

St Mary & St Paul's C of E
Primary School



Behaviour Policy

July 2018

'Life in all its fullness through learning
and love'

St Mary & St Paul's Church of England Primary School

Behaviour Policy

RATIONALE

This policy is the statement of principles, aims and strategies for the positive management of behaviour at St Mary & St Paul's Church of England Primary School. It was developed in the Summer term of 2011, through a process of consultation with staff, governors, parents and pupils. This policy is reviewed on an annual basis. It has been amended so that it is in line with the school mission statement 'Life in all its fullness through learning and love'

Last review July 2018

PRINCIPLES

Good behaviour is an essential condition for effective teaching and learning to take place. At St Mary & St Paul's Primary School, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. We believe that good behaviour is most effectively promoted through emphasising potential, rewarding success and giving praise for effort and achievement, rather than focussing on shortcomings and failure. We look to develop children's self-esteem, encourage behaviour throughout the school day that supports and promotes good learning and that reflects the school's Christian ethos. We believe that it is the responsibility of parents to work with the school in helping our children to behave well and to become good citizens.

We expect our children to follow our Behaviour Policy, all staff to deliver it fairly and with consistency and all parents and carers of children in our school to support us in delivering it.

AIMS

At St Mary & St Paul's, we aim:

- To create a caring, Christian ethos that makes everyone in the school community feel valued and respected;
- To give every child the opportunity to 'live life in all its fullness through learning and love'.
- To promote, highlight and reward good behaviour in school and to deal fairly but firmly with any instances of unacceptable behaviour;
- To encourage our children to co-operate with one another at work and at play and to learn greater self-discipline within the school environment;
- To ensure that our children develop a proper sense of respect for all of the adults in school and for the school environment itself;
- To work in close partnership with parents and carers to promote and develop good behaviour and positive attitudes towards school.

OBJECTIVES

We support positive behaviour and a positive environment through:

- Ensuring that there is a consistent approach by the whole school community;
- Ensuring all children and adults within the school are aware of our behavioural expectations, policies and procedures;
- Encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- Developing the skills of co-operation, mediation and discussion;
- Encouraging everyone to take care of and have respect for their own and each other's belongings;
- Encouraging everyone to take pride in the school environment;
- Having a positive and consistent approach to playtimes and lunchtimes

- Creating a stimulating classroom environment;
- Providing clear and positive learning experiences that engage the children;
- Offering a broad and balanced curriculum that is well prepared, planned and stimulating to children of all abilities and backgrounds;

EXPECTATIONS

We expect our children's behaviour to be of a high standard, so that:

- Behaviour in class supports and promotes excellent teaching and learning
- Behaviour helps children 'to live life in all its fullness'
- Behaviour around school makes everyone feel safe and happy and to feel loved
- Behaviour on the playground is safe and thoughtful, developing social skills and promoting friendship and teamwork

We therefore expect all children to conform to our school rules, which have been developed to support these high expectations:

- We are always kind, helpful and good supportive friends.
- We always work hard and try our best.
- We look after everything in our school.
- We listen to everyone and show them respect.
- We always tell the truth.
- We follow instructions from grown-ups in our school.
- We walk sensibly and speak nicely around our school.

PROCEDURES

We have a system of rewards and sanctions that we use to encourage and reward good behaviour and to deal appropriately with instances of unacceptable behaviour. These procedures are followed fairly by all of the adults in our school to ensure that the children receive consistent and fair messages about behaviour.

REWARDS

We have a wide range of rewards that can be given to children to recognise and encourage good behaviour. These include:

- Verbal praise
- Positive comments in marking (re. attitude, effort etc.)
- Name put on the "happy" side of the board
- House Points
- Stickers/stampers
- Certificates
- Praise/reward from another teacher
- Headteacher's awards/ certificates
- 'Star of the Day' award (daily), which is given to the child with the most ticks on the "happy" side of the board
- 'Gold Book' awards (weekly)
- Praise Postcards/ letters sent home

Different classes also have their own internal awards systems, such as table points.

Our House System also allows children to accumulate house points for themselves and for their house team. House points are awarded for exemplary behaviour, excellent work and school readiness – having correct PE kit in school and so on;

Each week, house point scores in each class are totalled so that an overall winning house across the school can be identified. A running total of house points is kept on display in the hall. At the end of a half term, the winning house receives a special treat.

SANCTIONS

When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for good behaviour that they show. The child will be given the choice after each sanction to conform. This encourages the child to take responsibility for his/her own behaviour.

IN CLASS

Procedures to deal with 'low-level' behaviour:

- The school operates the policy that each day is a new day and that good behaviour is an important part of good learning.
- If there is a misdemeanour then the child will be given a warning – sometimes non-verbal, sometimes verbal;
- If this behaviour is repeated in spite of a verbal warning, then their name will be written on the “sad side” on the board;
- If the behaviour is repeated again, then a tick will be recorded next to their name;
- If two ticks are recorded, the child will lose 5 minutes of their next playtime that day and their name will be recorded in the class behaviour log. If two ticks are recorded after the final playtime of the day the child may instead sit out another suitable activity (e.g. class story, choosing time etc.) that day or may be required to sit out 5 minutes in another class.
- If more than two ticks are recorded, extra minutes may be added on to the time that the child is expected to miss playtime/sit out;
- Once the child has their name or ticks on the sad side they cannot be earned back and stay on the board as reminder for the rest of the day. This does not mean they cannot earn rewards and ticks for making the right choices as the day progresses. At the end of the day the board is wiped clean and **each day is a fresh start**.
- If the child's poor behaviour has caused them to miss or not complete a piece of work, this may be sent home by the teacher with a note to parents requesting that the work is completed.
- In the first instance, if additional support is required for the child then the Learning mentor should be called to support the child through the issue so that they are able to return to class and resume their learning

