



'Learn to love and love to learn; in God's love each one will shine'

St. Andrew's Church of England (VC) Primary School

Behaviour Policy

Rationale:

At St. Andrew's Primary School it is our vision for every child in our school to have

- * positive self-esteem through inner confidence and strength
 - * creativity of thought within a life-long passion for learning
 - * excellence, high personal achievement and the experience of success
 - * a set of values by which to live
 - * an enjoyment of childhood
- developed within a caring Christian environment.

Statement of Intent:

The Staff and Governors of St Andrew's Church of England VC Primary School aim to tailor education to individual need, interest and aptitude so as to enable every child to fulfil their potential, whether academic, social, physical, moral or spiritual. We are committed to providing high quality, inclusive, learning opportunities for all, irrespective of age or gender and to provide opportunities for participation, enjoyment and success. We aim to create and maintain a happy, secure and stimulating learning environment where self-discipline, social awareness and appropriate standards of behaviour are promoted and developed. We provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour and teach pupils to take responsibility for their own actions and to accept the consequences of their choices. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

General Principles:

The Curriculum and Learning

We believe that an appropriately structured, but enhanced curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to minimise the alienation and disaffection which can lie at the root of poor behaviour. Lessons will have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping are used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children; strategies for encouraging good behaviour; arrangements of furniture; access to resources and classroom displays; all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays provide information

and are referred to as a support for learning; help develop self-esteem through demonstrating the value of every individual's contribution; and overall contribute to providing a welcoming classroom environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which enable the children to work and play in co-operation with others. Positive motivational techniques and praise are used frequently to encourage good behaviour as well as good work.

Rules and Procedures

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- kept to a necessary minimum;
- positively stated, telling the children what to do rather than what not to do;
- used to actively encourage everyone involved to take part in their development;
- made explicit to all with a clear rationale;
- consistently applied and enforced;
- used to promote the idea that every member of the school has responsibilities towards the whole.

School Code of Conduct:

At St. Andrew's we do not need or have many rules. At the start of each new academic year the Headteacher, Deputy and other staff members consult and work with the children to produce a 'Code of Conduct' – an agreed statement of our behavioural expectations.

The Code of Conduct 2015-2016 reads as follows:

We will always try to:

- ✓ Show compassion by putting ourselves in others' shoes
- ✓ Use our 'hand' to give you the courage to talk and keep yourself safe
- ✓ Always give a hundred percent in our learning - never give up, encourage others, do our best
- ✓ Live the Values all the time – so that we can learn to the best of our abilities – YOYOB
- ✓ Be a good and honest friend, co-operating, respecting, showing love, and forgiveness – always treating others as we would like to be treated.
- ✓ Remember **2 + 2 > 4!**

We want our school to be made up of people who are –

Skilful,
Cooperative,
Hardworking,
Observant,
Organised and
Likable and loving.

If we live like this, we are living as God and Jesus want us to.

Children in Key Stages 1 and 2 sign an enlarged copy of this to signify that they agree with it and will endeavour to abide by it. This is then displayed prominently in each classroom, used as a foundation for **class rules** and referred to as relevant and necessary. Class rules are set by each class at the beginning of each academic year. They are formulated and agreed by consensus, are positively expressed and displayed prominently in the classroom. The class teacher may adapt these each term if appropriate.

Any other rules are formulated for the **children's safety** e.g. no child will climb on the bank outside the Conservatory etc.

Home School Agreement:

We place importance upon the partnership established between home and school. The Home School Agreement outlines acceptable behavioural expectations and responsibilities that school, parents and children have of each other. It is essential that home and school work together with mutual respect and appreciation, in order to achieve the best for each child within our school community.

This is a national requirement and is signed by school, parents and child to signify understanding and intended compliance. There are four different documents that are age-appropriate and issued at the start of each Key Stage (Reception, Year 1, Year 3 and Year 5). Any parent or child who finds themselves unable to sign for whatever reason is invited to meet with the Headteacher to discuss, and hopefully resolve, any concerns.

Acceptable behaviour

At St. Andrew's C of E (VC) Primary School we expect all pupils to:

- show respect and consideration for others
- be polite and courteous to all people at all times
- take turns and behave fairly in all situations
- behave sensibly and co-operatively and move around the school in a sensible and quiet manner
- follow rules pertaining to specific situations e.g. play and lunch times, fire drills etc.
- keep the school clean and tidy
- look after school property, their own property and that of others
- dress smartly according to the uniform code outlined in the School Prospectus
- listen to others and try to understand their point of view
- let everyone get on with their work, including the staff
- complete all activities to the best of their ability.

