices-consequences-traffic lights
- Class Behaviour checklist
- Loss of break time
- 'Thinking Time' chair/table/calm area
- Restorative Questioning
- Worth a Re-Think discussion
- Time in/Out
- Think Time Meeting/Discussion- Reflection sheet

- Individual Behaviour Target Card
- Withdrawal of a privilege
- 'Shadow' a teacher/assistant
- Lunchtime/playtime inside
- Parent meeting
- Daily home school communication

When responding to inappropriate behaviour, school staff will remind pupils of the logical consequences of their behaviour, applying consequences, consistently and calmly.

Pupils with specific Behaviourial Difficulties

As a nurturing school we understand children's learning developmentally and see all behaviour as communication. We endeavour to understand and support all of our pupils in an atmosphere of care and with an understanding of Trauma Informed Practice. We endeavour to see beyond inappropriate behaviour to understand each child's individual needs and challenges.

At the core of social/ behavioural/emotional needs is often stress, anxiety, lack of self-worth/low self-esteem and/ or fear of failure. These feelings can be caused by many issues including developmental delay, learning difficulties, fractured relationships, bereavement and witnessing/ experiencing trauma. Some children communicate their needs through socially unacceptable behaviours, others by withdrawing. Following nurture principles and trauma informed practice is critical to supporting the social, behaviour and emotional development of every child regardless of their age, stage of development or underlying factors.

Teachers should liaise with the SENCO and/or Head of Junior School if they believe that pupils are communicating unmet needs through their behaviours. Some children may need additional support including individual behaviour/support plans and referral for support from other professionals/ agencies. Children with specific behavioural difficulties will be referred to the SENCO who will then follow procedures in line with the Special Educational Needs Code of Practice.

In the Classroom:

Class teachers will establish a nurturing, positive classroom environment that supports social behaviour and emotional well being, as well as encouraging and motivating pupils to remain on task and actively involved in their learning. Teachers ensure that the many transitions that take place daily are supported by effective routines and procedures. Our Mary Ward values, the 5Ps and supporting classroom routines/procedures, including rewards, are established and displayed, and children are encouraged, praised and reminded of them regularly.

Positive classroom behaviour is supported by:

- Positive relationships
- Visuals-whole class and individual
- Growth mindset approach
- Consulting pupils on the systems of reward and consequences
- Being in class/in the playground to meet and greet your class
- Ensuring children enter and leave the classroom quietly and orderly
- Teach using 'quiet' inside voices to encourage a calm and orderly environment
- Remaining calm while repeating instructions quietly
- Careful consideration to seating/ group-work arrangements for children.
- Changing/adjusting seating arrangements

- Noticing, praising and rewarding frequently those children behaving positively.
- Specific proximal praise
- Rules for lining up so that pupils know exactly where they should be
- Having a 'calm area' in the classroom
- Planning shorter activities for pupils with specific difficulties
- Effective classroom organisation, routines and procedures to minimise disruptions and avoidance tactics.
- Brain Breaks
- Fidget toys
- Finger breathing/square/triangle/7-11 breathing

A few things for us to consider:

