

## **St. Andrew's C of E Primary School Behaviour Policy**

### **1. Introduction**

The school is dedicated not only to the educational development, but also the personal and social development of each child in its care. This is achieved through the emphasis of a positive, happy environment and a full, inclusive curriculum for all pupils.

Each child is valued as a unique individual and is supported and encouraged to achieve the school's high expectations of good behaviour.

Every member of the school community is responsible for modelling and promoting these high expectations of behaviour, both in and out of the classroom.

### **2. Aims**

- This policy aims to promote a positive approach to behaviour management that is shared throughout the school and that results in a safe, happy and inclusive learning environment.
- Our aim is to achieve a peaceful and positive solution to any behavioural problems that may arise.
- We believe that using positive behaviour systems will produce a warmer and stronger sense of security, care and respect for others and the whole school environment.
- We aim to help children develop into people with a clear sense of responsibility and an understanding of their place in the world.
- As a Christian school, we aim to instil the 'fruits of the Spirit' that enable us to love our neighbour.

**'Do for others what you want them to do for you.' Matthew 7:12**

### **3. A positive approach**

➤ Each class works together to draw up its 'code of conduct' at the start of each school year. This is signed by all members of the class and displayed, so a clear understanding is shared. They aim to reinforce

positive actions and to create a positive and happy learning and social environment.

- Classes devise and organise their own reward systems, based on rewards for good behaviour and not just good work. Rewards may include 'Golden Time', either in the Smiley Room or as Muddy Day time, as appropriate for their age.
- The school celebrates the achievement of all pupils in a variety of ways. Children receive certificates and other awards for a range of activities, both in and out of school. These are celebrated at special assemblies each Friday.
- The Social and Emotional Aspects of Learning (SEAL) are taught within the PSMHE curriculum in each year group. Specific interventions are run that give extra support to individuals and small groups who would benefit from these skills.
- Children are taught to show understanding and empathy towards their peers and to consider how their actions may affect others. Where possible, staff will give children the opportunity to reflect and make the right choice about their behaviour.
- Teachers have high expectations about children's behaviour. Learning experiences within class are well prepared, stimulating and appropriate for all pupils. Teachers recognise the individual needs of each pupil and encourage children who are easily distracted to stay on task or provide time out periods when necessary.
- Lunch and playtimes are recognised as times when difficulties can sometimes arise. To reduce potential problems, there are structured activities organised by Meal Time Assistants at lunchtimes and special playtime games organised by Year 6 pupils on a rota basis.
- MTAs use yellow cards to reward examples of positive behaviour and red cards as a sanction. Pupils with red cards are referred to the class teacher and if necessary to the Head or Assistant Heads, who will then use the behaviour plan. All staff work together and teaching staff support the actions of the MTAs.
- Child Line trained Peer Mediators from year 5 take turns to help solve issues, such as feeling lonely or minor disputes. They wear tabards and

keep records. They encourage pupils to talk to adults on duty and help to refer more difficult issues to the MTAs.

- There are two 'Buddy Benches', one on each playground where pupils can go if they feel lonely. The Peer Mediators are then able to help them out.
- The School Council has elected representatives who sit on the council for a term. Two pupils each from years 2-6 are elected democratically by their peers; they meet as a council every week led by a teacher and help to solve issues and problems that may arise, and also to raise funds for school improvement, especially play time equipment.
- As an inclusive school, children are taught to treat all they meet with respect.

### 3. Behaviour plan

All staff are empowered to follow the behaviour plan and use the sanctions as appropriate.

In cases of unacceptable behaviour in the classroom the following warning system will be used:

**1<sup>st</sup> warning** - teacher speaks to the child and explains that the behaviour is unacceptable.

**2<sup>nd</sup> warning** - child's name is written on the board

**3<sup>rd</sup> warning** - a tick is placed against the name on the board.

At the end of the day, children's names will be wiped off the board.

A variety of sanctions may be used after the third warning, which may include:

1. Change of seat or class.
2. Repeat work.
3. Withdrawal of privileges.
4. Miss a playtime or part of lunchtime.
5. Written apology.

6. Referral to Headteacher or Assistant Head.
7. Informal message to parents.
8. If necessary, a pupil may be asked to stay after school in an after school detention as set out by the Education Act 1997.

#### **4. Unacceptable behaviour**

Unacceptable behaviour includes the following:

- a. Physical aggression, such as pushing, hitting or kicking of pupils or staff.
- b. Answering back or rudeness, including swearing.
- c. Name - calling.
- d. Not following school rules.
- e. Shouting or calling out in class
- f. Oppositional or defiant behaviour.
- g. Sexually inappropriate comments, gestures or behaviour.
- h. Bullying (see bullying policy).
- i. Racist comments.
- j. Stealing.
- k. Damaging property.

In most cases, staff will use the behaviour plan outlined in section 3 above, however, if deemed necessary, children may be referred immediately to the Headteacher or Assistant Head.

It is advised that staff make witness notes from those involved in any serious incidents and seek support and advice from the Headteacher.

In such cases, parents may be informed. If behaviour does not improve then parents will be informed and a meeting will be called between the pupil, parents and staff involved and an individual behaviour plan will be drawn up, based on specific needs and involving advice from other agencies as appropriate.

In severe instances of bad behaviour, particularly those involving harm or offence to others, including bullying, it may become necessary to exclude a pupil either for a fixed term or permanently. Procedures will then follow Local Authority legislation, based on the Department for Children, Schools and Families document 'Improving Behaviour and Attendance.' It

may also be necessary to ask for advice from the Behaviour Support Team or the Exclusion Officer and to devise a Personal Support Plan. Permanent exclusions will be made as a last resort.

In these difficult circumstances, the school will work alongside parents and make sure all communication is clear and supportive.

### **Monitoring and evaluation**

The whole school staff is involved in monitoring behaviour in the school and reflecting on the effectiveness of rewards, sanctions and the appropriateness of this policy.

Peer Mediators and the School Council will report on their findings in School Council meetings and this will be fed back to Senior Leadership Team.

All pupils are encouraged to discuss their concerns about behaviour to their class teacher and their involvement is very much welcomed.

Governors, staff, pupils and parents are involved in the consultation process of this policy and have due regard to their legal obligations in its drawing up and implementation.

Governors co-opted onto the Discipline Committee will meet as necessary, following guidance from the Local Authority.

This policy will be published annually to parents, pupils, staff and Governors.

It is reviewed annually.

### **References:**

'Improving Behaviour and Attendance' (DCSF September 2008)

Advice and guidance to Schools and Local Authorities on Managing Behaviour and Attendance: the legal framework for school discipline.

Date reviewed: Sept 2011

Date of next review: Sept 2012