Rewards:

Acceptable behaviour is recognised, rewarded and encouraged by ALL staff. This may be through verbal praise, non-verbal indication, privileges and rewards. These may be whole class or personal incentives:

Whole class incentives:

Marbles in the Jar: Marbles are awarded to any class by any member of the staff for collaborative good behaviour and conduct. When each class achieves a pre-set number (generally smaller for younger children) of marbles, they receive a reward that they have agreed collaboratively. These may be an additional P.E. lesson – with equipment, a class video or other.

Individual incentives:

These include:

- personal praise and encouragement including an explanation as to why you are pleased
- stickers (on work, person or individual motivational chart)
- 'thinking pounds' or other age-appropriate rewards
- referral to another adult in school for praise/stickers
- referral to Headteacher for Headteacher's Award (stickers and certificates)
- 'Writer of the Week' or other in-class achievement award
- classroom rewards or privileges – including use of Golden Time
- public recognition in celebration assembly
- award of sticker and certificate in Child of the Week assembly
- mention by the Headteacher in the weekly Newsletter
- talking and reporting to parents/carers

Unacceptable Behaviour and Sanctions:

[See also: Appendix 2: Behaviour and discipline in schools – Advice for headteachers and school staff – DfE January 2016]

Unacceptable Behaviour

At St. Andrew's C of E (VC) Primary School the following behaviour is unacceptable:

- behaviour which disrupts a group or class activity and prevents others from getting on with their work
- physical, verbal or e-bullying (see Anti-Bullying and E-Safety Policies)
- behaviour which shows disregard for property
- use of rude or abusive language
- anti-social or aggressive behaviour directed at others - particularly on the grounds of race, culture, gender or ability
- the playing of rough or dangerous games
- behaviour that is unsafe to self or others

Sanctions: In the vast majority of cases, incidents of inappropriate behaviour are dealt with by the class teacher who will warn verbally or non-verbally before issuing a sanction.

Age appropriate sanctions may include:

- moving of seating or changing of grouping
- removal/exclusion from an activity or specific area
- loss of playtime or Golden Time
- use of warnings leading to an expectation to complete work in their 'own' time – whether in school or at home.
- removal from classroom to work in a senior teacher's room
- exclusion from school e.g. at lunchtime (a decision made by the Headteacher)
- exclusion from school (following the procedures outlined in the school's Exclusions Policy)

Risk Assessment: a generic risk assessment is in place to deal with extreme incidents of unacceptable behaviour e.g. running away from school. This will be adapted as appropriate to be relevant to specific children and situations. (See attached Risk Assessment.)

The following system is used in school to support all children and to act as a deterrent to any children who regularly breach reasonable expected standards.

- ✓ The concerns of a member of staff regarding repeated poor behaviour are, in the first instance, reported to the Senior Leadership Team, the Deputy Headteacher or Head Teacher. The Headteacher will record each incident, actions and outcomes.
- ✓ After three such reports in quick succession or in response to a single, more serious incident, the Deputy Headteacher or Head Teacher will arrange a meeting to discuss concerns with the child's parent(s)/carers and to decide on a joint course of action. This may include the use of Circle Times by the class teacher, a simple reward chart for the child, counselling opportunities, etc.
- ✓ Improvements, or otherwise, in the child's progress will be monitored and review meetings held with parents. Parents are made aware that failure to modify and control anti – social behaviour in school will result in fixed term exclusion from school.
- ✓ Where deterioration in behaviour continues consultation will be held by the SENCo, with Outside Agencies e.g. the Educational Psychologist, outreach by experts in Emotional Behavioural Difficulties (EBD) etc. The child's parents/carers are informed and consulted at every stage.
- ✓ At this stage the child receives a great deal of support, however this will not interfere with the schools decision to exclude a child if the child's behaviour continues to be unacceptable.

- ✓ Behaviour likely to result in short-term exclusion includes:
 - physical assault on another child or member of staff
 - possession in school of offensive weapons e.g. knives
 - bullying
 - constant disruption to the education of other children.
 - regular breaches of the schools behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
 - deliberate and wilful damage to school property.
- ✓ Prior to excluding the child the Headteacher will inform the parents/carers that exclusion is likely and imminent. (See Exclusions Policy)

School Policy documents which support this policy.

The SEN policy and procedures.

The Exclusions Policy

The Anti – bullying policy.

E-Safety Policy

The PSHE policy (in particular Circle Time)

Home-School Agreement

School Code of Conduct

Teaching and Learning Policy

School Equality Scheme

School Prospectus

Policy ‘owned’ by: Governors’ Curriculum and Ethos Committee

Policy written: Autumn 2009

Reviewed and adapted: Autumn 2012

To be reviewed: Autumn 2015

Reviewed and adapted: Spring 2016

To be reviewed: Spring 2019

Appendix 1: Behaviour in the Foundation Stage

Appendix 2: Behaviour and discipline in schools – Advice for headteachers and school staff – DfE

January 2016