- Around five years of age, children start to use 'just joking' as a way to tear someone down and then deny they did anything wrong. This becomes a bit of a habit and an excuse for poor behaviour as they get older. It leaves girls never knowing what a joke is and what it isn't, it's very confusing and can be incredibly hurtful.
- Friendship is also used as a 'currency' amongst girls. One day you are someone's friend and the next day you are not.
- As adults, we often attach our own emotions or response to a very childlike situation or behaviour. Remember, children do not behave like we do. They do not have the same experiences and knowledge so we must not use adult rationale or emotions.
- Almost all girls (and women) gossip and feed off this gossip.
- According to research, the biggest influence on a girl is their mother, or the most dominant female relationship in her life.
- Girls tend to maximise the impact of what someone did to them and minimise the impact of what they did to the other person.
- Girls usually blame their behaviour on something or someone else.
- There is a difference between gossiping and venting/sharing which they are not quite aware of yet.
- Bullying is when one person repeatedly abuses or threatens to abuse their power against another person. Not being invited to a birthday party is not bullying. Nor is being excluded from a group on WhatsApp or a game at play time. But the feelings of sadness, hurt and upset are very real and very big. These acts are hurtful and still need to be addressed to help them make better choices in the future but they are not bullying.
- As girls enter puberty (Year 5 and Year 6), many will describe their conflicts as 'drama'. Experts define 'drama' as conflict that's serious to the people involved but not taken seriously by other people gossiping about it.
- The younger a girl is when they have access to a mobile phone and social media, the younger she'll be exposed to gossip, and potentially harmful behaviours.
- Whilst some unkindness takes place in school via verbal communication, it is evident that a number of such incidences are also occurring outside of school via play dates, parties and the use of mobile phones/social media, something that as a school, we cannot control. There are strict parental guidelines for the use of the internet and social media with most requiring children to be at least 13 years old, if not older!
- Promoting positive behaviour is not the sole responsibility of the school. It lies within the culture, beliefs and behaviour instilled by parents.

Rewards and Sanctions

The school's rewards and sanctions are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through our rewards system. Sanctions help us to set boundaries and to manage more challenging or persistent behaviour.

Rewards

The school rewards good behaviour, good effort and achievement. This helps to develop an ethos of co-operation and kindness.

Rewards can include the following:

- Verbal praise *
- Written praise on work *
- Stickers/stars or prizes that are non-house point rewards *
- House Points
- Certificates
- Recognition during form time or assembly
- Newsletter or Social Media post

* Each teacher will have slight variations on how they distribute rewards to pupils. This takes into account the age of the pupils and allows for individual class management strategies to encourage positive behaviour. For example, younger year groups may use a visual aid such as marbles, or a wall aid to positively reinforce and reward good behaviour or excellent work and/or effort.

House Points

House Points can be awarded for a number of reasons such as good work, good effort, good manners, politeness and consideration of others. Teachers may award individual house points or up to 4.

Certificates

Certificates can be awarded for pupils who have gone above and beyond, been kind to their peers or have produced excellent work worthy of 5 merits. Certificates are closely linked to the 5 P's.

The House System

The house system is another avenue in school to praise the efforts of our pupils. The houses are strong communities and house meetings allow for praising of pupils in the house. At the end of each term, the termly house point total is calculated, and the winning house for the term is rewarded with a mufti day at the beginning of the next term.

At the end of the academic year, the winning house will be awarded a House Trip or Picnic.

Prize Giving

Our termly prize giving is another avenue to celebrate the positive behaviour of girls. Alongside academic progress prizes, Behaviour Award for Thoughtful Action (BAFTA) awards are given to one girl in every form. This award is given to a girl who has shown kind and thoughtful behaviour consistently towards her peers and teachers. This girl may put others before herself, offer to help and/or always show support towards others. Furthermore, top house point scorers in each form are celebrated, and top merit scorers are awarded with prizes. For selected prizes, girls may receive an Amazon voucher.

Caught being Kind Initiative

Staff put pupils forward for this award in secret each week through logging a 'caught being kind' certificate when they witness a good deed or a thoughtful and kind action. The pupil is awarded their certificate (as a surprise) in assembly on Friday.

Leadership Responsibilities

Throughout the school, girls are given roles within the school to support leadership and pupil voice. We feel that it is important for them to take on additional responsibilities as it raises their confidence and self-esteem.

- Head and Deputy Head Girl, whose names are recorded on the school's Honours Board
- House Captains from Year 6, and Deputy House Captains from Year 5
- Senior Prefects
- Mary Ward Ambassadors
- School Council representatives
- Children that Care Committee
- Reading Rangers

School Council

Our experience shows that the ethos of and respect for the school are enhanced by listening to our pupils and by encouraging constructive suggestions from them in assemblies, Form Time and via the School Council which meets every half term. Members of the School Council are elected democratically by their peers.