Procedures to deal with more serious behaviour:

- Very occasionally there may be instances of more serious, unacceptable behaviour in class – such as acts of physical aggression, a refusal to comply with an adult's instructions or the use of very inappropriate language. In such instances teachers will use their discretion in dealing with the behaviour, and may:
 - ‘Accelerate’ through the above procedures – e.g. putting a name on the board immediately without a verbal warning;
 - Remove the child from the situation by sending them to a member of the SMT teaching in another class for a set period of ‘time-out’;
 - Ask for support from the Headteacher (or Deputy/Senior Teacher) who may come and remove the child from class.
- In such instances, the class teacher would inform the child's parents after school about their child's poor behaviour. This may be face-to-face, via telephone or with a note home accompanying any work that needs completing.
- This would also be recorded in the class behaviour log.

- If a child is persistently disruptive in a class, or fails to follow adults instructions to keep themselves and their peers / staff safe then they may receive an INTERNAL EXCLUSION. The child will be placed in a different class for a period of time (to be decided by the Head / Deputy/ Assistant Head) dependant on the number of previous internal exclusions and the severity of the action. This could be up to 3 days in length. Parents will always be informed if this occurs with an explanation of the incident and the length of time that the child will be out of class. Appropriate work will be provided for the child whilst they are in an alternative class setting.
- Children may also be placed on report and receive a comment from the teacher for each part of the school day. At the end of the day the parent will need to come and sign to say that they have read the card. In the case of children in Year 5 and 6, the privilege of being allowed to walk home alone will be withdrawn and a parent / relative must come and collect them from school at 3.15pm

ON THE PLAYGROUND

Procedures to deal with 'low-level' behaviour:

- We believe that the playground is a place where children learn and develop important social skills.
- If there is a misdemeanour then the child will be given a warning – sometimes non-verbal, sometimes verbal;
- The Learning mentor will be available on the yard at break time and lunch time to support children with an issues that may lead to incorrect behaviour
- If this behaviour is repeated in spite of a verbal warning, then the child will be removed from the activity that they are doing for 5 minutes “thinking time”. Depending on the age/awareness of the child, this time may be spent:
 - On the “thinking bench” on the playground
 - With one of the welfare staff
 - At a different activity (e.g. a child may be stopped playing football for 5 minutes but allowed to go on the tyre park).
- If the child repeats or continues with the unacceptable behaviour they may be removed from the playground and sent inside – to the hall. If required, the senior member of staff on lunch duty could be called upon to offer support at this stage.
- If a child is removed from the playground for unacceptable behaviour, the class's welfare will inform the class teacher, who will record this in the class behaviour log.
- In some circumstances a child who cannot behaviour on the school playground maybe have 'supported playtimes' and/ or 'Nurture Lunchtime' put into place.

FURTHER PROCEDURES

- If a child's name regularly appears in the class behaviour log (e.g. three times in a week, four/five times in a fortnight etc.), the class teacher will contact the parents to inform them of concerns over their child's behaviour;
- If, even after parents have been informed, the child's behaviour does not improve then parents will be invited in for a meeting with the class teacher and/or senior member of staff to discuss the child's behaviour and possible next steps. These may include:
 - The development of an Individual Behaviour Programme/ behaviour plan. At this stage the SENCO will become involved as additional support and/or external services could become involved to support the child, parents and school eg Educational Psychologist, Family support worker etc.
 - Loss of privileges (e.g. school trips, social events, after school clubs etc.)
 - Supported playtimes and Nurture lunch

- If the child's behaviour still does not improve sufficiently and the child is in danger of exclusion, the Headteacher may write to parents and/or parents will be invited into school to discuss further possibilities, which may include:
 - Temporary/ fixed term exclusion
 - Options for change meeting with the LA SEN officer.

BULLYING .

Bullying including racist, homophobic, cyber or sexualised bullying will not be tolerated within our school. We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable. As a school all stakeholders are expected to be vigilant and intervene immediately and effectively as soon as bullying is seen or reported. All incidents of bullying are taken seriously and investigated.
(see separate Anti Bullying Policy)

EXCLUSION

In rare cases it may be necessary to exclude a child. Where possible, a parent will have been informed previously (see above) that there was a risk of exclusion. However, a very serious incident in school may necessitate a child being excluded without any prior warning to parents. At St Mary & St Paul's, exclusion is only ever considered after all other avenues have been explored, and at all times the LA's protocol is followed.

PHYSICAL RESTRAINT

When a pupils behaviour presents a serious danger of causing significant harm to themselves, to others or property or there is a major threat to good order, staff may need to take physical control until such time as the pupil is able to take control for themselves (see also DFEE circular 10/98).

FOUNDATION STAGE

This policy applies across Foundation Stage, Key Stage 1 and Key Stage 2. However, some of the rewards and sanctions may only apply to children in Years 1 to 6 as they are at an inappropriate level for younger children. Foundation Stage staff will exercise their professional judgement in adapting the policy appropriately.

MONITORING AND EVALUATION

This policy will be monitored by all members of staff within the school. All staff both permanent and temporary including supply staff and trainee teachers will receive a copy of the policy. A summary will be sent home to parents and published in the school prospectus and on the school website.

Formal evaluation of the policy will take place at an INSET day or staff meeting in September every year.

Last update: July 2018

Next update : July 2019