Sanctions

The Head, for her part, undertakes to ensure the fair application and use of sanctions, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. The following systems can be put in place:

- Support systems for pupils such as staff mentors, or pupil buddies
- Positive Behaviour Target Cards
- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- Assistance with domestic tasks, such as collecting litter
- Withdrawal from a lesson, school trip or team event
- Timeouts or loss of break time
- More serious cases also include sanctions such as in-school suspension where the pupil remains out of class and away from their peers for the duration of the day – at the discretion of the Head or for the most serious of cases, external suspension for a specified period, removal or expulsion from school (in line with the policy issued by the Department for Education <https://www.gov.uk/government/publications/school-exclusion>).

Monitoring and Evaluation

Please note this is a working document, which requires on-going appraisal and update. Sustaining positive behaviour creates a need for continuing self-reflection and ongoing review and assessment of the effectiveness of our approach to nurture and positive behaviour management.

As part of our ongoing reflection and process of improvement, we are constantly reviewing and questioning our provision. To gain a thorough insight into our positive behaviour systems, the behaviour of the children and how the children are feeling in school, we implement the following:

- **Weekly Staff Meetings**
 - **Stand & Shout** – Going through each class in turn, staff have the opportunity to raise any concerns or observations from the week before. This gives staff the opportunity to glean more information and share understanding so that we are proactive rather than reactive in addressing pastoral and/or academic concerns.
 - **Safeguarding** – The Designated Safeguarding Lead and Deputy Safeguarding Lead meet each week to discuss any safeguarding concerns. This time is also used to reflect on any witnessed behaviour or patterns in behaviour. As well as a weekly meeting, the schools safeguarding governor meets with key members of staff and observes the school in order to produce a termly report which is then discussed at a Governor Meeting.
 - **Wellbeing** – The Head of Wellbeing and Head of Pastoral Care meet with the Head of Juniors on a weekly basis to discuss a variety of themes and items. The main focus is the wellbeing and happiness of the girls, reflecting on our current provision and consider what we can do to improve it further.
 - **Learning Support** – The SENDCo meets with the LSAs formally on a weekly basis to discuss provision and the children in their care. It is during this time when staff have the opportunity to share any concerns or questions. The SENDCo meets with the Head of Juniors on a weekly basis as well.
- **Learning Walks and Observations**
 - Individual teachers, as well as members of the SLT, Senior School and Governors, may perform learning walks or more formal observations. The Head of Juniors timetables learning walks into her weekly diary and sets up more formal observations on a termly basis.
 - Learning walks can be more general, or may have a specific focus.
- **Pupil Voice**
 - School Council – children meet once a half term to discuss a variety of topics, it is here that pupils can raise any concerns in a safe and encouraging environment.
 - Form Time – time is spent addressing any pastoral or social needs on an individual, small group or class basis. This may be in line with the curriculum or in response to a particular event/situation.
 - PHSE – the curriculum is regularly reviewed and adapted in order to meet the needs of the pupils and address any common themes or patterns in behaviour.
 - Surveys & Questionnaires – At least once a year, pupils will complete a formal survey, similar to those use for ISI inspection to gauge a sense of how the girls are feeling about themselves and their school. This data is then used to inform future planning and provision.
- **Termly Safeguarding Review & Report**
 - The school's safeguarding Governor completes a thorough termly safeguarding review. Various members of staff are spoken to and the school is observed. All findings are written up and delivered to the Board for consideration.
- **External Review**
 - The Independent School inspectorate visits schools to review their policies, provision and delivery of pastoral and academic care. This process is thorough and carefully administered.

- At times, the school may invite external Individual's or organisations to review all or part of the school.

As a school, we continue to do everything we can to support the girls as they make mistakes, learn and grow. The relationships your daughter fosters now have deep and far-reaching implications beyond her teen years. Her experiences and the behaviour patterns she develops as a result fundamentally shape her self-identity, worth and future relationships (Queen Bees Wannabes by Rosalind Wiseman). We all know, girls are awesome, brilliant, funny and inspiring. They are also confusing, stubborn, complex and sometimes unkind. They will get into situations that are overwhelming, do the wrong thing (maybe more than once) and be unkind to others. This is part of growing up and together we can and will make a positive difference.